Rank #4

U.S. Department of Education

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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

THE THREE C'S PROJECT

CUP'IK, COMMUNICATION, AND COLLABORATION

APPLICANT: KASHUNAMIUT SCHOOL DISTRICT

TITLE OF THE PROJECT:

THE THREE C'S PROJECT: CUP'IK, COMMUNICATION, AND COLLABORATION

TYPE OF PROJECT:
NATIVE AMERICAN AND ALASKAN NATIVE CHILDREN PROGRAM

NATIVE LANGUAGE: CUP'IK

SCHOOL: CHEVAK SCHOOL

GRADE LEVEL: K-12

TOTAL NUMBER OF ENGLISH LANGUAGE LEARNERS YEAR 1: 306
TOTAL NUMBER OF ENGLISH LANGUAGE LEARNERS YEAR 2: 334
TOTAL NUMBER OF ENGLISH LANGUAGE LEARNERS YEAR 3: 364
TOTAL NUMBER OF ENGLISH LANGUAGE LEARNERS YEAR 4: 394
TOTAL NUMBER OF ENGLISH LANGUAGE LEARNERS YEAR 5: 420

PRIORITIES ADDRESSED:
Competitive Preference Priority 1 Increasing Postsecondary Success
Competitive Preference Priority 2 Enabling more data-based decision making
Invitational Priority 1: Supporting Native Language Instruction
Invitational Priority 2: Parental Involvement to Improve Early Learning Outcomes and Success
Invitational Priority 3: Civic Learning and Engagement

SUMMARY OF ANNUAL PROJECT PERFORMANCE MEASURES FOR ITEMS BELOW:

Proposed professional development activities
Data literacy training
Data teams training

Proposed community and parent involvement activities

Parental involvement in planning toward higher education and vocational training
Parent involvement in data-based decision making
Parents involved in Cup'ik immersion program
Parents involved in improving early learning outcomes
Parents involved in civic values and community engagement
Parents involved in a week-long exploration of ancestral values

Expected project final outcomes

Statistically significant increase in academic achievement
Kashunamiut School District will make AYP
Children will become proficient in both Cup'ik and English
Statistically significant increase in English proficiency
Children entering kindergarten will have school readiness skills
There will be an increase in the number of graduating seniors accepted into programs of higher education or vocational training.

Program curriculum, assessments, and features:

Cup'ik Literacy Test
Alaska Standards Based Assessment (ASBA)
Kuder Vocational Aptitude Test
Coopersmith Measure of Student Values and Beliefs.

GPRA (i). The percentage of English learners (ELs) served by the program who score proficient or above on, as applicable, valid and reliable State and/or local district reading assessments.			
2013	177	88	ASBA
2014	178	89	ASBA
2015	198	99	ASBA
2016	200	100	ASBA

GPRA (ii). The percentage of ELs served by the program who are making progress in learning English as measured by the State approved English language proficiency assessment			
2013	306	153	ASBA
2014	334	167	ASBA
2015	364	182	ASBA
2016	394	197	ASBA

GPRA (iii). The percentage of ELs served by the program who are attaining progress in learning English as measured by the State approved English language proficiency assessment			
2013	306	153	ASBA
2014	334	167	ASBA
2015	364	182	ASBA
2016	394	197	ASBA

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THE THREE C'S PROJECT

CUP'IK COMMUNICATION AND COLLABORATION PROJECT

The purpose of this project is to develop high levels of academic attainment in English among English language learners and to promote parental and community participation in language instruction educational programs in the Kashunamiut School District.

Located 12 miles inland from the Bering Sea in Alaska, the district serves 314 Pre-K through 12th grade students in the Alaskan native village of Chevak. The community speaks Cup'ik as their native language, and is one of only two villages in the world speaking the language. It is a geographically isolated district. It is 151 miles from the nearest hospital and 523 miles from the nearest Wal-Mart. The members of the Cup'ik tribe were at one time nomadic, moving to new sites when their village became soiled. Today modern housing has made moving impractical and undesirable. However, there is a pressing need to teach the younger generation to clean and care for the village, maintaining greater sanitary conditions, responsibly disposing of waste, and avoiding destruction of important historical sites. The village lacks virtually all amenities found in larger, more populated areas.

The village has no library, no doctor, no restaurants, no movie theatre, and virtually no after-school recreational activities for students. Some homes lack indoor plumbing. The district has limited financial resources and is considered economically disadvantaged. With a poverty rate of 42.2%, the district and the community lack the necessary resources to adequately support students in their efforts to develop the literacy skills needed for a successful life in the 21st century. English is a second language in most homes, and children enter school at a

disadvantage. The majority of teachers are Caucasian and few understand the children's language. The isolation of the village coupled with the high rate of poverty which limits travel has resulted in native children lacking those experiences that are common to children in less rural areas. Few children ever see a museum, attend a science event, visit a zoo, or see a tree. They may never visit Disneyland, fly in a plane, or take an elevator. Few will ever eat in a restaurant or even see a tree. Sights, sounds, concepts and language/literacy building opportunities most children take for granted are simply not accessible to the children of Chevak. Weather with temperatures far below zero with high winds and blinding snow for as much as 10 months a year means that children must find meaningful opportunities for recreation in an indoor environment. The combination of the isolation of the village, bitter weather, language barriers, and poverty presents a daunting challenge to the administration and the faculty of the Chevak School. Further, the isolation of the student's results in their having an unrealistic concept of what is required in the various careers to which they aspire, or the academic preparation needed to be successful in college. A December, 2012 survey of Chevak high school students resulted in more than 80% of students indicating that they felt that school was important because they wanted to go to college. Tragically, an analysis of the spelling and writing of the high school students reveals that their spelling and writing skills are at a fourth grade level or less. There is a pressing need to help students understand the requirements of higher education or training, and to help them grasp and master the skills at each grade level that will allow them to fulfill their educational and career goals.

The school has failed to reach AYP for the last five years. They are now on level 5, and the Alaska State Department of Education has the right to come to the village and assume control of the district. This would be devastating to the native community and must be avoided at all costs.

