

Rank #2

**U.S. Department of Education**  
Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**Native American and Alaska native Children in School Program**

**CFDA # 84.365C**

**PR/Award # T365C130002**

**Grants.gov Tracking#: GRANT11307471**

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

Closing Date: Feb 01, 2013

## **Educare of Winnebago Early Language Initiative -- ABSTRACT**

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**APPLICANT:** Winnebago Tribe of Nebraska

**PARTNERS:** Educare of Winnebago; Winnebago Public Schools; Little Priest Tribal College; Nebraska Education Services Unit #1; University of Nebraska Medical Center

**TITLE OF PROJECT:** Educare of Winnebago Early Language Initiative (ELI)

**TYPE OF PROJECT:** The ELI project will target early learners (ages 0 to 5) who are enrolled in the Tribe's Educare of Winnebago school. Our initiative will bring HoChunk language, tribal culture, and additional language components to the standard, evidence-based Educare curriculum. Primary interventions will consist of staff development via HoChunk language immersion training; creation of multi-media HoChunk stories, games, and language instruction at developmentally appropriate levels; cultural enrichment via the integration of tribal elders and traditional HoChunk games, stories, and rituals into the classrooms; and expanded parental involvement in the language and literacy education of their young children.

**NATIVE LANGUAGE:** HoChunk, the traditional language of the Winnebago Tribe

**SCHOOLS:** Early learning interventions will be delivered at the Educare of Winnebago School. Speech/language services and student testing will be coordinated with Winnebago Public Schools. Little Priest Tribal College will provide multi-media production services to deliver videos, games, and recordings in HoChunk and English for language instruction of ELI participants.

**GRADE LEVELS:** The target population is preschoolers ages 0-5 years.

**TOTAL NUMBER OF ENGLISH LEARNERS (ELs) EXPECTED TO PARTICIPATE IN THE PROJECT EACH YEAR:**

Year 1: 190 Year 2: 190 Year 3: 190 Year 4: 190 Year 5: 190

**PRIORITIES ADDRESSED, IF APPLICABLE**

Our project addresses Competitive Preference Priority 1: Increasing Postsecondary Success; and Competitive Preference Priority 2: Enabling More Data-Based Decision Making. The project also addresses the following Invitational Priorities: 1) Supporting Native American Language Instruction; and 2) Parental Involvement to Improve Early Learning Outcomes and Success.

**SUMMARY OF ANNUAL PROJECT PERFORMANCE MEASURES FOR :**

- **Proposed professional development activities** -- our project will provide 2 three-day HoChunk language immersion camps each year for our early childhood professionals. Our measures will consist of number of staff participating, number of hours of instruction completed, and changes in scores of HoChunk fluency scales.

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- **Proposed community and parental involvement activities** – Parents and their children will participate in after-school programming and community events. Number of sessions/events and levels of participation will be tracked and reported along the results of the effectiveness/impact of these as assessed by the evaluator.
- **Expected project final outcomes** – Our project will improve overall school readiness as demonstrated by: 1) increasing by 40 percent the number of students who score at the 50<sup>th</sup> percentile or higher on the Bracken School Readiness Composite; 2) English proficiency will improve from a baseline of 21 percent at 50<sup>th</sup> percentile to 50% at 50<sup>th</sup> percentile as measured by the AIMSweb scale; 3) HoChunk fluency will improve 50% as measured by the HoChunk Early Language Progress assessment; 4) Reading readiness will improve from a baseline of 17 percent at the 50<sup>th</sup> percentile to 50% at the 50<sup>th</sup> percentile as measured by the AIMSweb scale; and 5) Integration of HoChunk cultural elements into the early learning curriculum will increase by 50% as measured by pre and post assessments conducted by the third-party evaluator
- **Program curriculum, assessments, and features** – Our program will develop new multi-media learning tools in English and HoChunk to be integrated into the early learning curriculum. Annual performance measures will include an inventory list and description of each competed media unit, along with teacher and evaluator ratings of the usefulness/effectiveness of each tool.

### Government Performance and Results Act of 1993 (GPRA) Measures:

<i>Measure (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.</i>			
<i>Year</i>	<i>No. of Els assessed with valid/reliable instrument</i>	<i>No. of Els expected to score proficient on valid/reliable measure</i>	<i>Assessment(s)</i>
2014	190	38	AIMSweb Phoneme Segmentation Fluency
2015	190	53	
2016	190	67	
2017	190	81	
2018	190	95	Bracken School Readiness

<i>Measure (ii) The percentage of English learners (Els) served by the program who are making progress in learning English as measured by State English language proficiency assessments.</i>			
<i>Year</i>	<i>No. of Els assessed with valid/reliable instrument</i>	<i>No. of Els expected to make progress in learning English as measured by State approved valid/reliable measure</i>	<i>Assessment(s)</i>
2014	190	133	

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2015	190	143	AIMSweb Phoneme Segmentation Fluency
2016	190	152	
2017	190	162	
2018	190	171	Bracken School Readiness

*Measure (iii) The percentage of (Els) served by the program who are attaining proficiency in English as measured by State approved English language proficiency assessments.*

<i>Year</i>	<i>No. of Els assessed with valid/reliable instrument</i>	<i>No. of Els expected to attain proficiency in English as measured on State approved valid/reliable measure</i>	<i>Assessment(s)</i>
2014	190	38	AIMSweb Phoneme Segmentation Fluency  Bracken School Readiness
2015	190	53	
2016	190	67	
2017	190	81	
2018	190	95	

**Contact Information:**

- **Project Director** - (To be hired, but until then) Darla LaPointe, Tribal Education Director
- **Telephone:** (402) 878-3228
- **Email:** [dlapointe@winnebagoTribe.com](mailto:dlapointe@winnebagoTribe.com)
- **Fax:** (402) 878-2632

## Educare of Winnebago Early Language Initiative (ELI) – Winnebago Tribe of Nebraska

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### *Introduction*

The Winnebago Tribe of Nebraska seeks funding from the U.S. Department of Education's Native American and Alaska Native Children in School Program to implement our *Educare of Winnebago Early Language Initiative (ELI)* over a five year period. Our proposed project will complement and enhance a major early learning venture currently under development on the Winnebago reservation: the establishment of the nation's first Educare program in Indian Country.

Educare is a nationwide private/public partnership using research-based interventions to reduce the language, literacy, and school readiness gaps experienced by low income children. Twenty-three Educare locations are currently open or under construction from coast to coast. The state of the art Educare of Winnebago school will be completed late 2013 in Winnebago, Nebraska and programming will start there in January, 2014 with services each year for 190 Winnebago children ages zero to five and their families.

Results from established Educare sites over the past four years are very promising. Low-income children, including children with limited English proficiency who enroll in Educare as infants or toddlers, enter Kindergarten with no gap in their achievement when compared with their middle-income peers.<sup>1</sup> Our Educare of Winnebago Early Language Initiative will build upon the standard research-based Educare curriculum by not only focusing on English proficiency and literacy, but by incorporating an emphasis on our endangered HoChunk language along with an infusion of traditional tribal culture in our early childhood programming.

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<sup>1</sup> FPG Child Development Institute, University of North Carolina, Chapel Hill (2011)

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### *Competitive Priorities*

*Competitive Preference Priority 1: Increasing the number and proportion of high-need students who are academically prepared for and enroll in college or other post-secondary education or training.*

The proposed interventions of our project are aimed at early learning for high need students. Recent analyses of a broad range of studies confirms that structured, intensive early learning programs consistent with our proposed *ELI* model have reliably resulted in significant lasting effects on high school graduation rates and college attendance, particularly for children from low income families and with other disadvantages.<sup>2</sup> In addition to the more expected and proven short term outcomes typically associated with Head Start-type programming [e.g. increased IQ scores, early academic achievement, better social behaviors, improved self-esteem, academic motivation]<sup>3</sup>, the longer-term benefits include a 22 percent increase in the likelihood of completing high school and a 30 percent increase in the likelihood of attending post-secondary education or training.<sup>4</sup> So even though the target population for our proposed *ELI* project is very young children, the strategy of delivering early interventions to impact college attendance is well supported by research, and represents our best opportunity for significantly increasing enrollment in post-secondary education for our high need tribal youth.

