

Rank #7

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**APPLICATION FOR GRANTS  
UNDER THE**

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

**CFDA # 84.365C**

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## *Project Abstract*

Tenkiller Elementary School is proposing to develop and implement a Native American and Alaska Native Children in Schools Program for Native American limited English proficient students and their families in grades pre-K-3. The educational program proposed, *Project Literacy EC*, is designed to enable the limited English proficient students to acquire the appropriate language skills which will enhance their levels of proficiency in English and improve achievement in reading.

Tenkiller School is located in a rural area of northeastern Oklahoma, within the heart of the Cherokee Nation. Current enrollment for grades pre-K-3 is 148 students, with 108 (73%) being Native American children, predominately Cherokee. Of these, 75 are limited English proficient and come from an environment where the Cherokee language is spoken and has had a direct and significant impact on their learning. Of the total enrollment, 83% of the students are on the free/reduced lunch program and 100% are Johnson O'Malley students. Even though we propose that at least 20% of the LEP students will attain proficiency at the end of each project year, we expect to serve around the same number of LEP students each year due to the fact that we have about that same percentage of LEP students entering Pre-Kindergarten each year.

The goals of the proposed project include: To increase the English proficiency skills of Native American students; To improve reading skills for LEP Native American students; To support focused, on-going teacher and professional development activities; To support native language instruction; and, To implement a parental involvement program. The proposed project addresses Competitive Preference Priority 2 - Enabling More Data-Based Decision Making, (b) Improving instructional practices, policies, and

student outcomes in elementary or secondary schools. The proposed project also addresses Invitational Priority 1 - Supporting Native American Language Instruction; and Invitational Priority 2 - Parental Involvement to Improve Early Learning Outcomes and Success.

The goals of the project include all three GPRA measures for the intended program. GPRA data will be collected through the use of the ACCESS for ELL's tests, both placement assessments and the English proficiency test, Literacy First assessments, Developmental Reading Assessments, STAR Early Literacy, STAR Reading, the Oklahoma Core Curricular Reading test (Year 1), and the Common Core Next Generation Assessments. Baseline data will be gathered from the 2013 ACCESS test for objectives 1 and 2. Baseline data will also be determined through a pre-test from the Literacy First and Developmental Reading assessments in the fall of each project year. Yearly data will be produced through progress monitoring and spring assessments, analyzed and reported to OELA through the Annual Performance Report.

Objective 1.1 benchmark states that 75% of the students will demonstrate improvement in English proficiency skills each project year. Objective 1.2 benchmark states that 20% of the students will attain proficiency in English. Objective 2.1 benchmark states that 75% of students will show a 10% improvement in reading each project year to determine proficiency in reading. Objective 3.1 states that 100% of project and district staff will participate in at least 30 hours of professional development as well as on-site classroom coaching by the Literacy/Language Specialist. Objective 4.1 states that 50% of project students will show a 5% gain in their ability to speak the Cherokee language. Objective 5.1 states that parents will be involved in the program

through training, home visits, correspondence through monthly newsletters and a project handbook, volunteering, and participation on the advisory council.

The proposed project will utilize the *Literacy First* curriculum through the Four Blocks Literacy Model to implement “learner-centered” classrooms, complete with lots of books and supplemental reading materials, centers focused on the concepts being learned, computers for writing activities, and reading software and interactive books. The project will utilize assessment data, Response to Intervention strategies, and the Rigor and Relevance Framework to conduct data based decision making to ensure student success.

Tenkiller Elementary School is eligible to apply for the proposed project due to the fact that it serves predominantly Native American children (75%) and secures funds through the Cherokee Nation Co-Partner Johnson O’Malley Program.

## TENKILLER ELEMENTARY SCHOOL

### PROJECT LITERACY EC

#### ***INTRODUCTION:***

Tenkiller Elementary School is located in northeastern Oklahoma, in Cherokee County, the heart of the Cherokee Nation. Tenkiller School currently serves 303 students in grades pre-K-8. Of these, 230, or 75%, are Native American children, predominately of Cherokee descent. 133 of the 230 (57%) are considered limited English proficient. 83% of the total school enrollment qualifies for the free and reduced lunch program. 100% of the Native American students are members of the Johnson O'Malley Program through Cherokee Nation.

The district statistics show the ethnic makeup at 77% Native America and 23% White. 47% of our students live in single-parent homes. Only 9% of the parents of the students have a college degree.

*Project Literacy EC* will focus on the Early Childhood grades, Pre-Kindergarten through 3<sup>rd</sup> grade. It has been our experience that our Native American children are entering school with very little language background and English skills. There are 148 students in grades PK-3. 108 are Native American. According to the data from the 2012 WIDA ACCESS and the Pre-Kindergarten assessment, 75 students (69%) are limited English proficient.

The statutory definition of a Native American limited English proficient student states that such persons are LEP “who come from environments where a language other than English has had a significant impact on their level of English language proficiency.” The tribal language of the proposed target LEP students has had a significant negative impact on their level of English language proficiency. Few of the students are proficient in his/her native language. All have

acquired some English language basic interpersonal communication skills enabling them to be identified as limited English proficient, rather than entirely non-English proficient.

Poverty puts children at risk of diminished IQ scores, of falling victim to violence, of receiving an inadequate education, and of living on the margins of society. A large percentage of the American Indian LEP students are living in poverty environments within the district community. Of our PK-3 Native American students, 15 (13%) of the students have been reported as homeless through the McKinney-Vento Homeless Act. The need for public assistance due to poverty is high, as can be seen by the total enrollment in the district's free and reduced lunch program, (83%). In the latest census report, it was estimated that 25% of the children in the district live below the poverty level.

The proposed program, *Project Literacy EC*, will expand on the educational program recently implemented through a NAM grant by maintaining focus on the Early Childhood LEP students, their teachers, and parents in order to fully meet their literacy and linguistic needs. The project will focus on Competitive Priority 2: Enabling More Data-Based Decision-Making by (b) improving instructional practices, policies, and student outcomes in elementary or secondary schools; Invitational Priority 1: Supporting Native American Language Instruction; Invitational Priority 2: Parental Involvement to Improve Early Learning Outcomes and Success; as well as the Performance Measures set forth through GPRA for the NAM program.

