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APPLICATION FOR GRANTS UNDER THE

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ABSTRACT

Applicant: Arlee High School, 72220 Fyant Street, Arlee, Montana 59821
Title of Project: **THE YOUTH EDUCATION FOR SUCCESS PROJECT**
Type of Project: Improving the Academic Achievement of English Learners (ELs)
Native Language: Salish Language
Grade Levels: Grades 9-12

Total Number of English Learners (ELs): In Year I, 17 ELs will be served by the project. In Years 2-5, 10 new students will enter the project each year for an unduplicated total of 57 EL participants. The overall enrollment at Arlee Elementary has increased 22% over the past four years, from 274 to 335 students. The number of ELs increased 45%, from 100 students in 2009 to 145 students in 2012. In 2012, only 4% of the Arlee Elementary ELs scored proficient on the state ELP exam. Arlee High School needs to be prepared to serve these students. Currently in the high school, there are 17 ELs but that number is expected to almost double in the next two years. With Arlee’s Native American ELs only performing at rates about 50% less than their Arlee peers on the state required MontCas Criterion Referent Test (CRT) in Reading, Arlee High School will clearly need to make curriculum and instructional improvements to meet the increasing demands of its EL population.

Priorities:

The Youth Education for Success (YES) Project addresses all competitive preference priorities and invitational priorities. The project was not created to address these priorities; rather it was created to address the school’s needs which coincidentally align directly with the grant priorities. The YES Project addresses the following needs: low academic performance, increasing dropout rate, lack of a current structure and support for using data to inform instruction, and no alternative learning opportunities. The explanations of the two project objectives describe how the priorities are addressed to meet our needs and achieve the overall goal of improving the English proficiency of our high-need students so they are academically prepared for postsecondary education.

Summary of Project Performance Objective Measures:

Project Objective #1: 100% of ELs will meet their MAP RIT Level Reading Goal as set in their Individual Learning Plan.

Resources	Activities	Outputs
~HS Literacy Coach	~Provide job embedded, on-going professional development for 1st year mentoring of the Literacy Coach to work with staff and assessments to make data driven decisions to meet MCCS.	~Instructional coaching within the multitier system of support at Arlee High School by literacy intervention coach
~PEN Consultant	~Conduct universal screenings and leveled assessments to monitor progress and make data-driven decisions to inform instruction and improve learning	~An Individual Learning Plan for each EL
~Summer Teachers	~Provide targeted students with extra literacy skill support based on assessment	~An additional 60 hours of instruction during the summer.
~Technology Specialist		

	<p>results during a High School Summer Literacy Program</p> <p>~Provide students the opportunity to engage in civic and service learning during a summer course</p>	
Intended Results		
Outcome	100% of ELs will meet their MAP RIT Level Reading Goal as set in their Individual Learning Plan.	
Impact/Priorities	<p>~High levels of academic attainment in English among our Native American English Learners as measured by GPRA</p> <p>~Competitive Preference Priority 1 – Increasing Postsecondary Success</p> <p>~Competitive Preference Priority 2 – Data-Based Decision-Making</p> <p>~Invitational Priority 3 – Civic Learning and Engagement</p>	

Project Objective #2: Decrease the dropout rate by 1 percentage point each project year.

Resources	Activities	Outputs
<p>~Alternative Learning Center Teacher</p> <p>~Salish Instructor</p> <p>~Technology Specialist</p> <p>~PEN Consulting</p>	<p>~Monitor students using the Early Warning Data System to detect students at-risk of dropping out and provide intervention and supports to the identified students</p> <p>~Design an Alternative Learning Center that provides students rigorous and relevant courses using a variety of digital tools, internships, and direct instruction.</p> <p>~Hire a Salish Instructor and develop a class schedule in collaboration with Nkwusm</p> <p>~Create digital Salish tools for students, teachers, and parents in collaboration with Nkwusm</p> <p>~Provide a 3-day summer institute each year for teachers to develop Indian Education for All (IEFA) Units</p>	<p>~Each student identified through the Early Warning Data System will be counseled, monitored, and supported</p> <p>~Approximately 10 students each year will receive credits toward graduation through the Alternative Learning Center</p> <p>~Direct instruction of Salish through one Salish class built into the HS schedule</p> <p>~Direct instruction of Salish through independent study at Nkwusm</p> <p>~Digital Salish tools available to all stakeholders</p> <p>~Culturally relevant content integrated into the curriculum</p>
Intended Results		
Outcome	Decrease the dropout rate by 1 percentage point each project year.	
Impact/Priorities	<p>~High levels of academic attainment in English among our Native American English Learners as measured by GPRA</p> <p>~Competitive Preference Priority 1– Increasing Postsecondary Success (10 pts.)</p> <p>~Competitive Preference Priority 2 – Data-Based Decision-Making (5 pts.)</p> <p>~Invitational Priority 1 – Supporting NA Language Instruction</p> <p>~Invitational Priority 3 – Civic Learning and Engagement</p>	

GPR A Measures:

GPR A 1.1-The percentage of English Learners (ELs) served who scored proficient or above on the state reading assessment.

In 2014 this will be measured using the MontCas Criterion Reference Test (CRT) in Reading adopted by the MT Office of Public Instruction (OPI) which is administered each March. In 2015, MT OPI is shifting the state assessment to Smarter Balanced to align with MT Common Core Standards. Our target is to increase the number of students scoring proficient by one student each project year. Since only students in 10th grade take the MontCas CRT, we expect 8 ELs at this grade level to take the test each year. The target increases will be to have 3 students (37%) score proficient in Year I, 4 (50%) proficient in Year II, 5 (62%) proficient in Year III, 6 (75%) proficient in Year IV, and 7 (87%) proficient in Year V. A small testing population provides a challenge in setting targets because one student's performance affects the proficiency rate by 16 to 35%.

GPR A 1.2-The percentage of ELs served who *made progress* in English as measured by the state-approved English Language Proficiency (ELP) assessment.

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

The state ELP assessment used for both GPR A measures 1.2 and 1.3 is the WIDA ACCESS which is administered each January. All ELs in grades 9-12 will take the ACCESS, approximately 20 students each year. Our target is to increase 5% on these two measures each project year. Last year was the first administration of the ACCESS so the baseline data for making progress will be determined when we receive this year's results in March 2013. These same results will determine the baseline for attaining proficiency.

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A. QUALITY OF PROJECT DESIGN

Located on the southern end of the Flathead Reservation in Montana, Arlee High School (AHS) is a public school serving a majority Native American (NA) population. The total enrollment in our high school is 130 students and 59% of the students are Native Americans, 62% are economically disadvantaged, and 13% are NA English Learners (ELs). Our percentage of NA students in Arlee Elementary has grown despite poverty and lack of economic opportunity for families. One reason for this is the school's commitment to developing unique programs serving Native American children and sustaining and enhancing those programs over time. We are a high performing Indian majority school compared to Montana and nationwide trends. In spite of our success, outcomes for NA students in meeting their potential are far from adequate. They deserve better and our project, The Youth Education for Success (YES) Project, will build on our success and take our high school to the next level.

