

Rank # 9

**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 # T365C130022**

**Grants.gov Tracking#: GRANT11309694**

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

Closing Date: Feb 01, 2013

PR/Award# T365C130022

## **ABSTRACT**

### **The STAR Literacy and Language Project**

The STAR (Service To All Relations) School has a student population that is 98% Native American and is located on the southwestern edge of the Navajo Nation. 80% of the students qualify for free or reduced lunch. A significant percentage of Native American children served by the STAR School are not proficient in reading as demonstrated by valid and reliable state reading assessments. In 2011, 62% of students school-wide did not meet the state standard in reading. In 2012, 55% of students were either approaching or falling far below in the state approved AIMS assessment. That means that more than half of our students were not proficient in reading in English. Language assessments done in 2012 indicate that 40% of students are not proficient in the English language, thus are labeled ELL students. Since more than 90% of parents of Native American students at STAR who are not proficient in reading indicated that a language other than English (Navajo) was spoken in the home, it became clear that we must develop a program that addresses both the English language and Navajo language needs our children have. Many researchers have found that the use of the native language and integration of the native cultural values into the school curriculum are correlated with students succeeding in school, (Demmert, et al, 2006) this project will address this problem with a combination of intensive small group instruction in English language and, at other times of the day, lessons taught through Navajo language immersion.

This project will provide our ELL students who are not meeting state standards in reading and English language with bilingual ELL teachers who have experience in teaching pre-reading and reading skills as well as English language speaking from preschool through 8<sup>th</sup> grade. Two bilingual teachers, one in the lower grades and one in the upper grades, will coordinate with classroom teachers to teach ELL students in small groups, at times in English language immersion and at times in Navajo language immersion, to reinforce vocabulary and concepts taught in class. Slavin and Cheung (2010) report that “reading can be taught simultaneously (at different times in the school day) with mutual benefit to literacy development in both languages”.

The project will provide a Parent Educator who will utilize the research-based Parents As Teachers model to visit families who have children aged 0 to 3 in order to give Native American parents the resources they need to be better caregivers and be supportive of their children's education. The P.A.T. parent educator will enroll the family during the prenatal stage to assess needs and establish goals. The parent educator will then visit the family at least once a month, provide screening for all children in the home, provide resources like arranging for counseling at parent's request or transportation to school meetings when necessary. STAR School will endeavor to have 75% of children enrolled in the Parents As Teachers program prior to enrollment in the preschool program at the school. The PAT services will continue for the children through their 3<sup>rd</sup> grade year in school.

The project will provide a technologically skilled Family Literacy Coach who will organize and utilize a Parent Library based on the Read Aloud approach used in the VOICES Reading program that has been fully implemented by the school. The VOICES Reading program also has a significant social/emotional learning aspect that promotes civic responsibility and engagement. Thus by reading these books together, parents and students will not only benefit from reading together, but also discussing the ideas of service to their communities and families that come with these stories. The Parent Library will have a Native Literature emphasis, with an increasing number of books each year that can be checked out, The Literacy Coach in coordination with the Parent Educator, will provide regular activities for parents that will demonstrate how to read with and to their children and reading for pleasure at home. The project will also provide each family that has children in the school with 20 books to take home per year, totaling 100 books for each family by the end of the fifth year of funding for this project. The Literacy Coach and Parent Educator will work together to challenge parents to increase their reading of books with their children. This effort will bring parents to the school for monthly activities designed to demonstrate to parents the value and methods of reading to and with their children.

It is well documented in research that children whose parents read to or with them at least 30 minutes a day have higher levels of reading skills and English language capacity than those children whose parents do not read to them. In order to involve this generation of Indian

parents who are very technologically oriented in the effort to read more with and to their children, the Literacy Coach will, in collaboration with classroom teachers, teach students how to download selected books on e-Books and will develop processes for students to check out the e-Books and take them home to read downloaded books to and with their parents. The Literacy Coach will also teach students how to use the I-pads to film literacy activities at home with their parents so that, with parents' permission, these can be used to document the success of this aspect of the project and share it with other Indian educators

A significant part of the STAR Literacy and Language Project will be the comprehensive evaluation of the data that is gathered throughout the project. A number of measures will be used to gather reliable and valid data that can then be used to demonstrate the effectiveness of the project. Several studies that are cited in this proposal indicate that there is a high likelihood that this project will produce dramatic improvement in English language use and in reading. The data gathered and analyzed as planned in this project will provide solid evidence for which strategies are, in fact, producing remarkable results. These results will then be shared at conferences and among other Indian educators.

## The STAR Literacy and Language Project

The STAR (Service To All Relations) School is located on the southwestern edge of the Navajo Nation, with a 98% Native American student population. The school is an LEA by state statute, under contract with the Navajo Nation through a 638 contract with the BIE to operate the JOM program for American Indian students. Over 80% of the students qualify for free or reduced lunch.

### *Statement of the problem:*

A significant percentage of Native American children served by the STAR School are not proficient in reading as demonstrated by valid and reliable state reading assessments. In 2011, 62% of students school-wide did not meet the state standard in reading. In 2012, 55% of students were either approaching or falling far below on the state approved AIMS reading assessment. Thus for the past two years, well over half of our students have not been proficient in reading English. Similarly, assessments of our students' use of English language show a large percentage of students having trouble with the English language as ELL's. English language assessments done in 2012 indicate that 40% of students are not proficient in the English language. For these ELL students there is a high correlation between their scores on the AIMS, (state standardized tests on reading) and the assessment of their English language skill. Of those who were identified as ELL students by the teachers, 89% were not meeting the state standard in reading. In fact, 80% of students who scored as Falling Far Below (the lowest category) on the AIMS test in reading were also identified as ELL's.