Tenkiller Elementary School will increase the English language proficiency and academic achievement in reading of all Native American limited English proficient students in the target grades by utilizing *Literacy First* curriculum and aligning it to the Oklahoma C<sup>3</sup> Standards (Common Core State Standards) and WIDA standards for English Language Learners. The Oklahoma C<sup>3</sup> Standards include pre-kindergarten standards aligned to the language and

vocabulary needed at that age. *Literacy First* curriculum includes components in phonemic awareness, phonics, fluency, vocabulary, and comprehension appropriate at each grade level.

All participants will be assessed using the *Literacy First* assessments, as well as the Development Reading Assessment (DRA), Early STAR, and STAR Reading, and the Oklahoma Core Curriculum Test in reading for 3<sup>rd</sup> grade. Of course, beginning in the 2014-2015 school year, all students in grades K-3 will be assessed using the Common Core New Generation Assessments, which will replace the Oklahoma Test.

The Literacy/Language Specialist will provide coaching, modeling, and mentoring for all components of the *Literacy First* curriculum and RtI (Response to Intervention) strategies at each grade level. Project staff and classroom teachers will have professional development opportunities that will be consistent with the program and most recent educational research involving LEP Native American students.

*Project Literacy* will provide parent training/involvement activities. The project will provide parents with a project handbook that will contain pertinent information about the program. The project will provide home visits and monthly newsletters to the parents, using native language materials when necessary. Parents will be asked to volunteer in the classrooms at least once each semester. The project will provide parent training in literacy, language development, Cherokee language, and technology.

***(a) Quality of the project design: (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.***

The goal of the proposed program is to implement a comprehensive bilingual education program designed to enable the LEP PK-3 students to acquire the appropriate language skills

which will enhance their levels of proficiency in English and improve reading skills. The program will increase the English language proficiency skills of all LEP Native American students, support Cherokee language instruction, support focused, on-going teacher and professional development activities, and provide a parental involvement program to improve learning outcomes.

***Goal 1: To increase the English proficiency skills of Native American students.***

***Objective 1.1: By the end of each program year, 75% of project students will demonstrate improvement in English proficiency skills, as measured by the WIDA ACCESS for ELL's English language proficiency test.***

***Benchmark:*** Each year, 75% of students will show improvement. (GPRA objective)

***Activities:*** Project staff will provide coaching, modeling, and mentoring to classroom teachers in the Literacy First components, Four Blocks Literacy Model WIDA Standards, Oklahoma C<sup>3</sup> Standards, current assessment practices for data-decision making using the Rigor and Relevance Framework for Planning and Instruction, Response to Intervention (RtI) strategies, and ESL/transitional bilingual education strategies; project staff and classroom teachers will provide students with daily instruction utilizing the Literacy First curriculum integrated with local and state ESL and literacy standards; project staff will provide individual and small group instructional strategies during after school hours; utilize the assessment data for decision-making in planning instruction; provide appropriate amount of engaged learning time for students; provide a "learner-centered" classroom using culturally appropriate materials; utilize appropriate ESL instructional strategies; utilize appropriate RtI strategies; emphasize age-ability, proficiency level and grade appropriate literacy/language materials; provide access to writing materials;

project staff and district staff will attend professional development training in ESL standards and instructional strategies for Native American LEP students.

**Outcomes:** Program staff and classroom teachers will implement effective curriculum and intervention strategies which will enable students to attain the appropriate skills to improve their English language skills.

**Evaluation:** WIDA ACCESS Placement Test to be used given in September of first project year, and as needed for new LEP students, to determine language proficiency skills levels; ACCESS for ELL's Language Proficiency Test to be given in April/May of each project year to determine levels of improvement; baseline scores to be used from 2013 data.

**Staff Responsible:** Project staff, classroom teachers, assistant

**Timeline:** Placement test: beginning of project and as new LEP students enroll in district – Data to evaluator in September and as available; ACCESS for ELL's: administered in April/May of each project year; Data to evaluator in August; Annual Performance Report to OELA in spring of each project year; Updated performance reported in fall of each year; Final performance report at end of project period.

**Objective 1.2:** By the end of each program year, 20% of project students will attain proficiency in English, as measured by ACCESS for ELL's English language proficiency test.

**Benchmark:** Each year, 20% of students will attain English proficiency. (GPRA objective)

**Activities:** Project staff will provide coaching, modeling, and mentoring to classroom teachers in the Literacy First components, Four Blocks Literacy Model, WIDA Standards, Oklahoma C<sup>3</sup> Standards, current assessment practices for data-decision making using the Rigor and Relevance Framework for Planning and Instruction, Response to Intervention (RtI) strategies, and

ESL/transitional bilingual education strategies; project staff and classroom teachers will provide students with daily instruction utilizing the Literacy First curriculum integrated with local and state ESL and literacy standards; project staff will provide individual and small group instructional strategies during after school hours; utilize the assessment data for decision-making in planning instruction; provide appropriate amount of engaged learning time for students; provide a “learner-centered” classroom using culturally appropriate materials; utilize appropriate ESL instructional strategies; utilize appropriate RtI strategies; emphasize age-ability, proficiency level and grade appropriate literacy/language materials; provide access to writing materials; project staff and district staff will attend professional development training in ESL standards and instructional strategies for Native American LEP students.

**Outcomes:** Program staff and classroom teachers will implement effective curriculum and intervention strategies which will enable students to attain the appropriate skills to become proficient in the English language.

**Evaluation:** WIDA ACCESS Placement Test to be used given in September of first project year, and as needed for new LEP students, to determine language proficiency skills levels; ACCESS for ELL’s Language Proficiency Test to be given in April/May of each project year to determine levels of improvement; baseline scores to be used from 2013 data.

**Staff Responsible:** Project staff, classroom teachers, assistant

**Timeline:** Placement test: beginning of project and as new LEP students enroll in district – Data to evaluator in September and as available; ACCESS for ELL’s: administered in April/May of each project year; Data to evaluator in August; Annual Performance Report to OELA in spring of each project year; Updated performance reported in fall of each year; Final performance report at end of project period.

