

Rank # 6

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 # T365C130018

Grants.gov Tracking#: GRANT11310108

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

Closing Date: Feb 01, 2013

**LEAPSS Project
Project Abstract**

APPLICANT: Yakama Nation

Partners:

- Yakama Nation Tribal School
- University of Oklahoma Center for Effective Schools
- Perry Technical Institute

Title of Project: LEAPSS: *Language and English Acquisition for Post-Secondary Success*

Type of Project: Secondary English Proficiency Project

Native Languages: Yakama Language - Sahaptin (Ichishkin) and Spanish

School: Yakama Nation Tribal School

Grade Levels: 8th – 12th grades

Total Number of English Learners (ELS) Expected to Participate in the Project Each Year:

Year 1 100 **Year 2** 100 **Year 3** 100 **Year 4** 100 **Year 5** 100

Priorities Addressed:

- Competitive Preference Priority 1 – Increasing Postsecondary Success
- Competitive Preference Priority 2 – Enabling More Data-Based Decision Making
- Invitational Priority 1 – Supporting Native American Language Instruction
- Invitational Priority 2 – Parental Involvement to Improve Postsecondary Transitions
- Invitational Priority 3 – Civic Learning and Engagement

Summary of Annual Project Performance Measures:

- **Proposed Professional Development Activities:**
LEAPSS will increase effective teaching strategies and increase the usage of data in decision making through the professional development services of University of Oklahoma Center for Effective Schools (OU CES).
- **Proposed Community and Parent Involvement Activities**
LEAPSS will increase parent involvement to enhance the secondary transitions of Yakama 12th grade students through community partnerships and parent participation in LEAPSS activities.

Expected Project Final Outcomes:

Project Outcome 1 - Increase the number of Yakama 12th grade students who are academically prepared for and enrolled in college or other post-secondary education and training by 10% annually.

Project Outcome 2 - Raise the English Language proficiency level of Yakama

students on state reading assessments by 10% annually.

- **Program Curriculum, Assessments, and Features**

LEAPSS will enhance the Standard English skills of all Yakama students through the improvement of teaching strategies and the participation of student in LEAPSS activities.

LEAPSS will support their Native American Language through the teaching and studying of Sahaptin (Ichishkin).

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.

Year	Number of ELs served by the program expected to be assessed with a valid and reliable State/and local district reading assessment.	Number of ELs served by the program expected to score proficient or above on, as applicable, valid and reliable State and/or local district reading assessments.	Assessment(s)
2013	100	30 students	WA State
2014	100	33 students	WA State
2015	100	36 students	WA State
2016	100	40 students	WA State

Measure (ii) The percentage of ELs served by the program who are making progress in learning English as measured by the State approved English language proficiency assessment.

Year	Number of ELs served by the program expected to be assessed by the State approved English language proficiency assessment.	Number of ELs served by the program expected to make progress in learning English as measured by the State approved English language proficiency assessment.	Assessment(s)
2013			WELPA
2014			WELPA
2015			WELPA
2016			WELPA

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

Year	Number of ELs served by the program expected to be assessed by the State approved English language proficiency assessment.	Number of ELs served by the program expected to attain proficiency in English as measured by the State approved English language proficiency assessment.	Assessment(s)
2013			WELPA
2014			WELPA
2015			WELPA
2016			WELPA

Contact information:

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Application Narrative

a. Quality of the Project Design (30 points)

Yakama Nation Tribal School (YTNS), located on the Yakama Reservation in Toppenish, Washington, is an 8th through 12th grade tribal school situated in south central Washington along the eastern slopes of the Cascade Mountain Range. Presently, a declining enrollment of one hundred high needs students of the Yakama Tribe attends the school which has been in existence since 1979. YTNS has extremely low state test scores in language, a graduation rate as low as 20%, high poverty, high mobility, drug and alcohol abuse, student suicides, and less than 5% of the students pursuing a post-secondary education. Most students drop out of high school to work in the fruit production industry or live unemployed on the Yakama Reservation where the unemployment rate has been as high as 83%.