The District has had three superintendents in three years, contributing to the lack of consistent education for the students. In addition, each year for the last three years, approximately 50% of faculty has chosen to leave or were not given a new contract. The graduation rate is 27.2% compared to 69.1 % for the State of Alaska. Most students struggle to obtain admission to a University program in Alaska where a score of 18 on the ACT or a score of 1290 on the SAT is required. While an alternative admissions opportunity accepts completion of a 16-credit high school core curriculum with a GPA of at least 3.0, with no minimum ACT or SAT score requirement for admission, many students lack the core courses required to meet that requirement. During the 2011 school year, only 4 students (20%) were admitted to postsecondary programs. The percentage of population with a bachelor's degree or higher (10.5%) is significantly below the state average of 27.9%. (http://www.city-data.com/city/Chevak-Alaska.html#ixzz2Gknonj9G)

Currently the library has little material of interest to adults, and particularly to parents. Members of the community seldom use the library except to check emails. Most members of the community do not have internet in the homes, and few have a computer. Access to a well-equipped and properly staffed Library Media Center with evening and weekend hours will build literacy in the community as well as a greater connection to the school and its instructional goals and objectives. Programs designed to provide information and modeling of literacy building techniques' will help parents increase literacy building opportunities in the home. Parents have difficulty communicating with teachers who do not speak their language and do not routinely engage with their child's teacher, participate in their child's learning at home, or come to the school. The increased presence of native speakers in the school will help parents feel more comfortable and encourage them to freely discuss their child's academic progress. The use of

native stories, songs, dances, art and poetry to tell the story of Chevak will build a sense of community and engage the children and their parents in retelling the history of the village. The district is currently working to develop student authored literature that can be made interactive and will support the goal of fluency in Cup'ik while at the same time increasing proficiency in English.

Mr. Larry Parker, the district's new Superintendent of Schools, established a grants committee in fall of 2012 and the committee collectively began work toward changing the outcomes of schooling for Chevak students. This grant is an outcome of the grant committee's collaborative thinking.

The project has a universal design with flexibility for learning, strategies that promote differentiated instruction, and technology with applications that promote and enhance literacy and academic achievement. Teaching Indigenous Languages, a study by Jon Rayner and Edward Tennant, reprinted from the Spring 1995 issue of the Bilingual Research Journal (Vol. 19, No. 2, pp. 279-304 has guided the design of the project.

(a) Quality of Project Design: (30 points)

The present proposal involves the three main target groups of education: parents, teachers and students to increase their involvement in education with programs to specifically enhance their experience. The project will be implemented in a remote village Native American school district on the Bering Sea that faces many challenges in education but in the past few years has received enormous improvements in communication, technology, internet and online education. The State of Alaska and the U.S. Department of Education has been responsible for strong support and

rapid upgrading of educational developments. The present grant coordinates and focus its resources on four overlapping levels of education and on two key populations, those parents and teachers who must support the students in their efforts to increase career success:.

- Grades K-12,
- high school grades 9 – 12
- teachers
- non-traditional/dropout students, and
- postsecondary. students
- parents

Major areas of educational support are:

- Academic Learning. The foci of this proposal are on student academic improvement in reading, writing, math, literacy and STEM (Science, Technology, Engineering, and Mathematics) subjects.

- Native American Language and English. Literacy in English and Cup'ik. Cup'ik is taught in grades K – 3 to students who mainly come to school speaking "village" English. During K – 3 students maintain their English out of school and at home while learning about their cultural heritage and mastering the Cup'ik language. In Grade 4 students begin all-English classes which continue throughout grades 4 – 12.

- Data Literacy and Data Teams. Teacher training in the use of data teams and assessment literacy which will provide concrete methods of involving teachers in understanding student test score interpretation and curricular modification in order to meet the need to improve test scores.

- Postsecondary Support. Specialize programs in career counseling, non-traditional sustainable education, postsecondary student needs.

- Parent involvement in education and counseling of students.

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

The evaluation design has been developed to utilize specific types of data that will guide and inform the Advisory Board, administration and the project as personnel work to improve student outcomes for children grades K-12. Shown below is an overview of the types of data and steps to be taken as well as data to be collected. These will be discussed in greater detail in the Evaluation section.

(1) objective standardized measures of student progress and quantitative criteria of success,

(2) posttest measures of student attainment coupled with quantitative criteria of success,

(3) bilingual measures of Cup'ik and English) which are standardized with criteria of success,

(4) the implementation of this grant by trained teachers who have demonstrated cultural competence, awareness, and appreciation,

(5) and careful linkages of established need, relevant goals, specific, measurable, and criterion-bounded objectives, and activities which demonstrate strategies for implementation and outcomes.

(6) implementation of innovative evidence-based, best practices of "data teams" (Dr. Chris Ownes, Northern Arizona University) which provides step-by-step instructions for organizing school faculty to utilize test results in an systematic and organized way for success.

(7) implementation of innovative "data literacy" principles (Dr. Peter Rillero, Arizona State University) and successfully developed by Dr. David Baker (Amphitheater Pubic Schools in Arizona).

GPRA Performance Measures for Evaluation

Data on the following GPRA Performance measures will be collected and reported as part of the evaluation.

1. The percentage of English learners (ELs) served by the program who score proficient or above on, as applicable, valid and reliable State and/or local district reading assessments.

2. The percentage of ELs served by the program who are making progress in learning English as measured by the approved English language proficiency assessment.

3. The percentage of the ELs served by the program who are attaining proficiency in English as measured by the State approved English language proficiency assessment.

Competitive Preference 1: Increasing Postsecondary Success

Goal 1: Graduating seniors will be accepted into the postsecondary education program (college, institute, or university) or a training program (vocational of technical school) of their choice.

Objective 1.1: By May 2014, and each year of the project thereafter, 90% of Chevak high school seniors applying to postsecondary programs will be accepted into an education or training program of their choice as measured by letters of acceptance from higher education or training programs.

Activity 1.1.1: A new academic performance system for students will be developed and implemented by fall, 2014, using clearly defined processes and guidelines. Outcome. Students will be able to competently evaluate their academic performance and develop skills to support entry into Higher Education programs or the career of their choice. Parents will participate in the development of the academic performance plan for their child.

Objective 1.2: Beginning in fall, 2013 100% of high school students will take four years of math, science, history/social studies and English.

Activity 1.2.1: By spring, 2014, teachers in grades K-3, 4-6, and 7-12 will identify and agree upon common goals for all core courses. Outcome. Students will identify, understand and agree upon common goals and academic requirements for all core courses.

Activity 1.2.2: The curriculum will be aligned both horizontally and vertically K-12. Outcome. Curriculum will be vertically and horizontally integrated.