Since 90% of parents of Native American students at STAR who did not meet the state standard in reading indicated that a language other than English (Navajo) was spoken in the home, it has become clear that we must develop a program that addresses both the English language and Navajo language needs that our children have. In fact, both languages need to be strengthened among our students, because the generation of parents now bringing their children to our school may themselves have had a lack of language development in both English and Navajo language. In a study by Paul Platero, a highly respected historical leader in Navajo education, it was reported in 1992 that when he carefully researched language use in 39 Navajo Nation Headstart programs, there was not only a lack of Navajo language, but a serious

lack of language of any sort (Platero, 1998). "In my study," Platero wrote, "I found that in a classroom where it should have been very healthy and noisy there was an absence of speech. It was silent. Actual audible speech, production of speech, was very little." (Platero, 1998). The generation of students that Platero studied is now the generation of parents of students in our elementary schools. When language is not being presented to children in either verbal or written form, children are likely to end up as adults with a much more limited vocabulary, and thus with a more limited set of skills in English. This limitation is hard to reverse and can easily continue through adulthood. It appears to us that this is indeed part of what has happened to some of the families of the students at the STAR School. Our solution is to create a far richer English language environment including high levels of reading and access to books. Significant research supports the value of extensive reading in the acquisition of proficiency in English (The Power of Extensive Reading, 2007). There is also extensive research to support the value of native language and culture for Native American youth. Many researchers have found that the use of the native language and integration of native cultural values into the school curriculum are correlated with students succeeding in school, (Demmert, et al, 2006).

**Project Design:**

The purpose of this project is to assure that Native American English learners at the STAR School develop English language and reading proficiency through creating a more language-rich environment at school and in homes, in a way that can be sustained and shared with other schools. In order to be successful, this effort will require several interconnected strategies.

*Strategy I:* Two bilingual (English/Navajo) teachers with experience teaching reading and language to Navajo students will provide direct instruction for small groups of students who are not proficient in English, using the research-based SIOP (Sheltered Instruction Observation Protocol) format and Corrective Reading materials. They will augment their instruction at other times with Navajo language immersion to enhance concepts previously presented in English. This approach has been shown to increase conceptual comprehension in both languages (Moll, et al. 2005).

*Strategy II:* A Parent Educator will be trained in the research-based Parents As Teachers program, and make home visits to families with children age 0 to 3 to provide early assessments of potential ELL challenges and interventions for families with young children.

*Strategy III:* A Literacy Coach will provide each family that has a non-proficient English speaking student at the school with 20 selected children's literature books per year (in hard copy and downloaded form) to read to their children. In addition, Native Literature and non-fiction as well as fiction books will make up a Family Library at the school for families to check out books. These books will be supplemented with practice sessions for parents on how to make the most of reading books to their children based on the research-based VOICES Read Aloud program.

This project will provide our ELL students who are not meeting state standards in reading and English language with bilingual ELL teachers who have experience in teaching pre-reading, reading skills, and English language speaking from preschool through 8<sup>th</sup> grade. Two bilingual teachers, one in the lower grades and one in the upper grades, will coordinate with classroom teachers to co-teach ELL students utilizing the SIOP Model to enhance students' understanding of content areas. The Center for Research on Educational Achievement and Teaching of English Language Learners found that use of the SIOP Model had significant impact on learning of Science and English among middle school children (2012). Echevarria et al (2006) also found SIOP to be a significantly successful method and instructional model for ELL students in elementary school. A distinct advantage of using this method is that experienced teachers can learn it quickly through online instruction, and administrators can easily check to see that it is being implemented faithfully. The two bilingual teachers from this project will work closely with all classroom teachers at the school to assure that language instruction follows the language-rich approach of the SIOP model. In addition, these two teachers will teach small groups of ELL students through interventions using the Corrective Reading program by SRA, which has been researched in numerous studies. Torgesen et al (2007) found that Corrective Reading was an effective intervention for 3<sup>rd</sup> and 5<sup>th</sup> grade ELL students, particularly with word attack skills and phonemic decoding efficiency. Each week, these two bilingual teachers will also teach ELL students in small groups using Navajo language to enrich understanding of vocabulary and concepts taught in class. Slavin and Cheung (2010) report that "reading can be taught simultaneously at different times in the school day with mutual benefit to literacy development in both languages".

Early detection of possible English language challenges is also part of the design of this project. The Parent Educator, using the research-based Parents As Teachers model, will visit

families with children aged 0 to 3 who will be enrolled later at the STAR School, in order to give Native American parents the resources they need to be better caregivers and supportive of their children's education. The P.A.T. parent educator will endeavor to enroll families during the prenatal stage to assess needs and establish goals. The parent educator will then visit each family at least once a month, provide screening for all children in the home, and provide resources such as arranging for trauma counseling at parents' request or transportation to school meetings when necessary. The STAR School will endeavor to have 75% of children enrolled in the Parents As Teachers program prior to enrollment in the preschool program. P.A.T. services will continue for children through their 3<sup>rd</sup> grade year in school.

A key element of the design of this project is to help parents be involved in the education of their children from pre-K all the way through 8<sup>th</sup> grade. Through the project, a Literacy Coach, skilled in the use of technology and media, will develop a Family Library to allow parents to practice reading to their children on a regular basis. Teaching parents how to read effectively with their children and ask questions about the stories being read are techniques already being practiced by classroom teachers using the VOICES reading program. The Literacy Coach will provide demonstrations to parents on reading books to their children based on the Read Aloud approach used in the VOICES reading program that has been fully implemented by the school. This program has a significant social/emotional learning aspect that promotes civic responsibility and engagement. Thus, parents and students will not only benefit from reading together, but also from discussing the ideas of service to their communities and families that come with these stories. The Parent Library will have a Native Literature emphasis, with an increasing number of books each year that can be checked out. The Literacy Coach, in coordination with the Parent Educator, will provide regular activities for parents that demonstrate how to read with and to their children, and read for pleasure at home. The project will also provide each family with 20 books to take home per year, totaling up to 100 books for each family by the end of the fifth year of funding for this project.

The Literacy Coach and Parent Educator will work together to develop the 100 Book Challenge for families. This effort will bring parents to the school for monthly activities designed to demonstrate the value and methods of reading to and with their children. It is well documented in research that children whose parents read to or with them at least 30 minutes a day have higher levels of reading skills and English language capacity than children whose

parents do not read to them. Atwell (2007) states that “in the largest international study of reading ...(they found) that the single most important predictor of academic success is the amount of time children spent reading books”. One of the goals of this project is to help parents encourage reading among their children by providing families with books to read and by demonstrating to parents how to encourage reading by their children. In order to involve this generation of Native American parents, who are very technologically oriented, in the effort to read more with and to their children, Kindle e-readers will be provided by the program for parent check out when students have demonstrated knowledge of how to download books and care for the e-reader appropriately. The Literacy Coach will, in collaboration with classroom teachers, teach students how to download selected books on the e-readers, and will develop procedures for students to take them home to read downloaded books to and with their parents. The Literacy Coach will also teach students how to use iPads to film literacy activities at home with their parents so that, with parents’ permission, these can be used to document the success of this aspect of the project and share with other Indian educators.