**Goal 2:** *To improve reading skills for LEP Native American students.*

**Objective 2.1:** *By the end of each program year, 75% of project students will demonstrate a 5% gain in reading/language arts, as measured by informal reading assessments and standardized tests.*

**Benchmark:** Each year, 75% Pre-K – 3 project students will show 5% improvement on Literacy First and DRA assessments; Year 1, 75% 3<sup>rd</sup> grade project students will show 5% improvement on the OPI score in reading on the Oklahoma Core Curriculum Test. Beginning in Year 2, 75% of K-3<sup>rd</sup> grade students will show 5% improvement on the Common Core New Generation assessments. (GPRA objective)

**Activities:** Project staff will provide coaching, modeling, and mentoring to classroom teachers in the Literacy First components, Four Blocks Literacy Model, Oklahoma C<sup>3</sup> Standards, current assessment practices for data-decision making using the Rigor and Relevance Framework for Planning and Instruction, and Response to Intervention (RtI) strategies; project staff and classroom teachers will provide students with daily instruction utilizing the Literacy First curriculum integrated with local and state literacy standards; project staff will provide individual and small group instructional strategies during after school hours; utilize the assessment data for decision-making in planning instruction; provide appropriate amount of engaged learning time for students; utilize appropriate RtI strategies; emphasize age-ability, proficiency level and grade appropriate literacy/language materials; provide access to writing materials; project staff and district staff will attend professional development training for instructional strategies in literacy.

**Outcomes:** Project staff and classroom teachers will implement effective curriculum and strategies which will enable students to attain the appropriate skills necessary to increase academic achievement in reading.

**Evaluation:** Pre- and post-test in August and April using Literacy First assessments; Pre-test all new students using the DRA; Post-test all students in April/May using the DRA; Ongoing: Early STAR and STAR Reading assessments for progress monitoring; Year 1 - 3<sup>rd</sup> grade, Oklahoma Core Curriculum Test, assessed in April each project year; Years 2-5, Common Core Next Generation Assessments in April; data recorded for same students each project year to determine levels of improvement.

**Staff Responsible:** Project staff, classroom teachers, assistants

**Timeline:** Pre-K-3 pre-test in August of each project year as new LEP students enroll in district – Data to evaluator in September and as available; Pre-K–3 assessments administered in April/May of each project year; Data to evaluator in August; APR to OELA in spring of each project year; Updated performance reported in fall of each year; Final performance report at end of project period.

**Goal 3:** *To support focused, on-going teacher and professional development activities.*

**Objective 3.1:** **By the end of each program year, 100% of program staff, pre-K-3 project teachers, and instructional assistants will have received at least 30 hours of training, as evidenced by a training plan, attendance records, and evaluations.**

**Benchmark:** 100% of staff will receive 30 hours training (Program objective)

**Activities:** Develop appropriate training plan related to program objectives, activities, curriculum, standards, and assessments; attend and participate in training sessions at a minimum of 30 hours each project year relating to program goals, objectives, activities, Literacy First curriculum, Four Blocks Literacy Model, ESL standards and strategies, Oklahoma C<sup>3</sup> state standards, RtI, Rigor and Relevance, data-decision making process, assessments, content area

based instruction, native language, and culture; Literacy/Language Specialist to provide coaching, modeling, and mentoring in each classroom at least twice each week.

**Outcomes:** Participants will develop effective instructional practices to improve teaching and learning for LEP Native American students; Participants will meet local and state certification requirements; LEP Native American students will show improvement or attain proficiency in the English language and show improvement or become proficient in reading.

**Evaluation:** Review attendance records of all training sessions; administer evaluation questionnaires to determine effectiveness of training; review Literacy/Language Specialist calendar and observations; review assessment data of LEP students.

**Staff Responsible:** Program staff, classroom teachers, assistants

**Timeline:** August-June each project year, at least 30 hours of professional development provided; August-May each project year, Literacy/Language Specialist to provide coaching, modeling, and mentoring; data collected and given to evaluator monthly; APR to OELA in spring of each project year; Updated performance reported in fall of each year; Final performance report at end of project period.

**Goal 4: To support native language instruction.**

**Objective 4.1:** By the end of each project year, at least 50% of project students will show a 5% gain in speaking the Cherokee language, as measured by pre- and post-language assessments.

**Benchmark:** Each year, 5% of students will show an increase in learning the Cherokee language. (Program Objective)

**Activities:** Project assistant to provide instruction in the learning of the Cherokee language; provide appropriate grade level activities during the school day on a rotating basis; utilize

Cherokee language curriculum for Early Childhood provided by the Cherokee Nation; provide after school Cherokee classes to include music, art, culture, and history.

**Outcomes:** Native American children will increase their knowledge of their native language.

**Evaluation:** Pre- and post- Cherokee language assessment to include speaking, listening, reading, writing in August and April of each project year;

**Staff Responsible:** Project Director, project assistant

**Timeline:** PK-3 pre-test in August of each project year; Ongoing assessments throughout the project year based on activities taught; PK-3 post-test in April of each project year. Data to evaluator in August; APR to OELA in spring of each project year; Updated performance reported in fall of each year; Final performance report at end of project period.

**Goal 5:** *To provide a parental involvement program to improve early learning outcomes.*

**Objective 5.1:** **By the end of each project year, at least 50% of parents/guardians of students in grades pre-K-3 will have participated in at least two parental training sessions, as evidenced by program records and surveys.**

**Benchmark:** 50% parents to attend 2 training sessions (Program objective)

**Activities:** Provide monthly parental training activities relating to program model and curriculum, literacy, language development, standards, assessments, Cherokee language, and technology; provide home access to reading materials; provide cultural workshops and events; provide Home/School compact; invite parents to volunteer in the classroom; utilize personal contact for home/school interaction; provide handbook and monthly newsletter; form advisory council of parents, teachers, community members, administrator; hold three advisory council meetings each year.

