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APPLICATION FOR GRANTS UNDER THE

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM
CFDA # 84.365C
PR/Award # T365C110004
Grants.gov Tracking#: GRANT10831324

Closing Date: MAR 21, 2011

Rocky Boy Public Schools
OELAP Native American & Alaska Native Children in School Program
ABSTRACT

APPLICANT:
The applicant for this Native American & Alaska Native Children in School Program (CFDA number 84.365C) is Rocky Boy Public Schools.

TITLE OF PROGRAM:
The title of the program is ***Rocky Boy School Native American Children in School Program (RBS NACSP).***

TYPE OF PROGRAM:
This program is a Native American & Alaska Native Children in School Program aiming to improve reading and English proficiency, enhance parental involvement, provide culturally appropriate staff development, increase college enrollment, and enhance institution-wide, data-based decision making.

NATIVE LANGUAGE(S):
The Native language for the ***RBS NACSP*** is Cree.

SCHOOL(S):
The school this program will be implemented in is Rocky Boy Public Schools.

GRADE LEVEL(S):
Grade levels to be served are 1st through 8th grades, 10th grade, and 12th grade.

TOTAL ENGLISH LANGUAGE LEARNER STUDENTS:
The total unduplicated number of students to be served by the end of the project is 244, and the total to be served each year of the project is 122.

PROJECT DESCRIPTION:
The project goals and annual measurable objectives are as follows:

RBS NACSP's goal is *"To develop high levels of academic attainment in English among American Indian K-12 students in Rocky Boy's School District, of whom 24% are English learners, and to promote parental and community participation in language instruction educational programs."*

To accomplish ***RBS NACSP***'s goal, the following measurable objectives have been established:

Objective 1- Improve English Proficiency: During the project period of September 1, 2011 to August 31, 2016, ***RBS*** will improve Rocky Boy's School District's K-12 student population's **English language and reading proficiency** by an average of **at least 10%** as measured by a the Montana Comprehensive Assessment System (Montana Office of Public Instruction English

Language Proficiency Test) student proficiency pass rates, as evidenced by official test results, program records, and external evaluation reports.

Objective 2-Parental Involvement: During the same project period, ***RBS*** will increase **parental involvement** within the school system by **at least 5% per year** as evidenced by parent sign-in sheets, teacher communication logs, program records, and external evaluation results.

Objective 3-Cultural Sensitivity Training: During the same project period, ***RBS*** will provide at **least one (1) Cultural Support Services Cultural Sensitivity Training** to the Rocky Boy's School District's K-12 teachers as evidenced by sign-in sheets, event evaluations, program records, and external evaluation reports.

Objective 4 - College Enrollment: During the same project period, ***RBS*** will **increase college enrollment** of Rocky Boy's School District's student's by **at least 3%** (from 37% to 52% over 5 years), as measured by the rise in alumni post-secondary institutions attendance, as evidenced by student tracking forms, program records, and external evaluation results.

Objective 5-Data-driven Decision Making: During the same project period, ***RBS*** will complete **at least 9 external evaluation reports per year** for the purpose of enhancing qualitative and quantitative data of which improve **institution-wide decision making** as measured by program records, on-site evaluations, and completed reports.

The ***RBS NACSP*** will address competitive priorities 2 & 3 and invitational priorities 1 & 2 as follows:

Competitive Preference Priority 2: We will increase the number of high-need students who are academically prepared for and enroll in college by 3% per year through comprehensive English language and reading proficiency instruction, preparation of students for MontCAS testing, and extensive college preparatory activities.

Competitive Preference Priority 3: To enable more data-based decision making, Project Staff will research and collect data from other successful programs implemented among Native American populations for the purpose of improving instructional practices. Components of the successful programs will be implemented at ***RBS*** for an outcome of improved instructional practices. The Project Coordinator will provide the External Evaluator with the results of the data collected, and the External Evaluator will analyze the data and provide any necessary recommendations for project improvement.

Invitational Priority 1: We will increase parental involvement by at least 5% per year through constant communication between teachers and parents, printed and electronic correspondence, and an open door policy at ***RBS***.

Invitational Priority 2: To support Native American Language instruction, we will hire a teacher whose main focus will be teaching and improving reading proficiency and the English language

among 3rd through 10th grade students. The teacher will preferably be Native American, and the Cree language and culture will also be implemented into the curriculum.

We will address the three GPRA measures by comparing the baseline MontCAS CRT reading scores to the test scores each budget year during the project period (GPRA standard 1.1 the percentage of English Learners (ELs) served who scored proficient or above on the State reading assessment); comparing the baseline ELP Assessment data to the corresponding data each budget year of the program (GPRA standard 1.2 the percentage of ELs served who made progress in English as measured by the State approved English language proficiency (ELP) assessment); and comparing the percentage of students who attained proficiency in English on the baseline Montana ELP assessment to the percentage of students who attained proficiency in English during each project year (GPRA standard 1.3 the percentage of ELs served who attained proficiency in English as measured by the State approved ELP assessment).

Proposed professional development includes an annual Cultural Sensitivity Training for all teachers, to be implemented by our Tribal Cultural Support Services with the assistance of Tribal Elders. This training will introduce our non-native teachers to the cultural background of our students. In addition, the Cultural Sensitivity Training will be utilized by our teachers, both native and non-native, in understanding the unique background of our students when preparing classroom lessons and activities. The ***RBS NACSP*** staff (Project Coordinator and Language Teacher), as part of their professional development, will also attend the annual Montana Indian Education Association, Montana Education Association, and National Association of Bi-lingual Education conferences.