Activity 1.2.3: New graduation requirements will include the 16 hour core curriculum required for admission into Alaska's Higher Education programs. Outcome. The Board of Education will approve a 16 core course curriculum requirement.

Objective 1.3 By fall 2016 there will be an increase of 10% in the number of the students pursuing Science, Technology, Engineering, Mathematics (STEM).

Activity 1.3.1: The high school guidance counselor will administer the Kuder Vocational Aptitude Test to all high school freshmen in order to guide them toward careers that are in keeping with their interests and aptitude. Outcome. Freshman students will know their vocational aptitudes and the requirements of the occupation which will assist them in their career choice.

Activity 1.3.2: The counselor will monitor course schedules to make sure that each student enrolls in the required four years of core courses. Outcome. Students will be enrolled in the required four years of core courses.

Activity 1.3.3: The counselor and teachers will meet as a team with each parent and their freshman child to inform them of the aptitude and interests of the student and assist the family in

planning toward further education in the field of the student's choice. Outcome. Parents and families of freshman students will know of their child's career aptitudes and interests.

Goal 2: 100% of Chevak s non-traditional students will have the opportunity to complete course work that prepares them for success in the career of their choice.

Objective 2.1. By fall, 2016, there will be a 10% increase in the number of Chevak non-traditional students participating in programs that provide education and training and increase career successes.

Objective 2.2: An after-hours program will allow 100% of non-traditional students' access to core curriculum and/or elective certification programs that will improve career opportunities.

Activity 2.2.1: The school guidance counselor will provide enrollment, persistence, and completion support for students in the after-hours career program. Outcome. Chevak high school students will have the opportunity to continue working toward career improvement and exploration.

Activity2.2.2: Existing archiving and streaming technology will be leveraged to provide core curriculum content available from the Chevak School for high school students. Outcome. Students will have the resources to complete assignments by retrieving the archived information during after school hours.

Activity 2.2.3: The District will collaborate with vocational training centers offering on-line programs resulting in certification in selected career fields. Outcome. Through access to on-line programs at the school, high school students will have additional opportunities to gain vocational certification in fields for which there is a labor demand in the various villages.

Activity 2.2.4: Parents of those at-risk students who are no longer actively attending school will have the opportunity to be involved in the career counseling, and completion support for their child. The parents and child will be informed of the results of any vocational aptitude testing results and made aware of the vocational classes that are available and that their child chooses to enroll in. Outcome. Parents and their child will have the opportunity to consult on the implications of the result of vocational testing and the availability of classes.

Competitive Preference 2: Enabling More Date-Base decision-Making

Goal 3: Chevak faculties will utilize student data to make instructional decisions.

Objective 3.1: By fall, 2014, 100% of Chevak faculties will utilize student assessment data to make instructional decisions.

Objective 3.2: By the fall 2014 100% Chevak faculties will create and participate in data teams (planning, analyzing, and making decisions) in order to systematically plan student education and utilize the results of testing (Dr. Chris Owens (Northern Arizona University).

Objective 3.3: By spring of 2015, 100% of Chevak faculty K-12 will be highly skilled in the collection, analysis and use of high-quality student data as a tool for data based decision utilizing skills acquired through training in principles of assessment literacy as described by Professor Peter Rillero (Arizona State University).

Activity 3.3.1: 100% of teachers and staff grades K-12 will complete twice yearly workshops on the collection, analysis and utilization of student data for instructional planning. Outcome. Teachers will know the elements of data use.

Activity 3.3.2: Each year of the project, 100% of teachers and staff grades K-12 will complete a workshop on use of Response to Intervention strategies to improve student's academic performance. Outcome. Students improve their learning of academic topics in new ways.

Activity3.3.3: Each reporting period a series of informational meetings for students and parents will be held to familiarize them with data collection results and to collaboratively plan for individual academic intervention as needed. Outcome. Students and parents will plan student's academic intervention. Academic achievement will increase.

Invitational Priority 1: Supporting Native American Language Instruction

Goal 4: Students in grades K-3 in the Kashunamiut School District will attain proficiency in Cup'ik and a 10% increase in their ability to speak, read, and write in English.

Objective 4.1 By fall, 2017, 50% or more of K-6th grade students in the Kashunamiut School District will be proficient in Cup'ik and in English as measured by the Cup'ik Assessment Test and the Alaska Standards Based Assessment (Invitational Priority 1). The Cup'ik Assessment Test was developed in 2013(Dr. Powers and Dr. Gunn, 2013) which has demonstrated adequate Cronbach alpha reliability of .75 and content validity.

Objective 4.2: Each year of the project, 50% of students K-6th grade will demonstrate a 10% increase in Cup'ik and English language proficiency.

Activity 4.2.1: Students K-6th grade will receive instruction in core subjects in both Cup'ik and English. Outcome. Students will increase their knowledge of core subjects in both Cup'ik and English.

Activity 4.2.2: Students grades K-6th grade will use I Pad student author applications to write and read stories about their lives and their culture in both Cup'ik and English. Parents will assist by providing the oral history/ story telling that will provide a rich source of material for students

to include in their original stories. Outcome. Students will learn to read and write at a higher academic level due to practice using their own oral history and story- telling.

Activity 4.2.3: Student authored books will be published and placed in the student's classroom library. Outcome. Students will increase their reading through access to interesting student authored books.

Activity 4.2.4: Certified teachers will work with native Cup'ik speakers to develop curriculum materials that are specific to the village of Chevak, and are written in both Cup'ik and English. Outcome. Students will read and write at a higher academic level in both Cup'ik and English while learning about the village of Chevak and the Cup'ik culture .

Activity 4.2,5: 100% of teachers K-12 who have not completed a reading course within the last three years or who lack six hours of reading credits will take a course in literacy building techniques through Public Broadcasting Services or other highly qualified program as part of their professional development. Outcome. Students will improve their literacy as teachers will gain an increased knowledge of strategies for teaching literacy.

Invitational Priority 2: Parental Involvement to Improve Early Learning Outcomes and Success

Goal 5: Parents of Early-Childhood Education students of the Kashunamiut School District will play an active role in their children's early learning outcomes.

Objective 5.1: By May of 2014, there will be a statistically significant increase in parent involvement in children's early learning outcomes as measured by an increase in involvement from base line data collected in fall, 2013. (Invitational Priority 2)

Activity 5.1.1: A locally developed, interactive reading series will be developed from the folklore and cultural history of parents, children and the elders in the village. Outcome. Students

will read at a higher achievement level as they read interactive books about their culture and their village.