The overall enrollment at Arlee Elementary has increased 22% over the past four years, from 274 to 335 students. The number of ELs increased 45%, from 100 students in 2009 to 145 students in 2012. In 2012, only 4% of the Arlee Elementary ELs scored proficient on the state ELP exam. Arlee High School needs to be prepared to serve these students. Currently in the high school, there are 17 ELs but that number is expected to almost double in the next two years, unless these ELs decide to transfer to the alternative high school 50 miles away. With Arlee's Native American ELs only performing at rates about 50% less than their Arlee peers on the state required MontCas Criterion Referent Test (CRT) in Reading, Arlee High School will clearly need to make curriculum and instructional improvements to meet the increasing demands of its EL population.

Percent of Students Proficient on the Reading MontCas CRT

	2008	2009	2010	2011	2012
All Arlee Students	72%	74%	76%	75%	72%
Arlee ELs	38%	40%	45%	50%	45%
Montana Average	81%	82%	84%	84%	85%

This table shows the proficiency rates for the state tested grades 3-8 and 10. The average 10th grade class size in Arlee is 30 students and only five to ten of these students are ELs. This does not provide an adequate sample size. We need more standardized, formative data on these students and The YES Project will develop systems and supports for using diagnostic and progress monitoring assessments to inform instruction. This data will determine the support the students need based on their specific academic needs.

Arlee High School's dropout rates are another indicator that we are not meeting the needs

	<u>NA Students</u>	<u>ALL</u>
2011	7.5	3.8
2010	7.8	6.3
2009	6.2	5.2
2008	4.9	3.2
2007	2.7	1.7

of our students. From reading the research, observing Arlee students, and interviewing Arlee dropouts, we note that NA students view academic and school-related success as separate from and contradictory to a 'sense of self'. Being identified as part of a cultural group is more important than exhibiting academic talent. We ask, "Can we create cultural congruence between school, family and community to allow

students to see academic success as a point of Indian pride?" The YES Project is committed to creating this congruence. Dropping out of school will not be an option!

There is an alternative high school serving Native American youth 40 miles north of Arlee that attracts some Arlee students however the commute is challenging. The YES Project will provide students the opportunity to stay in Arlee and still learn in an alternative format that integrates culture, community and academic rigor. The Alternative Learning Center will use the school within a school model to provide students with internships, support while taking online classes, and direct instruction during afternoon and evening hours. The National Dropout Prevention Center (2012) says that providing alternative learning is a preventative best practice. The Center states "alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma".

Salish Language instruction is essential in creating a cultural congruence between school, family, and community. In order for this project to be successful, we are relying on our key partner Nkwusm Salish Language Revitalization Institute. Arlee School District is fortunate to have Nkwusm, the only school of its kind on the Flathead Reservation, within a mile of our campus. Some Nkwusm students travel 50 miles a day to attend the school which serves students in preschool through 8th grade. It is a 501(c)(3) non-profit organization operating three programs in addition to the school: curriculum development, fluent speaker training, and a Salish Language Learning Program to build instructional capacity. Their trained staff will teach a Salish course at our high school to develop the Salish Language skills of the students. Our

students will also have the opportunity participate in an internship at Nkwusm to enhance their language skills and work with children.

We understand that our school is small and that we are not as remote and isolated as other Indian Reservation schools or Alaska Native villages, so we are not seeking the maximum amount of funding. Even though our program targets EL students, all students will benefit from the staff training, curriculum development, and support systems. The YES Project is focused and supports specific needs of our school. Our project addresses both competitive preferences: *Competitive Preference Priority 1 – Increasing Postsecondary Success (10pts)* and *Competitive Preference Priority 2 – Enabling More Data-Based Decision-Making (5pts)*. The invitational priorities included in our proposal are #1 – *Supporting Native American Language Instruction (Salish)* and #3 – *Civic Learning and Engagement*. The detailed explanations of each project objective later in this section will describe how these priorities will be addressed.

(i) *Goals, objectives, and outcomes are clear and measurable*

The YES Project's overall impact will be evaluated using the Government Performance and Results Act (GPRA) measures determined by the Department of Education.

GPRA 1.1- The percentage of English Learners (ELs) served who scored proficient or above on the state reading assessment. In 2014 this will be measured using the MontCas Criterion Reference Test (CRT) in Reading adopted by the Montana Office of Public Instruction (OPI). However, Montana OPI is shifting the state assessment to Smarter Balanced in 2015 to align with the Montana Common Core Standards. **Our target is to increase 5% on this measure each project year.**

GPRA 1.2-The percentage of ELs served who *made progress* in English as measured by the state-approved English Language Proficiency (ELP) assessment. The state ELP assessment that will be used for this measure is the WIDA ACCESS, which Montana OPI adopted in 2012. **Our target is to increase 5% on this measure each project year.**

GPRA 1.3-The percentage of ELs served who *attained proficiency* in English as measured by the state-approved ELP assessment. The state ELP assessment that will be used for this measure is the WIDA ACCESS, which MT OPI adopted in 2012. **Our target is to increase 5% on this measure each project year.**

All of our planned work involves on-going, job-embedded professional-development to increase teacher capacity to improve learning. Professional development is a powerful investment at Arlee Schools because of the low staff turnover rate. Teachers will use the new knowledge and instructional skills gained to support students for many years beyond the grant project. An important common thread woven through our project is that all planned work is standards based. All curriculum and coursework will be aligned to the Montana College and Career Readiness Common Core Standards (MCCS) in English Language Arts, and the Montana Essential Understandings for Indian Education for All. All project activities are based on research-based best practices designed to make the greatest impact on student learning.

The Logic Model provides a road map for our program plan that clearly displays how the project's planned work leads to the intended results.

Resources/Inputs → Activities → Outputs → Outcomes → Impacts

The Logic Model is used for the project design, the project management, and the project evaluation so all components are clearly communicated and connected. In The YES Project, the

outcomes are our project objectives and the impacts are the GPRA measures and the competitive and invitational priorities stated in the application.

Each of the project objectives will be communicated using the following format: a logic chart showing the connection between the planned work (resources, activities, outputs) and the intended results (outcomes and impacts) followed by a detailed description of the planned work.

Project Objective #1: 100% of ELs will meet their MAP RIT Level Reading Goal as set in their Individual Learning Plan.