**I. To increase by 10% each year of the first 5 years of the project the number of Native American students scoring proficient or higher on the state approved and/or as appropriate district reading assessments.**

OBJECTIVE	ACTIVITY	RESPONSIBILITY	COST	EVALUATION
Hire a Literacy Coach and two bilingual ELL teachers	Interview and hire Evelyn McCabe as upper level ELL teacher  Post opening for Literacy Coach  Interview and hire bilingual early childhood (PreK-2 <sup>nd</sup> ) ELL teacher	Project Director (.2 FTE)  Project Director and Bilingual ELL Reading Teacher	\$17,000.00 \$40,000.00  \$40,000.00  <del>\$30,000.00</del>  Benefits \$27,940.00 (@22%)	Ensure that all personnel chosen for three positions meet minimum requirements, including reading and pre-reading instruction as needed.  All Personnel will be in place within one month of grant award.
Supply Family Library, ELL Teachers with materials specified in the literacy improvement plans	Order books for Parent Library at school  Order SIOP Materials  Order iPads and E-books  Order Corrective Reading Materials	Literacy Coach, ELL Teachers and Project Director	\$13,000.00  \$400.00  \$10,000.00  \$3,000.00	Order reading materials from the companies, in the levels and quantities identified in the literacy improvement plan.  All materials will be ordered and in place within two months of grant award.

OBJECTIVE	ACTIVITY	RESPONSIBILITY	COST	EVALUATION
<p>Provide K-8 ELL students who are not meeting state standards in Reading with Voices Reading enrichment and Corrective Reading lessons</p>	<p>Utilizing Voices Reading enrichment and Corrective Reading, ELL Bilingual Intervention teachers will provide small group reading instruction to ELL students in each class for an average of 30 minutes each day</p>	<p>ELL Intervention Teachers</p>		<p>Voices Lesson Plans and Corrective Reading Lesson plans individualized in small group instruction</p>
<p>Provide individualized instruction plans for each student and class, based on assessments</p>	<p>Organize assessment results from AIMS Web, Corrective Reading and VOICES Reading Assessments</p>	<p>ELL Teachers</p>		<p>Teachers will evaluate each student's plan at least once per quarter</p>
<p>Increase by at least 10% the number of students who meet or exceed the state standard in reading each year</p>	<p>Implement a comprehensive literacy improvement program for all students, including Parent Library, Staff Training and Small Group Instruction in reading</p>	<p>ELL Teachers Literacy Coach Project Director Teachers</p>		<p>AIMS Assessment (or other approved state assessment) of 3<sup>rd</sup> through 8<sup>th</sup> grade students by the end of the 2013-2014 calendar school year, and in the spring of each following year</p>

OBJECTIVE	ACTIVITY	RESPONSIBILITY	COST	EVALUATION
<p>Schedule all aspects of Literacy Improvement Plan</p>	<p>Assessments: VOICES assessments, Monthly AIMS Web, Corrective Reading quarterly, AIMS annually</p> <p>All Pre-K &amp; 3<sup>rd</sup>-8<sup>th</sup> students will participate w/ELL Teacher, VOICES readers in small groups at least 1 hour every day.</p> <p>All K-8<sup>th</sup> ELL students will spend equivalent of 30 minutes daily with ELL Intervention Teacher using Corrective Reading in small group instruction.</p> <p>Literacy Coach will collaborate with classroom teachers to do Read Alouds w/books from Parent Library at least once per month and demonstrate to students how to download new</p>	<p>ELL Intervention Teachers, Classroom Teachers</p>		<p>Each child will be assessed with no less than 3 assessments per year; to be done monthly. VOICES quick appraisals, AIMS Web reading will be conducted 3 (three) times per year with every child. AIMS will be conducted with 3<sup>rd</sup>-8<sup>th</sup> grade students annually.</p> <p>Number of books checked out by each student from Parent Library.</p>

	books on e-readers.			
<b>II. To increase by 10% each year of the first 5 years of the project the number ELL's who are attaining proficiency in English as measured by the State-approved English Language Proficiency Assessment (AZELLA).</b>				
<b>OBJECTIVE</b>	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>COST</b>	<b>EVALUATION</b>
Assess each child who is identified in current assessment as non-proficient with the AZELLA at the beginning of the school year (August) and at the end of the school year (May)	ELL Intervention Teachers will individually assess each student identified as non-proficient in English using the AZELLA on a pre-test in August and post-test in May.  Both ELL Intervention Teachers provided with training in the SIOP (Sheltered Instruction Observation Protocol) Model for teaching English language, use & practice SIOP in classrooms with teachers	ELL Intervention Teachers  School Improvement Coordinator  Project Director	\$800 for SIOP workbooks & online instruction	Development of trackable, valid and reliable established statistics on each student regarding reading level, Phonological awareness, Phonics, Comprehension Fluency and ELL Status  By June of each school year, a complete listing of all students who are proficient in English is available to Project staff, teaching staff, School Improvement Coordinator and Principal
Both ELL Intervention Teachers are skillful in teaching ELL students in	ELL Intervention Teachers demonstrate applying the language enrichment of	School Improvement		ELL Intervention Teachers demonstrate fidelity in teaching

English language using the SIOP Model	the SIOP model in small groups, observed by Project Director and School Improvement Coordinator	Coordinator Project Director		small groups with SIOP model
ELL Intervention Teachers provide Structured English lessons using SIOP with content taught in classrooms focusing on language weaknesses identified in the AZELLA	ELL Intervention creates individualized language lesson plans using SIOP with content taught in classrooms, with focus on weaknesses.  AZELLA assessment for all K-8 students pre and post First year and once a year subsequently	ELL Intervention Teachers  Classroom Teachers	No Cost	SIOP lesson plans checked by School Improvement Coordinator, Project Director and Evaluator on a quarterly basis
Create a digital file with all data for all students to identify each child's progress and class trends	Compile all data from different assessments by student to develop a picture of progress while being able to manipulate the data to identify trends	Project Director ELL Intervention Teachers School Improvement Coordinator		Completion of database including AZELLA and AIMS assessments by July 2014.