The ***RBS NACSP*** will promote parent involvement through a variety of activities including on-going electronic and written correspondence, quarterly parent teacher conferences, family fun nights, and the promotion of an open door policy at the School. Additionally, we will implement our Reading to Parents program for 1st to 3rd grades and college readiness curriculum for 6th and 12th grade students. Both the college readiness curriculum and Reading to Parents program will include recognition ceremonies that will involve students, families, and the community.

We anticipate the following final project outcomes to be achieved through this program:

- ✓ 2% per year (10% total) improvement in English language and reading proficiency;
- ✓ 5% per year (25% total) increase in Parental involvement;
- ✓ Provision of annual (5 total staff trainings) Cultural Sensitivity Training;
- ✓ 3% per year (15% total) increase in college enrollment; and
- ✓ Enhancement of data-driven decision making through the completion of 9 on-site
- ✓ external evaluation visits and reports per year.

CONTACT INFORMATION:

Mr. Voyd St. Pierre, the Project Director can be reached by telephone (406) 395-4291, e-mail voydsp@rockyboy.k12.mt.us, or at Rocky Boy Public Schools, 81 Mission Taylor Road, Box Elder, MT 59521.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1241-RBS NACSP Narrative FINAL.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1242-RBS NACSP Table of Contents.pdf**

NEED FOR PROJECT

Located on the Rocky Boy's Indian Reservation, ***Rocky Boy School (RBS),*** grades K-12, is a Local Education Agency serving a majority of Native American Students (509 of the 550 students or 93%). The Rocky Boy's Indian Reservation is the smallest of the seven Indian reservations in the State of Montana and was established by Act of Congress on September 7, 1916. The original reservation consisted of approximately 55,000 acres and in later years more land was added until the reservation reached its present size of more than 122,000 acres. Since the creation of the Rocky Boy's Indian Reservation, intermarriage has combined the Chippewa and Cree Tribes until today Tribal members can be listed on the membership rolls only as Chippewa Cree. The total number of enrolled tribal members is 6,245 as of April 21, 2010.

Rurally located in north-central Montana, our reservation lies in the shadows and drainage area of the Bears Paw Mountains. Our community experiences isolation, mountainous road-ways without pedestrian facilities, extreme weather conditions, and chronic poverty. Our homes and facilities are dispersed. The nearest supermarket is located in Havre, MT, with a population of 9,575, approximately 30 miles from the Rocky Boy Agency (Agency), the hub of Rocky Boy's Indian Reservation, and the nearest international airport and major shopping facilities are located in Great Falls, MT, with a population of 59,366, 110 miles from the Agency. Additionally, weather conditions range from -40° F in the winter to 105° F in the summer.

Further compounding our community's need, poverty prohibits access to family owned and operated vehicles and other basic needs, as they relate to our area's geographic, topographic, and climatic conditions. For instance, according to the April 2008 Bureau of Indian Affairs report entitled "*Indian Service Population and Labor Force Estimates*," the 3,379 individuals living on the

Rocky Boy's Indian Reservation endure a staggering unemployment rate of 67.9 percent.

Beyond our ongoing economic issues, in June 2010, our community experienced a natural disaster in the form of a flood that left more than 200 homes without drinking water, forcing the evacuation of at least 38 families, and cutting off access to the reservation's only health clinic. These conditions wiped out roads, bridges, and threatened to overflow the community's centrally located dam. These families, including elders and children, were left without access to basic resources. This natural disaster has caused further poverty in our community, heightening the risk of educational failure for our children. This program will directly address the urgent and ongoing needs of our at-risk youth. In July 2010, President Barack Obama declared the reservation a natural disaster area.

Native American students throughout Montana are at high risk of failing academically, dropping out, and failing to enroll in college or other post-secondary training programs. Table 1, Montana Criterion Reference Test (CRT) results *(Montana American Indian Student Achievement Data Report Fall 2010)* reflect just how bleak a positive academic future is for Native American Students in Montana.

TABLE 1: CRT Trend Data (Percentage at or above proficient, all grades tested)					
	2006	2007	2008	2009	2010
Native American Students (Reading)	54%	58%	58%	60%	63%
White Students (Reading)	82%	84%	84%	85%	87%
Native American Students (Math)	34%	37%	36%	37%	40%
White Students (Math)	65%	67%	67%	68%	71%

As demonstrated in Table 2 , the CRT test results for ***RBS*** Native American Students reveal an even lower rate of students scoring proficient or above in the Spring of 2010. These test results show a dire need for improvement in Reading and Math proficiency in order to increase the number

of students acquiring post-secondary success.