Resources	Activities	Outputs
~HS Literacy Coach ~PEN Education Consultant ~Summer Teachers ~Technology Specialist	~PEN will provide job embedded, on-going professional development for 1st year mentoring of the Literacy Coach to work with staff and assessments to make data driven decisions to meet MCCS. ~Conduct universal screenings and leveled assessments to monitor progress and make data-driven decisions to inform instruction and improve learning ~Provide targeted students with extra literacy skill support based on assessment results during a High School Summer Literacy Program ~Provide students the opportunity to engage	~Instructional coaching will occur within the multitier system of support at Arlee High School by literacy intervention coach ~Each EL will have an Individual Learning Plan ~Approximately 20 students per year will receive an additional 60 hours of instruction in the summer.

	in civic and service learning during a summer course	
Intended Results		
Outcome	100% of ELs will meet their MAP RIT Level Reading Goal set in their Individual Learning Plan.	
Impact	~High levels of academic attainment in English among our Native American English Learners as measured by GPRA ~Competitive Preference Priority 1 – Increasing Postsecondary Success ~Competitive Preference Priority 2 –Data-Based Decision-Making ~Invitational Priority # 3 – Civic Learning and Engagement	

Project Objective #1 addresses the following needs: low academic performance of Arlee EL students and the lack of a current structure or support for using data to inform instruction.

The planned work for Objective #1 includes one day a month of on-going, job-embedded professional development provided by Paragon Education Network (PEN) for the High School Literacy Coach during the first year of the grant. The Coach will work with staff to examine multiple assessments and perform a detailed analysis of the individual EL student’s strengths and weaknesses. An Individual Learning Plan for each EL student will be created to measure and monitor growth. The team will explore effective teaching practices and interventions to implement. The instructional strategies used and the level of effectiveness will be reported in each student’s Individual Learning Plan. The instructional strategies used and the level of

effectiveness will also be reported in each student's Individual Learning Plan. This component will follow the framework described in the 2009 Institute of Education Sciences (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making* which recommends that instruction should be systematic, highly explicit, and highly interactive.

“Ensuring adequate ongoing literacy development for all students in the middle and high school years is a challenging task...secondary school literacy skills are more complex and more embedded in subject matters” (*Reading Next, 2006*). The YES Project will build an effective system to provide instructional supports and a variety of interventions that build from the fundamental areas of early reading development. According to the *Secondary Literacy Instruction and Intervention Guide* published by the Stupeski Foundation in 2007, these supports should include: (1) expanding vocabulary development to meet the demands of increasingly challenging text, (2) increasing knowledge of text structures and genres of reading and writing, (3) supporting acquisition of expanded content knowledge in many domains, (4) increasing thinking and reasoning skill development, and (5) building positive and relevant connections regarding literacy as a vital skill for college and career readiness.

The trained Literacy Coach will support staff in analyzing data and with implementation of the appropriate systematic, highly explicit, and highly interactive instructional strategies. The Coach will attend teacher team meetings every two weeks and the remainder of their time will be spent planning, modeling, and coaching instruction. This coaching will be guided by the six characteristics of effective literacy coaching outlined by the Advisory Board of the Literacy Coaching Clearinghouse as follows: 1. Involves collaborative dialogue for teachers at all levels, 2. Facilitates development of a school vision about literacy that is site-based and links to district

goals, 3. Is characterized by data-orientated student and teacher learning, 4. Is a form of ongoing job-embedded professional learning that increases teacher capacity to meet students' needs, and 5. Involves cyclical classroom observations that build knowledge over time.

Relevant and rigorous summer courses will be offered to meet students' needs. Incoming at-risk 9th grade students will have the opportunity to attend the Summer Leadership Academy that is student driven and focuses on academic support, college and career readiness, and service learning. Students will be held accountable for much of the Academy planning and students will be given incentives for their active participation. Each summer will include different activities depending on the students' needs and interests, however, the three areas of focus will remain the same during the grant project. The two other sessions that will be available to all high school students are College Preparatory Writing and Literacy Skill Building. Both of these courses are individualized to meet students' needs and rely on data to determine instruction. They will be two weeks in length and will be offered at times that accommodate the students.

Project Objective #2: Decrease the dropout rate by 1 percentage point each project year.

Resources	Activities	Outputs
~Alternative Learning Center Teacher ~Salish Instructor	~Monitor students using the Early Warning Data System to detect students at-risk of dropping out and provide intervention and supports to the identified students. ~Design an Alternative Learning Center that provides students rigorous and	~Each student identified through the Early Warning Data System will be counseled, monitored, and supported. ~Approximately 10 students each year will receive credits toward graduation through the

~Technology Specialist ~PEN Consulting	relevant courses using a variety of digital tools, internships, and direct instruction. ~ Hire a Salish Instructor and develop a class schedule in collaboration with Nkwusm ~ Create digital Salish tools for students, teachers, and parents in collaboration with Nkwusm. ~Provide a 3-day summer institute each year for teachers to develop Indian Education for All (IEFA) Units	Alternative Learning Center. ~Direct instruction of Salish through one Salish class built into the HS schedule ~Direct instruction of Salish through independent study at Nkwusm School. ~Technology Specialist supports Salish class to create digital Salish tools. ~Culturally relevant content integrated into the curriculum
Intended Results		
Outcome	Decrease the dropout rate by 1 percentage point each project year.	
Impact	<p>~High levels of academic attainment in English among our Native American English Learners as measured by GPRA</p> <p>~Competitive Preference Priority 1 – Increasing Postsecondary Success</p> <p>~Competitive Preference Priority 2 – Data-Based Decision-Making</p> <p>~Invitational Priority #1 – Supporting NA Language Instruction</p> <p>~Invitational Priority # 3 – Civic Learning and Engagement</p>	

The needs that Project Objective #2 address are: the increase in the dropout out rate, courses only offered during the traditional school day, the need for a Salish Instructor, not enough Salish instruction resources, and more teacher support for developing culturally relevant units across all content areas.

Arlee High School recently agreed to be a pilot school for the Montana Office of Public Instruction's Early Warning System. This system will use state and school data to identify students at-risk of dropping out which will allow teachers and counselors to provide necessary interventions. The YES Project will develop frameworks and processes so the data will be used in a timely, systematic fashion so students are helped before it is too late. This system will follow a Problem-Solving System Model in which the team creates highly individualized student interventions instead of following an inflexible program that is structured around a protocol system. The Early Warning Team will have regularly scheduled meetings and receive semi-annual guidance and training from a Montana Office of Public Instruction Graduation Coach. The Early Warning Team will create student support plans for each at-risk student and document the effectiveness of the plans. We will collaborate with the other pilot schools across the state to share information and then distribute our best practices to help all Montana schools on how to effectively and efficiently utilize the Early Warning System data.

The Alternative Learning Center (ALC) will be located in Arlee High School and be open during the afternoon and evening. The first semester of the grant project will be spent following the 7 Steps of Planning as outlined in *Alternative Schools: Best Practices for Development and Evaluation* by Mary Reimer and Terry Cash. Our principal and teacher will also visit five different alternative learning schools in the state during this time. During the second semester of

the grant, we will have a pilot semester and by the beginning of the second year, our ALC will be developed and ready for full implementation. Paragon Education Network will serve as a facilitator for the ALC development and implementation by providing guidance and expertise 1.5 days a month.