Of the 100 Yakama Tribal students, 30% of the high school students currently have two or more failing grades in their core coursework. Tribal students attend the tribal high school as a last resort after unsuccessfully attending the local public high school. Due to consistently low test scores, Yakama is in Restructuring School Improvement status as identified by the Bureau of Indian Education. On the Spring 2012 Washington State Assessment, 58% were not proficient. In an effort to turn around this chronically low-performing school, YNTS staff recognizes a tremendous need to address the issues of improving the educational opportunities and language proficiency of their students. With so many students failing their core reading and language arts courses and 10th grade state tests, most students do not graduate. Of the few who graduate, it is extremely difficult for them to successfully transition to post-secondary education due to an environment that is dissimilar to any of their

experiences. The lack of effective instruction, low expectations, limited academic English, and an assumption that they are less able because they are limited in English proficiency pose additional critical obstacles. Curriculum and instructional methods that seem irrelevant to their lives and their needs cause most students to drop out of high school to work in the fruit production industry or live unemployed on the Yakama Reservation where the unemployment rate has been as high as 83%. Teachers are in need of sustained high quality professional development to support data driven decisions that leads to effective academic English. Many professional development opportunities provided had not been targeted for academic English and not customized to promote their unique language acquisition. The tribe is in danger of losing the school as a significant aspect of their cultural heritage.

Parents are consistently anxious due to extremely low graduation rates, failing reading test scores, and drug and alcohol abuse. Fifty-five percent of the students have been raised by grandparents, single parents or are homeless. According to a school language survey, 91% of the YNTS students come from homes where either their Native Language or Spanish is spoken or a nonacademic variety of English. Families also lack the literacy, vocabulary, and technological skills necessary to help their children develop academic vocabulary. A parent survey indicates the need for technology and literacy training.

The Native American and Alaska Native Children in School Program would provide YNTS students the language skills and English proficiency to meet the same academic content and academic achievement that other nonnative students are expected to meet. This educational foundation for success will allow Yakama students the confidence to reclaim their valuable Native American heritage and affect

their ability to meet state proficiency levels of achievement on Washington state assessments preparing them for a successful post-secondary future. Through the support of the LEAPSS project, the Yakama Nation Tribal School will address the basic human right to provide linguistically and culturally appropriate education for students and their families.

The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable:

The LEAPSS Project will achieve the following:

Goal /Measurable Outcome #1- *Increase the number of Yakama 12th grade students who are academically prepared for and enrolled in college or other post-secondary education and training by 10% annually.*

Goal/Measurable Outcome #2 *-Raise the English Language proficiency level of Yakama students on state reading assessments by 10% annually.*

Objective #1 – LEAPSS will enhance the Academic English skills of all Yakama students.

Objective #2 LEAPSS will enhance the secondary transitions of Yakama 12th grade students.

Objective #3– LEAPSS will support their Native American Language through the teaching and studying of Sahaptin (Ichishkin).

Objective #4 — LEAPSS will increase effective teaching strategies.

Objective #5 – LEAPSS will increase the usage of data in decision making.

Objective #6 – LEAPSS will increase parent involvement to improve post-secondary transitions.

Yakama Nation Tribal School is in the beginning stages of raising student expectations of post-secondary success. In the past, YNTS was content to provide their students with a diploma. Global awareness and 21st Century advances in technology at the school and on the reservation, expands students aspirations of success past high school graduation. Parent surveys mirrored these same sentiments. Of the students who attempted post-secondary endeavors, many indicated their lack of language proficiency negatively affected their post-secondary experiences.

Despite over four million people claiming Native American heritage in the United States, the dialects of English spoken by American Indians have been mostly overlooked by linguists and other academics (Coggshall, 2008). Two thirds of today's American Indian youth learn Indian English as their first language.

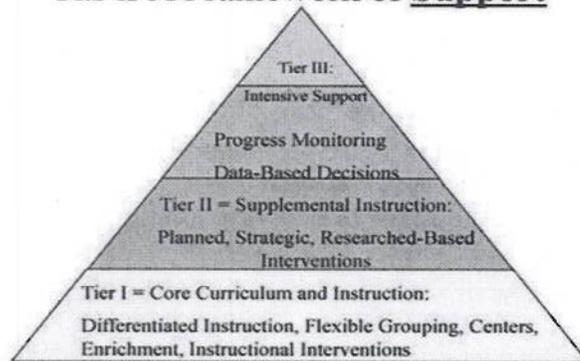
Indian English fluency is problematic for speakers in classrooms, the workplace, and other settings where English is the Academic against which fluency and proficiency are to be judged. Speaking Indian English can impact not only education, but a person's ability to compete in the job market. Some perceive speakers of non-Academic English varieties to lack intelligence. A score below the 50th percentile in reading and language arts has been used in some schools servicing Native American students to identify those students as ELLs (Holbrook, 2011).

Through the LEAPSS Project, students will not only be explicitly taught academic English, but will be given the opportunity to "hear" and use academic English in real world situations. The newly hired reading coach will provide support to students and teachers in attaining proficiency in English and reading. The reading coach will facilitate differentiated learning strategies and Response to Intervention through collaboration, peer observations, modeling lessons and strategies and providing

feedback to teachers. The reading coach will also assess EL identified students and provide formative data for instruction and for the project evaluators.