### *Competitive Preference Priority 2: Enabling more Data-Based Decision Making*

Winnebago Head Start and Little Hill Child Development Center are the two existing early childhood programs that will be combined, enhanced, and expanded under the Educare of

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<sup>2</sup> W. Stephen Barnett, "Preschool Education and its Lasting Effects" (2008)

<sup>3</sup> Abbot-Shin, Lambert, McCarty, *Journal of Education for Students Placed at Risk* (2003)

<sup>4</sup> Garres, Thomas, & Currie "Longer Term Effects of Head Start" (2002)

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Winnebago initiative. Both of these programs currently track and utilize a significant amount of data related to developmental and learning outcomes for children, particularly the Head Start program which is required to report on national early learning benchmarks. However, both the move to an Educare model and the implementation of our proposed *ELI* project will increase the amount of usable data to assess children's progress, and to inform data-based decision making in regards to program efficacy. Our proposal includes a robust evaluation component managed by a highly qualified third-party evaluator. The evaluation plan includes both quantitative and qualitative analyses with process as well as outcome measures. Resulting data will inform decisions about the educational interventions for individual children as well as decisions related to curriculum development, staff training needs, programming enhancements, and other elements of our *ELI* project and the broader Educare initiative.

### *Invitational Priorities*

#### *Invitational Priority 1—Supporting Native American Language Instruction*

Our *ELI* project, as proposed, will feature the incorporation of instruction for children in HoChunk, the traditional language of the Winnebago Tribe. HoChunk is an endangered language with an alarmingly small (and aging) number of fluent speakers. Preserving our traditional language is a priority of the Winnebago tribe. Since language acquisition happens most naturally during the developmental stages of early learners, our strategy is to blend HoChunk language and culture instruction into the pre-school experience of tribal children. The *ELI* project will feature intensive, experiential HoChunk language training for all our early childhood teachers, aides, and administrators so that they in turn become teachers of the language for infants and toddlers. Our project will also include enhancement of an early childhood HoChunk curriculum,

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and strategies to immerse young children in HoChunk traditional culture so that their acquired language skills have a meaningful context for comprehension and expression.

### *Invitational Priority 2 -- Parental Involvement to Improve Early Learning Outcomes and Success*

Parental involvement is a primary strategy associated with Head Start programming, and especially with the Educare model we will implement. The incorporation of our proposed *ELI* project will bring even more emphasis on parental involvement, and will include an additional focus on shared English and HoChunk language learning. The new Educare of Winnebago early learning facility will feature a family resource center where parents can access learning materials with which to engage their children on site, or to take with them for in-home interactions.

Structured parent/child sessions built around reinforcing English and HoChunk language skills will also be conducted at the facility. Educare case workers will conduct monthly visits with parents and children in their homes to assess the home as an environment for early learning, and to reinforce the parents' role in their children's development. In addition, children and their parents will participate together in such traditional HoChunk cultural enrichments as traditional story-telling, dances, games, and ceremonies in which HoChunk language acquisition will be a key feature.

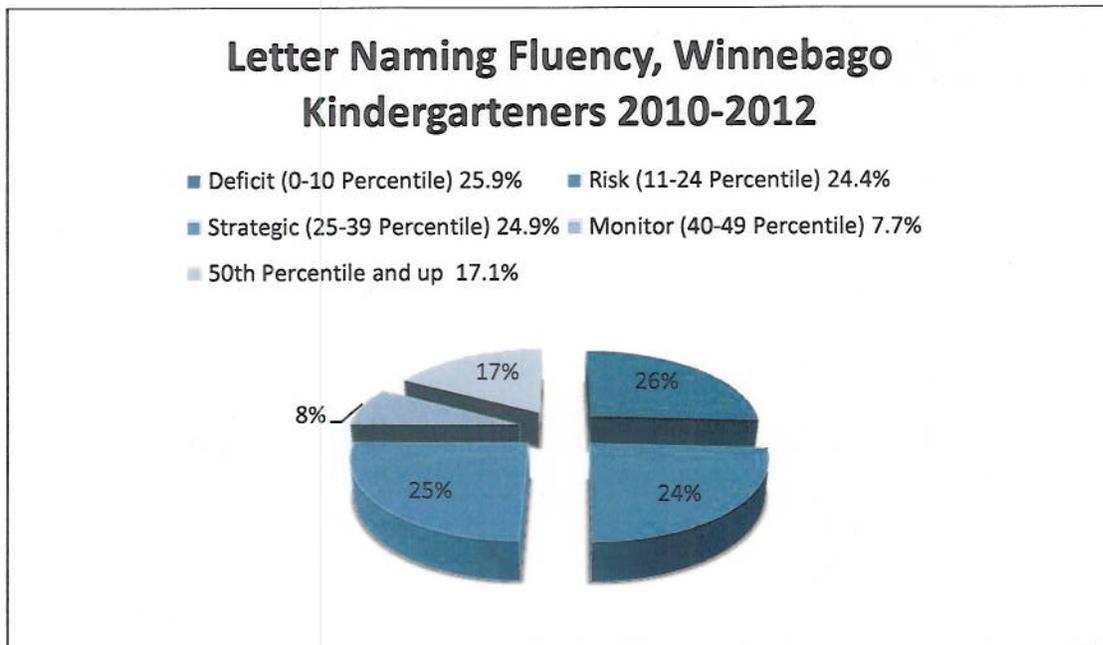
#### *(a) Quality of the project design*

Our project has been designed to respond to a number of long-standing and emerging needs for Winnebago children. Winnebago Public Schools' AIMSweb testing of kindergarteners at school entry from the past three years shows that Winnebago children typically start school with readiness deficits, particularly in areas associated with language development.

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The following chart summarizes Letter Naming Fluency testing that Winnebago Schools conducted on kindergartners in the fall of 2010, 2011, and 2012. The data indicates that only 17.1% of Winnebago kindergartners score at or above the 50<sup>th</sup> percentile on this academic skill when compared to peers across the nation<sup>5</sup>:



Letter naming fluency is a key skill for early learners. Deficits in this area can cause delays in making the transition from spoken language to written language. The ability to label an object or symbol helps children store it in memory, and is a critical skill needed for learning to read.

In another key language development area, Phoneme Segmentation Fluency, Winnebago children entering kindergarten over the same time period performed slightly better. However, only 21 percent of students scored at or above the national mean score<sup>6</sup>:

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<sup>5</sup> Nebraska Educational Service Unit # 1, *AIMSweb Assessment Scores, 2013*

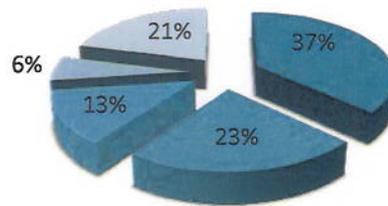
<sup>6</sup> *Ibid.*

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### Phenome Segmentation Fluency Winnebago Kindergarteners 2010-2012

■ Deficit (0-10 Percentile) 37%    ■ Risk (11-24 Percentile) 23%  
■ Strategic (25-39 Percentile) 13%   ■ Monitor (40-49th Percentile) 6%  
■ 50th Percentile and up - 21%



Historically, the language and literacy deficits measured at kindergarten entry have not dissipated over time for Winnebago children. The aggregated data from the past three years of AIMSweb assessments for Winnebago Public School children at the end of sixth grade show that only 21.3 percent score at or above the 50<sup>th</sup> percentile in Oral Reading Fluency.<sup>7</sup>

To address these and other challenges, the *ELI* project will utilize and build upon proven strategies refined over several decades of Head Start programming, as well as more recently tested interventions pioneered through the national Educare network to include:

- Emphasis on language and literacy to build vocabulary and comprehension for kids
- Family engagement to support the family's role in their child's language learning, development, and health

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<sup>7</sup> Ibid.