The Reimer and Cash article stated “successful alternative schools have the following characteristics: strong sense of purpose and mission, caring and committed staff, dynamic leadership, collegiality with faculty and students, family like atmosphere of respect, low student/teacher ratio, hands-on learning, individualized and personalized learning, emotional, physical and academic needs of students addressed, flexibility, focus on academic standards, creative strategies for course offerings, parental involvement, and strong community connections”. Our Alternative Learning Center (ALC) will address each of these characteristics. Our partners in making the ALC successful will be community businesses, Jobs for Montana Graduates, Nkwusm School, Montana Digital Academy, Arlee GEAR UP, Montana Graduation Matters, and Salish Kootenai College Talent Search. The high school will no longer be a one-size-fits-all model where students either sink or swim.

The planned work for Project Objective #2 also involves collaborating with Nkwusm School to provide direct Salish Language instruction and instructional materials. Their Salish speaking staff will work onsite with our students during Salish class and students will have the opportunity for an independent study where they go to Nkwusm School for a period a day to learn Salish. Nkwusm School has developed a few electronic books in Salish to enhance learning for students, families, and staff. This collection will be shared and expanded through The YES Project.

A 3-Day Summer Planning Institute, facilitated by PEN, will occur each summer for teachers to create Indian Education for All (IEFA) units across content areas. These sessions will be guided by *The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All* developed by Dr. Tammy Elser and the MT OPI. This Institute has been developed from a successful component of a previous grant. The purpose is to create units that explicitly teach reading and writing strategies aligned with the Montana Common Core Standards embedded in culturally relevant content.

Through the Salish Language and Cultural component learners will gain access to critical cultural role models reducing the likelihood of students dropping out or missing school (NEGP, 2000). Beyond the academic impacts of this component, inclusion of Salish Language and Culture will transform the entire school climate leading to cultural congruence between home, community and school (Banks, 2008).

(ii) Designed to build capacity & yield results beyond grant

The work to meet the two project objectives involves creating initial systems and frameworks, developing curriculum and resources, forming partnerships, and instructional coaching. Each will ensure the project is an investment that will provide many years of return. No indirect costs are being included in this project so all grant funds are allocated toward supporting our planned work.

The staff turnover in Arlee is extremely low, therefore teachers will use their new knowledge and skills to support Arlee students for many years beyond the grant project. Eighty-one percent (81%) of our teachers have been at Arlee Schools for 10 or more years and it has been six years since a teacher left the district other than to retire. This program provides critical

classroom-based training through the literacy coaching that is designed to institutionalize a continuous improvement model. We have successfully used this coaching format with our elementary writing instruction.

Also, all curriculum and coursework will be aligned to the new Montana Common Core Standards (MCCS) in English Language Arts and the Montana Essential Understandings for Indian Education for All. All project activities are based on the best instructional practices designed to make the greatest impact on learning. These components guarantee our work is rigorous and relevant to the District's and State's curriculum goals and will be used in the future.

Having a partnership with Nkwusm to provide services based on each other's strengths, presents an ideal situation. Both schools deeply care about the community we live in. These are all our children, and each school is committed to doing what is best for them. We have developed a partnership in terms of sharing professional development opportunities because of a past grant and continue this relationship even though the grant has ended. This project will build capacity in the same manner. We need Salish language instruction and Nkwusm has the experts. They need extra help in their elementary and preschool and our high school students can provide support to address this need.

The frameworks, structures, and processes that will be designed during this project use assessments to inform instruction within a multitier system of support. The grant money will be spent on the time and consulting necessary to make structures and processes successful. Once the initial work is completed, these activities will be easily maintained by our current staff.

This project will not be considered simply a "grant project" at our school. It will be a supplemental program that seamlessly enhances all of our school improvement efforts and aligns

with the District's Strategic Plan. The data collected during the evaluation process will be used to make timely decisions on what activities are successful and which ones need to be modified. Modifications will be implemented promptly. This process of proper program planning, management, and evaluation will be maintained beyond the grant years on other school improvement efforts.

(iii) Encourages Parental Involvement

Project Objective #1 includes creating Individual Learning Plans (ILP) for each EL student. Creating, monitoring, and modifying the ILP will be a team effort involving the Literacy Coach, a teacher, the student, and the parents. Project Objective #2 activities that integrate parental involvement are the Alternative Learning Center courses and the digital Salish resources. It will be required that parents attend an orientation before their student can take courses in the Alternative Learning Center. The digital Salish resources will be accessible to parents so they can enhance their own Salish Language skills.

The Management Plan presented later describes how activities will be monitored and includes progress reports to the District's Board of Trustees and the parent Indian Education Committee. The Evaluation Plan identifies that feedback will be collected through parent surveys.

B. QUALITY OF PROJECT PERSONNEL

(i) Encouraging applications for employment from underrepresented groups.

Arlee School is an equal opportunity employer. Discrimination in employment because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, marital or parental status is prohibited. We are committed to remedial action as necessary to eliminate discrimination and its effects. Arlee School has attracted and retained the largest number and percentage of NA teachers on the Reservation.

(ii) Qualifications, including relevant training and experience, of the project director.

The Project Director .5 FTE coordinates all project activities, refines timelines and objectives, oversees project operations and activities, conducts quarterly formative evaluation for responsive modifications, develops materials, presentations, and training for replication of successful strategies and components. The position requires a M. Ed. degree with emphasis in curriculum and instruction, bilingual/multicultural education, or educational leadership. Teaching certification and project management experience will be required. Staff supervisory experience is preferred. The ability to work with Indian students, their parents, administrative and teaching personnel, Nkwusm School, the Indian Education Parent Committee, and the Confederated Tribes' Tribal Education Department is required.

Identified Staff -Deanne Smith has been the Arlee Schools' grants manager for five years, a teacher for two years, and a school business official for six years. Her experience includes being the project director for various grants, completing federal reports, managing personnel and budgets, and serving as a liaison between the District and the parent Indian Education Committee. She is a life-long resident of Arlee, and a tribal descendant. She has a B.S. in

Business Administration with an emphasis in finance and a minor in Economics and a M.Ed. in Curriculum and Instruction.

(iii) *Qualifications, including relevant training and experience, of the key personnel.*

High School Literacy Coach .5 FTE – This Specialist will coach staff to analyze data and provide the appropriate instructional strategies that are systematic, highly explicit, and highly interactive. The Coach will attend teacher team meetings every two weeks, and the remainder of his/her time will be spent planning, modeling, and coaching instruction. The Coach will be required to model best practices and conduct instructional planning and dialogue with teachers daily. The first year of the grant will provide this individual 80 hours of training by Paragon Educational Network. The individual will implement the framework presented in the *Secondary Literacy Instruction and Intervention Guide* by the Stupski Foundation. The Coach will help develop and monitor an Individual Learning Plan for each EL. The requirements for this position are a current secondary teaching certificate and a minimum of 10 years of Language Arts teaching experience. Preferred qualifications include a Master's Degree in Curriculum and Instruction, Reading Endorsement, and past participation in our Mentorship Cadre curriculum and instruction project.