Activity5.1.2: Using the Apple iPad Student Author application, co-authored parent and student stories will be written, published and placed in the classroom libraries of students grades PreK-3. Outcome. Students will motivated to read and will increase their reading ability through the use of parent and student authored stories in the library.

Objective 5.2: Literacy activities designed to appeal to the parents of young children in particular, and to the community at large, will result in a 5% increase in involvement in literacy building activities by the community.

Activity 5.2.1: A parent-student writing workshop will be planned and directed by the Chevak School library media center specialist. The books jointly written by the parents and students will be bound, illustrated by the child, and placed in both the child's classroom and in the school library media center. Outcome. Students will increase their interest in reading through the availability of parents and student authored books in the library media center.

Activity 5.2.2: A summer literacy workshop conducted by a Literacy Coach will focus on strategies for building literacy among young children. Parents, teachers and members of the community will attend the morning sessions, which include modeling techniques for building phonemic awareness, vocabulary and a love of reading. Afternoon sessions will be held for children ages 12 months through 36 months, children ages 3 to 5 years, and for children ages1st through third grade. Outcomes. Students will increase their literacy as parents develop new strategies for building literacy in the home.

Activity 5.2.3: An award winning team of Alaska authors and illustrators of children's books such as Barbara M. Joossee and Barbara Lavallee, author and illustrator of Momma Do You

Love Me, will come to Chevak and will interact with children and youth as they "author and illustrate" an original story with the children, using material from the culture of the children and their parents. Outcome. Students will increase their interest in books.

Invitational Priority 3: Civic Learning and Engagement

Goal 6. Students will show an increase in civic knowledge and values.

Objective 6.1: By May of 2014, there will be a statistically significant increase in civic knowledge and values as compared to baseline data collected in fall of 2013 using the Coopersmith Measure of Student Values and Beliefs.

Objective 6.2: Students, families and members of the Tribal Council will collaboratively develop activities that support and develop civic knowledge and values. A focus group analysis will be conducted at the end of each year to explore the development of civic knowledge and values.

Activity 6.2.1 By fall 2013, a pre-posttest exploring the level of civic knowledge and values of the students will provide a basis for analysis of growth in civic awareness and values. Outcome. Students will increase their civic knowledge and civic values.

Activity 6.2.2: Quantum Learning will conduct a five day workshop with students, parents and teachers. Quantum Learning Network will hold a QL SuperCamp, a leading academic summer program. The camp will work with students to develop a greater sense of self, of individual responsibility, a system of beliefs and values, and an appreciation of their role in the community. Outcome. Students will increase their score on the post- test as they develop greater self-awareness, self-responsibility, self- belief system, self-value system, and community appreciation.

Activity 6.2.3: Students from K-12 will assist village elders in a village clean-up. Each grade group will identify an area that they will adopt and maintain in order to improve the cleanliness and the appearance of the village. Students will survey parents and members of the village to identify changes needed in the village, draft a proposal, and present their findings to the Tribal Council. Outcome. Students will increase their sense of the important value of community and their sense of identity.

Activity 6.2.4: Students grades 6-12 will assist in gathering the oral histories and stories of the village which will be developed into interactive books written in Cup'ik. When the books have been published, students will take a book once every two weeks to a child younger than 4 and will read to the child. Outcome. Pre-School students will increase their grasp of language due to increased interest and the opportunity to hear interesting books being read by older students.

Activity 6.2.5 Beginning in fall, 2013, and continuing for each year of the project, students in 9th through 12th grade will participate with faculty in a six day archeological and anthropology camp at one of the six historic sites that are the early homes of the Cup'ik people. Prior to their week at the historic sites, they will work with teachers to research, read, and journal about the anticipated journey. They will meet with an archeologist/educator who will accompany them and will teach them how to identify and preserve historic sites and artifacts, and how to document findings and other important aspects of historic sites. Traveling by boat, camping, at the sites, and utilizing the "native ways of doing", students will experience the ways of their ancestors. They will journal about their experiences and will shoot video footage which will later be developed into a virtual field trip. In addition, a documentary film will be made and used to inform others throughout the United states and beyond of the ancient sites and the Cup'ik people. Outcome. Students will increase their appreciation of their cultural heritage.

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of federal assistance. (5 points)

The project is designed to be self-sustaining. Coursework taken by students in high school will allow them to attend postsecondary programs or vocational training, thus improving the quality of their lives, removing them from welfare rolls, and providing a positive model for their children. Because there is a direct correlation between parent education and student academic performance, it is clear that the value of obtaining a higher level of education or training will not only benefit the student taking the course, but his/her family for their entire live. Those postsecondary at-risk students taking part in on-line learning opportunities will be able to develop a career that pays a wage sufficient to feed a family. It will be a huge step toward removing many of the native residents from welfare to economic independence and their career could span as much as 30 years, thus sustaining them throughout their working life. Once trained in data collection, analysis and application of data for decision making, teachers will be able to continuously apply their newly acquired skills. Teacher turn-over in Alaska is very high, with as many as 50% of faculty members leaving each year. However, no matter where they go, teachers skilled in data analysis and application of data to instructional planning will take those skills with them and will be able to serve as a model for others who have not been trained in the use of data to make instructional decisions.

The residents of the village of Chevak feel very strongly that if they lose their language, they lose their culture. Research tells us that native languages are dying out very quickly and the need to teach the younger generation before we lose our elders is pressing. This is particularly true in Chevak, because the Cup'ik language, which is a derivative of a 14th Century Russian language, is only spoken in Chevak and one other village. The ability to speak fluent Cup'ik is a vital part

of who these children are. It speaks to their self-identity and those children who can speak, write and read Cup'ik are a great source of pride to their parents and the elders in the community. By teaching the native language beginning in Kindergarten and continuing to add grades until it is taught Pre-K-12 will allow the language to be sustained. The materials to be developed in Cup'ik and English will provide reading material that reflects the local folk lore and stories of the village, sustaining the oral history of the village, a value that is priceless. The involvement of parents in the education of young children accomplishes much more than that of a benefit to a single child. Instead, through workshops, modeling, and literature written in Cup'ik and English, parents will learn how to build literacy in their other children. The Cup'ik people statistically have large families. What young parents learn in the Literacy Workshops and through other literacy events held on a regular basis at the school library will benefit other children in the family for years to come.