Experiences of language, communication, culture, and personal learning processes are essential for learning – but they need to be processed consciously. Learning requires an explicit awareness and understanding of what it is to be learned, and why such learning is necessary. Learning is the process of creating new knowledge and understandings through the transformation of experience.

RtI is A Framework of Support



RtI is first a general education system to maximize the learning of all students by making instructional decisions based on data and monitoring their progress. Students' movement through the Tiers is a fluid process based on student assessment data and collaborative team decisions.

Tier 1 – Core classroom instruction for all EL students. They are preventative and proactive. The majority of students will reach proficiency with effective Tier 1 instruction. (80%)

Teacher incorporated flexible grouping practices to group and regroup students based on their progress, interest, and changing needs. Project-based learning and

experiential learning opportunities will allow all students opportunities to experience language in real world situations within their community.

3-5 Teachers provide targeted assistance based on progress monitoring, will provide additional instruction with grade level text complexity, and scaffolding support as needed.

Tier II – Supplemental targeted group intervention – High efficiency, rapid response for some students (at-risk). (15%)

Teachers provide teacher modeling, multiple examples, individual feedback, multiple opportunities to participate and respond and supplement Tier I instructional time. The newly hired Reading Coach will provide classroom support to both teachers and some students at-risk in supporting the classroom curriculum and practices.

Tier III – Intensive individualized interventions – Assessment based, high intensity of longer duration. (5%)

Tier III provides specifically designed remediation instruction beyond Tier I and II.

Students needing more intensive individualized interventions will be provided additional assistance with the special education/resource teacher on a daily basis.

Rtl must be part of a comprehensive systematic approach to literacy and English assessment and instruction.

Assessment and instruction components of the cross-curricular integrated model of literacy provide necessary data to implement Rtl effectively.

Our project will be built upon sustained high quality professional development.

Professional development trainings will directly support preparation of teachers that leads to:

- effective instruction
- communication between teachers and students
- enhanced data driven decision making
- culturally relevant instruction and academic content
- integrates Native language to build English skills
- increased parental involvement and awareness of instruction

The LEAPSS Project will provide teachers with extensive, sustainable professional development to build student academic English. Teachers will learn to align curriculum development, lesson planning, project-based learning, standards and modeling to Marzano's Academic Vocabulary and scientifically research-based vocabulary and comprehension strategies. Teachers will learn to create culturally relevant experiential learning experiences that promote language through active learning methods. OU CES will be on-site for one week each month to provide all project professional development through the Effective Schools process. Experiential learning will be the foundation for the LEAPSS Project. YNTS will embrace experiential learning as an educational orientation which aims at integrating elements of learning for a whole person approach emphasizing the significance of experience for learning. This approach is well-known in various settings of formal and informal learning, such as internships, service learning, work study, vocational and technical programs, mentoring, and volunteering. Tribal and community partners will facilitate these educational experiences. Students will have a menu of options from:

- Yakama Power
- Yakama Nation Travel

- Yakama Business Training and Technology Center
- Yakama Nation KYNR 1490 AM
- Yakama Nation Review Local and Regional News
- Yakama Nation Land Enterprise
- Yakama Forest Products
- Yakama Nation Cultural Heritage Center
- Yakama Nation Wildlife, Range, Vegetation Resources Management Program
- Yakama Nation Fisheries
- Yakama Nation Tribal Police Department
- Perry Technology Center

Participating in these opportunities will allow students to engage in the community improvement activities that support and develop civic knowledge and values.

LEAPSS experiential learning techniques in the classroom include a wide variety of interactive practices whereby the participants have opportunities to learn from their own and each other's experiences, being actively and personally engaged in the process:

- Journals
- Portfolios
- Reflective personal essays and thought questions
- Role play/drama activities
- Games and simulations
- Personal stories and case studies
- Visualization and imaginative activities

- Models, analogies and theory construction
- Empathy-taking activities
- Story-telling, sharing with others
- Discussions and reflection in cooperative groups

All of these contain a common element of learning from immediate experience by engaging the learners in the process as whole person, both intellectually and emotionally. Experiential Learning offers dual benefits of immersion in situational settings of Academic English and Native language opportunities through Native and nonnative entities. Experiential learning involves observing the situation and doing something meaningful with it through an active participation. It emphasizes learning in which the learner is directly in touch with the situation being studied, rather than just watching it or reading, hearing or thinking about it (Kolb 1984; Kohonen 2001).

The LEAPSS Program will provide opportunities for the students to analyze, synthesize, and evaluate Academic English in the classroom and in a real world setting. Students will also be enrolled in Native language classes each year with the Yakama language instructor to preserve and enrich the cultural relevance of language.