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- Full day, full year services to keep kids learning and retaining gains throughout the year, including over the summer months
- High staff/child ratios and smaller class sizes to maximize adult/child interactions that facilitate socialization and learning, with an emphasis on staff who are bi-lingual in English and HoChunk
- Highly trained teachers and professional development to assure well-organized and age appropriate instruction and activities
- Reflective supervision to assure instructors have the tools and support they require
- Emphasis on social and emotional development to assure the nurturing and responsive care giving that encourages learning
- Robust program evaluation to ensure that program outcomes are met and to generate data for continuous improvement

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

The **goal** of the Winnebago *Early Language Initiative* is to significantly improve school readiness and long-term academic success for 330 Winnebago children aged zero to five years over a five year project period. [Target is to increase by 40% the percentage of program participants who score in the 50<sup>th</sup> percentile or higher on Bracken School Readiness Composite assessments over the five years of the project.]

The primary **objectives** associated with accomplishing this goal include:

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- Improve English proficiency for pre-school students as indicated by increasing from 21.2% (pre project) to 50% the percentage of program participants who score in the 50<sup>th</sup> percentile or higher in the Phoneme Segmentation Fluency scores of AIMSweb
- Increase HoChunk fluency for preschool students by 10 percent for each year of the project (total gains of 50% for students who participate in all five project years) as measured by the Winnebago Renaissance Language program's HoChunk Early Language Progress (HELP) assessment, which will be developed and refined for the *ELI* project.
- Increase reading readiness for pre-school students as indicated by increasing from 17% (pre project) to 50% the percentage of program participants who score in the 50<sup>th</sup> percentile or higher in the Letter Naming Fluency scores of AIMSweb.
- Increase the integration of HoChunk cultural experiences into the preschool curriculum by 50% as measured by pre and post assessments to be developed as part of the *ELI* project, and conducted by the third-party evaluator.

To achieve the *ELI* project's goal and objectives, we will implement the four primary **strategies** that follow. These will be specific to the *ELI* project, and will be delivered as supplements to the core Educare strategies previously summarized on the bullet list starting on page 6:

Staff Development -- A requirement of our transition to the Educare model is to boost the early childhood development credentials of our classroom personnel, an effort which is already underway for program staffers. The *ELI* project will bring additional staff training in the form of HoChunk language instruction, since so few of our Educare staff members are fluent.

Our project will collaborate with the HoChunk Nation Language Division from Mauston, Wisconsin to provide customized training for Educare of Winnebago personnel. This will consist

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of two three-day HoChunk Immersion Camps offered in each of the five project years, which trainers from the HoChunk Language Division will provide to our entire Educare staff on-site in Winnebago. The HoChunk Nation's efforts to preserve and revitalize the HoChunk language have been very successful, and their effectiveness at accomplishing fluency among their tribal members is something the Winnebago Tribe of Nebraska intends to replicate.

The HoChunk Immersion Camps will provide our Educare teachers, classroom aides, and other personnel with an experiential language learning opportunity. At the Immersion Camps, only HoChunk is spoken. Fluent instructors teach in the context of traditional tribal activities such as building shelters, making fires, preparing meals, practicing traditional crafts, games, and ceremonies. The HoChunk language is inseparable from the traditional activities and tribal life-ways to which it is linked. The immersion experience has proven to be an effective way to increase fluency for adults; by providing this experience to our Educare personnel, we will build the skills they need to create a comparable immersive language environment in their early learning classrooms.

Expansion of the HoChunk early language curriculum -- The Winnebago Tribe's Renaissance Language Program currently provides HoChunk language instruction to preschoolers attending the Little Hill Child Development Center and Winnebago Head Start. Renaissance instructors will continue this instruction under the Educare model and this component will be expanded further with the addition of the *ELI* project by the creation of additional teaching tools.

Renaissance is challenged by a shortage of fluent instructors and a scarcity of teaching resources for the HoChunk Language, particularly resources appropriate for very young children. The *ELI* project will partner with Little Priest Tribal College's (LPTC) media and IT programs to create

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new HoChunk multi-media learning tools that are developmentally appropriate for early learners. LPTC faculty and staff will collaborate with Renaissance linguists to produce animated language learning videos and simple interactive games. The subject matter will be traditional tribal stories narrated in HoChunk with text accompaniment in both English and HoChunk.

Renaissance instructors and Educare classroom teachers and aides will engage early learners with these tools to reinforce bilingual language and literacy skills. Students will also be able to access the videos and games independently at four media stations which will be installed in the Educare facility. Parents will be able to download many of the videos and games on mobile devices so that skills developed in the classroom can be reinforced at home. The traditional content of the videos and games will strengthen tribal, clan, and cultural connectivity while providing context for the HoChunk language learning.

Cultural Emphasis – We will customize the standard Educare curriculum with an infusion of traditional tribal culture in the form of interaction with elders, traditional stories, games, dances, drumming, and ceremonies. These enhancements will support the formation of strong tribal and clan identity and build self-worth.

Tribal elders will interact regularly with pre-schoolers in the Educare program in order to describe and demonstrate traditional HoChunk life ways. They will provide both group interactions (story-telling, talking circle discussions, tribal history lessons, etc.) and one-on-one interactions with young children. They will lead spiritual and ceremonial programs; teach traditional dances, drumming, and crafts; and serve as a regular, highly respected presence in the classrooms and in the daily lives of the Educare children and families.

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Expanded Parental Involvement – As previously described in the *Invitational Priority 2* response on page 4, the Educare model features a significant parental involvement component which will be enabled and enhanced by the *ELI* project. The strategies related to this component include 1) conducting in-home visits for the families of Educare children to assess the in-home learning environment and offer resources and supports; 2) engaging parents in after-school tutoring and shared learning experiences; 3) making the multi-media learning tools available for parents to take home with them in order to increase their role as their children’s language teachers; and 4) providing children and parents regular opportunities to participate as a family in traditional ceremonies, community celebrations, and cultural events.

*(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*

The Winnebago Tribe is on the verge of a major reinvigoration of our delivery of educational programming to young children and their families. Starting in January, 2014 our existing Head Start and Little Hill Child Development programs will be merged and relocated to a brand new, highly enriched, early learning education facility where services will be conducted under the Educare model. Our *ELI* project will be a major component of this pivotal strategic step, allowing us to seamlessly weave language, literacy, and cultural experiences into the very fabric of our early childhood education program.

The result will be a long-term and sustainable enhancement of the Tribe’s capacity to help young Winnebago children enter kindergarten ready to learn. The language, literacy, and parental involvement enhancements made possible by the *ELI* project will be permanently embedded in the Educare curriculum and management practices.

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

As previously described, our Educare model and the enhancements provided by the *ELI* project will involve parents as key players in their children's early language development. In addition to regular staff/parent consultations and educational staffings, the project's parental involvement strategies will include: 1) monthly home visitations, 2) engagement of parents in after-school tutoring and family activities, 3) development of educational multi-media tools for parents to teach and reinforce HoChunk language learning, and 4) inclusion of parents and families in educational opportunities, cultural events, ceremonies, and community celebrations.

### *(b) Quality of project personnel*

*(i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability*

The Winnebago Tribe's policy of encouraging employment for Native American people while prohibiting discrimination related to other factors reads as follows: "Under Federal Law, all qualified Indian applicants will receive preference over non-Indian applicants. In the absence of qualified Indian applicants considerations shall be given to applicants without regard to race, color, religion, sex, national origin, age marital or veteran status, the presence of a non-job-related medical condition or handicap, or any other legally protected status."

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Because of the *ELI* project's emphasis on the integration of HoChunk language and traditional tribal culture in project interventions, we will seek applicants for project positions who have direct experience with HoChunk culture and/or who are fluent or conversant in HoChunk.

Currently, 91 percent of staff in our Head Start and Little Hill Child Development programs are Native American, and 75 percent are enrolled in the Winnebago Tribe.