Chevak is remote and isolated. There are few activities available to the villagers. There are no movies, few ball games, and no art, poetry, or dance classes available. Due to extreme weather conditions ten months of the year, the children typically stay inside. Parents report that they watch television or play games on their technical devices rather than read. Reading to children may be the single most important aspect of children learning to read. Interacting with well-known authors and illustrators such as Barbara Lavalle and Barbara M. Joosse will provide a wonderful opportunity for the entire village to come together to enjoy a literacy event. It will motivate the children to read! The authors/illustrators will be asked to "write and illustrate" a book during the evening, based on stories from the community and the children. Children will be encouraged to develop their own student authored books and research tells us that the more they write, the better they will read. Thus, the Early Learning activities will reach virtually the entire

village and skills and literacy strategies learned through those activities will last the child a life-time, and hopefully will be passed on to their children.

Civic Learning and Engagement is badly needed in Chevak. Discipline is a problem. A recent survey completed by the students listed misbehavior as the number one problem in the school. Students who participate in Quantum Learning workshops have been shown to turn their lives around. It is anticipated that the workshops will bring about a significant improvement in student behavior as teachers and students work together to agree on what is acceptable, and students take charge of consequences for misbehavior with the exception of any behavior involving a physical issue. In addition, the activities included in this Invitational Priority place students in regular contact with village officials, and the elders in the village, as well as the youngest children in the village. That close contact will build relationships that will be critical in helping to curb misbehavior and develop civic minded young people.

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

Each Competitive Priority and each Invitational priority involves parents. In **Competitive Priority 1,** Parents will participate in the development of the academic performance plan for their child. They will be a part of the counseling and support for students taking post- secondary courses or vocational training. They will be included in the vocational planning that follows vocational aptitude testing and career planning. **Competitive Priority Two** informs parents of the results of data that forms the basis for instructional planning for their child and will be a part of any Response to Intervention Plan that is developed. **Invitational Priority 1** focuses upon the native language and an increase in English competency. The parents are encouraged to speak the native language with their child and to read the students authored books that the child writes in Cup'ik. In some cases, the parent may not know the language and will practice with the child

acting as teacher. **In Invitational Priority 2,** parents participate in story -telling, transmitting the oral history of the village and their culture to the child and participating in the writing of parent-child authored books. Parents are a part of the village-wide literacy event as Alaska authors and illustrators come to the village and "write and illustrate" a book based on stories shared by the children and their parents. Parents are encouraged to attend the Reading /Literacy workshop and bring their children to the sessions planned for ages 12 months through 3rd grade. Parents will see literacy techniques modeled, hear great children's literature, become aware of the excellent collection in the school library media center, and be encouraged to check out books with their children and for themselves. **Invitational Priority 3** relates to the increased Civic Learning and engagement of students and the community. The Quantum Learning workshop is open to students, parents and teachers and parents are actively encouraged to take part in the program as students increase their awareness of their responsibility to themselves and to the community. **Thus every Competitive Priority and every Invitational Priority involves parents in the social, emotional and academic growth of their child.**

(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 under represented based on race, color, national origin, gender, age, or disability (2 points)***

The quality of services to children who have historically been under-represented based on their ethnicity has been negatively impacted by poverty, extreme isolation, language barriers and cultural attitudes toward non-native assistance. Through Native American and Alaska Native

Children in School program funds, improvement in services will increase as highly skilled consultants assist the administration and faculty in developing new techniques and strategies for developing literacy among these bilingual children. An Independent Evaluation team will train the faculty in data collection and will work with them each quarter to monitor the project and identify needed changes. This continuous monitoring will provide a clear picture of what works and allow for improvement in instructional approaches. New faculty will be given multiple orientations to the culture and the learning styles of the children to help them understand the most effective techniques for the population. The decision to utilize Joseph Gorski as Project Director will help to ensure that the services to the children are age appropriate, challenging, and motivating for the students. Mr. Gorski has been with the district for over five years and has successfully directed two large federal grants. Workshops by two groups, Reading Workshop and Quantum Learning, will assure the best possible outcomes in the development of new literacy skills among children, will assist parents with gaining a greater understanding of their child's educational program and how they can help, and will be instrumental in helping students develop a more positive, civic minded relationship with the school and the community. Instruction in the native Cup'ik language for children ages K-3rd grade and the development of books and materials in the classrooms will provide access to content in both Cup'ik and English. This will enable students and their families to increase fluency in both languages and is highly appropriate for children of the Cup'ik tribe. Opening the Library Media Center in the evenings, on weekends, and over holidays is appropriate in this

small, high poverty village where no public library exists, and few homes have computers. Providing access to print and digital media, and the opportunity to use technologies located in the LMC will help to lessen the impact of isolation, and provide greater access to information, and learning opportunities.

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

The proposed Project Director is Joseph Gorski. Mr. Gorski has been at Chevak five years, developing a wealth of understanding and information about the village and the people of Chevak. His role as Director of Technology and Director of Federal Programs has provided an in-depth knowledge of the requirements of grant management. Mr. Gorski has successfully managed a previous literacy grant, and a Rural Utility Services grant with excellent outcomes. He is well qualified to serve as Project Director and has participated in the development of this document. He will work closely with Dr. Stephen Powers, Principal Investigator, and Dr. Gunn, external evaluation team member and with the Chevak School Grants Committee.

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

(4 points) Dr. Donna Gunn and Dr. Stephen Powers, members of the Learning, Evaluation and Resources Network team, are career educators who will serve as the external evaluation team for the project. Both Dr. Gunn and Dr. Powers have served as evaluators on numerous federal program grants. Dr. Powers will serve as the lead Principal Investigator. Dr. Powers holds a terminal degree from the University of Michigan and completed post-doctoral work at Oxford in England. Dr. Powers is President and the Lead Evaluator of Programs at Creative Research Associates. He serves as Adjunct Professor in the Department of Educational Psychology at Northern Arizona University College of Education, as Program Evaluator and Statistician at