TABLE 2: 2010 CRT Percentage at or above proficient - RBS Native American Students							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Reading	90%	45%	50%	44%	37%	51%	24%
Mathematics	47%	19%	23%	28%	18%	25%	4%

The above table not only indicates much lower CRT scores for Rocky Boy School as compared to other students in Montana, it shows a major drop off in scores in both Reading and Mathematics between 3rd and 4th grade and 8th and 10th grade. The following information, quoted from the *Montana Office of Public Instruction Montana's Reading First Report, November 2004,* reveals reasons contributing to the drastic drop in test scores between the 3rd and 4th grades:

- "Research shows that children who read well in the early grades are far more successful in later years."
- "Young, capable readers can take greater advantage of school opportunities, and develop invaluable confidence in their own abilities."
- "Reading success leads directly to success in other subjects such as social studies, math, and science."
- "In the long term, students who cannot read well are much more likely to drop out of school and be limited to lower-paying jobs throughout their lifetimes."

In addition to inadequate early reading skills contributing to low academic readiness in other subjects, other factors such as the transition from 8th grade to High School contribute to the drop in Reading and Mathematics scores between the 8th and 10th grades.

The following data *(Montana American Indian Student Achievement Data Report Fall 2010,*

Rocky Boy Public Schools, and The National Center on Education Statistics) further emphasizes the great need for higher levels of academic attainment among Native American students locally, state wide, and nationally:

- In 2009, the completion rate for Native American students was much lower than the completion rate of students of other ethnic backgrounds.
- Over a three year period, Native American students in Montana had a completion rate of 65.8% as compared to a completion rate of 86.4% for White students.
- The completion rate for Rocky Boy School students in 2005 (most recent data available through Montana Office of Public Instruction) was 64%.
- Between 2004 and 2009, 53.5% of the dropouts in Montana in 7th and 8th grade were Native American while they accounted for 11.3% of total school enrollment. Similarly, 10.4% of total enrolled high school students were Native American, while they accounted for 23.7% of dropouts.
- During 2008-2009, Native American 7th and 8th grade students dropped out at a rate 12 times greater than their White counterparts. The rate for high school students is 2.5 times higher than White students
- The highest number of Native American students who drop out are in 9th grade while the highest number for White students is grade 12.
- Based on the Spring 2010 MontCAS CRT testing data reports, of the 252 Rocky Boy School students taking the tests, 61 (24%) were identified as Limited English Proficient (LEP).
- 93% of the students enrolled in the Rocky Boy School District qualify for free or reduced lunch.

- Nationwide, of all degrees earned in 2007-2008, 1.2% of Associates degrees, .7% of Bachelors degrees, .5% of Masters degrees, and .4% of Doctoral degrees were earned by Native Americans/Alaska Natives.

Given the staggering trends among our youth in poor CRT test results, completion rates, and dropout rates in children as young as 12 years old (7th grade), there is a crucial need for the ***Rocky Boy School Native American Children in School Program (RBS NACSP)*** which will increase English language proficiency resulting in higher levels of academic attainment for students in grades K-12. The ***RBS NACSP*** will promote and encourage a high level of parental involvement, and includes a strong evaluation plan which will be implemented early in the project period.

SECTION A: QUALITY OF PROJECT DESIGN (30 points)

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

In consideration of the large amount of data presented previously in this application, the extreme need for the ***RBS NACSP*** is clear. The concise and measurable goal and objectives presented in this section will promote outcomes that will improve our students' reading comprehension abilities, and ultimately their success later in life through increased college attendance and completion. Outlined below are the annual targets we anticipate to meet through the implementation of this Project, and following the brief outline are the detailed goal and objectives we have developed to meet these targets:

- ✓ 2% per year improvement in English language and reading proficiency;
- ✓ 5% per year increase in Parental involvement;
- ✓ Provision of annual Cultural Sensitivity Training;

- ✓ 3% per year increase in college enrollment; and
- ✓ Enhancement of data-driven decision making through the completion of 9 on-site external evaluation visits and reports per year.

RBS NACSP's goal is *"To develop high levels of academic attainment in English among American Indian K-12 students in Rocky Boy's School District, of which 24% are English learners, and to promote parental and community participation in language instruction educational programs."* To accomplish ***RBS NACSP***'s goal, the following measurable objectives have been established:

Objective 1- Improve English Proficiency: During the project period of September 1, 2011 to August 31, 2016, ***RBS*** will improve Rocky Boy's School District's K-12 student population 's **English language and reading proficiency** by an average of **at least 10%** as measured by a the Montana Comprehensive Assessment System (Montana Office of Public Instruction English Language Proficiency Test) student proficiency pass rates, as evidenced by official test results, program records, and external evaluation reports.

Objective 2-Parental Involvement: During the same project period, ***RBS*** will increase **parental involvement** within the school system by **at least 5% per year** as evidenced by parent sign-in sheets, teacher communication logs, program records, and external evaluation results.

Objective 3-Cultural Sensitivity Training: During the same project period, ***RBS*** will provide at **least one (1) Cultural Support Services Cultural Sensitivity Training** to the Rocky Boy's School District's K-12 teachers as evidenced by sign-in sheets, event evaluations, program records, and external evaluation reports.

Objective 4 - College Enrollment: During the same project period, ***RBS*** will **increase college**

enrollment of Rocky Boy's School District's student's by **at least 3%** (from 37% to 52% over 5 years), as measured by the rise in alumni post-secondary institutions attendance, as evidenced by student tracking forms, program records, and external evaluation results.

Objective 5-Data-driven Decision Making: During the same project period, ***RBS*** will complete **at least 9 external evaluation reports per year** for the purpose of enhancing qualitative and quantitative data of which improve **institution-wide decision making** as measured by program records, on-site evaluations, and completed reports.