The LEAPSS Program will develop positive attitudes that are strong enough to motivate students to embrace their language and promote Academic English use.

The LEAPSS Project will be integrated with the project-based learning through our current first year SIG grant. YNTS is in the beginning stages of learning about and implementing project-based learning. The SIG grant focuses on project-based learning, but the LEAPSS Project will be the missing puzzle piece that will add the language proficiency component for post-secondary success.

Parental involvement is essential to student success. Parents will be provided

opportunities to be involved in their children's academic journey through the LEAPSS Project. Parents will be integral to the LEAPSS evaluation process through surveys, participation, and this decision making. Families will be offered weekly technology classes and will be invited to quarterly Parent Nights. The school's Parent Liaison Program will also align to the LEAPSS Project. Parents and families will strengthen their 21st Century skills and knowledge base through these opportunities, allowing them to support their student's academic proficiency.

(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.

Effective Schools is a sustainable process that can be replicated year to year. Most school improvement efforts continue successfully after five years of facilitated implementation. This funding opportunity will allow OU CES to work with YNTS for the additional four years needed for full implementation. Teachers will continue to develop rigorous curriculum and best practice strategies to impact student achievement. Student transitional opportunities will be embedded into the school's infrastructure for continued development.

The language classes will continue to provide effective language instruction and measure student growth and progress.

Teachers will have built the knowledge base to continue with experiential teaching strategies.

The PLC's will continue to foster communication and data driven decision making through teacher collaboration and the development of leadership skills.

Through service learning, mentoring, and work study opportunities, community and tribal partnerships will continue.

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

This project will provide multiple opportunities for parent involvement. Weekly technology classes will give parents the chance to strengthen their skills. Quarterly Parent Nights will familiarize parents with postsecondary opportunities and the steps necessary for their children to achieve postsecondary success. Additional opportunities will align to the school parent liaison program. These opportunities will reinforce family literacy development as it relates to the academic English that is necessary for success in college and careers.

b. Quality of Project Personnel (10 points)

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

The Yakama Nation makes every effort to interview and employ people from traditionally underrepresented groups. The Nation is an equal opportunity employer and follows all policies and procedures in following the Indian Preference Act.

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

The school superintendent, Lisa Weddell, Ed. S., J.D. will act as the LEAPSS Project Director. Her native heritage and vast native cultural experiences qualify her to lead and oversee this project. She has experience with experiential education and project-based learning, Native American law, American Indian charter schools, public defender, tribal liaison, American Indian Disability Technical Assistant, guidance counselor, and was a classroom teacher for six years. Dr. Weddell has over 18 years

of educational experience, education degrees from the University of South Dakota and Minnesota State University and a law degree from the University of Kansas, School of Law. Dr. Weddell presently holds the Project Director position with the YNTS SIG grant through the BIE. Dr. Weddell demonstrates strong leadership skills and is an agent of change. She is familiar with federal reports, requirements, and essential deadline responsibilities with grant funding. Dr. Weddell will dedicate approximately (10% in-kind) of her time and effort with this project. She will oversee the entire project and ensure that all goals and objectives are met.

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

Ida Shock will act as LEAPSS Grant Assistant. Ms. Shock is presently the YNTS School Manager and Head Bookkeeper and has over 20 years of grant experience, federal finance, budget, procurement, and general management of federal programs. Ms. Shock holds business certificates from Yakima Valley Community College and is presently enrolled at Heritage College to complete a bachelor's degree in business.

Rick Lambert, Technology Specialist, will conduct weekly technology night classes for parents and community members. He has extensive experience with Native American students over the past 17 years. As a classroom teacher, he has the ability to organize and lead people in program development and decision making. Mr. Lambert has experience with program designing, technology, problem solving and decision making which are necessary for such a position. Mr. Lambert plans, organizes and facilitates as a liaison between the school and tribal programs. He has received commendations for his efforts in enhancing student achievement.

A Reading Coach (1 FTE) will be hired as a full time position for the 2013-14 school

year to support EL students with increasing English and reading proficiency to meet the academic content and state achievement Academics. This position will require a state certified reading specialist with experience in working with Native American students and project-based learning.

Zelda Winnier, Cultural/Language Instructor, has extensive background in Yakama culture and language. She has 20 years in the classroom. As a Yakama Native, Ms. Winnier teaches culture and language classes to 10th through 12th grade students. She is a pivotal player in the rejuvenation and preservation of the Yakama spoken language. She is currently a part of a language revival effort by teachers from reservation schools to preserve their native language. This group of native speakers meets monthly to spearhead this revival.