Our new Educare of Winnebago school facility will be fully accessible. The building is designed on a single level with all entrances, interior doors, hallways, fixtures, offices, classrooms, and meeting rooms comfortably usable for people with mobility issues. This allows us to serve any children with mobility challenges, and to employ staff who may have physical disabilities.

*(ii) Qualifications, including relevant training and experience, of the project director or principal investigator*

Our project director will be a newly hired Master Teacher for the Educare of Winnebago initiative, and will obligate 1.0 FTE of his/her time to the *ELI* project. Education and experience requirement for this position include: 1) Masters Degree in Child Development, Early Childhood Education, or in a related field; 2) At least 5 years Early Childhood classroom experience; 3) At least 1 year supervisory experience; 4) State of Nebraska early childhood certification preferred; 5) At least 5 years of 0-5 classroom and/or supervisory experience and a certification in infant toddler studies or other credential such as PITC.

Required skills and abilities for the position include:

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- Knowledge of and ability to implement early childhood curriculum and developmentally appropriate practice for birth to five year olds, and ability to remain abreast of current findings, trends, and evidence-based practices in the field of child development.
- Demonstrated leadership abilities and skilled utilization of reflective supervision.
- Knowledge of ability to assess, analyze, and interpret Head Start Standards, state and local licensing requirements, and the organization's philosophy
- Ability to work as a cooperative and supportive member of an interdisciplinary team
- Ability to communicate and cooperate with diverse families, various professionals, and community groups
- Ability and willingness to work in a program located in a high risk low income community
- Ability to exercise discretion in handling confidential information and materials
- Intermediate knowledge of computer applications and the ability to learn and master computer technology/software programs as needed
- Ability to communicate and respond in a manner that consistently demonstrates respect and concern

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

Darla LaPointe, Winnebago Tribal Education Director -- Ms. LaPointe has served as the Winnebago Tribe's Education Director since June, 2011. She has a Master's Degree in Education from the University of Nebraska, Lincoln and a B.S. Degree from Wayne State College. She has six years professional experience as administrator for Little Priest Tribal

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College serving as that institution's Dean of Admissions and Records and as their Director of Financial Aid.

Peggy LaRose, Co-Director of Educare of Winnebago -- Ms. LaRose has served as the Director of Little Hill Child Development Center in Winnebago for the past six years. She has a Bachelor's Degree in Early Childhood Studies from Wayne State College. Prior to her current position she was a Lead Teacher for the Omaha Nation Head Start program for four years, and Lead Teacher for Bright Horizons Family Solutions and early childhood education program in Omaha, NE for three years.

Amy LaPointe, Co-Director of Educare of Winnebago -- Ms. LaPointe has directed the Winnebago Head Start program for the past eight years. She has a Bachelor of Science degree from the University of Nebraska, Lincoln with a concentration in Language Arts and Social Studies. She has a Nebraska Teaching Certificate with a Middle Level Education and ESL endorsement. Her professional experience includes three years as an Early Childhood instructor at Little Priest Tribal College and one year as an Administrative Assistant for a grant funded prevention program implemented at the college. In addition she directed the Winnebago Tribe's optometry program for three years.

Lisa St.Clair, Lead Evaluator -- Lisa St. Clair, EdD, is an Assistant Professor in the Department of Pediatrics, College of Medicine at the University of Nebraska Medical Center (UNMC) and at Munroe-Meyer Institute, also UNMC. She is also a faculty affiliate to the University of Nebraska at Lincoln in the Center for Research on Children, Youth, Families, and Schools.

Dr. St. Clair is the Statewide Nebraska Parental Information and Resource Center (PIRC) Director, leading a \$2.7 million grant project focused on parent involvement. She is also a

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Program Evaluator at Munroe-Meyer Institute, UNMC, and is a statewide evaluator for such programs as 21<sup>st</sup> Century Community Learning Centers, Building Bright Futures/Omaha, The Learning Community of Douglas and Sarpy Counties, and is a local evaluator for Educare of Omaha. She has also served on the Board of Examiners for the National Council on the Accreditation of Teacher Education (NCATE) from 2003 to 2010. Her publications have focused on family engagement, early childhood professional development, and principal supervision of early childhood programs.

Regina Robins, Site Evaluator – Mr. Robins will serve as an on-site evaluator for the ELI project, obligating .20 FTE of her time. She will assist the Lead Evaluator with child assessments, classroom observations, staff debriefings, and analysis and will assist in data collection with the ELI Data Coordinator. Ms. Robins is a Bilingual Child Development Program Evaluator with the University of Nebraska Medical Center (UNMC), and a Member of the Cherokee Nation. She is completing Doctoral work in Medical Sciences (Interdepartmental Areas) with anticipated PhD earned in May, 2014. She has fourteen years professional experience as a Language Arts Teacher, Tutor, Teaching Assistant, and Faculty Associate at various educational institutions in Phoenix and Tempe, Arizona and in Omaha, Nebraska.

Abul Shaifullah , Media Instructor, Little Priest Tribal College – Mr. Shaifullah will be the lead project representative for Little Priest Tribal College (LPTC). The Winnebago Tribe will contract with LPTC to create the HoChunk multi-media learning tools (videos, audio lessons, video games) at developmental levels appropriate for the ELI target population. Working with tribal linguists, Mr. Shaifullah develop content and oversee recording, animation, and post-

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production work utilizing LPTC facilities and the expertise of LPTC faculty and media students. Mr. Shaifullah is a Computer Science and Multimedia Instructor for LPTC. He has a Master's Degree in Mathematics (Physics and Computer Science emphasis) from the University of South Dakota and is a candidate to complete his Doctor of Philosophy degree in April, 2013.

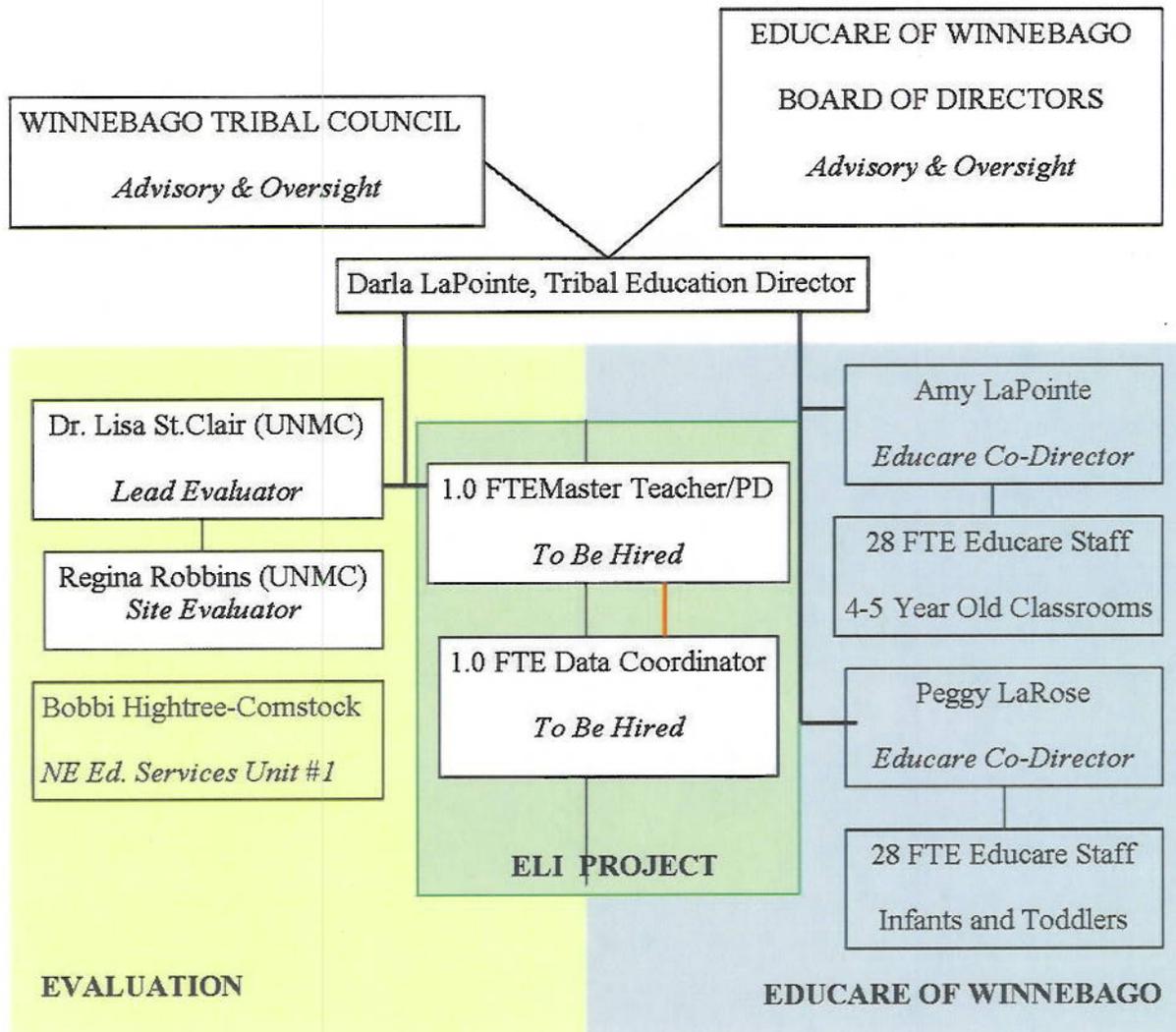
Educare of Winnebago Early Language Initiative Data Coordinator, To Be Hired -- A 1.0 FTE  
Data Coordinator will be hired to manage project data collection and to serve as a liaison to the third party evaluators. Duties will include creating/maintaining database to track project objectives; data entry and reporting; managing project communications and correspondence (phones, emails, mailings); assisting with preparation of meeting materials and keeping minutes; and formatting materials for meetings, reports, council review etc (printing, copying, scanning, binding). Qualifications for the position will be two years post-secondary education (BA preferred), plus at least 3 years professional experience in data, statistics, IT, information management or comparable field. Preference will be given to candidates with early childhood education background, HoChunk fluency and/or experience with HoChunk culture.