The ***RBS NACSP*** is designed to meet four specific needs: (1) to improve English language and reading proficiency among our students, grades K-12; (2) to promote parent and community involvement in our children's education; (3) to provide culturally sensitive professional development for our teaches, both Native and non-Native; and (4) to meet Competitive Preference Priorities 2 (addressed in objective 4) & 3 (addressed in objective 5) and Invitational Priorities 1 & 2. **As evidenced by our objectives and the design of this application to meet competitive Preference Priority 2 (3 points) and Competitive Preference Priority 3 (3 points), we are eligible for 6 additional points in the scoring of this application.**

☒ ***Competitive Preference Priority 2:*** We will increase the number of high-need students who are academically prepared for and enroll in college by 3% per year through comprehensive English language and reading proficiency instruction, preparation of students for MontCAS testing, and extensive college preparatory activities.

☒ ***Competitive Preference Priority 3:*** To enable more data-based decision making, Project Staff will research and collect data from other successful programs implemented among Native American populations for the purpose of improving instructional practices. Components of the successful

programs will be implemented at ***RBS*** for an outcome of improved instructional practices. The Project Coordinator will provide the External Evaluator with the results of the data collected, and the External Evaluator will analyze the data and provide any necessary recommendations for project improvement.

☒ ***Invitational Priority 1:*** We will increase parental involvement by at least 5% per year through constant communication between teachers and parents, printed and electronic correspondence, and an open door policy at ***RBS***.

☒ ***Invitational Priority 2:*** To support Native American Language instruction, we will hire a teacher whose main focus will be teaching and improving reading proficiency and the English language among 3rd through 10th grade students. The teacher will preferably be Native American, and the Cree language and culture will also be implemented into the curriculum.

In order to address the Government Performance and Results Act (***GPRA***) as set forth by the Department of Education, we will adhere to the following three performance measures for evaluating the overall effectiveness of the ***RBS NACSP*** .

1.1: The percentage of English Learners (ELs) served who scored proficient or above on the State reading assessment.

We will measure this standard by comparing the baseline MontCAS CRT reading scores to the test scores each budget year during the project period. We anticipate an overall increase of 15% of Native American students in ***RBS*** to score proficient or above over the course of the project period.

1.2: The percentage of ELs served who made progress in English as measured by the State-approved English language proficiency (ELP) assessment.

We will measure this standard by comparing the baseline ELP Assessment data to the

corresponding data each budget year of the program. We anticipate the percentage of students in ***RBS*** with an improvement in ELP to increase by 35% over the course of the project period.

1.3 The percentage of ELs served who attained proficiency in English as measured by the State-approved ELP assessment.

We will measure this standard by comparing the percentage of students who attained proficiency in English on the baseline Montana ELP assessment to the percentage of students who attained proficiency in English during each project year. We anticipate the percentage of students in ***RBS*** who attain proficiency in English to increase by 15% over the course of the project.

In order to improve our student's MontCAS Reading and Language Arts assessment results, ultimately increasing the percentage of English language proficiency, we will purchase Queue, Inc. workbooks for all students taking the MontCAS assessments. Reading comprehension workbooks will be purchased for grades 3-8 and English Language Arts workbooks will be purchased for grades 3-8 and 10. The reading comprehension workbooks offer practice in grade level reading comprehension passages and include multiple choice questions and open ended questions which provide practice in reasoning skills and composition. The English Language Arts workbooks provide practice in composition, allowing the students to learn the writing process and produce clear, direct, and compelling results. These workbooks will be implemented by the existing classroom teachers. Additionally, an English teacher will be hired to work with students who need additional help with becoming English Language Proficient. This teacher will teach English and language skills, and will incorporate the Cree language and culture into the curriculum. Very high need students, grades 3-10, participating in this class will work more intensely with the Queue, Inc. workbooks.

In order to establish and maintain a learning environment conducive to the background of our children, we will provide annual Cultural Sensitivity Training for Teaching Staff in collaboration with the Chippewa Cree Tribe Cultural Support Services (CSS) and Chippewa Cree Elders. CSS, with the assistance for Tribal Elders, will provide incoming and returning teaching staff with appropriate cultural knowledge. Following is a non-exhaustive list of topics that will be discussed during the training:

- Gender specific reasons that some females will stay home during their menstrual cycle and why they cannot participate in certain games during or after their cycle;
- Reasons families permit students to stay home due to sickness, death, and funerals within the family;
- Protocol for students during time of sickness, death, and funerals;
- The "norms" of grandparents raising grandchildren;
- The effects of drug/alcohol use on students (i.e., as weekend approaches and returning back to school on Monday mornings) and how it effects the behavior of the student;
- The effects of domestic violence (often unreported) on a student;
- Explain the proper protocol of sweetgrass, if it is to be used in the classroom, and the reason sage is sometimes used in conjunction with sweetgrass;
- Attendance by students at various ceremonies may cause the student to be tardy or not attend school the following day;
- Explain "family" as viewed by Native Americans;
- Explanation of PTSD (Post Traumatic Stress Disorder) and how it relates to various students based on their experiences;

- Explanation of Historical Trauma and how it relates to various students based on their experiences; and
- Question and Answer session from staff to Elders in regards to specific questions staff have about culture (i.e., Do's and Don't's).