The University of Oklahoma Center for Effective Schools (OU CES) has provided professional development and assistance to hundreds of schools across the United States for the past sixteen years. They have had tremendous success assisting school districts placed in School Improvement status. For the past ten years, all of the schools which whom OU CES has worked with on School Improvement have been removed from School Improvement within one year. OU CES has provided professional development and technical assistance to through State School Improvement Grants, SIG Grants, Comprehensive School Reform Grants, School Excellence Grants, Teacher Quality State Grants, Teacher Incentive Fund Grants, Carol M. White Physical Education Program, and foundation grants.

RR Consulting LLC, will serve as Grant Evaluator. RR Consulting, is an evaluator on state and federal grant projects. Robbie Canada M. Ed. and Leon Crowley, Ph.D. will be lead evaluators. Dr. Crowley holds a BS degree Oklahoma State University and

M.Ed. and Ed.D degrees from the University of Oklahoma. Dr. Crowley has served as lead evaluator on district wide audits. Dr. Crowley has had extensive experience in the public school sector where he taught at-risk students, served as assistant principal in charge of curriculum and instruction, principal of the first desegregated Jr. High school in Oklahoma City, and coordinator of a federally funded program serving disadvantage students.

Dr. Crowley has assisted states with the desegregation/integration of their schools and provided assistance with multicultural curriculum development. He has trained teachers, administrators and other public school personnel in a variety of areas including student achievement/classroom performance, classroom discipline, teachers' accountability and managing diversity in the classroom. Ms. Canada has extensive experience in evaluating various state and federal grants, including Improving Literacy Through Library Grants, 21st Century Learning Centers, Carol M. White Physical Education Program Grants, School Improvement Grants, Comprehensive School Reform Grants, and district wide external audits. Ms. Canada holds degrees in education from both Oklahoma State University and the University of Oklahoma.

c. Quality of the Management Plan (30 points)

The YNTS administrative team has worked collaboratively to develop the following management plan that is fiscally responsible and adheres to the timelines and budget perimeters set forth.

Persons Responsible

Person	Role	Responsibility
Lisa Weddell	Project Director	<ul style="list-style-type: none"> -Support project with necessary resources -Support professional development trainings -Oversee the project and fulfill program requirements - Organize off-campus student internships, service learning and work study opportunities and technology center mentors -Organize tribal partners -Provide evaluators with all required assessment data -Provide accountability for all instruction
Rick Lambert	Technology Specialist	<ul style="list-style-type: none"> -Schedule all parent technology classes -Provide technology instruction for parents and family members two hours one evening per week -Collaborates with school parent liaison to promote LEAPSS parent involvement
Ida Shock	Grant Assistant	<ul style="list-style-type: none"> - Prepare Budget/Reports as needed -Order all project supplies and equipment -Expedite contracts and all financial duties

Zelda Winnier	Culture/Lang. Instructor	<ul style="list-style-type: none"> -Assess YNTS students with the WELPA - Order language program materials -Provide language instruction -Collect data for grant evaluators -Pre and posttest language students
Susan Kidd	Director, OU CES	<ul style="list-style-type: none"> -Planning sessions with Project Director -Develop trainings for monthly on-site PD -Provide “best practices” workshops for the teachers - Provide assistance to teachers -Subcontract with consultants - Assist in the development and training of student leadership team, academic teams, and college visits -Provide tutorial training for extended learning opportunities

RR Consulting LLC	Project Evaluators	<ul style="list-style-type: none"> -Collect program data: to include MAPS, HSPE/EOC's and EL student data, survey results, attendance logs, agendas, enrollment -Develop the appropriate evaluation tools -Establish baseline data -Conduct interviews with school staff members, students, parents, and tribal members -Complete all evaluation forms and requirements -Communicate monthly with Project Director -Provide feedback to all staff members on project status
TBA	Reading Coach	<ul style="list-style-type: none"> -Provide support and resources to teachers -Model literacy strategies in the classroom -Assess student reading proficiency -Provide high quality reading instruction for struggling readers -Assist teachers in interpreting assessment information -Provide more focus instruction based on student needs -Collaborate with all teachers -Provide literacy materials to parents -Collect literacy data for project evaluators

Management Plan Timeline

Year 1

- grant award notification
- Interview reading coach applicants
- Plan language program
- Send language instructor to WELPA training
- Identify EL students
- Enroll all Yakama students in a language class
- Reading coach assists all students and teachers to meet the goals of the project
- Contract with professional development providers
- Contract with evaluators
- Planning meeting with partners
- Plan Parent Nights and technology classes
- Schedule OU CES on-site visit to provide technical assistance for the LEAPSS Project
- Order literacy and language materials
- Teachers participate in OU CES professional development trainings
- Teachers implement Marzano's Academic Vocabulary
- Students participate in mentoring, service learning, and work study
- Benchmark assessments given Fall, Winter, Spring
- State assessments given in the spring
- PLC's meet weekly to analyze student assessment data
- Evaluators make quarterly visits to collect data and give feedback
- Evaluators complete all required reports
- School celebrates literacy and language successes