Alternative Learning Teacher .75 FTE – This teacher will plan and implement the Alternative Learning Center as described in Project Objective #2. Year I of the grant will involve developing a plan, five trips to other alternative schools, and a pilot semester. Years II-V will involve teaching students using a variety of formats such as arranging internships, supporting online courses, and direct instruction. The teacher will be required to use best practices, conduct instructional planning, and collaborate with teachers daily. The grant will

provide this individual 12 days training by Paragon Educational Network each grant year. The requirements for this position are a current secondary teaching certificate and a non-traditional work schedule (afternoons and evenings). Preferred qualifications include a Master's Degree in Curriculum and Instruction, at least 5 years of teacher experience, and past participation in our Mentorship Cadre curriculum and instruction project.

Salish Language Teacher .25 FTE – This individual will teach Salish to 9-12 grade students and design educational activities and materials in the Salish Language and culture working collaboratively with Arlee School staff and Nkwusm School staff. The teacher will help plan in-service sessions in culture and language for other staff and will act as a resource person in addition to instructional duties. The individual must possess extensive knowledge of the culture and language and qualify for certification with the CSKT Culture Committee, and must demonstrate excellent communication skills in Salish and English. Teaching experience and a B.A. is preferred, but not required. This individual must have a vision of how to revitalize the Salish Language and how to enhance student self-esteem and academic performance. This position requires a valid Montana Teaching Certificate (Class VII, II or I).

Technology Specialist .25FTE – The Technology Specialist will provide technology assistance for the data used to inform instruction and monitor students. This individual will also support the development of digital resources for Salish Language instruction. A requirement for this position is a minimum of 5 years of experience working at a school. He/she must hold a bachelor's degree or teacher certification with a technology background and/or endorsement. Desired qualifications include experience with Infinite Campus Software and the Salish culture.

Part-Time Summer Teachers – All summer teachers will be responsible for recruiting, planning, data collecting, and reporting for their respective summer program. All summer teachers will be Montana certified teachers currently employed at Arlee Schools with experience working with the students that their respective summer program serves.

The Project Consultant – This individual will provide 12 days of training during the first year of the grant to the High School Literacy Coach as outlined in Project Objective #1 followed by 6 days of support during grant years 2-5. She will serve as a facilitator for the Alternative Learning Center development and implementation by providing guidance and expertise 1.5 days a month for 8 months each project year. Also during Years 2-5, she will lead the 3-day Indian Ed for All Summer Unit Planning Institute.

Identified Consultant - Mary Jo Swartley of Paragon Education Network in Missoula, MT, has over 30 years of experience in the field of education. She holds a B.A. in Education and a M.Ed. in Curriculum and Instruction from the University of Montana; has 25 years of Montana classroom teaching experience including at the Arlee Schools; has worked as a district curriculum professional development specialist, and facilitated numerous national and school-based reading, writing, and formative assessment institutes. Mary Jo has had proven success with coaching middle and high schools in their comprehensive school reform efforts; providing training in research-based multi-literacy and assessment practices; and assisting teachers in designing rigorous, culturally relevant, standards-based curriculum in schools that serve Native American students. With over 10 years of facilitating professional development in Montana schools, she has gained expertise in the Essential Understandings and the new MT Common Core Standards. As a founding member and current president of Paragon Education Network

(PEN), a nonprofit educational change organization, her expertise also includes administrative policy, budget, and project management skills.

C. QUALITY OF THE MANAGEMENT PLAN

Upon receiving the award, the administrative management activities the Project Director will perform include: finalizing the grant award, hiring for the positions, and providing an orientation for grant staff. This will take place in July and August 2013. The grant staff will then provide an orientation to the entire staff during the required August PIR days.

The Project Director will provide monthly written progress reports to the Arlee Schools' Board of Trustees and semiannual reports to the parent Indian Education Committee. The grant staff will have team meetings quarterly to monitor progress. After each quarterly team meeting, the grant staff will provide an update to the entire staff during high school staff meeting. These ongoing management activities will address all project objectives, ensure communication with all stakeholders, and enable mid-course corrections.

Both project objectives are in the Management Table that includes the management tasks for implementing the planned work stated in the Project Design Section of this application as well as the responsible staff, time, and cost.

The following acronyms note the staff: PD=Project Director, HSLC=High School Literacy Coach, ALT= Alternative Learning Teacher, ST=Salish Teacher, TS =Tech Specialist, CT=Classroom teachers. PEN is Paragon Education Network the educational consultant that will facilitate the training.

Project Objective #1 Increase EL academic achievement			
Management Activity	Staff	Time	Cost
Hire HS Literacy Coach through the proper procedures	School Admin, PD	July 2013	\$35,000 Yearly
Develop a schedule with PEN to provide 12 days of training for the HS Literacy Coach	PD, PEN, HSLC	Aug. 2013	\$10,000 Year I \$3,000 Years 2-5
Schedule literacy coaching, grade level team meetings, and assessment dates	HSLC, PD, CT	Annually	
Hire Technology Specialist	School Admin, PD	July 2013	\$14,000 Yearly
Hire 2 part-time summer teachers (140 hours each at \$25/hr. plus ben)	School Admin, PD	Annually in April, Years 2-5	\$8,000 Annually, Years 2-5
Summer staff collaborates with 21 st Century staff to plan, develop, implement, and evaluate the summer session.	PD, Summer Staff	Annually, May-July	

Project Objective #2 Decrease the dropout rates			
Management Activity	Staff	Time	Cost
Schedule Early Warning Team Meetings to create interventions to support the students at-risk of dropping out.	PD, CT, Consoler, HSLC, HS Principal	Quarterly	\$400 Reference book to support the Team Problem- Solving Model
Hire an Alternative Learning Teacher	PD, Admin	July 2013	\$42,000 Yearly
Plan trips to visit other Alternative Learning Schools	PD, HS Principal, ALT, PEN	Sept. 2013	\$3,000, Year I
Hire a fluent Salish Language Teacher	PD, Admin	July 2013	\$15,000 Yearly
Develop Salish units, materials, schedule	ST	Aug 2013	
Plan and develop digital Salish resources	ST, TS, PD	Ongoing	\$1,800 Total
3-Day Summer Unit Planning Institute for 10 teachers. \$450 stipend for each teacher, plus benefits.	PEN, PD	Years 2-5	\$3,500 PEN \$4,500 Stipends Yearly

D. QUALITY OF PROJECT EVALUATION

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

Using the Logic Model to design, manage, and evaluate our program will ensure that our planned work is connected to the goals, objectives, and outcomes. According to the W.K. Kellogg Foundation's Logic Model Development Guide, "A Clear Logic Model illustrates the purpose and content of the program and makes it easier to develop meaningful evaluation questions from a variety of program vantage points: context, implementation, and results." The Logic Model creates a framework for formative and summative evaluation to help us improve our project and determine its success. Formative assessment will be conducted on the planned work to evaluate the process and progress of the project. Summative data will measure the results of the project. The evaluation plan will rely on a systemic approach for collecting and analyzing multiple sources of data through a variety of quantitative and qualitative methodologies along with an evaluation of contextual factors to determine the impact of our work.