The anticipated outcome of providing cultural sensitivity training to new and returning staff is to assist in alleviating misunderstandings between parents and teaching staff as it relates to our Culture. Additionally, the proposed Cultural Sensitivity Training will educate teaching staff on aspects of the Cree culture that can greatly impact the outcome of our children's education.

In addition to our activities as they relate to extensive English language proficiency efforts, the ***RBS NACSP*** will also better prepare our students for college and other post-secondary education options by providing comprehensive college preparation courses. Because we want our children to start learning about and becoming passionate about college at a young age, we have chosen the *Kids2College* provided by the Sallie Mae Fund and aimed toward 6th grade students. This course was designed to "expose low-income and minority sixth-grade students to the value and accessibility of a higher education" and focuses on family and community discussion. Students are given take home handbooks to facilitate family discussion. We will offer this course to all our 6th grade students each year of the project. The course content consists of six lessons: (1) Education Options; (2) Career Exploration; (3) I'm going to College!; (4) Paying for College; (5) Connecting College and Careers; and (6) Career Day. The final activity outlined in the curriculum will be a campus visit. In addition to the *Kids2College* curriculum, we will implement *Expanding the Circle* curriculum for ten (10) high school seniors per year. *Expanding the Circle* is Native American based, and focuses on culturally relevant activities to transition students from High School to

College. The program was developed to include family and the community so this curriculum will contribute to promoting parental involvement. The course content includes four themes: Theme I: The Discovery, Theme II: The Framework, Theme III: The Choice, and Theme IV: The Reflection. Students will keep a portfolio including items such as resumes and a list of colleges. Upon completing the curriculum, we will conduct a parent and community gathering in which the students will present a summary of what they learned, including what college they plan to attend and the field of study they will be pursuing.

Starting early and continuing through the duration of the project, the Project Coordinator will research and obtain information from other programs that have been successful in improving post-secondary educational success, and improving instructional practices and policies promoting positive student outcomes. He or she will then incorporate aspects of those proven to be successful into the ***RBS NACSP***. Part of the research collected will include ongoing education obtained through annual attendance at annual Montana Indian Education Association (***MIEA***), Montana Education Association (***MEA***), and National Association of Bilingual Education (***NABE***) conferences. Additionally, to promote excitement for education, two (2) students will attend these conferences along with the Language Teacher for purposes of professional development. The external evaluator will be provided with the data collected, analyze said data, and make written recommendations for the program based on the results.

(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)

Upon completion of the ***RBS NACSP***, one of the ways we will build capacity is to continue to implement the *Kids2College* curriculum on an annual basis including the campus college visit.

Additionally, we will continue to implement the *Expanding the Circle* or similar curriculum intended for High School students, including the campus college visits. The Project Coordinator will train previously selected teaching staff in the implementation of the curricula so the college preparation activities can be carried out in a regularly scheduled class beyond the period of Federal funding. This activity will promote the continuation of increased college enrollment of our graduates.

In addition to the continuation of our efforts to increase college enrollment, we will continue our Reading to Parents program as described below in ***part iii (parent involvement)*** below. The continuation of this program will not only spark excitement for reading in young children, it will also promote continued parent involvement.

The data complied through the accomplishment of Objective 5, data-driven decision making, will continue to be used and collected for decision making beyond the period of Federal funding. Additionally, we will utilize the recommendations of our External Evaluator for the continued improvement of English and reading achievement of our students.

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

Parental involvement will be encouraged through a variety of methods. ***RBS*** currently conducts parent teacher conferences on a quarterly basis and will continue to do so. Additionally, teachers will communicate with parents about their children on an individual basis as needed. Printed and electronic correspondence will be distributed to parents and the community outlining all school events. Parents will also be informed of MontCAS test dates well in advance with a list of recommendations for preparing their children (i.e. get plenty of rest, eat breakfast). An open-door policy will be communicated to parents at all meetings and school events. This open-door policy

will also be posted throughout the school in conspicuous locations.

The *Kids2College* program for sixth grade students will also promote parent involvement through the take home books and activities provided by the curriculum. The *Expanding the Circle* curriculum for high school students is Native American based and provides family and community based activities. Specifically, we will hold an annual gathering of parents and community members in which students will conduct a presentation on what they learned, what they "want to be when they grow up" (sixth graders), and what college and career they plan to pursue (high school students).

In addition, we will implement our Reading to Parents Program for 1st through 3rd grade students. This program is designed to encourage a love for reading at a very young age as well as involve parents in the reading process. We will develop take-home reading kits that consist of a grade level book, a short instructional sheet for the parent, and a parent signature sheet acknowledging his/her child read the book to him/her. Once the child returns the reading kit to school, he or she will be given a short assessment to determine comprehension of the story read. A recognition ceremony will be held twice per year to recognize the children for their reading accomplishments and notify parents of the progress being made in the Reading to Parents Program.

Finally, we will implement three (3) Family Fun Nights during the summer of each year. The Family Fun Nights are intended to keep the students' interest in reading through the summer months. These gatherings will include literacy based fun and games, and drawings in which all people attending and present are eligible to receive prizes. This activity will encourage and enhance parental involvement during the summer when school is not in session.

SECTION B: QUALITY OF PROJECT PERSONNEL (10 points)

(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)

RBS is committed to the employment of people that have been traditionally underrepresented. In addition, Rocky Boy School's mission statement is designed such that the overall goals of the school are to improve the education and employment opportunities for Native Americans, who have been traditionally underrepresented. It is the intention of this project to improve education for our students, the majority of whom are Native American.