Year 2-5

- Identify EL students
- Enroll all Yakama students in a language class

- Reading coach assists all students and teachers to meet the goals of the project
- Continuation contracts with professional development providers
- Continuation contract with evaluators
- Annual planning meeting with partners
- Plan Parent Nights and technology classes
- Schedule OU CES on-site visit to provide technical assistance for the LEAPSS Project
- Order additional literacy and language materials
- Teachers participate in OU CES professional development trainings
- Teachers implement scientifically research-based vocabulary and comprehension strategies
- Students participate in mentoring, service learning, and work study
- Benchmark assessments given Fall, Winter, Spring
- State assessments given in the spring
- PLC's continue to meet weekly to analyze student assessment data
- Evaluators make quarterly visits to collect data and give feedback
- Evaluators complete all required reports
- School celebrates literacy and language successes

Management Plan

Goals/Measurable Outcomes	Objectives	Responsible Party	Timeline	Evaluation Tool
<p>#1-Increase the number of Yakama 12th grade students who are academically prepared for an enrolled in college or other post-secondary education and training by 10% annually.</p>	<p>#1 Enhance the academic English skills of all students. #2 Increase the high school graduation rate #3 Support their language through the teaching and studying of Sahaptin (Ichishkin). #4 Increase effective teaching strategies. #5 Increase the usage of data in decision making.</p>	<p>Project Director Reading Coach Language Instructor Classroom Teachers Technology Specialist OU CES Professional Development Provider</p>	<p>July 2013 through June 2017</p>	<p>Quantitative: a. Post-secondary enrollment data tracking tool b. Washington State Reading Assessment data (HSPE/EOC) c. Washington English Language Proficiency Assessment data (WELPA)</p>
<p>#2-Raise the English Language proficiency level of Yakama students on state reading assessments by 10% annually.</p>	<p>#6 Increase parent involvement to improve post-secondary transitions.</p>			<p>d. High school graduation rate/dropout rate data</p>

				<p>Qualitative:</p> <ul style="list-style-type: none">a. Parent and student surveysb. Teacher Walk-Through summary reportsc. PLC notes
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d. Quality of the Project Evaluation (30 points)

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

Evaluation is an important tool in maintaining and improving the quality of an on-going program. Program evaluation differs from basic research in that its primary aim is to learn how to improve a program. Thus, the evaluation process is controlled by those involved. The three key assessment dimensions of any evaluation are process, outcome, and impact. These build upon each other and will provide the framework for the project. A comprehensive evaluation plan will be used to collect and analyze project data in an organized and timely manner and provide formative and summative feedback to project personnel.

RR Consulting LLC will conduct a summative evaluation at the end of each project year based on data from Washington State assessments, student and school report cards, participation log, and post-secondary enrollment. Formative methods of evaluation will include NWEA benchmark assessment data, pre and post surveys from parents, students and teachers, summaries from administrative Walk-throughs, and notes from weekly PLC collaboration.

All evaluation tools will measure the progress of the project to increase the number of students who are academically prepared for and enrolled in college or other post-secondary education and training as well as raise the English language proficiency level of all students on state reading assessments.

(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.

Embedded in the following GPRA Measures are the two measurable goals and the six objectives of the proposal:

Goal #1- *Increase the number of Yakama 12th grade students who are academically prepared for and enrolled in college or other post-secondary education and training by 10% annually.*

Goal #2 *-Raise the English Language proficiency level of Yakama students on state reading assessments by 10% annually.*

Objective #1 – LEAPSS will enhance the Academic English skills of all Yakama students.

Objective #2 LEAPSS will enhance the secondary transitions of Yakama 12th grade students.

Objective #3– LEAPSS will support their Native American Language through the teaching and studying of Sahaptin (Ichishkin).

Objective #4 — LEAPSS will increase effective teaching strategies.

Objective #5 – LEAPSS will increase the usage of data in decision making.

Objective #6 – LEAPSS will increase parent involvement to improve post-secondary transitions.