### *(c) Quality of the management plan*

*(i) Adequacy of the management plan to achieve the objectives of the proposed project on time, within budget*

The following illustration summarizes the management structure planned for the *ELI* project:

## Educare of Winnebago Early Language Initiative (ELI) – Winnebago Tribe of Nebraska



The Winnebago Tribal Council is the Tribe’s governing body and provides guidance, direction, and oversight for all Tribal activities. Educare of Winnebago is a 501c3 organization with a volunteer Board of Directors providing leadership, resources, and guidance for the Educare initiative in Winnebago.

Darla LaPointe is the Winnebago Tribe’s Education Director, with direct supervisory responsibility for all educational programming, including early learning projects involved in the *ELI* project and for Educare of Winnebago. She provides regular reports and updates to the

## Educare of Winnebago Early Language Initiative (ELI) – Winnebago Tribe of Nebraska

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Tribal Council on a monthly basis, and to the Educare of Winnebago Board of Directors via quarterly meetings. She will include regular status reports on the *ELI* project to both advisory bodies, and will be responsible to implement the suggestions and directives the Tribal Council and Educare Board provide for the *ELI* initiative.

The Tribal Education Director will hire and directly supervise the Master Teacher who will serve as the *ELI* Project Director (PD). The PD will participate in bi-weekly meetings of the Educare Management Team consisting of the PD, the Tribal Education Director, and the two Educare Co-Directors. These meetings will be a forum for sharing updates, coordinating efforts, and for engaging in problem-solving and planning for the *ELI* project. The *ELI* project is very closely integrated with the Educare initiative, so much day to day communication, meeting, and strategizing will be also conducted by the project's management team.

Within this administrative structure, the PD will direct all aspects of the *ELI*. The primary duties of the PD include: 1) hiring and supervising the *ELI* Data Coordinator; 2) managing the project budget to ensure that all expenditures are consistent with federal grant guidelines and the approved project budget; 3) planning for a overseeing implementation of all project interventions as described in the proposal; 4) working with the Tribe's Contract Officer to execute contracts for the third-party evaluation and for the creation of multi-media language learning tools in compliance with federal procurement guidelines; 5) convening quarterly meetings of all project partners; 6) establishing and maintaining data collection protocols; 7) completing and submitting all progress reports to US Department of Education timely; 8) assuring pass-through compliance of all federal regulations for contractors; 9) engaging in continuous evaluation and planning with

## Educare of Winnebago Early Language Initiative (ELI) – Winnebago Tribe of Nebraska

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project staff and collaborators utilizing project data, feedback and emerging results to inform decision-making and to drive continuous program improvement.

*(ii) Responsibilities, timelines, milestones associated with each task, and iii) How management activities support accomplishment of each objective (costs, persons responsible, and timeframes for completion)*

A table for each of the five project years follows on the next three pages with major activity milestones, responsible entity or person, and the timeline for accomplishing each milestone indicated by project quarter. The milestones for the middle three years of the project (Years Two, Three, and Four) are basically the same, so these have been combined into one table. The cost of providing the service and management activities associated with each of the four primary objectives are outlined below, with a percentage of grant resources budgeted for each set of activities (by objective) indicated:

- Objective 1: Improve English Proficiency -- 13%
- Objective 2: Increase HoChunk Fluency – 20.3%
- Objective 3: Increase Reading Readiness – 12.5%
- Objective 4: Increase Integration of HoChunk Culture – 24.6%
- Other Costs : Associated with Project Evaluation ( 24.2% ) and Indirect Costs ( 5.4% )

Since the Educare model already contains significant resources obligated to Reading Readiness and English Proficiency, we were able to obligate a higher percentage of the ELI grant dollars toward the HoChunk language and HoChunk cultural enhancements which will customize the Educare model for our target population of young Winnebago children and their families.

YEAR ONE – (October 1, 2013 to September 30, 2014)		QUARTER			
Activity Milestone	Person or Entity Responsible	1	2	3	4
Recruit for, screen, and hire the Master Teacher/Project Director	Tribal Education Director	x			
Complete procurement for and execute contracts for evaluation and media work	Project Director	x			
Convene initial planning meeting for project collaborators/key stakeholders	Project Director	x			
Provide training/orientation for elders who will be leading classroom activities	Project Director, Ed. Director	x			
Hold 3-day staff development, HoChunk Nation Language Immersion Camp	Project Director, Ed. Director	x		x	
Establish all data collection measures, protocols, and databases	Lead Evaluator	x			
Recruit for, screen, and hire the Data Coordinator	Project Director	x			
Conduct AIMSweb assessments of 3-5 year olds and Kindergarteners	Site Evaluator , SEC Unit #1	x	x	x	
Move into newly completed Educare facility and begin program activities	Tribal Education Director	x			
Conduct initial measures needed to establish project data baselines	Site Evaluator	x			
Complete production of first sets of multi-media language aids	Little Priest Tribal College			x	
Initiate services at Educare of Winnebago's new facility (opens Jan 2014)	Tribal Education Director		x	x	x
Conduct semi-annual team meetings to review evaluation data	Project Director, Lead Eval.		x		x
Complete semi- annual progress reports to US Dept. of Education	Project Director		x		x