Currently, the Rocky Boy Schools Board of Trustees is 100% American Indian; administration is 90% American Indian; certified staff are approximately 30% American Indian; classified staff are approximately 90% American Indian; approximately 70% of all staff are women; 10% are senior citizens; and 5% are disabled.

RBS will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, color, national origin, age, marital status or non job-related physical, sensory or mental disabilities, except insofar as such disabilities meet minimal occupational qualifications.

RBS encourages applications from individuals who are members of groups that have been traditionally underrepresented. Our statistics reflect past and present employment practices as an Equal Employment Agency. ***RBS*** addressed GEPA Requirements in the ED GEPA 427 form.

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

Mr. Voyd St. Pierre will serve as .10 FTE Project Director, and will be directly responsible for

implementing the ***RBS NACSP*** in accordance with objective work plans in cooperation with Project staff. He earned his Master of Education in School Administration, 1996 from Montana State University, Bozeman, Montana and Bachelor of Science in Secondary Education, 1996 from Western Montana College, Dillon, Montana. His Education Certification includes K-12 Superintendent, Class 3, Level 3; K-12 Principal, Class 3, Level 3; and 7-12 Professional Teaching, Class 1, Level 2 (Business Education and History). He has served as Superintendent (4 years), Principal (10 years), Principal Intern (OPI Administrative Intern-4 years) and Business/Computer Teacher (2 years).

He currently oversees a public K-12 school system with 550 students and 107 certified and classified employees. Daily management includes instruction, personnel, finance, transportation, operations and maintenance, technology, Head Start/Early Head Start, Print Shop, federal and state grant programs, and Board and community relations. Fiscal responsibilities include budgets ranging from $6.8 to 7.5 million annually.

He will be responsible for (1) planning, organizing, coordinating, reporting, budgeting, and communicating all concerns regarding this project; and (2) implementing internal evaluation system to measure Project specific performance outcomes and progress in meeting objectives of the Project.

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

The other key project personnel is the Project Coordinator (to be hired) with (1) at least 3 years experience in an administrative/teaching capacity; (2) at least 5 years' experience in English as a Second Language or the education of disadvantaged, including classroom experience; (3) Bilingual proficiency in Cree and English preferred; (4) knowledge of Chippewa Cree cultures/traditions; (5)

knowledge of bilingual curriculum implementation; (6) familiarity with audio/visual equipment; (7) knowledge of staff training and the evaluation process; (8) experience in personnel management and fiscal operations; (9) evidence from past working experience of ability to relate successfully to disadvantaged individuals and American Indian populations; and (10) experience in administering federal projects including knowledge of federal rules and regulations governing federally funding programs.

The Project Coordinator will be directly responsible (1) for implementing the Project in accordance with objective work plans; (2) preserve the Chippewa Cree Tribal specific language, culture, and history; (3) responsible for administering, budgeting, staffing, training, evaluating, and reporting on this Project; (4) responsible for scheduling and conducting Cultural Sensitivity training with CSS and Elder consultants; (5) responsible for continued research of Cree language preservation, immersion, and instruction activities; (6) contact and employ pre-identified community organizations, agencies, and individuals who will serve as resources for the Project; (7) implement evaluation system to measure Project specific performance outcomes and progress in meeting objectives of the Project; (8) responsible for the acquisition of all materials and supplies as outlined in the grant, in accordance with the school district and federal guidelines; and (9) travel as assigned.

SECTION C: QUALITY OF THE MANAGEMENT PLAN (30 points)

(I) 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.

RBS NACSP's management plan includes a breakdown of who will be responsible for managing and operating the various facets of our Program. These roles and responsibilities related

to management and implementation, including necessary competencies of those professional staff, are as follows:

Staff Qualifications: All staff must posses a knowledge of the community including how our unique cultural values affect daily life. Additional qualifications are detailed below.

A) Program Director: (10% In-kind, Mr. Voyd St. Pierre) This position will provide oversight, feedback on monthly reports, and monitor progress based on those reports. Mr. St. Pierre has been the ***RBS*** Superintendent since 2006, where he assumes management of the District. Mr. St. Pierre has served in a variety of education-related positions, many of which required direct program management, reporting responsibilities, and significant authority of many services for students. He has worked with many of the community leaders featured in this Program.

B) Project Coordinator: (100%, To Be Hired) This position will be responsible for ensuring project activities are met on time and within budget, gathering and maintaining data for monthly reporting, research of successful programs that improve post-secondary success and instructional practices, annual report to the Department of Education, implementation of the *Kids2College* and *Expanding the Circle* curricula, and coordination with the external evaluator. The Project Coordinator will be required to hold a minimum of a Bachelor's degree and a minimum of two (2) years experience as a Project Coordinator. This person will be required to have experience in organizing, directing, and coordinating across several entities given the broad reach of implementing policy changes. Preference will also be provided to individuals who have worked in American Indian communities, as the unique nature of the Rocky Boy's Indian Reservation requires a strong foundation of understanding the educational environments unique to Native communities.