<p align="center"><b>III. To increase by 10% each year of the first 5 years of the project the number ELL's who are improving proficiency in English as measured by the State-approved English Language Proficiency Assessment (AZELLA).</b></p>					
<b>OBJECTIVE</b>	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>COST</b>	<b>EVALUATION</b>	
<p>Assess progress of each child who is identified in current assessment as non-proficient with the AZELLA at the beginning of the school year (August) and at the end of the school year (May)</p> <p>Both ELL Intervention Teachers are skillful in teaching ELL students in</p>	<p>ELL Intervention Teachers will individually assess each student identified as non-proficient in English using the AZELLA on a pre-test in August and post-test in May.</p> <p>Both ELL Intervention Teachers provided with training in the SIOP (Sheltered Instruction Observation Protocol) Model for teaching English language, use &amp; practice SIOP in classrooms with teachers</p> <p>ELL Intervention Teachers demonstrate applying the language enrichment of</p>	<p>ELL Intervention Teachers</p> <p>School Improvement Coordinator</p> <p>Project Director</p> <p>School Improvement Coordinator</p>	<p>\$800 for SIOP workbooks &amp; online instruction</p>	<p>Development of trackable, valid and reliable established statistics on each student regarding reading level, Phonological awareness, Phonics, Comprehension Fluency and ELL Status</p> <p>By June of each school year, a complete listing of all students who are improving in English language proficiency is available to Project staff, teaching staff, School Improvement Coordinator and Principal</p> <p>ELL Intervention Teachers demonstrate fidelity in teaching</p>	

English language using the SIOP Model	the SIOP model in small groups observed by Project Director and School Improvement Coordinator	Project Director		small groups with SIOP model
ELL Intervention Teachers provide Structured English lessons using SIOP with content taught in classrooms focusing on language weaknesses identified in the AZELLA	ELL Intervention creates individualized language lesson plans using SIOP with content taught in classrooms with focus on weaknesses.  AZELLA assessment for all K-8 students pre and post First year and once a year subsequently	ELL Intervention Teachers  Classroom Teachers	No Cost	SIOP lesson plans checked by School Improvement Coordinator, Project Director and Evaluator on a quarterly basis
Create a digital file with all data for all students to identify each child's progress and class trends	Compile all data from different assessments by student to develop a picture of progress while being able to manipulate the data to identify trends	Project Director ELL Intervention Teachers School Improvement Coordinator		Completion of database including AZELLA, Voices, and AIMS assessments by July 2014.

<p align="center"><b>IV. To increase numbers of books in each student family's home by 20 books each year (either by physical books or downloaded books on iPads and/or e-books) to total a distribution of 100 books in each home in 5 years.</b></p>						
<b>OBJECTIVE</b>	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>COST</b>	<b>EVALUATION</b>		
<p>Parents will receive demonstrations on children's books they can check out including downloaded books on iPads or e-books.</p> <p>Parent Literacy Coach will offer monthly events for all parents which will expose them to books available through the Parent Library, including the downloaded books</p> <p>Parents will receive training in how to most effectively read books to and with their young children</p>	<p>Literacy Coach will include demonstrations and provide practice for parents in how to ask questions &amp; comment during reading with their children</p> <p>With assistance of Parent Educator, Family Literacy Coach organizes monthly events with parents on reading to their children and helping their children to read for pleasure</p>	<p>Parent Literacy Coach, Parent Educator</p>	<p>\$13,000.00 (covered in previous objective)</p>	<p>Number of books distributed to each family each month.</p> <p>Number of downloaded books checked out on e-books or iPads by Parents.</p> <p>Number of demonstrations to parents on using VOICES Read Aloud approach.</p> <p>An increase of 10% per year of students successfully completing the ELL program and therefore, scoring 2<sup>nd</sup> year proficient</p>		<p>Monthly meeting agenda and sign in sheets</p>

<p><b>V. Provide all STAR School students in grades Pre-K through 8<sup>th</sup> grade with a bilingual ELL Intervention Teacher who will provide English Language instruction as well as instruction on concepts and vocabulary in Navajo language in small group conversation immersion as well as whole group instruction.</b></p>					
<b>OBJECTIVE</b>	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>COST</b>	<b>EVALUATION</b>	
All students in Pre-K through 2 <sup>nd</sup> grade have specialized small group and whole group instruction in English as well as Navajo immersion	Two bilingual teachers who are fluent speakers in both English and Navajo will provide at least 20 hours per week in English immersion per class and up to 2 hours per week per class in Navajo immersion in coordination with classroom teachers	Bilingual ELL Intervention Pre-K to 2 <sup>nd</sup> Teacher  Classroom teachers		SIOP lesson plans for English lessons; Navajo language speeches given by students at the end of the school year	
All Students in grades 3 <sup>rd</sup> - 8 <sup>th</sup> have specialized small group and whole group instruction in English as well as Navajo Immersion		Bilingual ELL intervention grades 3 -8 Teacher  Classroom teachers		SIOP lesson plans for English lessons, Navajo language speeches and Navajo songs sung at public events	

<p><b>VI. Students will involve their parents in media literacy projects when students are taught how to make family documentary short films and to check out iPads with their parents to make documentaries together.</b></p>				
<p><b>OBJECTIVE</b></p>		<p><b>ACTIVITY</b></p>	<p><b>RESPONSIBILITY</b></p>	<p><b>EVALUATION</b></p>
<p>Parents will be more involved in their children's education and literacy by helping their child check out iPads to make documentaries on their family's stories</p>		<p>Family Literacy Coach will collaborate with classroom teachers to give instruction to all students on how to make films using iPads, including writing the screenplays.</p> <p>Family Literacy Coach will determine which students are ready to check out iPads to film their family story at monthly meetings to which families are invited.</p>	<p>Family Literacy Coach</p>	<p>Number of documentary short films provided by students and families on their family story</p> <p>Written feedback from parents on how they felt about the whole experience.</p>
	<p>\$13,000.00</p>			

**VII. 75% of preschool children's families will be provided with the Parents As Teachers program, for at least 2 (two) years, prior to enrollment in Pre-K at The STAR School**