The Project Design Section of our proposal has a Logic Model Table for both of the Project Objectives that displays how each is easily measured and clearly related to intended impacts. Performance targets are also defined in each of these tables. Outcomes and impacts of the planned work will be evaluated by quantitative benchmark indicators and qualitative data to measure the progress of the project using a continuous improvement model. An explanation of the data used to determine the GPRA performance measures and the project's targets are provided on page 4 in this application. Data that will be collected in relation to each performance measure is presented in tables later in this section.

The YES Project will contract with an external evaluator to help the Project Director analyze data, prepare the annual performance report, and create the evaluation tools, process, and procedures. The evaluator will analyze three types of data. The first data set is quantifiable data such as academic performance, attendance, and parental participation rates. Baselines will be determined at the beginning of the grant project for each performance measure. Performance measures will be compared yearly to the baseline and to the previous years' measures. The second set of data is survey response data related to the planned work of each project objective. Pre and Post surveys will be created and administered by the external evaluator. Summative survey results will be provided after each administration. The third set of data the external evaluator will collect and analyze is the implementation records and the completion of curriculum materials. The evaluation contract will be for ten days a year and includes creating surveys, evaluating data, two on-site evaluations, and an annual report and presentation to the Board of Trustees.

Merle Farrier will serve as the external evaluator for The YES Project. He has lived on the Flathead Indian Reservation his entire life and has many years of educational leadership and teaching experience. He worked for 30 years at a nearby school district as both teacher and superintendent. He also spent seven years teaching graduate courses for the Department of Educational Leadership at the University of Montana. For the past three years he has been teaching at the Salish Kootenai College. He has three higher education degrees from the University of Montana and holds a current Montana Educator License with the following endorsements: Mathematics and Physics, 7-12 Principal, K-12 Superintendent, and School Psychologist. He has served as an evaluator on many projects throughout his career.

(ii) The extent to which the methods of evaluation include the use of the objective performance measures that are clearly related to the intended outcomes of the project, and (iii) Evaluation provides for examining the effectiveness of the project implementation

Intended Outcome Evaluation

The project objective performance measures are clearly related to the intended results and will produce summative data that is both quantitative and qualitative. The performance measures will examine the effectiveness of the planned work and will be used to inform decisions.

The state reading assessment (MontCas CRT) and the state ELP exam (ACCESS) have been determined valid and reliable and will be used to identify whether the GPRA performance measures have been met. Baseline data will be determined for each performance measure. All ELs will have an Individual Learning Plan (ILP) that records formative (MAP) and summative (CRT & ACCESS) data. Besides recording assessment data, the ILP will also record instructional strategies used with an effectiveness measure. Summative reports will be created based on the ILPs. Staff, student, and parent surveys will provide qualitative data which will be coded thematically to identify themes and emerging issues.

Planned Work Evaluation

The evaluation of our planned work will provide us with process and performance feedback to enable mid-course decisions based on experience and stakeholder input. Detailed records will be maintained for all processes and structures used for project implementation and will align with the Management by Objectives Table on pages 19 and 20. The implementation evaluation will not only document that “we did what we said we would do” but it will also provide a road map for others allowing them to maximize effectiveness and minimize hurdles.

The Team Meetings of the Project Director, project staff, and building principal will be guided by the following questions: To what extent is the project's planned work being implemented and with fidelity? What are the modifications we made to the original planned work, why, and the results? How can challenges be minimized and successes shared? What are student outcomes related to? How have relationships changed?

Intended Results and Planned Work Data Collected for each Project Objective

Project Objective #1: 100% of ELs will meet their MAP RIT Level Reading Goal as set in their Individual Learning Plan.

	Fall	Winter	Spring
Intended Results	~Admin. MAP ~Individual Learning Plans (ILPs) for the ELs.	~Admin. MAP ~Admin. WIDA ACCESS (GRPA 1.2,1.3) ~Update ILPs	~Admin MAP ~Admin. Smarter Balance (GRPA 1.1) ~Update ILPs
Planned Work	~Pre/ Post survey by literacy coach on PEN mentoring effectiveness ~Pre/Post survey by classroom teachers on the effectiveness of the literacy coach ~Summer class attendance, student survey, parent survey, and staff report		

Project Objective #2: Decrease the dropout rate by 1 percentage point each project year.

	Fall	Winter	Spring
Intended Results	~Early Warning System Dropout Prob. Report ~ The percent of students	~Early Warning System Dropout Prob. Report ~ The percent of students	~Early Warning System Dropout Prob. Report ~ The percent of students

	passing ALC courses	passing ALC courses	passing ALC courses
Planned Work	~Pre/Post surveys by teachers, students, and parents on the effectiveness of the Student Support Plans developed by the Early Warning Team for students at risk of dropping out. ~Pre/Post surveys by teachers, students, & parents on the effectiveness of the ALC ~Completion of Salish class documents and schedule ~The number of new Salish digital resources ~The number of new IEFA units posted to website		

(iv) Plan will provide performance feedback and periodic assessment of progress

The evaluation is designed to inform data-based decisions using a continuous improvement cycle involving all stakeholders. Even though survey data is collected from stakeholders, feedback will be solicited during all meetings and in all reports. Reporting and periodic assessments have been designed at different levels to insure a framework of communication and feedback.

Student Level- the High School Literacy Coach, teachers, parents, and the student will analyze formative data to develop an Individualized Learning Plan for each EL that will be monitored and modified quarterly.

Project Level - Team Meetings including the Project Director, project staff, and school principal, will be held quarterly to analyze data to determine effectiveness and update the implementation plans of each project objective. The guiding questions presented earlier in this section will be addressed. This will ensure that mid-course actions can take place to correct any issues and to

provide the maximum impact. Following each Team Meeting, a team member will give a project status report to the high school staff during the regularly scheduled staff meetings.

District Level – The Project Director will submit a written status report on The YES Project at each monthly meeting of the Board of Trustees. The report will include a brief update on operations, objectives, and budget. After each quarterly Team Meeting, the Project Director will give a detailed report to the District Superintendent that provides an update on the project's effectiveness, implementation, and budget. An annual report that will provide insight on the effectiveness of our implementation strategies based on our project objective measures will be presented each summer to the Board of Trustees by the external evaluator and the Project Director. A final grant report will be created by the Project Director and the external evaluator providing a summation of the effectiveness of the project. This will enable the District to make data-based decisions on whether and how to sustain the work of the project.