C) Language Teacher: (100%, To Be Hired) This position will be responsible for English

Language instruction of limited English proficient students while incorporating culturally appropriate instructional methods to address various learning styles. He/she will work and coordinate with other staff to incorporate cultural learning experiences related to the immersion and instruction of the Cree language. This person will also identify and use multiple tools to assess, document, and report children's periodic and final progress. The Language Teacher will be required to hold a Bachelors degree in Early Childhood Education or other applicable field. He or she will also have bilingual proficiency in Cree and English, knowledge of Cree culture/tradition, knowledge of bilingual curriculum implementation, and evidence from past working experience of ability to relate successfully to disadvantaged individuals and American Indian populations.

The time line to accomplish all project activities is outlined below with specific responsibilities and evaluative criteria presented to allow for ease in documentation of the completion of each project task.

"Staff" refers to the staff responsible for ensuring completion. **PC** = Project Coordinator; **PD** = Project Director; **EE** = External Evaluator; **S** = Students; **LT** = Language Teacher; **T** = Teachers; **CSS** = Cultural Support Services; **E** = Elders.

Rocky Boy School Native American Children in School Project Timeline		
Major Task	**Staff**	**Time Schedule**
Finalize grant award.	PD	Prior to project.
Advertise for and hire the PC and Language Teacher.	PD	Year 1, Month 1
Provide orientation for staff.	PD, PC, LT	Year 1, Month 1
Provide project orientation to teachers and staff.	PC, T	Month 1 each year of the project.

Major Task	Staff	Time Schedule
Order Queue, Inc. workbooks for all students grades 3-8 for Reading Comprehension and grades 3-8 and 10 for English Language Arts.	PC	Month 1 each year of the project.
Implement Queue, Inc. workbooks into the classroom schedule.	T	On-going
Order *Kids2College* and *Expanding the Circle* curricula and materials.	PC	Month 1 each year
Implement 6 lessons of *Kids2College* curriculum.	PC	March-May each project year
Implement Themes I - IV of the *Expanding the Circle* curriculum, and conduct one campus visit for participants.	PC	September-May each year
Plan and implement three (3) Family Fun Nights each summer of the program.	PC	May-August each project year
Implement Reading to Parents program, including reading comprehension assessments, and plan and implement two (2) awards ceremonies per year .	PC, T	On-going
Train specified teachers on implementation of the *Kids2College* and *Expanding the Circle* curricula.	PC, T	September - May Year 5
Collect and analyze data on completion rates, dropout rates, MontCAS Reading and ELP assessment results.	PC, E	On-going as data becomes available
Maintain sign in sheets and communication logs for parent events and correspondence.	PC, T	On-going

Major Task	Staff	Time Schedule
Create, distribute, and post dissemination materials regarding the open-door policy at ***RBS***.	PC	On-going
Conduct on-going extensive evaluation, both internal and external.	PC, EE	On-Going
Schedule and conduct Cultural Sensitivity training for teaching staff.	PC, T, CSS, E	Annually at start of school year
Collect baseline (year 1) and on-going (years 2-5) data on ***RBS*** graduates entering college.	PC	On-going as data becomes available
Conduct on-going correspondence, both printed and electronic, with parents regarding their children.	T	On-going
Contact parents within two weeks of their child entering the ***RBS NACSP***.	LT, PC	On-going
Research, collect, analyze, and implement data on effective practices for the improvement of student outcomes.	PC, EE	On-going
Produce monthly reports progress of the project.	PC	On-going
Attend Montana Indian Education Association (MIEA), Montana Education Association (MEA), and National Association of Bilingual Education (NABE) conferences.	PC, T, S	Annually
Submit required reports to the Department of Education.	PC, PD	On-going
Conduct external evaluation.	EE, PC	Monthly
Incorporate recommendations from the external evaluation into the program.	PC, PD, T	On-going

SECTION D: QUALITY OF THE PROJECT EVALUATION (30 points)

(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)

RBS utilizes Stufflebeam's Context, Input, Process, Product (***CIPP***) evaluation model. This model has proven to be very feasible and appropriate to the goals, objectives and intended outcomes of previously Federal funded programs and will be continued for this project. The ***CIPP*** evaluation model can briefly be described as follows:

CONTEXT:	**INPUT:**
■ What does the project propose to accomplish? ■ What are the goals and objectives? ■ Are objectives measurable? ■ Can the project be replicated? ■ How can the effectiveness of project implementation strategies be measured?	■ Who designed the project? ■ Is the plan realistic? ■ Can anyone implement the project design?
PROCESS:	**PRODUCT:**
■ Can all who, when, where, how and what variables be measured?	■ Can all context questions be answered and replicated?

To provide for continuous evaluation, the design will include the following four reactive components: **(1)** A component to determine the project's effectiveness that will provide performance feedback on a continuous basis and modify the activities if needed on an ongoing basis; **(2)** A component to assess each objective with appropriate instruments, methods for analyzing quantitative data (i.e., participants' progress, successes, needs, etc.) and how to improve the program; **(3)** A component to examine the effectiveness of project implementation strategies; and, **(4)** A component

to determine the impact of the project on the participants receiving services (intended outcomes).