Tucson Unified School District, and as Adjunct Professor of Educational Psychology at University of Arizona College of Education. Dr. Powers has completed evaluation projects in Guam, the Congo, Cuba, and throughout the United States. He recently visited numerous schools in Uganda as preparation for the development of a large literacy project there. Dr. Gunn is President of Learning, Evaluation and Resources Network, established in 2001. Dr. Gunn holds a terminal degree from Peabody-Vanderbilt and completed post-doctoral studies in Administration at the University of Alaska, Anchorage. She completed a Master's degree in Special Education at the University of Florida, Gainesville, and a second Master's Degree in School Psychology at the College of Graduate Studies in Charleston, West Virginia. Her Bachelor's degree from the University of Arkansas was in Elementary Education and she has taught elementary school, middle school, and as well as served as Professor of Education at four major universities. Dr. Gunn has over 40 years of experience in Education, has served as the evaluator on such grants as the Carol White Physical Education and Nutrition grant, multiple literacy grants, Indian Education grants, grants for high-risk students such as the Key Project of Honolulu and many others. Dr. Gunn authors more than 20 grants per year, has successfully authored more than 50 Rural Utility Service technology grants, and has a high grant funding rate. Dr. Gunn and Dr. Powers are currently working on projects that exceed 12 million dollars in two African countries. Dr. Gunn is recognized for her work with indigenous children, and her efforts to build literacy among children in the schools. She is currently serving as a literacy coach in a million dollar grant for the Cultural and Heritage Center of Lana'i, Hawaii. She will work with teachers, providing new and motivating strategies to build literacy among the children as well as provide workshops for young children. Dr. Gunn is author of Read Africa, a series of 50 books teaching basic phonetic skills with stories built around information about Africa. Quantum Learning is a

well -known and highly regarded program that is used in thousands of schools throughout the United States and beyond. Quantum Learning Education is a team of dedicated educators passionate about students' achievement in school and their success in life. Since 1992 they have worked with thousands of school districts and trained over 70,000 teachers who have impacted 10 million students worldwide. QL Education is part of Quantum Learning Network which also produces SuperCamp, a leading academic summer program that applies the same brain-based methods taught in their QL Education programs. Quantum Learning Network is dedicated to making the lives of children better by reaching as many educators, parents and students as possible. Quantum Learning produces quality learning, engaged, successful students and effective learning environments. From traditional K-12 schools to charter schools, Native American communities, correctional education programs and daycare centers, Quantum Learning impacts youth every single day. Quantum Learning has proven to be the foundation of highly productive learning communities. Over the last two decades Quantum Learning has positively impacted over 70,000 teachers and nearly ten million students in virtually every type of educational setting that serves youth, in over 30 states and 15 countries around the world.

(c) Quality of the management plan (30 points)

The management plan is presented below in a matrix to show the relationship of the objectives and the activities, persons responsible, timeline, and milestones. The objectives under each of the goals have similar activities, persons responsible, timeline and milestones. The objectives under particular goals are combined and compressed.

Efforts have been made to related the objectives to the activities, persons responsible, timeline and milestones.

Table of Objectives, Activities, Persons Responsible, Timeline and Milestones.

Obj.1 By May, 2014,90% of Chevak seniors applying will be accepted in to an education/training program of their choice			
Activities	**Responsible**	**Timeline**	**Milestone**
Establish new academic performance system, teachers set course goals,	**Superintendent, Project Director, teachers, parents, students, counselor,**	**Initiated within thirty days of funding, completed fall, 2014**	**Superintendent signs off, Board of Education adopts, program in place fall, 2014**
Obj. 1.2: By May of 2014, students will take four years of math, science, history/social studies.			
Activities	**Responsible**	**Timeline**	**Milestone**
Counselor administers vocational tests, monitors course enrollments, teaching teams	**Counselor, teachers, parents, students**	**Begins in Fall, 2014, on-going on permanent basis**	**Student enrollment in STEM up 10%,**
Objs. 3.1-3: By fall 2014 100% Chevak faculties will utilize student assessment data to make instructional decision.			
Activities	**Responsible**	**Timeline**	**Milestone**
Counselor administers vocational tests, monitors course enrollments, teaching teams	**Counselor, teachers, parents, students**	**Begins in Fall, 2014, on-going on permanent basis**	**Teachers establish data teams, Teachers attend data literacy training**

Obj. 4: By May of 2014, students will demonstrate improved reading, math, writing and literacy			
Activities	**Responsible**	**Timeline**	**Milestone**
Counselor administers vocational tests, monitors course enrollments, teaching teams	**Counselor, teachers, parents, students**	**Begins in Fall, 2014, on-going on permanent basis**	**Student enrollment in STEM up 10%,**
Obj. 5: Parents of early childhood education students will play an active role in the children's early learning outcomes.			
Activities	**Responsible**	**Timeline**	**Milestone**
Counselor administers vocational tests, monitors course enrollments, teaching teams	**Counselor, teachers, parents, students**	**Begins in Fall, 2014, on-going on permanent basis**	**Student enrollment in STEM up 10%,**
Obj. 6: By may 2014 there will be a statistically significant increase in civic knowledge and values.			
Activities	**Responsible**	**Timeline**	**Milestone**
Counselor administers vocational tests, monitors course enrollments, teaching teams	**Counselor, teachers, parents, students**	**Begins in Fall, 2014, on-going on permanent basis**	**Student enrollment in STEM up 10%,**

Timeline of Project

Month	Activity
August 2013	Project Start up. Meeting of administrators, consult with external evaluators as to the requirements of the project Map out evaluation timeline.
August2013	Advertise for Technology Specialist and Reading Specialist as mentioned in the grant. Meet with evaluators. Administrators meet with teachers to obtain support.
September 2013	Hire Technology Specialist, and Reading Specialist. Visit from external evaluators. Plan monitoring of project, importance of fidelity of implementation, Plan monthly meetings of project teachers, staff and administrators. Collect pretest data. Prepare data collection database for the project.
November 2013	Analyze data obtained. Evaluators report on fidelity of implementation of the project. Evaluators report on status of data collection. Project administrators responds to questions about the project.
December 2013	Project has been in process for 4 months. Administrators meet with evaluator to determine the effectiveness of the project and midcourse corrections in the project.
January 2014	Meet with administrators to determine course of project in the spring. Plan

	activities for parents at the score. Implement the project.
February 2014	Implement project.
March 2014	Implement project.
April 2014	Implement project.
May 2013	Statewide testing. Conduct posttest of required evaluation data.
June - August 2014	Implement project. Collect statewide test data.

(d) Quality of the project evaluation. (30 points)

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

The evaluation methods are feasible because they do not require difficult manipulations of groups and complex statistical analyses. They are appropriate to the goals because they utilized the same or related variables for assessment with the objectives. Because of this, there results are easily interpretable and are useful for improvement of the program.