Parent Level - A project report will be given by the Project Director semiannually to the parent Indian Education Committee that includes updates on operations, outcomes, and budget. Project updates will also be included in the electronic District newsletter semiannually.

Program Level – The Project Director and external evaluator will prepare an accurate and on-time annual performance report and the complete data report each year to the Office of English Language Acquisition. A final report will also be submitted at the end of the grant project.

At any time the Project Director will be able to report on the number and percentage of students identified as ELs, the percentage of ELs who score proficient or above on the Reading MontCas CRT, the percentage of ELs who made progress on the ACCESS ELP exam, the percentage of ELs who attained proficiency on the ACCESS ELP exam, the percent of ELs

achieving their MAP RIT Reading Level Goal, and the decrease in dropout rates. These are The YES Project's performance objectives that measure our effectiveness and will be monitored and evaluated meticulously.

Significant time and effort was contributed by all stakeholders to develop The YES Project to ensure it addresses the needs of our youth and is based on the best practices to be effective. Highly qualified staff and consultants will make certain that the project is thoroughly implemented, managed, and evaluated. We are confident that not only the current Native American ELs will benefit from The YES Project, but ALL students will benefit from its success for many years!

Status: Submitted
Last Updated: 03/07/2013 10:53 AM

Technical Review Coversheet

Applicant: Arlee High School (T365C130009)
Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	28
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	26
Sub Total	100	88
Competitive Priority 1		
Increasing Postsecondary Success		
1. Postsecondary Success	10	6
Sub Total	10	6
Competitive Priority 2		
Enabling More Data-Based Decision-Making		
1. DataBased Decision Making	5	5
Sub Total	5	5
Total	115	99

Technical Review Form

Panel #2 - Native American Program - 2: 84.365C

Reader #1: *****

Applicant: Arlee High School (T365C130009)

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 proposed project design includes staff development sessions as well as coaching and mentoring, curriculum development, and support systems. (p. 4)

The applicant provides supporting best practices for the methods and activities included in the Project Design, such as the work of the National Dropout Prevention Center in providing alternative learning as a preventative best practice, and the Secondary Literacy Instruction and Intervention Guide published by the Stupeski Foundation in 2007. (pp. 3, 8)

The Alternative Learning Center will use the school within a school model to provide students with internships, support while taking online classes, and direct instruction during afternoon and evening hours. (p. 3)

The proposed project will partner with the Nkwusm Salish Language Revitalization Institute to provide a native language and culture course in addressing cultural congruence between school, family, and community. (p. 3)

An Individual Learning Plan (ILP) for each EL student will be created to measure and monitor growth. The Literacy Coach will work with staff to examine multiple assessments, analyze strengths and weaknesses, and explore effective teaching practices and interventions to implement. The instructional strategies and the level of effectiveness will be reported in each student's ILP. (pp. 7, 8)

The Literacy Coach will attend teacher team meetings every two weeks, and the remainder of his time will be spent planning, modeling, and coaching instruction. The coaching will be guided by the six characteristics of effective literacy coaching outlined by the Advisory Board of the Literacy Coaching Clearinghouse. (p. 8)

A Summer Leadership Academy that is student driven and focuses on academic support, college and career readiness, and service learning will be held for incoming at-risk ninth grade students. (p. 9)

The Early Warning Data System will be used to detect students at risk of dropping out and intervention and supports will be provided. The Early Warning Team will have regularly scheduled meetings, create student support plans for each at-risk student and document the effectiveness of the plans. (pp. 9, 11)

The proposed project will partner with community businesses, Jobs for Montana Graduates, Montana Digital Academy, Arlee GEAR UP, and Montana Graduation Matters among others. (p. 12)

Capacity building strategies have been incorporated into the project design. They include developing curriculum resources, instructional coaching and mentoring, and forming partnerships. These strategies will ensure the project is an investment that will provide many years of return. (p. 13)

Parental involvement will be integrated into the creation, monitoring, and modifying of the ILP, the Alternative Learning Center, and the use of the Salish language resources. (p. 15)

Weaknesses:

Project Objective #1 states, "100% of ELs will meet their MAP RIT Level Reading Goal as set in their Individual Learning Plan (ILT)". The applicant needed to have clarified if this was an annual goal for each year of the project. (Abstract)

Project Objective #2 states, "Decrease the dropout rate by 1 percentage point each project year." The applicant needed to have identified the student population being addressed by the objective. Without this information, the reader is unable to determine if the one percent will include only EL students. (p. 9)

Reader's Score: 28

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 applicant has provided assurances that the school district is an equal opportunity employer. (p.16)

The identified person for the Project Director (.5 FTE) position has a Master's Degree in Curriculum and Instruction, has been a teacher and school business official for six years. She is a life-long resident of Arlee and a tribal descendant. (p. 16)

The Salish Language Teacher (.5 FTE) must possess extensive knowledge of the culture and language and must demonstrate excellent communication skills in Salish and English. (p. 18)

The Technology Specialist (.5 FTE) will hold a bachelor's degree or teacher certification with a technology background and/or endorsement. (p. 18)

The Project Consultant has proven success with coaching middle and high schools in their comprehensive school reform efforts, providing training in research-based literacy and assessment practices, and assisting teachers in designing rigorous, culturally relevant, standards-based curriculum in schools that serve Native American students. (p. 19)

Weaknesses:

In view of the fact that the High School Literacy Coach (1 FTE) will coach and mentor staff, and model instructional strategies in the classrooms, the "Preferred qualifications include a Master's Degree in Curriculum and Instruction, Reading Endorsement, RTI training, and past participation in our Mentorship Cadre curriculum and instruction project" needed to have read "Required" instead of "Preferred". (p. 17)

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 includes specifics on the process of communication with all stakeholders. The Project Director will provide monthly written progress reports to the Arlee Schools Board of Trustees, and semi-annual reports to the parent Indian Education Committee. The grant staff will have Team Meetings quarterly to monitor progress. After each Team Meeting, the grant staff will provide an update to the entire staff during the elementary staff meeting. (p. 20)

The Management Plan was presented in chart form by objective and included tasks to be completed, persons responsible, methods involved, results and outcomes as well as timeframes and cost involved. (pp. 21-22)

Weaknesses:

The applicant needed to have included information on the implementation phase of the major project activities in the Management Chart. For example, included in the Management Chart is the hiring of the Technology Specialist, but is lacking the implementation of the Technology activities. Also, the hiring of an Alternative Learning Teacher is in the Management Plan, but the implementation of the Alternative Learning Center is not included. (pp. 21, 22)