**Outcomes:** Parents will increase their involvement in their children's education.

**Evaluation:** Review records of participation of all training activities, workshops, and events; review file records of all council meetings; review classroom records of volunteers and personal contacts; administer evaluation following each training to determine effectiveness; administer survey to parents, council members, and other participants to determine effectiveness of all parental involvement activities.

**Staff Responsible:** Program staff, classroom teachers, assistants

**Timeline:** August-May each project year, project staff and classroom teachers to provide parent training; data collected and given to evaluator monthly; APR to OELA in spring of each project year; Updated performance reported in fall of each year; Final performance report at end of project period.

The proposed project will meet the needs of the pre-K-3 students at Tenkiller School by assisting students in improving or developing English language proficiency, improving reading achievement, learning the Cherokee language, support focused, on-going teacher and professional development activities, and, implementing a strong parental involvement program.

The needs of the pre-K-3 limited English proficient students have been identified in the areas of reading, English language improvement, native language acquisition, teacher training, and family involvement. The proposed program was developed to ensure that each of those needs would be addressed in a timely manner to ensure student success.

**Increase the English language proficiency skills and improve reading achievement of the Native American LEP students.**

All project students will be assessed using a variety of pre-, post-, and ongoing assessments in order to ensure data-driven decisions are made to implement appropriate instructional strategies and activities. The project will utilize the Literacy First and

Developmental Reading Assessments as a pre-test to provide baseline data in order to determine the best instructional and intervention strategies needed. The assessments will also be used as post-tests to provide end-of-year data to show successful outcomes, as well as improvement areas. STAR Early Reading and STAR Reading assessments, as well as Literacy First, will be used as needed for progress monitoring. The WIDA ACCESS will be used to determine the progress of English language proficiency for the LEP students. The Oklahoma Core Curriculum Test will be used with 3<sup>rd</sup> grade students to determine the level of reading success. After Year 1, the Core Curriculum Next Generation Assessments will be used for grades K-3 to determine successful outcomes in reading.

Project staff and classroom teachers will utilize the *Literacy First* curriculum to implement the project objectives. *Literacy First* is a comprehensive, researched-based, curriculum which correlates with the local and state standards used for reading at Tenkiller School. The curriculum is based on the implementation of the essential skills which will enable students to be reading on grade level by the end of 3<sup>rd</sup> grade. The components included in *Literacy First* are: oral language development; written language development; book discussions; phonological awareness; print concepts; letter recognition; spelling; alphabetic understanding, decoding, phonics, word attack, writing, making words; advanced decoding, syllables, fluency, roots/affixes, complex letter and sounds; independent reading; vocabulary development; strategic reading skills; intervention plan; and, parent and home activities. All components of the curriculum will be included in the Four-Block instructional process by grade level.

The *Literacy First* curriculum is based on reading research and has proven to be effective with children from all races. The curriculum implementation strategies include issues which affect English language learners: (1) In bilingual instruction including phonemic awareness,

phonics, and decoding increases performance; (2) English language learners can learn basic decoding in English on about the same timetable as native English speakers; (3) Encourage direct comparisons of sounds and words in both languages; (4) Follow similar developmental progression; and, (5) Begin to teach English phonology and letter sounds as students acquire the words in their oral vocabularies. Project teachers will utilize the curriculum based on these issues and the learning styles of the limited English proficient students to implement the program in grades pre-K-3 for the LEP students.

The Four-Blocks Literacy Model is an instructional delivery system which is “learner-centered” and provides adequate time for teachers and students to be engaged in teaching and learning. Four-Blocks is a balanced language arts program in that it addresses spelling and written expression/process writing, along with the traditional reading skills and strategies. Four-Blocks is not a curriculum, but a *way* for teachers to present *what* needs to be taught. Research by Cunningham and Hall (1997) stated that the program provides teachers a way to implement a balanced program and to meet the needs of children with a range of levels who do not all learn in the same way, including LEP and Native American children. The Four-Block Literacy Model is conducive to the learning style of the Native American student in that it provides a hands-on approach to enable children to learn by doing. The Four-Block Literacy Model will be implemented in the following way:

Block 1: Guided Reading/Basal Block, focuses on building comprehension and fluency with reading and exposing students to a wide range of literature. Teachers will direct a mini-comprehension lesson; introduce and support grade-level or easier text using a variety of strategies; provide flexible grouping to read text; evaluate student progress using anecdotal

records; and, direct whole group closure activities. The *Literacy First* curriculum will be used to provide comprehension skills and strategies for each grade.

Block 2: Self-Selected Reading Block, focuses on building fluency in reading, allowing students to work with text most appropriate to their own independent reading levels, and building confidence in students as readers. Teachers will read aloud to all students; students read independently; teacher/student conferences are held; and, 1-2 students close by being in the “reader’s chair” and sharing what they have read. Each group of cooperative students will be provided a book basket, from which they can choose the book they want to read. Students will have computer time in which to practice reading skills using the technology provided. All books will be appropriate to the grade level being taught. Resources and materials will be culturally relevant.

Block 3: Words Block, focuses on enabling children to read, spell, and use high-frequency words correctly and establishing the patterns necessary for decoding and spelling. Word wall words will be introduced through various activities and a variety of teacher guided activities will be implemented to help the students learn spelling patterns.

Block 4: Writing Block, focuses on building fluency in writing, employing the writing process, refining and applying knowledge of phonics, and building confidence as a writer. Real writing, with the skill or strategy to be introduced, will be modeled by the teacher; students write on self-generated topics; student/teacher editing conferences will be held; “author’s chair” will be provided for student’s to share what they have written.

Project staff and classroom teachers will implement a “learner-centered” classroom, complete with lots of books and supplemental reading materials, centers related to the concepts

being learned, access to writing materials, computers and printers for writing activities, and reading software and interactive books.