YEARS TWO Through FOUR (October 1, 2014 to September 30, 2017)		QUARTER			
Activity Milestone	Person or Entity Responsible	1	2	3	4
Provide progress updates to Tribal Council and Educare of Winnebago Board	Tribal Education Director	x	x	x	x
Meet with contractors to review progress toward scope of work	Project Director	x	x	x	x
Conduct planning/update meetings for project collaborators/key stakeholders	Project Director	x	x	x	x
Conduct cultural and language sharing with Tribal Elders as teachers	Project Director, Ed. Director	x	x	x	x
Hold 3-day staff development, HoChunk Nation Language Immersion Camp	Project Director, Ed. Director	x		x	
Gather and enter all project data, as per established data protocols	Data Coordinator	x	x	x	x
Coordinate traditional tribal cultural events/experiences to kids and families	Project Director	x	x	x	x
Conduct AIMSweb assessments of 3-5 year olds and Kindergarteners	Site Evaluator , SEC Unit #1	x	x	x	
Conduct early learning classroom and after school programs at Educare facility	Tribal Education Director	x	x	x	x
Conduct updated measures needed to meet project data needs	Site Evaluator	x	x	x	x
Continue production of multi-media language aids (academic year)	Little Priest Tribal College	x	x	x	
Incorporate multi-media language tools into Educare curriculum	Project Director	x	x	x	x
Conduct semi-annual team meetings to review evaluation data	Project Director, Lead Eval.		x		x
Complete semi- annual progress reports to US Dept. of Education	Project Director		x		x

**YEAR FIVE (October 1, 2017 to September 30, 2018)**

**QUARTER**

<b>Activity Milestone</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Provide progress updates to Tribal Council and Educare of Winnebago Board	x	x	x	x
Meet with contractors to review progress toward scope of work	x	x	x	x
Conduct planning/update meetings for project collaborators/key stakeholders	x	x	x	x
Conduct cultural and language sharing with Tribal Elders as teachers	x	x	x	x
Hold 3-day staff development, HoChunk Nation Language Immersion Camp	x		x	
Gather and enter all project data, as per established data protocols	x	x	x	x
Coordinate traditional tribal cultural events/experiences to kids and families	x	x	x	x
Conduct AIMSweb assessments of 3-5 year olds and Kindergarteners	x	x	x	
Conduct early learning classroom and after school programs at Educare facility	x	x	x	x
Conduct updated measures needed to meet project data needs	x	x	x	x
Continue production of multi-media language aids (academic year)	x	x	x	
Incorporate multi-media language tools into Educare curriculum	x	x	x	x
Conduct team meetings to review evaluation data, plan for final evaluation report		x	x	x
Complete progress reports to US Dept. of Education, and the final evaluation		x		x

## Educare of Winnebago Early Language Initiative (ELI) – Winnebago Tribe of Nebraska

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### *d. Quality of the project evaluation*

The Winnebago Tribe will contract with the University of Nebraska Medical Center (UNMC) to conduct the project evaluation. A logic model is included in the “Other Narrative Attachments” section, summarizing the relationship between the project’s planned activities, projected outcomes, and the evaluation’s strategies to measure these. The evaluation will gather and analyze a broad array of data to test the *ELI’s* hypothesis, namely: *Intensive early learning interventions with enriched language, literacy, and cultural components will significantly improve reading, language, and school readiness status for high need Native American children.*

The evaluation of the *ELI* project will focus on determining the overall effectiveness of the initiative in providing English, HoChunk language, and HoChunk cultural immersion support services. The evaluation will answer the following questions related to the broader hypothesis:

- Who does the Educare of Winnebago ELI program serve?
- Is program quality increasing overall in early childhood and after school programming?
- Are teachers continuously improving their instructional skills in: 1) language instruction curriculum and practice? 2) HoChunk fluency and skills? 3) Integration of cultural elements in programming? 4) Involvement and active engagement of parents?
- Are children improving in language skills and overall school readiness?
- Are parents increasing school and family partnerships?

### *Types of data to be collected*

To accomplish the project assessment, the evaluators will collect data to conduct both process measures and outcome measures. Process measures will assess whether the project activities and

## Educare of Winnebago Early Language Initiative (ELI) – Winnebago Tribe of Nebraska

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interventions are delivered effectively, as proposed. Outcome measures will focus on assessing the changes in knowledge, behaviors, and attitudes made for participating children, families, and program staff.

Data collected and analyzed related to process outcomes will include the following: Educare enrollment and attendance records; parent interviews; teacher interviews and focus groups; Pre-Kindergarten CLASS (Pianta) scores; and Observations of Quality School Age Programming.

For the outcome evaluation, the data collected and analyzed will include pre-tests, incremental testing, and post project testing using the following: AIMSweb Letter Naming Fluency scores; AIMSweb Phoneme Segmentation Fluency scores; HoChunk Early Language Progress (HELP) Scale; Bracken School Readiness Composite Assessments. The AIMSweb and Bracken assessments are accepted and standardized for the school district where our project will be conducted, and comparison data will be available based on historic trends.

The outcome evaluation data collected will contribute to Government Performance and Results Act (GPRA) measures, as required by statute:

- i. 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. [Data collected will be the AIMSweb Letter Naming Fluency and Bracken School Readiness reading scores.]
- ii. Percentage of ELs served by the program who are making progress learning English as measured by the State-approved English language proficiency assessment. [Data

## Educare of Winnebago Early Language Initiative (ELI) – Winnebago Tribe of Nebraska

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collected will be the AIMSweb Phoneme Segmentation and Bracken School Readiness language scores.]

- iii. Percentage of ELs served by the program who are attaining proficiency in English as measured by State-approved English language proficiency assessment. [Data collected will be the AIMSweb Phoneme Segmentation and Bracken School Readiness language scores.]

The AIMSweb assessments for grades K to 8 are currently conducted for Winnebago children by the Nebraska Educational Services Unit #1. For the *ELI* project, the Educational Services Unit (Bobbi Hightree-Comstock) will expand their assessments to include AIMSweb assessments for Educare pre-schoolers at the 3, 4, and 5 year old levels. This data will be made available to the evaluation team for inclusion in the project evaluation.

### *When data will be collected*

Project enrollment and participation data will be collected from day one of the project, and maintained to monitor recruiting, attendance, and attrition. This data will be reviewed at quarterly meetings of the evaluation team and project administrators.

The AIMSweb assessments for children will be conducted three times a year, one each in the fall, winter, and spring. Bracken School Readiness Assessments will be conducted in the spring yearly for *ELI* participants 3 to 5 years old.

Teacher interviews and focus groups will be conducted in the project's first quarter in order to establish baseline data, and then repeated annually for the duration of the project, with an additional final series conducted post-project. The Pre-Kindergarten CLASS and Observations of

## Educare of Winnebago Early Language Initiative (ELI) – Winnebago Tribe of Nebraska

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Quality School Age programming will be conducted semi-annually throughout the project duration at the 6 month and year-end period of each project year.

### *What methods will be used?*

Using both Utilization-Focused (UFE, Patton) and community-based participatory research (CBPR, Chen et al) designs, the UNMC evaluation team will work closely with *ELI* program leadership and staff. Together they will use the scientific knowledge gained through the evaluation to promote the development, social emotional health, and learning of children involved in the project, as well as to support the program in nurturing stronger family, Educare, and school partnerships that support overall learning and development. This evaluation will focus most on using evaluation results for continuous improvement of the program.

A simple comparison method will be used for the data analysis, comparing pre-project standardized school readiness scores conducted at Winnebago Public Schools to scoring trends that emerge during the *ELI* implementation period, and post-project. Additional regression analysis will be conducted by the evaluators, incorporating the broad array of project data in order to identify which aspects of the project's interventions contributed most to project outcomes and to make recommendations for future program enhancements.

### *What instruments will be developed?*

For the most part, the evaluation will utilize standardized and well-established evaluation instruments [e.g. Bracken School Readiness, AIMSweb, Pre-kindergarten CLASS, and Observations of Quality School Age Programming assessments]. However, for the *ELI* project

## Educare of Winnebago Early Language Initiative (ELI) – Winnebago Tribe of Nebraska

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we will need to further develop an existing assessment instrument to measure HoChunk fluency -  
- the HoChunk Early Language Progress (HELP) assessment.

The Winnebago Tribe's Renaissance language program has developed a HoChunk fluency matrix that will serve as the basis of the HELP scoring tool. The matrix establishes five levels of early fluency for HoChunk language learners by identifying fluency milestones related to listening, speaking, reading, and writing the language. Renaissance linguists and the evaluators will use the existing matrix to develop a straightforward scoring scale so that observed fluency in subjects may be converted to numerical scores for analysis. The scale will be tested by the evaluators to ensure that it is both reliable (consistently applied) and valid (measures what it purports to measure).