Inferential statistics (t tests, means, standard deviations, frequencies and percent's) will be used to evaluate progress toward the goals of the objectives and outcomes and activities of the grant.

Descriptive statistics will be used to determine if objectives have met their criteria.

Annual reports (summative evaluations) will be supplemented by semi-annual progress reports to project administrators (formative evaluations) so that corrections can be made to the program, and fidelity of implementation can be assured.

Data Analysis for the above Competitive and Invitational Priorities: (1) t tests. The objectives which call for measures collected as pretest and posttest, or measures of 2013, 2014, 2015 will collected and maintained across each year to provide a longitudinal data base of results. The analysis will be paired-samples t tests of significance. (2) descriptive statistics will be used to assess the attainment of many of the objectives. These will presented as means and standard deviations, and other appropriate places, percentages of students meeting the criteria.

(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)

Objective and Quantitative Performance Measures

(1) Cup'ik Assessment Test (Powers and Gunn 2013) with demonstrated reliability and validity.

(2) Alaska Standards Based Assessment (Statewide norm-reference standardized test utilized throughout Alaska in grades 3 – 10.)

(3) Coopersmith Measure of Student Values and Attitudes (Stanley Coopersmith, 1983), a published instrument with established reliability and validity, especially the reliability measures of stability and internal consistency and content validity and concurrent and predictive validity.

(4) Kuder Vocational Aptitude Test. The KVAT is one of the most respected tests for assessing career aptitude.

Qualitative Data. Focus groups conducted by the External Evaluators will yield information which will be collected and utilized to provide verbal and qualitative data to explore community values and knowledge.

(iii) The extent to which the methods of evaluation provide for the examining of effectiveness of project implementation strategies. (5 points). The project objectives show either pretest-posttest gains, or reaching an established criterion. The objectives derive from the goals of the project and are measured with objective measures designed to reach a criterion or to show gains from pretest to posttest.

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

Formative evaluation (semi-annual reports) supplemented by formal and informal assessments and feedback by the project evaluators will assure regular and periodic assessment of progress. The objectives with measures of performance supplemented by well know assessment measures of Cup'ik language, Alaska Standards Based Assessment in Reading, Writing, Mathematics, and Coopersmith Measures of Student Values and Attitudes, and Kuder Vocational Aptitude Test will provide clear performance progress toward achieving the project goals.

Objectives and Measures

Objectives 1,1, 1.2, 1.3	Objective 1.3. Kuder Vocational Aptitude Test given one time to obtain indication of ability and career. See list of appropriate professions.
Objectives 2.1, 2.2	Criterion percentages will indicate progress toward goals
Objectives 3.1, 3.2,	Criterion percentages will indicate progress toward goals.

3;.3	
Objectives 4.1	Cup'ik Assessment Test will indicate attainment of Cup'ik knowledge. and Alaska Standards Based Assessment scale scores will indicate progress each year on longitudinal data base.
Objective 5.1, 5.2	Pre-post test t tests used to determine significant improvement.
Objective 6.1, 6.2	Administer Civics Knowledge Test, Coopersmith Measure of Student Values, and focus groups

Summary.

The present evaluation has endeavored to measure progress with criterion statistics such as percentages, means and standard deviations. Many objectives are measured by attaining one time levels of attainment. Standardized tests include the following: (Kuder Vocational Aptitude Test, Alaska Standards Based Assessments, Coopersmith and Measure of Student Values, and Cup'ik Literary assessment test.)

Semi-annual reports to the funding agency and Annual Performance Reports (APR) will provide quantitative and qualitative data. The results will be provided to the Board of Education and the administrators of the program. The results of the evaluation will be used as a stepping off place for the evaluation of the activities and outcomes of the project. Results will be presented to administrators in the fall, and they will make plans for the coming year with the corrections of weaknesses uncovered by the evaluation report.

Status: Submitted
Last Updated: 02/27/2013 03:01 PM

Technical Review Coversheet

Applicant: Kashunamuit School District (T365C130001)
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	26
Quality of the Project Evaluation			
1. Project Evaluation		30	30
	Sub Total	100	94
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	109

Technical Review Form

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

Reader #1: **********
Applicant: Kashunamuit School District (T365C130001)

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 proposal has clearly identified various goals, objectives, and outcomes for the initiative at Kashunamuit School District (p. 6). Clear discussion exists about how the the project will be implemented from start to finish. For example, ideas are provided about implementation of best practices for data teams and innovative data literacy principles will be integrated within the process (p. 6). Concepts are provided and details are provided about how they will be implemented. Clear alignment has been established between these components. The project does provide details about efforts to build capacity and yield appropriate results. The quality of coursework that is used as well as the efforts taken to educate parents are critical components used to address these issues (pp. 16-18). Parental involvement is encouraged throughout the initiative with appropriate activities designed to address their needs (pp. 18-19). Parents will be actively involved with the development of academic performance plans for their children. Parents will also get to engage in counseling activities as well as vocational initiatives.

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, literacy grants, and other relevant experiences. Key project personnel also have the appropriate qualifications to carry out the expectations of the project. They have numerous years of experience with evaluation and other relevant training.

Weaknesses:

The application is not clear about the details regarding the manner in which encourages applications for employment from underrepresented groups. The application indicates how the faculty will be trained, but does not provide any details about recruitment efforts to attract the faculty (pp. 19-20). More specifics about efforts to attract them to the goals of the project are needed.

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 have clearly articulated responsibilities, timelines, and milestones. Assessment data will be used to inform how the counselors relate to the students and their teachers. Timelines have been appropriately identified to meet the objectives as they are described. Each of these items align appropriately with the objectives.

Weaknesses:

The activities used to carry out the objectives are included for multiple objectives (pp. 25-26). For example, the activities of "counselor administers vocational tests, monitors course enrollments, teaching
teams" are listed for six of the objectives and/or sub-objectives. More specifics are needed regarding how these activities will actually fulfill these objectives. This will allow clarification about the alignment between the objectives and the activities.

Reader's Score: 26

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 evaluation plan has been clearly detailed in this proposal (pp. 28-29). The proposal indicates that formative and summative data collection and analyses will occur. There are specifics about what will be included in this progress report as well as the final report. Quantitative and qualitative performance measures are provided and corresponding specifics about how they relate to the objectives are also included (pp. 29-30). Details are offered about the alignment between these items. Objectives and measures are listed and the proposal indicate how progress toward the goals will be accomplished (p. 30). It is clear about the extent to which feedback and periodic assessment will occur (pp. 30-31). The efforts that will be taken in this process are appropriate to meet the demands of the project.