**To support focused, on-going teacher and professional development activities.**

Project staff and classroom teachers will collaborate to develop an appropriate training plan which will be directly related to the program's goals, objectives, activities, curriculum, standards, and assessments. The training plan will be developed to ensure that all activities provided support one another in a way to confirm the goals of the program. Program staff, classroom teachers, and assistants will be required to attend a minimum of 30 hours of training during each year of program implementation. Topics will include, but not be limited to: goals and objectives of the program; *Literacy First*; Four-Block Literacy Model; local and state reading standards; WIDA standards; Oklahoma C<sup>3</sup> Standards; Response to Intervention research and strategies; Rigor and Relevance Framework for data-based planning and instruction; assessments; ESL and transitional bilingual education strategies; parent training; native language adaptation and instruction; cultural awareness; and student learning styles. All teacher training activities will assist teachers in meeting local and state certification requirements each program year.

**To support native language instruction.**

Project staff and classroom teachers will develop a schedule to allow the project assistant time to teach the Cherokee language in each classroom. She will utilize the Early Childhood Language curriculum and resources developed by the Cherokee Nation. The assistant will work with the students in small groups according to their ability to speak the native language. She will use available resources to plan lessons accordingly. She will include speaking, listening,

reading, writing, art, music, history, and culture. The assistant will work with students during the after school program, with a focus on music as a way to further adapt to the native language.

**To provide a parental involvement program to improve early learning outcomes.**

Project staff will provide at least 8 parental workshops each year of program implementation. All parents will be encouraged to attend as many as possible, but will be expected to attend at least 2 parental events. The parental training sessions will focus on the goals and objectives of the program; Four-Block Literacy Model; *Literacy First* curriculum; reading strategies and activities for the school and home; standards; assessments; language proficiency; cultural awareness and activities; Cherokee language; and, technology.

Parents will be invited and encouraged to participate in the classroom as volunteers or tutors. Program staff and classroom teachers will maintain personal contact with all parents through progress reports, phone calls, conferences, home visits, and a monthly newsletter.

A Parent Advisory Council will be formed at the beginning of Year 1. Parents, teachers, community members, and administrators will be invited to participate in the advisory council, as well as attend meetings held throughout the year.

***(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.***

Tenkiller School carefully considered the areas to be implemented by the program which would have a continued and lasting effect for the improvement of teaching and learning. The essential feature of the program is to have trained, qualified staff that would be able to provide the same services as proposed once federal assistance is no longer available. The training plan will be developed to focus on effective ESL/transitional instructional practices to improve teaching and learning in reading, as well as all core academic areas. All classroom teachers are

currently certified employees of the district and will continue in that capacity. Program staff will become a part of the regular school personnel supported by local and state funds.

The proposed program is based on implementation of the *Literacy First* curriculum as it is implemented through the Four Block Literacy Model with strategies developed through Oklahoma C<sup>3</sup> Standards, WIDA Standards, Response to Intervention and the Rigor and Relevance Framework. The training and professional development proposed is needed to implement the program. Ongoing training will be provided by the project Literacy/Language Specialist and staff on a daily basis for all classrooms. Books, reading materials, software, and supplies will become a part of the classroom environment. Maintenance of the computers will become the responsibility of the district once funds are no longer available.

Another very important aspect of the program is the parental involvement. Parents and family members will be trained to assist in the literacy and language development of their children. Books and activities will be provided to the families of the target students in order for them to establish a nightly reading ritual at home. Research has shown that when parents take the time to read with their children, vast improvements are made in the child's reading abilities and comprehension.

By providing daily instruction in the native language, we are supporting the language preservation and culture of the students, parents, and community members of Tenkiller School. The goal is to continue providing the instruction to all students after they leave the 3<sup>rd</sup> grade and after project funds are no longer available.

The Tenkiller School Board of Education, administration, and teachers are in total support of the proposed program. The district will provide certified classroom teachers to assist in implementing the program; ensure quality time for program staff and teacher training; provide

training facilities for teachers and parents; provide office space, supplies and equipment for staff, as needed; and, make available any existing resources which may be needed for implementation of the program.

The proposed program's goals and objectives clearly outline the effort of the school to help ensure academic success by providing focused, on-going training activities for teachers to improve their teaching and instructional planning and strategies, assisting students in improving their English language proficiency, assisting students in their ability to read, assisting students in learning and preserving their native language, and developing a relationship with the parents and families of the district. The district has adopted a Comprehensive Local Education Plan which is correlated with the current state standards, Oklahoma Priority Academic Student Skills and Oklahoma ESL standards. We are currently editing the Plan to correlate with the new common core standards and WIDA standards. The adoption of the local plan, in compliance with the state plan, ensures that the district is in support of high academic standards for all students.

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

Goal 5 of the proposed program is to implement a parental involvement program for the parents and families of students in grade pre-K-3. Research from "Strong Families, Strong Schools" has shown that greater family involvement in children's learning is a critical link to achieving a high-quality education.

Parents will receive training in the *Literacy First* curriculum and Four-Block Literacy Model which will help them to develop a better understanding of the school and its curriculum. Additional training will be provided in reading strategies and activities for the school and home; standards; assessments; language proficiency; cultural awareness and activities; Cherokee language; and, technology. Parents will be encouraged to attend all parent training workshops

and activities at the school. Program staff and classroom teachers will utilize personal contacts to develop rapport with district parents and community members. A Parent Advisory Council will be formed which will include parents and community members. All parents will be invited to participate in the council. The PAC will meet at least three times each program year, more if needed, at the school.

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

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

Tenkiller School employment practices comply with the nondiscriminatory practices as specified by federal and state laws and regulations. Tenkiller School will not discriminate against any employee or applicant for employment on the basis of race, color, religion, national origin, marital status, sex, age or handicap. These policies apply to all aspects of the district's employment process, including recruitment, hiring, training, transfers, promotions, layoffs, benefits, discipline and assignments. Tenkiller School will recruit, interview and employ persons who are members of groups that have been traditionally under-represented.

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

Sharon Ballew will serve as the Project Director for the program. Ms. Ballew has 23 years of experience administering state and federal programs at the local level, which includes staff training and supervision, materials development, and assessment procedures. She has a Bachelor's of Science in Elementary Education; Master's in Education degrees in Elementary Education, Curriculum and Instruction, and Administration; and holds an endorsement in

Bilingual Education/ESL. Ms. Ballew has worked with American Indian children in a variety of educational programs for 30 years and is a member of the Cherokee Nation. Ms. Ballew has knowledge, training, and experience in the local and state standards for early childhood and elementary education in all areas of the curriculum, including the new Oklahoma C<sup>3</sup> Standards, WIDA standards, Common Core State Standards, Rigor and Relevance Framework, and Response to Intervention. She has worked with external evaluators through a variety of programs and is an experienced evaluator herself. Ms. Ballew will be responsible for the management and implementation of the overall program and training activities.