OBJECTIVE	ACTIVITY	RESPONSIBILITY	COST	EVALUATION
Hire a Parent Educator	Post Position and requirements at the local, state and national level	Project Director	<u>Salary</u> \$24,000.00  <u>Benefits</u> \$5,280.00	Hire a Parent Educator that meets all minimum established requirements within 6 weeks of notification of grant award
Parents As Teachers Affiliation	Submit Affiliate Plan to Parents As Teachers	Parent Educator Project Director	No Charge	Successful submission of Parents As Teachers affiliate plan within 2 (two) weeks of hiring a Project Educator
Training for Parent Educator	Attend P.A.T. foundational and organizational training September 26-30 in Dallas, TX	Parent Educator	Fee \$900.00 Air \$400.00 Hotel \$1,000.00 Meals \$300.00	Successful certification of Parent Educator

OBJECTIVE	ACTIVITY	RESPONSIBILITY	COST	EVALUATION
<p>Enroll pre-school district resident families in the Parents As Teachers program</p>	<p>Program Announcement in local paper, school newsletter, school website and Navajo Nation newspaper. Review all current students' enrollment packets to identify younger siblings in the district. Personal contact to all identified families. Conduct enrollment round-up at school followed by phone calls and personal visits to enroll the remainder.</p>	<p>Parent Educator</p>	<p>Publicity – No Charge Materials for enrollment provided by school enrollment roundup meeting \$200.00 for food and refreshments</p>	<p>Enrollment of 75% eligible residents by December 15, 2013</p>

OBJECTIVE	ACTIVITY	RESPONSIBILITY	COST	EVALUATION
<p>Improve children's school readiness and success through enhanced:</p> <ul style="list-style-type: none"> <li>* Cognitive abilities and general knowledge</li> <li>* Language and Literacy skills</li> <li>* Social-emotional development</li> <li>* Motor skills</li> <li>* Physical Well-Being</li> <li>* Ability To Learn</li> <li>* Academic Achievement</li> </ul>	<p>Minimum Monthly personal visits in the home, using Born to Learn Curriculum plans that are appropriate for child's development and age. Parent Educator will:</p> <ul style="list-style-type: none"> <li>* Build family rapport</li> <li>* Discuss child development and parenting practices</li> <li>* Model, consult and coach on parenting practices</li> <li>* Engage in parent-child activities, including book reading, to foster observation of the child's behavior and parent-child interaction</li> </ul> <p>Summarize new information and follow progress from previous visits to reinforce parental strengths, newly achieved child development milestones, and activities to support further development progress.</p>	<p>Parent Educator</p>	<p>Curriculum &amp; Brochures \$1,600.00</p> <p>Books and Manipulatives \$1,500.00</p> <p>Mileage \$2,400.00</p>	<p>Evaluation book will have a record of a minimum of 1 home visit per student per month.</p> <p>Evaluation book will have a record of development and training that each parent receives based on specific family needs.</p>

OBJECTIVE	ACTIVITY	RESPONSIBILITY	COST	EVALUATION
<p>Children will have fewer unidentified and unremediated developmental delays.</p> <p>Children will have fewer unaddressed vision/hearing/health issues</p> <p>The STAR School will have a reduction in school-age placements in special education</p>	<p>A minimum of one screening per program year conducted in the following areas:</p> <p>Developmental progress regarding cognitive, language, social-emotional, and motor skills and ELL</p> <p>Vision/Hearing/Health.</p> <p>During screening, parents with information about child's health and developmental progress through on-going tracking of developmental milestones.</p>	<p>Parent Educator</p>	<p>See previous section</p>	<p>By Year 2 of the program, students entering Pre-K with unidentified developmental delays and ELL needs will be reduced by 75%.</p> <p>Vision/Hearing/Health issues will be reduced by 75%.</p> <p>The number of school age ELLs placed in special education will be reduced by 10% for each of the last 3 years of the grant period.</p>

OBJECTIVE	ACTIVITY	RESPONSIBILITY	COST	EVALUATION
<p>Parents will be more involved in school and community and will show improved:</p> <p>Involvement in child's education and learning</p> <p>Support of child's school attendance</p> <p>Parent-Teacher relationships</p>	<p>A minimum of monthly site-based group meetings in which the following is provided:</p> <ul style="list-style-type: none"> <li>*Information about parenting skills, parent-child interactions, and community resources.</li> <li>*Structured activities to promote knowledge related to parenting and child development</li> <li>*Opportunities for parents to meet with and support each other</li> <li>*Opportunities to participate in events in community meetings</li> <li>*Providing parents with information on various services, such as counseling for trauma-based learning blocks, as needed</li> </ul>	<p>Parent Educator</p>	<p>\$600.00 Food &amp; Beverage</p> <p>\$720.00 Child Care</p> <p>\$600.00 Professional Pres.</p>	<p>Meetings will be conducted no less than once per month</p> <p>Sign-in sheets will track parental involvement of 80% of parents with children from birth to 4 years old.</p> <p>Each meeting will consist of structured activities or professional presentations as identified by the P.A.T. program.</p> <p>Parental involvement and communication will result in a 20% increase in parent attendance, up to 100% at Parent/Teacher conferences.</p>

## **Quality of Project Personnel**

It is the policy of the STAR School Governing Board to employ and promote qualified personnel consistent with federal law and regulations for equal employment opportunities. To ensure implementation of the policy, the School Director is responsible for the coordination of the Equal Employment Opportunity, and to assure that applications from traditionally underrepresented groups are encouraged. In keeping with GEPA provisions, all groups have equal opportunity for employment at the school. However, emphasis will be placed on the needs of low-income, Native American students. The entire GEPA policy of the STAR School can be viewed in an attachment to this proposal.

The Principal Investigator/ Director (.2 FTE) for this project will be Dr. Mark Sorensen, the Director and Co-founder of the School. We believe that a project like this will do best with direct support and involvement from the administration of the school. Dr. Sorensen has been the head administrator of several tribally controlled schools in the course of his 36 years of involvement with education of young Native Americans. He has worked with a number of projects in schools in the past three decades that have improved the use of culture and language in tribal schools. This is the fifth and final year of the Navajo Peacemaking and Safe Schools Project at the STAR School, for which Dr. Sorensen was the original Director and is now the Senior Advisor. In this project, Dr. Sorensen provided training and coordination for five tribal schools and four Navajo Nation agencies in applying traditional Navajo Peacemaking as an alternative to suspension and expulsion. The coordination and direction needed in this project are a strong part of his professional experience.