Performance Objectives and Instruments

GPRA Measures	Evaluation Instruments
The percentage of English learners served by the program who score proficient or above on the state reading assessment.	NWEA MAPS Benchmark Assessments (Fall, Winter, Spring) Washington State Reading Assessment (HSPE, EOC)
The percentage of English learners served by the program who are making progress in learning English as measured by the state approved English language proficiency assessment.	Washington English Language Proficiency Assessment (WELPA)
The percentage of English learners served by the program who are attaining proficiency in English as measured by the state approved English language proficiency assessment.	Washington English Language Proficiency Assessment (WELPA)

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

A responsive evaluation plan is proposed so that evaluation data is used as feedback to the program staff, which then can make adjustments to project strategies as warranted. Formative evaluation of the project will initially focus on timely completion of the activities as described in this application. As the program becomes established, formative evaluation will focus upon the project's attainment of measurable effects. The evaluator will meet on a regular basis with the project director to review the project's progress in attaining project goals and performance objectives and create additional forms to measure student progress. An evaluation team consisting of the external evaluator, school supervisor, project director, OU CES, and key members of the project will meet regularly to discuss the progress of the LEAPSS Project. The summative evaluation, provided at the conclusion of the project, will identify the degree to which the project's activities resulted in increased percentage of students scoring proficient on state student assessments. The end goal, however, is the percentage of students successfully enrolling in post-secondary educational opportunities.

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

In order for the evaluation of this project to be comprehensive, it will include various assessment instruments, both formative and summative. RR Consulting LLC will provide four on-site evaluative meetings at Yakama throughout each funded year to

relay feedback. Teachers will be given feedback to allow for discussion on the improvement of teaching strategies and course rigor. Results will be presented annually for the Yakama Nation Tribal Board. The report will contain comparative analysis of baseline data to program accomplishment data.

Through proper evaluation processes, activities and evaluative tools, the significance of this project will be accessible for replication by similar projects.

Status: Submitted
Last Updated: 03/07/2013 02:23 PM

Technical Review Coversheet

Applicant: Confederated Tribes and Bands of the Yakama Nation (T365C130018)
Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	30	25
Sub Total	100	95
Competitive Priority 1		
Increasing Postsecondary Success		
1. Postsecondary Success	10	10
Sub Total	10	10
Competitive Priority 2		
Enabling More Data-Based Decision-Making		
1. DataBased Decision Making	5	5
Sub Total	5	5
Total	115	110

Technical Review Form

Panel #4 - Native American Program - 4: 84.365C

Reader #1: *****

Applicant: Confederated Tribes and Bands of the Yakama Nation (T365C130018)

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 goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (p.3ff)

Goal /Measurable Outcome #1- Increase the number of Yakama 12th grade students who are academically prepared for and enrolled in college or other postsecondary education and training by 10% annually.

Goal/Measurable Outcome #2 -Raise the English Language proficiency level of Yakama students on state reading assessments by 10% annually.

Objective #1 – LEAPPS will enhance the Academic English skills of all Yakama students.

Objective #2 LEAPSS will enhance the secondary transitions of Yakama 12th grade students.

Objective #3– LEAPSS will support their Native American Language through the teaching and studying of Sahaptin (Ichishkin).

Objective #4 — LEAPPS will increase effective teaching strategies.

Objective #5 – LEAPPS will increase the usage of data in decision making.

Objective #6 – LEAPPS will increase parent involvement to improve postsecondary transitions.

The proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance (p.10) by enhancing teacher abilities and institutionalizing communication between teachers and students and allowing students to search new opportunities.

This project will provide multiple opportunities for parent involvement. Weekly technology classes will give parents the chance to strengthen their skills. Quarterly Parent Nights will familiarize parents with postsecondary opportunities and the steps necessary for their children to achieve postsecondary success. Additional opportunities will align to the school parent liaison program. These opportunities will reinforce family literacy development as it relates to the academic English that is necessary for success in college and careers. (p11)

Weaknesses:

None

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 Yakama Nation makes every effort to interview and employ people from traditionally underrepresented groups. The Nation is an equal opportunity employer and follows all policies and procedures in following the Indian Preference Act. (p11).

The school superintendent, Lisa Weddell, Ed. S., J.D. will act as the LEAPSS Project Director. Her native heritage and vast native cultural experiences qualify her to lead and oversee this project. She has experience with experiential education and protect learning, Native American law, American Indian charter schools, public defender, tribal liaison, American Indian Disability Technical Assistant, guidance counselor, and was a classroom teacher for six years. (p11).

The qualifications, including relevant training and experience, of key project personnel are discussed including new positions, external evaluation experts and professional development from the University of Oklahoma Center for Effective Schools (p11-14)

Weaknesses:

None

Reader's Score: 10

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 presents clearly defined responsibilities, (p.14ff)timelines,(p.18ff) and milestones for accomplishing project tasks(p.20ff)

Weaknesses:

None

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:

RR Consulting LLC will conduct a summative evaluation at the end of each project year based on data from Washington State assessments, student and school report cards, participation log, and post-secondary enrollment. Formative methods of evaluation will include NWEA benchmark assessment data, pre and post surveys from parents, students and teachers, summaries from administrative Walk-throughs, and notes from weekly PLC collaboration (p.22ff)

The applicant presents GPRA Measures and instruments relating to the two measurable goals and the six objectives of the proposal (p.23ff).