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

Project personnel will include 1 Literacy/Language Specialist, 1 American Indian (Cherokee) Paraprofessional, and 1 Project Assistant, all at 100% FTE.

The Literacy/Language Specialist will be Pamela Henley. Mrs. Henley is certified in Oklahoma with a Bachelor of Science in Elementary Education and Master's Degree in Reading with certification for Reading Specialist. She has an endorsement in Bilingual Education/ESL and has been determined to be a highly qualified teacher. Mrs. Henley has taught for 26 years with experience in Bilingual Education for Pre-Kindergarten and Kindergarten, 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades and as a Reading Specialist. In addition to her public school experience, she worked as an adjunct professor for reading at Northeastern State University and spent one year as a professor of Early Childhood Literacy at John Brown University. Mrs. Henley has extensive training and experience implementing Literacy First curriculum and assessments; training in the Four Block Literacy Model; training and experience giving the DRA and WIDA ACCESS assessments; training and experience in Response to Intervention strategies; training and experience in the providing of professional development and literacy coaching. Mrs. Henley has

worked with Native American children during all of her career as an educator and is a member of the Cherokee Nation.

The qualifications, training, and experience of the American Indian Paraprofessional are: Bilingual fluency in Cherokee and English, preferably in speaking, reading and writing of both languages; Member of the Cherokee Nation; Has fulfilled Title I requirements for paraprofessionals; Experience working with Native American students; Experience in small group and individualized instruction; Familiarity with Native American students and families of the district community.

The qualifications, training, and experience of the Project Assistant are: High School diploma or GED; college or vo-tech training preferred; Experience and training working with word processing, excel, and accounting programs; Experience and training working with state and federal programs; Familiarity with Native American students and families of the community.

In addition, there will be 12 certified personnel and 4 instructional assistants who will be responsible for assisting in the implementation of the project. All certified personnel are highly qualified, according to the guidelines set forth by the state of Oklahoma. All instructional assistants are qualified as paraprofessionals through the Title I program regulations. They will be responsible for implementation of the *Literacy First* program through the Four-Block Literacy Model within their classrooms.

***(c) Quality of the management plan: the adequacy of 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.***

Tenkiller School will ensure an effective plan of management which will support the proposed project in achieving the goals and objectives. The Tenkiller School Board of

Education is the governing agency for the school district. The school Superintendent is under the direction of the Board of Education. The Superintendent has always been a staunch supporter of academic excellence for all students, especially the Native American students who comprise most of the enrollment of the school. The Project Director and classroom teachers will be under the direct supervision of the Superintendent. The Literacy/Language Specialist, Project Paraprofessional, and Project Assistant will be supervised and guided by the Project Director.

The plan of management indicates a hierarchy of supervision responsibilities. In doing so, the objectives of the project can be achieved in an efficient manner, on time and within the budget. The Superintendent of the district will oversee the duties of the Project Director. The Project Director will be responsible for project supervision and administration, including training activities for teachers, staff and parents; evaluation and assessment procedures; budgetary assurance under the Oklahoma Cost Accounting System; and ensuring all objectives and activities are met according to timelines specified during each project year. The Project Director will commit 50% FTE to the proposed project.

The Literacy/Language Specialist will be under the supervision of the Project Director and Superintendent. The Literacy/Language Specialist will be responsible for attending all training sessions required by the project objectives; providing instruction to the LEP students utilizing the assessments, project curriculum, activities, and strategies; provide training, coaching, modeling, and mentoring to teachers and parents; and, ensure students and parents develop comprehension of the project. The project Literacy/Language Specialist will commit 100% FTE to the program during which time she will conduct training for teachers and parents, assist students in English language acquisition, and provide the proposed curriculum instruction to the LEP students

The American Indian Cherokee Paraprofessional will be under the supervision of the Project Director and Literacy/Language Specialist. The paraprofessional will be responsible for attending all training sessions and assisting the Literacy/Language Specialist and classroom teachers with instruction of project curriculum, assessments, activities, and strategies. The paraprofessional will provide native language instruction to all students and parents, as well as teachers who have such a need. The American Indian Paraprofessional will commit 100% FTE to the program.

The Project Assistant will be under the supervision of the Project Director. The Assistant will be responsible for documentation and maintenance of all project data. The Project Assistant will commit 100% FTE to the program. She will document and maintain all project data.

The following timeline has been created based on experience and knowledge of literacy best practices, data based decision making, and grant guidelines. The timeline is outlined to show specific activities, responsibilities, and evaluation to keep the project on time, within budget, and to meet the objectives as outlined in the project design. The following timeline will be conducted yearly. Staff refers to the staff responsible for ensuring completion of activities: PD = Project Director; LLS = Literacy/Language Specialist; PLA = Project Language Assistant; PA = Project Assistant; T = Teachers; P = Parents

Activities	Staff	Time Schedule
Finalize grant award.	PD	Upon receipt of grant award.
Advertise, recruit, and hire Project Assistants	PD	Year 1, Month 1
Provide staff orientation.	PD	Year 1, Month 1
Conduct project orientation to staff, teachers, and	PD, LLS	Year 1, Month 1,

parents.		each project year.
Conduct Parent Advisory Committee Meetings	PD	Year 1, Month 2, quarterly each project year.
Purchase computer workstations, software, and literacy supplies.	PD, LLS	Month 2 and ongoing
Collect baseline data for project evaluation.	PD, LLS, PLA, PA	Year 1, Month 2
Conduct monthly staff meetings.	PD	Year 1, Month 2, ongoing monthly
Design training curriculum for teachers and begin professional development plan with literacy coaching activities.	PD, LLS	Year 1, Month 2, ongoing
Begin instructional program with integration of curriculum, supplemental programs, and strategies.	PD, LLS, PLA	Year 1, Month 2, ongoing
Design parent workshops, begin parent implementation plan, provide monthly newsletters.	PD, LLS, PLA	Year 1, Month 2, ongoing monthly.
Design and implement Cherokee language classes.	PD, PLA	Year 1, Month 3, ongoing
Provide periodic assessments to students.	PD, LLS, PLA, PA	Year 1, Month 4, ongoing
Collect and record data.	PD, PA	Year 1, Month 1, ongoing

Develop and submit the Annual Performance Report to OELA.	PD	April, each project year.
Develop and submit Fall APR to OELA.	PD	Year 2, October, each project year.