The lead ELL Intervention Teacher (1.0 FTE) will be Evelyn McCabe (Navajo) who is an accomplished, fully bilingual certified, and ELL endorsed teacher. Ms. McCabe holds a MA

degree in education from Northern Arizona University. She has successfully taught Navajo children for over 20 years. The middle school classes that she now teaches have consistently scored higher on the state reading test than any other class in the school where she works. She has also taught Navajo language and culture successfully. Ms. McCabe will be responsible for the teaching of English language and reading skills in the 3<sup>rd</sup> through 8<sup>th</sup> grades. She will be involved in the interviewing and hiring for other positions in this project.

The second ELL Intervention Teacher position will require a person who is fully bilingual in English and Navajo, has a BA in education or related area, and has at least five years of teaching experience. The Parent Educator will also require someone who is fully bilingual, has at least 60 hours of college work, and who can relate well to parents. All of these positions will be filled by individuals who are eager to learn and apply the new information they will receive as part of their training for these jobs.

### **Management Plan**

The STAR School is uniquely situated to manage this project effectively. The school has successfully operated a demonstration grant for education of preschool American Indian children in the past. Also, ending this year, the school has for five years been the lead school of a coalition of Navajo schools who have been modeling the use of traditional Navajo Peacemaking in the schools as an alternative to standard policies of suspension and expulsion. These experiences have given the school the opportunity to demonstrate creative approaches to Indian education, and to successfully manage significant grants involving multiple objectives, requiring data collection and reporting as well as handling significant funds that must be spent as budgeted.

Stability of the staff is another contributing factor in STAR School's capacity to manage this grant. During the past three years, overall staff turnover has been less than 10%, the staff in the business office has remained the same, and the head administrator at the school has been in that position for 12 years. Another factor contributing to stability is the fact that the Governing Board has had the same five members for the past seven years. STAR School's capacity to manage this project is also demonstrated by the fact that the school has had a clean audit for the past 12 years, while managing multiple grants from a variety of sources during that time.

The Design Plan above clearly identifies the people who will be responsible for the various tasks to be carried out by this project. It also defines the activities that will be carried out to assure that the objectives of this project are met. The Management Timeline below is provided to clarify in which quarter of the year the various objectives will be carried out. Some objectives will occur at the very last quarter of the year. Other objectives will initiate in earlier quarters and continue through the year.

Objective	Q1	Q2	Q3	Q4
Interview and hire Evelyn McCabe as upper level ELL teacher	X			
Post opening for Literacy Coach	X			
Interview and hire bilingual early childhood (PreK-2 <sup>nd</sup> ) ELL teacher	X			
Order books for Parent Library at school	X			
Order SIOP Materials	X			
Order iPads and E-books	X			
Order Corrective Reading Materials	X			
ELL Bilingual Intervention teachers provide small group instruction in reading to ELL students in each class on average of 30 minutes each day	X	X	X	X

Organize assessment results	X	X	X	X	X	X
Implement a comprehensive literacy improvement program for all students	X	X	X	X	X	X
Assessments: VOICES assessments, Monthly AIMS Web, Corrective Reading quarterly, AIMS annually.	X	X	X	X	X	X
All students will participate w/ELL Teacher, VOICES readers in small groups at least 1 hour every day.	X	X	X	X	X	X
All K-8 <sup>th</sup> ELL students will spend equivalent of 30 minutes daily with ELL Intervention Teacher.	X	X	X	X	X	X
Literacy Coach will, at least once per month demonstrate how to download new books on provided e-books	X	X	X	X	X	X
ELL Intervention Teachers	X	X	X	X	X	X

<p>will assess each student identified as non-proficient in English using the AZELLA on a pre-test in August and post-test in May.</p> <p>X</p>				<p>X</p>
<p>Both ELL Intervention Teachers provided with training in the SIOP &amp; practice SIOP in classrooms with teachers</p> <p>X</p>				
<p>ELL Intervention Teachers the SIOP model in small groups observed by Project Director and School Improvement Coordinator</p> <p>X</p>				
<p>ELL Intervention creates individualized language lesson plans using SIOP</p> <p>X</p>				<p>X</p>
<p>AZELLA assessment for all K-8 students pre and post</p> <p>X</p>				<p>X</p>
<p>Compile all data from different assessments</p>				





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

Evaluation will be an integral part of the management and operation of the STAR Literacy and Language Project. The methods of evaluation will be both goal-based and outcome-based and include quantitative and qualitative data collection and interpretation, They will meet **Competitive Preference Priority 2** by enabling increased Data-Based Decision-Making via the collection, analysis and use of high quality and timely data on program participant outcomes—to improve instructional practices, policies, and student outcomes in a PreK-8 school. The quantitative measures that are utilized by this program align with and fully support the Government Performance and Results Act (**GPRA**).

The following are the performance objectives and outcomes to be accomplished, and the performance indicators for the STAR Literacy and Language Project:

**GPRA (1)** Increase the percentage of English learners (ELs) served by the program—by 10% each year, of the first five years of the project—who score proficient or above on, as applicable, valid and reliable State and/or local district reading assessments. *Measured by: State of Arizona Instrument to Measure Standards (AIMS) Test in Language Arts, and Zaner-Bloser VOICES Language Curriculum Formative and Summative Assessments.*

**GPRA (2)** Increase the percentage of ELs served by the program—by 10% each year, of the first five years of the project— who are making progress in learning English as measured by the

State approved English language proficiency assessment. *Measured by: State of Arizona English Language Learner Assessment (AZELLA).*

**GPRA (3)** Increase the percentage of ELs served by the program—by 10% each year, of the first five years of the project— who are attaining proficiency in English as measured by the State approved English language proficiency assessment. *Measured by: State of Arizona English Language Learner Assessment (AZELLA).*

**(Non-GPRA Program Performance Measures)**

4. Increase numbers of books in each student family's home by 20 books each year (either by physical books or downloaded books on iPads and/or e-books) to total a distribution of 100 books in each home in 5 years. *Measured by: Number of physical books and downloaded books checked out on e-books and iPads by Parents; Number of demonstrations to parents on using VOICES Read Aloud approach; Quality and quantity of parent activities programmed and implemented.*