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 indicates a focus on increasing postsecondary success. There will be efforts used to implement a performance system for students with clearly defined processes and guidelines. Appropriate skill sets will be developed to meet these needs.

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:

   The proposal indicates how student assessment data will be used to inform instruction and teaching. Teachers will be engaging in various workshops, including Response to Intervention, focusing on improving academic performance.

   Weaknesses:

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

Reader's Score: 5

Status: Submitted
Last Updated: 02/27/2013 03:01 PM

Status: Submitted
Last Updated: 03/04/2013 10:52 AM

Technical Review Coversheet

Applicant: Kashunamuit School District (T365C130001)
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	26
Quality of the Project Evaluation			
1. Project Evaluation		30	30
	Sub Total	100	94
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	109

Technical Review Form

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

Reader #2: **********

Applicant: Kashunamuit School District (T365C130001)

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 applicant identifies five areas of educational support including academic learning, Native American Language and English, data literacy and data teams, postsecondary support and parent involvement for students, parents and teachers. (p. 5) Six measurable goals are presented with corresponding objectives and activities to meet each goal. (pp. 7-15) For example, 90% of the Chevak high school seniors applying to postsecondary programs will be accepted in to education or training program which will be measured by letters of acceptance from higher education and or training programs. This is an increase of 70% over the 2011 rate of 20% or four students. (p. 3) The applicant has provided a focused and measurable set of goals and objectives to meet the invitational and competitive priorities of the Native American and Alaska Natives Children in School Program. (pp. 4-15)

(ii)

The applicant has developed six interrelated goals with objectives and outcomes that will lead to increased proficiency in student participants. (pp. 16-18) An important aspect of these components is the interrelatedness of the English and Cup'ik language. (pp. 16-17) The program developed will build long lasting results and capacity through an all-encompassing educational program that includes the whole village. Centered on language development, activities are centered around on-going workshops, modeling, and literature including early childhood development, civic learning and engagement, and building strong intergenerational relationships. (pp. 16-18)

(iii)

A strong commitment to parent and community involvement is infused in the program. An academic performance plan will be developed to focus students and families on postsecondary education. (p. 18) Other supportive components include the use of Response to Intervention for children who need it, student authored books in Cup'k story-telling, oral history, village wide literacy events, reading literacy modeling, and the Quantum Learning workshops to connect students and their families to their community responsibilities. (pp. 18-19)

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weakness 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)
No strengths noted.
(ii)
The project director for this program has education training, cultural experience about the people of Chevak, and grant management experience for Alaska Natives. He will be able to provide the leaderships and management needed to implement the grant successfully. (p. 21)

(iii)
The other staff two highly qualified educators who will serve as the external evaluation team for the project. They are career educators and well qualified in the areas of cultural development, literacy, data based decision making, working with indigenous children, and Quantum Learning. They have advanced degrees and extensive experience and will be able to guide the training, modeling, and activities to meet the program goals and objectives. (pp. 21-23)

Weaknesses:

(i)
The applicant proposal is missing information in the narrative about the process utilized to advertise for interview, and hire applicants for positions that may become open in this project. A description of how they will encourage applications for employment form persons who are traditionally under served needs to be addressed. (pp. 19-21) (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 management plan is displayed in two comprehensive tables in the narrative. The information in the first table shows that the program is well-designed and displays the objectives, activities, person responsible, timeline, and milestones for each for the six goals. The second table provides a project timeline of the monthly tasks to implement the project. The management plan develops an infrastructure that will provide a continuous improvement loop for staff to use to monitor program progress. Completion of the steps in the charts will insure the project stays within the timelines and achieve the program outcomes and milestones identified. (pp. 23-28)

Weaknesses:

The activities listed for each of the objectives are repetitive and clarification of the activities and services is needed to address how they will support progress toward the objectives. The description of the management plan does not address fiscal management of the project. The applicant needs to provide a description of the system to monitor the budget. (23-28) (4 points not awarded)

Reader's Score: 26

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:

(i)

A comprehensive evaluation plan is presented that will use inferential and descriptive statistics to analyze data and determine if the program objectives have been achieved. (p. 28) Quantitative and qualitative data will be used with on-going formative evaluations for staff to monitor and adjust program services. This will be supported by summative evaluations to ensure program fidelity. (p. 29)

(ii)

A feasible plan to evaluate objective performance measures that are related to the intended outcomes is presented. The quantitative data includes the Cup'ik Assessment Test, Alaska Standards Based Assessment, Coopersmith Measure of Student Values and Attitude and the Kuder Vocational Aptitude Test. To collect qualitative data the applicant will use focus groups. Data will be collected periodically by the external evaluators and reported to the governance board, administrators, and staff. (pp. 29-30)

(iii)

The applicant will use pretest-posttest gains or reaching an established criterion to measure program effectiveness of project implementation strategies. The established process provides on-going feedback for staff to monitor implementation strategies and make adjustments and corrections in program services. (p. 30)

(iv)

The applicant has provided a table identifying the objectives and the measures they will use to evaluate progress toward achieving intended outcomes. The measures include aptitude and standardized tests and focus groups. They have identified criterion percentages to measure progress toward their goals. (pp. 30-31) The data includes the use of percentages, means and standard deviations to measure progress. (p. 31) A comprehensive system has been developed that will provide timely and appropriate data to monitor progress toward achieving intended outcomes. (p. 30)

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 applicant has developed a program that provides high need students with a focus on postsecondary education. Staff will develop an academic performance plan that focuses on postsecondary education which will be monitored throughout the program services and supported with student, parent, and community activities and program services. (p. 18) Testing provides aptitude tests to hone in on students attributes and interests, state testing to monitor academic skills, and language development tests to increase English proficiency. (pp. 7-15)

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 applicant has designed a continuous looping process to monitor program and student progress which is based on quantitative and qualitative data. Staff involved have strong backgrounds in using data based decision making and training for new staff and parents is identified in the proposal. The decision making system developed will be embedded in the infrastructure and become part of the regular program. Student academic performance plans focus on postsecondary education by guiding student academic progress and supported by staff, parents and community. Staff training is ongoing and focuses data based decision making, instructional strategies, language development and literacy that are grounded in evidenced based best practices. A model program has been developed that provides optimal support and guidance for students using data based decision making. (pp. 6-15)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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