The timelines specified in the project objectives will be met under the guidance and management of all project staff. Each objective has been clearly identified with timelines, benchmarks, activities, outcomes, staff responsible and evaluation procedures in the project design. The time allotted for the supervision, management, and execution of the program is adequate to successfully meet the achievement of the objectives.

**(d) Quality of project evaluation plan:**

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

The evaluation of progress in the achievement of the objectives will be an on-going process with summarization, review, and, if necessary, modification at the end of each nine-week period. The evaluation plan was designed to produce accountability in assisting all students in achieving English language proficiency and improving reading skills.

The Project Director will be responsible for ensuring that all evaluation procedures are thorough and appropriate. The Project Director will oversee all aspects of the project evaluation, including scheduling of data collection and analysis, developing assessment instruments and preparing reports required by OELA to be submitted by the required due dates. The formative evaluation of the project will provide ongoing information to the project staff to assist in the

modification of objectives, if necessary. The summative evaluation will determine to what extent the objectives are met at the end of each project year.

The design of the evaluation plan includes the use of performance objectives that are specifically related to the intent of the project. The objectives and evaluation methods were formulated to ensure findings would be available through ongoing assessment approaches which will produce quantitative and qualitative data.

Data will be obtained using standardized and criterion-referenced tests, questionnaires, and performance assessments. The proposed project has selected each assessment instrument to ensure fairness and validity for each objective. All assessment instruments to be used are appropriate to the age, grade, language and degree of proficiency of the project students. The project staff will ensure proper administration of the evaluation instruments in a timely manner. Performance data will be analyzed to determine student progress. The assessments to be used in project evaluation will include the Literacy First Assessments, Developmental Reading Assessments, STAR Early Literacy, STAR Reading, ACCESS Placement Assessment, ACCESS for ELL's Language Proficiency Assessment, the Oklahoma Core Curriculum Test (Year 1), and the Common Core Next Generation Assessments (Years 2-5). The evaluation procedures have been designed to reflect student progress during the grant period. The objectives on pages 4-11 are specific and include the appropriate assessment instruments to generate data which will be the determining factors in student and program progress. Each objective includes the benchmarks, outcomes, evaluation procedures, persons responsible, and timelines for the objective and evaluation methods. The project staff will maintain documentation records and produce formative evaluation for immediate feedback.

*(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.*

The design of the evaluation plan includes the use of performance objectives that are specifically related to the intent of the project. The objectives and evaluation methods were formulated to ensure findings would be available through ongoing assessment approaches which will produce quantitative and qualitative data.

The assessment procedures have been designed to reflect student progress during the grant period. Each objective has been specified with appropriate assessment instruments to generate data which will be the determining factors in students and project progress. The data collected will enable the staff to provide data-based decision making plans to improve instructional strategies and practices. The project staff will maintain documentation records and produce formative evaluation for immediate feedback.

Objectives 1.1, 1.2, and 2.1 are specific to the GPRA performance measures for the Native American and Alaska Native Children in School Program. The evaluation methods and measures will produce qualitative data that can be reported on the annual performance reports to the Office of English Language Acquisition.

Objective 1.1 will measure the percentage of LEP students who are making progress in learning English. The project will utilize the ACCESS for ELL's English language proficiency test to determine the percentage of K-3 students who make progress. Baseline data will be collected from the 2013 ACCESS scores. Any new LEP Native American student will be given the ACCESS Placement test for their baseline score. Pre-kindergarten students will be given the

Oklahoma Pre-Kindergarten Screening Tool to determine pre- and post- data. The ACCESS test will be given each spring, scores collected and analyzed, and then reported to OELA.

Objective 1.2 will measure the percentage of LEP students who are attaining proficiency in English. The ACCESS for ELL's English language proficiency test scores will determine the percentage of K-3 students who become proficient during the implementation of the project. Baseline data will be collected from the 2013 ACCESS scores. Any new LEP Native American student will be given the ACCESS Placement test for their baseline score. The ACCESS test will be given each spring, scores collected and analyzed, and then reported to OELA.

Objective 2.2 will measure the percentage of 3<sup>rd</sup> grade LEP students who score proficient or above on the Oklahoma Core Curriculum Reading assessment during Year 1. The project will use the Oklahoma Performance Index score to determine the category that the student has scored in ... Advanced, Satisfactory, Limited Knowledge, or Unsatisfactory. To score proficient in the state of Oklahoma, a student must score in the advanced or satisfactory range. The reading assessment will be given to all 3<sup>rd</sup> grade LEP students in April of the first project year. Data will be correlated, analyzed, and reported to OELA in the fall updated performance report. After Year 1, the project will utilize the Core Curriculum Next Generation Assessments to determine proficiency in reading for LEP students in grades K-3. Since we do not know exactly how the assessments are going to be scored at this time and what will constitute proficiency, we will need to provide that information to OELA as soon as it is determined.

In addition to the state assessment to be used the first year, the project will determine levels of proficiency in reading for K-2 LEP students by using the Literacy First and Developmental Reading Assessments. Students will be given a pre-test in August of each project year to determine baseline data. The students will be assessed with the Literacy First

Assessment at mid-year as a progress monitoring tool for project staff and teachers to determine if students are on target and/or if strategies need to be modified. The Literacy First and Developmental Reading Assessments will be given as a post-test during the month of April to determine student improvement and proficiency. STAR Early Literacy and STAR Reading tests will be used on an ongoing basis to provide immediate feedback to the project staff and classroom teachers as to the skills attained by the student. The data received from all assessments will enable the project staff to make decisions regarding instructional strategies being used and training and professional development needed. Data will be correlated, analyzed, and reported to OELA in the fall updated performance report.