5. Provide all STAR School students in grades Pre-K through 8<sup>th</sup> grade with a bilingual ELL Intervention Teacher who will provide English Language instruction as well as instruction on concepts and vocabulary in Navajo language, in small group conversation immersion as well as whole group instruction. *Measured by: Zaner-Bloser VOICES Language Curriculum Formative and Summative Assessments; Quantity and quality of SIOP Lesson Plans produced and implemented.*

6. Students will involve their parents in media literacy projects, after the students are taught how to make family documentary short films and to check out iPads with their parents to make documentaries together. *Measured by: Number of documentary short films produced by*

*students and families of their family stories; Written feedback from parents on how they felt about the whole experience.*

7. 75% of preschool children's families will be served by the Parents As Teachers program—for at least two years—prior to enrollment in Pre-K at the STAR School. *Measured by: Number of parents/families enrolled in the program; Quantity of family visits; Quality and quantity of resources conveyed, distributed, and implemented; Quantity of screening for developmental delays, vision, hearing, health, Special Education; Quantity of parental involvement at school.*

The District Information and Technology (IT) Director is able to run/access data queries for the AIMS and AZELLA performance measures. The Evaluator, Program Director, Language Arts Teachers, Literacy Coach and Parent as Teacher (P.A.T.) Educator will collaborate to create the data queries and evaluation protocols for the Language Arts instruction and for the Parents As Teachers instruction and activities. Baselines of all measures will be established during the first program year and pre- and post-test methodology will be utilized for assessment and comparison.

Clara Martinez, Ph.D. has been identified to serve as the Evaluator of the program. She has extensive experience evaluating and reporting for Federal and State Native American and Alaska Native Education programs. Dr. Martinez will schedule to monitor the District program quarterly, attend key Grant Program meetings, and be in contact via e-mail and telephone as needed. She is Native American (Yaqui), highly accessible, committed, and informed. Her professional record speaks to accurate and on-time reports, which have assisted in maintaining consistent, clear, and timely communication between Grantor Agencies and the Federal agencies of other projects she has evaluated for over 17 years. Dr. Martinez fully discloses her

statistical formulas and brings transparency to the evaluation and reporting for utmost accountability in communication.

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

The table below identifies the evaluation instruments to be utilized, the instrumentation to be created for the program, the timeline in which they will be used, and the benchmarks for monitoring progress:

Evaluation Instrument/Methodology	Quart. 1	Quart. 2	Quart. 3	Quart. 4
<i>AIMS Language Arts Test</i>				X
<i>AZELLA Test</i>				X
<i>Zaner-Bloser Language Arts Assessments</i>	X	X	X	X
Native American Library Evaluation	X	X	X	X
<i>Parents Reading with Children Training</i>	X	X	X	X
<i># of Books Distributed into Student Homes</i>	X	X	X	X
<i># of Documentary Short Films Produced</i>	X	X	X	X
<i>Amount of Written Parent Feedback re: films</i>	X	X	X	X
<i>Screening for: Developmental Delays; Vision, Hearing, Health; Special Education</i>	X	X	X	X
<i>P.A.T. Program Enrollment Numbers</i>	X	X	X	X
<i>P.A.T. Program Number of Family Visits</i>	X	X	X	X

The program models and implementation, and the adjustments made for improvement, will be carefully studied and articulated in the quarterly and yearly performance reports over the five years of the grant. The final report will be a complete document, which describes in detail a replicable demonstration of the grant program.

This innovative and comprehensive grant program will assist the community to carry out educational self-determination by recognizing, cultivating and implementing efforts to meet the unique needs of Native American students and their families. The program will provide the means to scaffold Pre-K– 8<sup>th</sup> grade student success, ensure active involvement of parents in their children’s education, and will be carried out within Heritage language and cultural contexts at school and in the community.

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

### Technical Review Coversheet

Applicant: Painted Desert Demonstration Project (T365C130022)  
Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	30	27
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	30	25
<b>Sub Total</b>	100	90
<b>Competitive Priority 1</b>		
<b>Increasing Postsecondary Success</b>		
1. Postsecondary Success	10	10
<b>Sub Total</b>	10	10
<b>Competitive Priority 2</b>		
<b>Enabling More Data-Based Decision-Making</b>		
1. DataBased Decision Making	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	115	105

# Technical Review Form

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

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

Applicant: Painted Desert Demonstration Project (T365C130022)

## 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 applicant defines goals/ objectives as strategies and includes bilingual education as a technique. Then the applicant presents a chart of formative and summative activities and outcomes to be achieved by the proposed project that are clearly specified and generally measurable. (Note there is no pagination in the application)

A major strength of the proposed project is how it focuses on parental involvement not just as meetings with parents but parents as educators

#### Weaknesses:

The applicant does not specifically address 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. That said, the detail of the plan implies capacity building.

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 clearly states that it follows federal equal employment guidelines. The project director, Dr. Sorensen, has many years of experience working with the Navajo schools and is the founder of the applicant school. The lead ELL intervention Teacher has a masters degree and 20 years of experience instructing Navajo children. The qualifications of other key personnel to be hired are adequately described.

**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 touts the School's experience managing similar projects. The applicant presents a detailed time line for activities which includes staff roles.

**Weaknesses:**

Though staff members are identified with specific activities an overall management reporting plan including input from parents is not fully specified.

Reader's Score: 27

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

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:
  - (i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)  
Note: For example, applicants, in addressing this factor, might include in their application information on how each proposed objective, including those objectives addressing competitive priorities and invitational priorities (if the applicants choose to address those priorities), will be evaluated.
  - (ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (15 points)  
Note: For example, applicants, in addressing this factor, might include in their application information on how the proposed project will collect, analyze, and report quantitative data on the performance measures discussed in section VI of this notice.
  - (iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (5 points)
  - (iv) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

**Strengths:**

The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The evaluation will be conducted by an experienced evaluator and will use standardized tests as appropriate. The methods of evaluation will provide adequate performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

**Weaknesses:**

The applicant's formative evaluation is not specific enough to examine the effectiveness of project implementation strategies.

**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 focus of the project is on early learners who will ultimately benefit and be on track for post-secondary education.

**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:**

The applicant specifically addresses this criterion tat it will improve instructional practices, policies, and student outcomes in its elementary school.