As the program becomes established, formative evaluation will focus upon the project's attainment of measurable effects. The evaluator will meet on a regular basis with the project director to review the project's progress in attaining project goals and performance objectives and create additional forms to measure student progress(p.25)

The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes using various assessment instruments, both formative and summative (p,25-26)

Weaknesses:

The applicant is not clear about the types of baseline data it will use for the summative evaluation. Increases and achievements should be compared to baselines scores and levels for different types of learners.

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:

Priorities Addressed:

- Competitive Preference Priority 1 – Increasing Postsecondary Success
- Invitational Priority 1 – Supporting Native American Language Instruction
- Invitational Priority 2 – Parental Involvement to Improve Postsecondary Transitions
- Invitational Priority 3 – Civic Learning and Engagement

Abstract. Types of course and instruction offered beyond the basics.

Weaknesses:

None

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:

Priorities Addressed:

- Competitive Preference Priority 2 – Enabling More Data-Based Decision Making
- Invitational Priority 1 – Supporting Native American Language Instruction
- Invitational Priority 2 – Parental Involvement to Improve Postsecondary Transitions
- Invitational Priority 3 – Civic Learning and Engagement

Abstract and evaluation description

Weaknesses:

None

Reader's Score: 5

Status: Submitted

Last Updated: 03/07/2013 02:23 PM

Status: Submitted
Last Updated: 02/27/2013 12:00 AM

Technical Review Coversheet

Applicant: Confederated Tribes and Bands of the Yakama Nation (T365C130018)
Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	25
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	30	28
Quality of the Project Evaluation		
1. Project Evaluation	30	28
Sub Total	100	91
Competitive Priority 1		
Increasing Postsecondary Success		
1. Postsecondary Success	10	10
Sub Total	10	10
Competitive Priority 2		
Enabling More Data-Based Decision-Making		
1. DataBased Decision Making	5	5
Sub Total	5	5
Total	115	106

Technical Review Form

Panel #4 - Native American Program - 4: 84.365C

Reader #2: *****

Applicant: Confederated Tribes and Bands of the Yakama Nation (T365C130018)

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 LEAPSS project application provides measurable outcomes and gives specific objectives listed on page 3. The targeted assistance and progress monitoring are discussed using the Response To Intervention model which includes assessment and instruction components of the cross-curricular integrated model of literacy as well as the data. This is a convincing and sound project design that includes how students at risk will be identified and supported.

Page 3 specifies the clear goal of 10% increase in college enrollment in outcome #1.

The project design includes a list of formative and interactive practices to build English language proficiency are listed on page 8.

Weaknesses:

On page 3 - Outcome #2 states "Raise the English Language proficiency level of Yakama students on state reading assessments by 10%." This is unclear. Will the reading assessment scores be raised, or will the English language proficiency levels be raised. These are two separate and distinct outcomes. While positive, these goals need to be more clear and specific about what is being measured.

Reader's Score: 25

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:

Pages 12 -13 present the qualifications of personnel with specific detail paid to the relevance to the project goals and outcomes.

Weaknesses:

Reader's Score: 10

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 for the LEAPSS project is directly linked to the objectives as well as outcomes. Pages 20 - 21 provide a chart with a clear and concise list of the measurable outcomes, objectives, the party responsible for each task, a timeline and evaluation tools that will be implemented.

The timeline on pages 15 – 19 includes clearly defined responsibilities and milestones for accomplishing project tasks.

Weaknesses:

Pages 15-19 in the management plan mention the budget briefly, but could be further developed.

Reader's Score: 28

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:

Page 24 presents the performance Objectives and the evaluative instruments for the project. There is adequate evidence of summative and quantitative data collection . The list includes standardized assessment tools.

Weaknesses:

The project evaluation would be more comprehensive by including a list of the qualitative and formative assessment tools that will be implemented along with the standardized assessments listed on page 24.

Reader's Score: 28

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:

Page 2 states, "This educational foundation for success will allow Yakama students the confidence to reclaim their valuable Native American heritage and affect their ability to meet state proficiency levels of achievement on Washington state assessments preparing them for a successful post-secondary future."

Weaknesses:

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:

Page 9 states, "... the LEAPSS project will be the missing puzzle piece that will add the language proficiency component for post-secondary success."

Weaknesses:

Reader's Score: 5

Status: Submitted
Last Updated: 02/27/2013 12:00 AM