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

The attached logic model illustrates the relationship of the evaluation to the goals, objectives, and outcomes of the project. Evaluation components are thorough in that they assess all the data elements required by GPRA and sufficient additional data to assess students' progress (individually and as a cohort). The evaluation will provide steady empirical feedback to keep the project on track during its implementation, and to inform decisions related to any required adjustments in the program strategy should those be indicated by the data. The evaluation is appropriately comprehensive, yet is feasible given resources obligated to conduct it and the excellent qualifications and experience of the third party evaluator, the Educare administrators, and the proposed ELI project team.

## Educare of Winnebago Early Language Initiative (ELI) – Winnebago Tribe of Nebraska

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

ELI project outcomes have been previously described and are focused on improving the language, literacy, and school readiness of participants. Objective performance measures in the form of the standardized testing for language attainment, literacy, and level of school readiness are described as well, and clearly relate to the objectives.

In addition to the pre and post data regarding students' scoring on standardized achievement tests, quantitative data to be incorporated into the evaluation will include Educare enrollment records, afterschool programming attendance logs, Educare staff professional development profiles, and an inventory of the number and names of the multi-media learning tools developed for the project.

Qualitative measures for the project will include the summaries of teacher interviews and focus groups, staff surveys, parent interviews, Observations for Quality School Age Programming, and the Pre-kindergarten CLASS scores.

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

A major component of the Educare model is the establishment of a continuous feedback loop for early childhood educators. A Master Teacher will be assigned to each early learning classroom in order to observe classroom activities and provide constant guidance and direction to teachers and aides regarding the effectiveness of their teaching.

## Educare of Winnebago Early Language Initiative (ELI) – Winnebago Tribe of Nebraska

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The data from quantitative and qualitative measures will be assessed semi-annually, and the evaluators will discuss results with *ELI* and Educare administrators to inform decision making about the intervention strategies that are being implemented. For example quantitative student assessments will provide hard numbers on the types of challenges and academic gains early learners are making, but the evaluators' regression analysis of empirical scores along with the context provided by the collected qualitative data will be required in order to know which elements of the intervention are contributing to successes (or lack of success).

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

As previously described, the evaluation plan features regular data collection, on-going data analysis by the third-party evaluator, and frequent discussions between the evaluators and project administrators. This creates a mechanism for assuring steady progress toward intended outcomes and a means for exchanging performance feedback. So despite the many evaluation measures which focus on individual student achievement, there is an equal emphasis on evaluating the project interventions themselves, to determine whether the activities are 1) consistent with overall project goals, 2) having the desired effect on the target population, and 3) responsive to new data that emerges during the implementation period.

**Program: Educare of Winnebago Early Language Initiative Logic Model**  
**Winnebago Tribe of Nebraska**

Inputs	Outputs		Outcomes – Impact		
	Activities	Quantity	Short	Medium	Long
Staff time Early learning facility/ Classroom space Language Training Consultants & Fluent HoChunk speakers Family Resource room, tutors, facilitators Tribal Elders with knowledge of traditions, language, and life ways Multi media production facilities & expertise Third party evaluator	Expand to full day, full year early learning programming Staff development focused on building HoChunk language fluency and English acquisition After school tutoring, family and cultural reinforcement Engage elders as resources for language learning and as teachers of traditional culture and life ways Develop HoChunk language multi-media learning tools aimed at preschool development levels Assess learning outcomes and program efficacy	190 slots available year round for 5 years, for 0 to 5 year olds (330 served, total) Two 3-day language immersion camps annually, for 48 staff members (10 camps total) 144 sessions per year for 5 years (720 sessions total) 20 elders providing a total of 260 weekly language and culture encounters over 5 yrs 25 animated learning videos and/or games produced annually. 125 total 5 semi-annual reports, 5 annual reports, and 1 full project evaluation	English proficiency and reading readiness measures improve to 50th percentile <sup>1</sup> Increase average staff HoChunk fluency 2 levels on HELP scale <sup>2</sup> Increased engagement of parents and families in their children's learning <sup>3</sup> Increased integration of HoChunk cultural experiences into early learning program <sup>4</sup> Increased HoChunk fluency of preschoolers by 10% annually <sup>5</sup> Data for continuous quality improvement, and informed decisions <sup>6</sup>	Increased school readiness <sup>7</sup> Enhanced students' connection with family, clan, and Tribe <sup>8</sup> Improved elementary and high school academic performance <sup>9</sup>	Increased high school graduation rates <sup>10</sup> Post secondary enrollment <sup>11</sup> Improved career opportunities and self sufficiency <sup>12</sup>

Measures: <sup>1</sup>AIMSweb Letter Naming Fluency and Phoneme Segmentation Fluency scores; <sup>2</sup> HoChunk Early Language Progress (HELP) Scale; <sup>3</sup> Parent interviews by third-party evaluator; <sup>4</sup> Observations for Quality School Age Programming and Teacher Focus Groups; <sup>5</sup> HoChunk Early Language Progress (HELP) Scale; <sup>6</sup> Final Project Assessment by Third-party Evaluator; <sup>7</sup> Bracken School Readiness Composite Assessments; <sup>8</sup> Parent Interviews; <sup>9</sup> School report cards, Winnebago Public Schools (WPS); <sup>10</sup> Graduation records, WPS; <sup>11</sup> Educational data, US Census; <sup>12</sup> Household income data, US Census

**U.S. Department of Education - EDCAPS  
G5-Technical Review Form (New)**

Status: Submitted

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

### Technical Review Coversheet

Applicant: Winnebago Tribe of Nebraska (T365C130002)

Reader #1: \*\*\*\*\*

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

# Technical Review Form

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

Reader #1: \*\*\*\*\*

Applicant: Winnebago Tribe of Nebraska (T365C130002)

## Questions

### Selection Criteria - Quality of Project Design

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

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

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

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

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

#### Strengths:

The project design is comprehensive and will use various strategies to address the Limited English Proficiency (LEP) population (pp. 6-7). There is clear alignment between goals, objectives, and outcomes of this initiative. Targeted goals have been identified for language and literacy efforts, family engagement, teacher training, and social and emotional development (pp. 6-10). Support services, remediation efforts, and other related school-wide systems will be used to cultivate these efforts. Various approaches related to content and pedagogy will be implemented to provide activities to improve teaching and learning outcomes (pp. 8-10). Approaches like language curriculum expansion, cultural immersion, parental involvement will be integrated in the course curriculum. Efforts are identified to foster greater parental decision making and involvement such as library enrollment, drama puppet shows, cultural events (pp. 11-12). Academic courses, supplemental instruction, and other institutional capacity building efforts will be used to sustain the activities that would have been instituted (p. 11).

#### 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 proposed project director has the necessary credentials for the administration of the project. The listed experiences demonstrate a recognition of the capacity to successfully direct this project. The key project personnel have the appropriate qualifications to administer the project. All of their credentials are aligned with the demands of their respective positions.

**Weaknesses:**

More linkages need to be established regarding the actions taken to address the needs of underrepresented groups. While the project does emphasize the integration of HoChunk language and traditional tribal culture, the proposal does not clearly indicate how it is seeking to attract and encourage those individuals to apply for the position. Specific details are needed about how this process will work (pp. 12-13).

**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 clearly articulates responsibilities, timelines, and milestones for accomplishing the identified tasks of the project. The project director is responsible for many of the administrative duties involved with the project. Each of the objectives include outcomes and costs associated with them (p. 20). The illustration provides a visual aid to depict how the project will be implemented (p. 18). There is an appropriate time period established for data collection and analyses. All of the milestones have been presented in a manner that reasonably are proposed to meet the demands of the project.

**Weaknesses:**

There are no identified weaknesses in this area of the project.