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 external evaluator will analyze three types of data. The quantifiable data will include academic performance, attendance, and parental participation rates. Baselines will be determined at the beginning of the grant project for each performance measure. (p. 24)

Pre and Post surveys will be created and administered by the external evaluator, and summative survey results will be provided after each administration. (p. 24)

The third set of data the external evaluator will collect and analyze is the implementation of records and the completion of curriculum materials. (p. 24)

All EL students will have an Individual Learning Plan (ILP) that records formative (MAP) and summative (CRT & ACCESS) data. (p. 25)

The Individual Learning Plan will record instructional strategies used with an effectiveness measure. Summative reports will be created based on the ILPs. (p. 25)

Staff, student, and parent surveys will provide qualitative data which will be coded thematically to identify themes and emerging issues. (p. 25)

Weaknesses:

For Objective 2, the applicant needed to have included methods of assessment that will address not only the number of Salish digital resources and the number new IEFA units developed and posted to the website, but also the extent to which the newly developed digital resources and units are effective in addressing the objective of an "Increase in attendance rate of our Native American students by 2% a year". (pp. 26, 27)

Reader's Score: 26

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 highly trained Literacy Coach will provide a coaching and mentoring plan to ensure that highly effective instructional strategies designed for the needs of the English Learners are implemented in the classroom. (p. 6)

The Summer Leadership Academy is student driven and focuses on academic support, college and career readiness, and service learning. Students will be held accountable for much of the Academy planning and will be given incentives for their participation. (p.9)

The College Preparatory Writing and Literacy Skill Building sessions will be available to all high school students. The two courses are individualized to meet students' needs and rely on data to determine instruction. (p. 9)

Weaknesses:

In addressing increasing Postsecondary Success, the strategy unique to the proposed project design is the Summer Leadership Academy in view of the fact that the "College Preparatory Writing and Literacy Skill Building sessions are classes provided for all high school students," as stated in the narrative. The proposed project design needed to have included additional activities unique to the project that would address Postsecondary Success of EL students. (pp. 9, 10)

Reader's Score: 6

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 Literacy Coach will work with staff to make data-driven decisions to inform instruction and improve learning. (p. 6)

A High Summer School Literacy Program will provide targeted students with extra literacy skill support based on assessment results. (p. 6)

An Individual Learning Plan for each EL student will be created to measure and monitor growth. The instructional strategies used and the level of effectiveness will be reported in each student's ILP. (p. 7)

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

Status: Submitted
Last Updated: 03/07/2013 10:53 AM

Status: Submitted

Last Updated: 03/08/2013 08:16 PM

Technical Review Coversheet

Applicant: Arlee High School (T365C130009)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	29
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	30	24
Quality of the Project Evaluation		
1. Project Evaluation	30	25
Sub Total	100	87
Competitive Priority 1		
Increasing Postsecondary Success		
1. Postsecondary Success	10	6
Sub Total	10	6
Competitive Priority 2		
Enabling More Data-Based Decision-Making		
1. DataBased Decision Making	5	5
Sub Total	5	5
Total	115	98

Technical Review Form

Panel #2 - Native American Program - 2: 84.365C

Reader #2: *****

Applicant: Arlee High School (T365C130009)

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 includes specific and measurable objectives and targets aligned to the GPRA measures (p.4-15). The objectives are appropriate given the needs of the student population, research based, and designed to increase the capacity of staff, parents, and students through training, opportunities, flexible options, and engagement in the educational process. It is highly likely that this project will yield results beyond the funding cycle. The applicant states that this project aligns to needs and the District plan, and that "the grant money will be spent on time and consulting necessary to make structures and processes successful. Once the initial work is complete, these activities will easily be maintained by our staff" (p.14).

Weaknesses:

The goal statement is not clearly specified in the narrative section for the Project Design (p.4-6), however it is noted that the goal is stated in the abstract.

Reader's Score: 29

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 description of the role and responsibilities of the project director are balanced with the pre-requisite credentials and experience of the individual who is identified - Deanne Smith. The credentials of Ms. Smith include a Masters degree in Curriculum and Instruction which aligns to the focus on improvements in those areas (p.17). Additionally, Ms. Smith's expertise in business and finance may contribute to the efficiency of the use of federal funds toward achieving the objectives of this project.

the qualifications of the technology specialist, part-time summer teachers, and the consultant are appropriately aligned to the objectives for this project (p.18-20).

Weaknesses:

The applicant plans for the Salish language teacher to "help plan in-service sessions in culture and language for other staff" (p.18), but does not require this teacher to have experience teaching. It would be appropriate for the Salish teacher to be both certified and have classroom experience.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

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

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

Strengths:

The applicant has organized each management task with staff, time, and costs (pp.21-22) that are aligned to the design of the project.

Weaknesses:

While using an Early Warning System is an effective practice (p.11), the management plan (p.22) does not support the identification process and implementation of specific interventions for students at-risk of dropping out. Since decreasing the drop-out rate is the focus of objective #2, it would be appropriate for the applicant to specify how the applicant plans to achieve this objective on time and within budget, including milestones for accomplishing effective use of the Early Warning System.

Additionally, the management plan does not specify milestones which are required as part of the criteria for this grant opportunity. Specific milestones based on the activities would demonstrate the accomplishments at specific points during the funding cycle.

Reader's Score: 24

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 is organized based on a Logic Model, and the applicant plans to use methods of evaluation that are appropriate to the objectives and outcomes stated for the proposed project (pp.23-27).

The applicant states that the evaluation plan is "designed to inform data-based decisions using a continuous improvement cycle involving all stakeholders" (p.27) which is designed to include periodic performance feedback and assessment of progress toward achieving the intended outcomes. The internal plans for evaluation of the effectiveness of project activities and progress toward the intended outcomes include specific and transparent evaluation activities that involve all stakeholders and project staff (p.27-29).

Weaknesses:

It is unclear as to how the Salish Digital Resources and IEFA units are an evaluation method for objective #2 of 2 - decrease the drop-out rate (p.27). Methods of evaluation to examine the effectiveness of specific project implementation strategies concerning interventions to decrease the drop-out rate are lacking.

Reader's Score: 25

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 proposed project is designed to target approximately 57 English Learners and the applicant states that "all students will benefit from the staff training, curriculum development and support systems" (p.4). These high-need students will

receive drop-out prevention interventions and reading development services that promote graduation from high school.

Weaknesses:

It is unclear as to how the interventions and support will increase post-secondary success. The activities described are focused on objectives # 1 and # 2 which target literacy and decreasing the drop-out rate, but do not specifically indicate how the students will become college-ready and academically prepared for post-secondary educational opportunities.

Reader's Score: 6

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 planned for project staff, teachers, and all other stakeholders in the education of students to engage in the analysis of data to determine progress and adjust as needed (p.7; p.23-28). The data based decision making processes will address improving instructional practices and student outcomes at the high school level (b).

Weaknesses:

Reader's Score: 5

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