**Weaknesses:**

None

**Reader's Score:** 5

---

**Status:** Submitted

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

Status: Submitted  
Last Updated: 03/01/2013 10:43 AM

### Technical Review Coversheet

Applicant: Painted Desert Demonstration Project (T365C130022)  
Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	29
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	8
<b>Quality of the Management Plan</b>		
1. Management Plan	30	27
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	30	28
<b>Sub Total</b>	100	92
<b>Competitive Priority 1</b>		
<b>Increasing Postsecondary Success</b>		
1. Postsecondary Success	10	0
<b>Sub Total</b>	10	0
<b>Competitive Priority 2</b>		
<b>Enabling More Data-Based Decision-Making</b>		
1. DataBased Decision Making	5	4
<b>Sub Total</b>	5	4
<b>Total</b>	115	96

# Technical Review Form

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

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

Applicant: Painted Desert Demonstration Project (T365C130022)

## 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 states goals, objectives with measurable outcomes. Activities are listed in a table that demonstrates: the responsibilities of personnel, costs, and evaluation measures. (pages 9 – 23)

Parental involvement is emphasized, clearly detailed and supported by key personnel.

\*\* (pages 6 – 8)

\*Note- the project reviewed is titled, " The STAR Literacy and Language Project"

\*\* (For the purpose of this review it needs to be noted that the application did not include page numbers. The pages listed have been numbered from 1 to 36 beginning with the Abstract)

#### Weaknesses:

There is no mention of 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.

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:**

Four key personnel were identified in this section of the application. All of them have experience and training in relation to their rolls in the project.

1. The Principal Investigator/Director is an administrator in the school with significant experience in tribally controlled schools.
2. The ELL Intervention lead Teacher is ELL endorsed, with a bilingual certificate, a Masters degree and has worked teaching Navajo children for 20 years.
3. The second ELL intervention Teacher will be required to be bilingual in Navajo and English, with a BA in Education.
4. The Parent Educator will also be required to be bilingual with 60 hours of college.

(Pages 24-25)

**Weaknesses:**

It is not clear whether the additional personnel identified in other parts of the plan are already a part of the school program.

The Quality of the Project Personnel section of this application neglected to mention the qualifications of at least three people that have key roles in accomplishing the outcomes of the project and are described in pages 9 - 23.

For example, the "Literacy Coach" is mentioned many times throughout the application, (page 6, 7, 9, 28, and in the management plan and timeline). Page 7 mentions specific examples where the Literacy Coach will work closely with the Parent Educator.

Page 16 is an example (under goal iv) there will be a "Literacy Coach" and a "Family Literacy Coach." It is unclear whether these two personnel are one-in-the-same.

Another key personnel that is not mentioned in this section is the "School Improvement Coordinator" as described under (goal III) and having to do with SIOP training for staff.

An "Evaluator of the Program" (Dr. Clara Martinez) is described in section D (page 34), but is not mentioned in section B. There is not a clear, concise and consistent description of key personnel that are funded by the grant and those that may already be a part of the school.

**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 Quality of the Management Plan includes a table showing: goals, objectives, activities, responsibilities, costs, and evaluation tools used to measure progress.

(pages 9-23)

**Weaknesses:**

The Management timeline for the project activities on pages 27 - 31 does not designate which goal is achieved with the activities listed.

The person responsible for each activity is sometimes mentioned and other times not. With so many activities and the diverse goals for this project, the timeline and milestones for accomplishing the task are not clear. (pages 25 – 31)

Responsibilities are listed for personnel, sometimes labeled "ELL teacher" other times "ELL bilingual Teacher" and other times "ELL intervention teacher".

It is unclear if this is referring to the two teachers that are part of the grant, or if there are additional ELL teachers involved who are not funded through the grant.

The ability for the "ELL Teachers" to carry out the list of duties and responsibilities may not be feasible.

The long list included in the table on pages 6 - 17 is demanding and includes:

"...provide direct instruction for small groups of students who are not proficient in English using the researched-based SIOP and Corrective Reading materials. They augment their instruction at other times with Navajo language immersion to enhance concepts previously presented in English." (page 6)

"Order SIOP Materials, Corrective Reading Materials" (page 9)

"Provide individualized instruction plans for each student and class, based on assessments. Organize results from AIMS web, Corrective Reading and Voices Reading Assessments" (page 10)

"Implement a comprehensive literacy improvement program for all students..." (along with Literacy Coach, Project Director and Teachers) (page 10)

"Assessments: VOICES, Monthly AIMS Web, Corrective Reading Quarterly, AIMS annually" (page 11)

"ELL Intervention Teachers provide Structured English lessons using SIOP with content taught in classrooms focusing on language weaknesses identified in the AZELLA." (page 13)

"Compile all data from different assessments by students to develop a picture of progress while being able to manipulate the data to identify trends." (page 13)

"... all ELL students will spend equivalent of 30 minutes daily with ELL Intervention Teacher ... in small group instruction." (page 10)

"ELL Intervention Teachers will individually assess each student identified as non-proficient in English using the AZELLA on a pre-test in August and post-test in May." (page 12)

"ELL Intervention Teachers demonstrate applying the language enrichment of the SIOP model in small groups" (page 13)

**Reader's Score: 27**

**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:**

Evaluation is a dominant piece of the project table on pages 9 – 31. It is evident that evaluation is emphasized as a part of the management plan. The narrative outlines how the quantitative measures support the GPRA and includes measurable outcomes.

**Weaknesses:**

The narrative discussion primarily focuses on quantitative and summative evaluations, with little discussion or examples given to formative or qualitative evaluation tools.

(pages 32 – 36)

Qualitative and formative assessments are crucial tools in evaluation and future decisions about the project goals.

Suggestions for some qualitative and formative assessments could be to include parent feedback after parent workshops, to use interviews, or surveys to assess the effectiveness and obtain feedback from students, teachers and parents.

**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:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 0**

**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:**

Data based decision making is a part of the evaluation plan and mentioned in goal II, page 13: "Compile all data from different assessments by students to develop a picture of progress while being able to manipulate the data to identify trends"

**Weaknesses:**

Emphasis is placed on Quantitative and standardized assessments. There is little mention of ways that qualitative and formative assessments might play a part in the data based decisions.

**Reader's Score:** 4

---

**Status:** Submitted  
**Last Updated:** 03/01/2013 10:43 AM