An external evaluator is contracted with annually and will conduct a formative evaluation at the end of each month and again at the end of each project year (summative evaluation). The formative evaluations will include the progress of meeting Invitational Priorities 1 & 2, Competitive Priorities 2 & 3, GPRA Performance Measures, and the project objectives, interviewing project staff, and reviewing participants' records to determine if the project has implemented project strategies according to the time schedule, and progress of the participants. The summative evaluation will also include determination if the three Performance Measures are being met based upon annual MontCAS assessment results, examining the effectiveness of project implementation strategies and determining the quantity and quality of services and intended outcomes of the project. The external evaluator will make recommendations for improvement and/or modifications at the end of the formative and summative visits.

(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)

The methods to analyze evaluation data are in place at the present time and provide the School methods of evaluation for examining the effectiveness of project implementation strategies through the use of objective data. These methods include the monthly monitoring of project activities (implementation strategies), formative review by the external evaluator, monthly recommendations from staff regarding project implementation strategies, and periodical reports from classroom instructors. These methods may lead to changes in the project implementation strategies as needed on a continuous basis.

RJS & Associates, Inc, (***RJS***) has served as our external evaluator for the past fifteen years and will continue to serve as our external evaluator. ***RJS*** is a tribal for-profit corporation, incorporated as a Section 17 Corporation under the Chippewa Cree Tribe on the Rocky Boy's Indian Reservation. ***RJS*** is a 100 percent American Indian controlled and staffed resource development corporation that has over 35 years of experience administering scientifically and professionally sound, culturally appropriate, in-depth evaluations and current service delivery analysis throughout Indian Country. ***RJS*** staff and associates are specialists in the fields of education, **evaluations**, strategic planning, economic development, tribal governance, environmental practices, natural resources, agriculture, juvenile justice, research, **Indian culture/languages**, needs assessments, and proposal development.

RJS will determine how the project is progressing in meeting the five (5) objectives outlined earlier in this application. The following questions will be answered based upon evaluation of the data provided at the on-site external evaluations:

1. **Improve English Proficiency:** Do the MontCAS assessment results and program records indicate at least a 10% improvement in English language and reading proficiency for students assessed at ***RBS***?
2. **Parental Involvement:** Do parent sign-in sheets, teacher communication logs, and program records indicate the project is on track to increase parental involvement by 5% each year?
3. **Cultural Sensitivity Training:** Do sign-in sheets, event evaluations, and program records indicate at least one (1) Cultural Support Services Sensitivity Training was conducted each year?
4. **College Enrollment:** Do student tracking forms and program records indicate at least a 3% increase each year of ***RBS*** students enrolling in college?

5. **Data-driven Decision Making:** Do program records and completed evaluation reports indicate at least 9 external evaluations were conducted each year for the purpose of improving institution-wide, data-driven decision making?

The five (5) objectives align with the two (2) competitive preference priorities and the two (2) invitational priorities; therefore the progression of the competitive and invitational priorities will be evaluated as well. ***RJS*** will also review MontCAS assessment results to determine whether the Performance Measures are being reached. The following questions will be evaluated to determine the progress of the three (3) GPRA Performance Measures:

1. Was baseline ELP Assessment data collected and compared to annual data, and does comparison of this data indicate adequate progress toward obtaining an overall increase of 15% of Native American students at ***RBS*** scoring proficient or above?
2. Was baseline ELP Assessment data collected and compared to annual data, and does comparison of this data indicate adequate progress toward obtaining an overall increase of 35% of ***RBS*** students showing an improvement in ELP?
3. Was baseline ELP Assessment data collected and compared to annual data, and does comparison of this data indicate adequate progress toward obtaining an overall increase of 15% of ***RBS*** students who attain proficiency in English?

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

The evaluation (internal and external) will focus on the examination of project implementation strategies based upon the three quantitative measures for evaluating the overall effectiveness of the Program (GPRA measures). We will provide data on:

1) The percentage and number of high need EL students who are academically prepared to enroll in college as compared to the 2010-2011 base year statistics.
2) Research results on other successful programs implemented among Native American populations to improve the post-secondary outcomes and practices and how successful these other 'best practices' program were with the target student population.
3) Parental involvement, and improved communication between parents & teachers as compared to 2010-2011 school year statistics.
4) Reading proficiency and the English language improvement of students in grades 3-10 as compared to 2010-2011 school year statistics.

As a part of this project, the external evaluator will gather data (e.g., participant surveys) on the effectiveness of our training sessions and programs, the increase in parental involvement, the effectiveness of the project in successful completion by participants, and **ultimately** the effect of this project on the improved English language proficiency of the students within the Rocky Boy School.

(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)

As discussed earlier, performance feedback is provided through: monthly staff reports, monthly formative reviews by the external evaluator, grades, standardized tests, progress toward meeting the project objectives & GPRA Performance Measures, and our administrative monitoring system. As mentioned previously in this application, ***RJS***, a local firm, will provide monthly external evaluations for the ***RBS NACSP.***

Based upon our comprehensive plan of operations, internal and external evaluation procedures,

and our plan for collecting and analyzing quantitative data, we have provided a proven plan which: **(1)** periodically assesses the progress of achieving project objectives; **(2)** provides methods available to revise project activities, if needed; **(3)** implements a comprehensive monitoring system to assure our proposed project activities are being completed; and, **(4)** has developed instruments to collect and analyze quantitative data that have proven successful in the past.

In conclusion, the evaluation of this Native American Children in School Project is a major concern of the School during the entire grant period. Through proper evaluation processes and activities, the value of this project can be documented and disseminated for replication by similar projects.