**Reader's Score: 30**

**Selection Criteria - Quality of the Project Evaluation**

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

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

**Note:** For example, applicants, in addressing this factor, might include in their application information on how each proposed objective, including those objectives addressing competitive priorities and

invitational priorities (if the applicants choose to address those priorities), will be evaluated.

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (15 points)

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

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

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

**Strengths:**

The methods used in the proposal are appropriate to the project. Both qualitative and quantitative data collection measures are being used (pp. 24-26). Student achievement data, documents, surveys, and observation and interview data are some of the data that will be collected (pp. 20-24). Both formative and summative evaluations will be conducted. Data will be reviewed on a semi-annual basis and evaluators will engage the results with staff members to better inform decision making processes about the use of intervention strategies (p. 30). A logic model is provided to demonstrate the inputs, outputs, and the impact of the outcomes that are occurring during the evaluation phases of the project (p. 31).

**Weaknesses:**

There are no identifiable weaknesses in this area of the project.

**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 is using strategies for improving college attendance as an approach to increase postsecondary success. Many of these evidence-based strategies address efforts necessary for increasing the involvement of tribal youth.

**Weaknesses:**

There are no identifiable weaknesses in this area 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 is employing strategic measures to improve more data-based decision making. The Educare model is one focused on increasing data to determine the student's progress and then integrate this data toward enhancing program efficiency.

#### Weaknesses:

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

Reader's Score: 5

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

Status: Submitted

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

### Technical Review Coversheet

Applicant: Winnebago Tribe of Nebraska (T365C130002)

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

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

# Technical Review Form

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

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

Applicant: Winnebago Tribe of Nebraska (T365C130002)

## 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 Winnebago Tribe of Nebraska proposal has identified four primary objectives to improve the readiness and long-term academic success for 330 children ages 0-5 years old. For example, goal 1 is to increase school readiness for 330 children from 10% to 50%, English proficiency from 21.2% to 50%, HoChunk fluency from 10% to 50%, and reading readiness from 17% to 50%. The objectives are measurable and based on extensive research and review of the current need and status of the target population. (pp. 7-12)

(ii)

The applicant will embed the program components of language, literacy and parental involvement in the Educare curriculum and their management practices. (p. 11) The four strategies the WTN will use include staff development to boost staff credentials and increase fluency, expand the HoChunk early language curriculum including the strategies and multi-media tools available, infuse culture into the curriculum through on going interaction with elders and involvement in tribal activities, and lastly, providing parents with multimedia tools available to increase communication and provide regular culture activities for children and their families. (pp. 10-11) The strategies will develop an infrastructure that will sustain the program after grant funding.

(iii)

The applicant has developed a comprehensive plan to address parental involvement. (p. 12) To encourage parental involvement in the 330 early childhood program participants, four strategies will be used in the educational program. They include monthly home visits, engaging parents in after school tutoring and family activities, providing multimedia tools to teach and enhance language learning, and inclusion of parents and families in educational opportunities, cultural events, ceremonies, and community celebrations. (p. 12)

#### Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

Reader's Score: 30

#### Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:
  - (i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (2 points)
  - (ii) The qualifications, including relevant training and experience, of the project director or principal investigator. (4 points)
  - (iii) The qualifications, including relevant training and experience, of key project personnel. (4 points)

#### Strengths:

(i)

The Winnebago Tribe's policies and procedures will be followed which guarantee persons to be selected will meet the requirements prescribed by federal laws and regulations as well as internal policies and procedures addressing employment. Qualified Indian applicants will be given preference and if there is no Indian applicant's the applicant will adhere to the federal laws of non-discrimination. (p. 12)

(ii)

The Project Director will require a Master's Degree in Child Development or related field, five years of Early childhood classroom experience, one year of supervisory experience, and Nebraska early childhood teaching certification. The position will be full time and the qualifications required will provide the leadership and management need to implement the project. (pp. 13-14)

(iii)

The qualifications including the education and experience for the Winnebago Tribal Education Director, two Co-Directors of Educare Winnebago, the evaluators, media instructor, and data coordinator are provided and appropriate for the positions. Staff is highly qualified with degrees, experience with the HoChunk language and development, Educare experience, and early childhood development backgrounds. The applicant has identified a support staff that compliments each other with skills to implement the program and achieve the objectives. (pp. 14-17)

#### Weaknesses:

(i)

The applicant does not describe how they will seek applications from members who have direct experience with HoChunk and that are traditionally underserved including the media they would use and selection process. (p. 12) (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:**

A comprehensive management plan has been presented including a table of program organization, a detailed description of staff responsibilities, supervision, reporting, personnel, and fiscal management. (pp. 18-20) The Winnebago Tribal Council will oversee the project which will be under the Tribe's Education Director. The Tribal Director will report on the program on a monthly basis, hire and supervise staff, handle program expenses, and be responsible for data collection to be used in decision making. (pp. 18-20) A detailed description and table outline the milestones, person responsible, and the quarter of the year they will be reviewed for each year of the project. (pp. 20-23) The management plan developed will ensure the project is implemented within the timeline and budget to meet the objectives and priorities. (pp. 18-23)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 30

**Selection Criteria - Quality of the Project Evaluation**

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

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

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

- (ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (15 points)

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

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

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

**Strengths:**

(i)

The Winnebago Tribe of Nebraska will contract with the University of Nebraska Medical Center for the program evaluation. Using a logic model the evaluation will use process and outcomes measures to measure program progress. The process and outcomes data will be used to provide formative and summative reports providing staff with steady empirical feedback to maintain the project integrity and achieve program objectives. A comprehensive evaluation is described that correlates with the program objectives and program priorities. (pp. 24-25, 28)

(ii)

The applicant has identified quantitative and qualitative data for each of the objective performance measures that are clearly related to the program outcomes. (p. 29) Quantitative data include enrollment and attendance records, standardized test scores for language attainment, literacy, and level of school readiness, pre and posttests results, AIMSweb tests, HoChunk Early Language Progress Scale and others. Qualitative data collected includes such things as interviews, focus groups observations of Quality School Age Programming, and Pre-kindergarten CLASS scores. (p. 29) Quantitative and qualitative data will be used to provide formative and summative evaluations to be used in on going participant and program progress and long term effectiveness of the program. (pp. 29)

(iii)

The logic model has embedded in it a continuous feedback loop will provide staff with constant feedback to guide and direction teaching. The Master teacher will use on-going data to coach and mentor staff as they implement and use new teaching strategies focusing on language and literacy. Quantitative and qualitative data will be used by administrators for decision making about program interventions. A strong program has been designed to monitor the effectiveness of the strategies identified and impact student learning. (pp. 29-30)

(iv)

The evaluations mechanism which is embedded into the logic model, will provide on-going performance feedback using formative and summative data. The logic model balances the individual and program evaluation measures which will allow the Project Director and staff to determine if activities are consistent with the overall project goals, have the desired effect on the target population, and identify new data that emerges during the project. (p. 30) A table showing the inputs, outputs and outcomes addresses short, medium and long term impacts achieved during the project implementation which will provide valuable data for staff to use to monitor program progress. (p. e48)

**Weaknesses:**

(i)

No weakness 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 Educare program is based on best practice and research based data showing the program components will support an increase in postsecondary success. The ELI model is based on reliable data showing significant lasting effects on high school graduate rates and college attendance. Head Start type programming has proven short term outcomes that show 22% of the students have an increased likelihood of completing high school and a 30% increase in the likelihood of attending post-secondary education or training. The applicants have listed the studies that support early childhood interventions and strategies and their impact on college attendance. These have been embedded into their program to impact postsecondary success of high need tribal youth. (p. 2)

#### 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 Educare Program evaluation design has embedded into the logic model an extensive and on-going collection of data that can be used by staff to inform data-based decision making as it relates to program efficacy. The evaluation includes process and outcome measures that include both quantitative and qualitative data analysis that can be used to make individual participant and program interventions, help develop curriculum, identify staff training, and address other

program elements. (p. 3) Highly qualified staff and a third party evaluator will support the evaluation increasing data reliability and efficacy. A strong model program for data based decision has been designed to address the priorities. ((p. 3)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 5

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