Qualitative and quantitative data will be available for Objective 3.1. All staff will be required to attend at least thirty hours of professional development training. Attendance records will produce qualitative data needed to determine if the objective has been met. Qualitative data can also be measured through the GPRA objectives mentioned above according to the training the teachers have received. Quantitative data will be produced through the use of evaluation questionnaires that will provide for the effectiveness of the training and by review of the Project Director's and Literacy/Language Specialists observations.

Qualitative and quantitative data will be available for Objective 4.1. Qualitative data will be determined by the pre- and post- Cherokee language test scores for the participating students. The tests will help determine the number of students who gain knowledge in the Cherokee language, as well as how much knowledge was gained. Quantitative data will be gathered by observations by the project staff on oral development in the Cherokee language.

Qualitative and quantitative data will be available for Objective 5.1. The project will keep qualitative records for the number of parents who attend each monthly training session,

number of parent volunteers, and number of parents who attend the advisory council meetings. Quantitative data will be produced through the use of evaluation questionnaires following each training session and a yearly project survey to determine how parents feel about project effectiveness.

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

The evaluation data will be used as a guide to determine the levels of improvement in English language proficiency and reading achievement for all LEP Native American students. All formative and summative reports will assist the project with determining how effective the components have been, what needs to be continued, and what needs to be improved. The Project Director will work with the project and district staff for better understanding of the assessments, data, and reports. The Project Director will be responsible for reporting the data to the district and OELA.

The evaluation of project effectiveness will address each area of implementation to inform the district and OELA how the project is being implemented and to measure the success of project implementation. Each component will utilize project implementation indicators that will provide feedback for informing and improving project effectiveness. The implementation components are: Appropriateness of curriculum; Appropriateness of assessments; Appropriateness of language and literacy instructional strategies; Appropriateness of project management; Appropriateness of the project's professional staff development; Appropriateness of the language of instruction; Effectiveness of key personnel; Effectiveness of implementation. A project survey questionnaire will be developed with questions for each component and give to

teachers, staff, and parents to complete. Data will be analyzed and reported in a quantitative manner.

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

Informal project assessments will include ongoing Literacy First Assessments, STAR Early Literacy, and STAR Reading Tests that will provide immediate feedback for project staff and classroom teachers. The Developmental Reading Assessment will be given on a pre- and post- basis and will also provide immediate feedback at the time it is given. The DRA will be given at other times based on the data received from the ongoing assessments. The data received from these assessments will allow the staff and teachers to make data-based decisions to effectively manage and modify instruction, as needed. These assessments will provide information of the progress of each student and to identify those who need immediate intervention or intensified instruction. Additional performance assessments that will provide summative information include the Oklahoma Core Curriculum Test, ACCESS Placement Assessment, and ACCESS for ELL's Language Proficiency Assessment, as well as the Common Core Next Generation Assessments when they become available.

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

### Technical Review Coversheet

Applicant: Tenkiller Elementary School (T365C130024)  
Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	30	30
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	30	30
<b>Sub Total</b>	100	100
<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	115

# Technical Review Form

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

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

Applicant: Tenkiller Elementary School (T365C130024)

## 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's goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (p.3ff) Based on a clear needs assessment (p.1ff) the applicant has a simple and clear focus, K-3 Cherokee children who are deficient in English language skills. The applicant will use age appropriate evaluation and instructional materials.

By the end of each project year, at least 50% of parents/guardians of students in grades pre-K-3 will have participated in at least two parental training sessions, as evidenced by program records and surveys. (p10) (p.16ff)

The essential feature of the program is to have trained, qualified staff that would be able to provide the same services as proposed once federal assistance is no longer available. (p16ff)

#### 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:**

Tenkiller School employment practices comply with the nondiscriminatory practices as specified by federal and state laws and regulations. Tenkiller School will not discriminate against any employee or applicant for employment on the basis of race, color, religion, national origin, marital status, sex, age or handicap. (p.19)

Sharon Ballew will serve as the Project Director for the program. Ms. Ballew has 23 years of experience administering state and federal programs at the local level, which includes staff training and supervision, materials development, and assessment procedures. She has a Bachelor's of Science in Elementary Education; Master's in Education degrees in Elementary Education, Curriculum and Instruction, and Administration; and holds an endorsement in Bilingual Education/ESL. (p.19-20)

Project personnel will include 1 Literacy/Language Specialist, 1 American Indian (Cherokee) Paraprofessional, and 1 Project Assistant, all at 100% FTE. (p20ff). The qualifications of the aforementioned personnel are presented in detail.

**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 plan of management indicates a hierarchy of supervision responsibilities. In doing so, the objectives of the project can be achieved in an efficient manner, on time and within the budget. The Superintendent of the district will oversee the duties of the Project Director. The Project Director will be responsible for project supervision and administration, including training activities for teachers, staff and parents; evaluation and assessment procedures; budgetary assurance under the Oklahoma Cost Accounting System; and ensuring all objectives and activities are met according to timelines specified during each project year. (p22ff)

**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:

The formative evaluation of the project will provide ongoing information to the project staff to assist in the modification of objectives, if necessary. The summative evaluation will determine to what extent the objectives are met at the end of each project year. (p25-26 ff). In the Project Design section (p1ff) the applicant clearly matches formative and summative outcome objectives with evaluation measures. The applicant repeats the evaluation protocol on pages 27ff.

#### Weaknesses:

None

Reader's Score: 30

#### Competitive Priority 1 - Increasing Postsecondary Success

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to address the following priority area:

Increasing the number and proportion of high-need students (as defined in this notice) who are academically prepared for and enroll in college or other postsecondary education and training.  
Note: High-need children and high-need students means children and students at risk of educational failure, such as children and students who are living in poverty, who are English learners, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school or college before receiving, respectively, a regular high school diploma or a college degree or certificate, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

**Strengths:**

Though the focus is on very young children there is no doubt that providing them with English language skills will ultimately enhance their ability to be successful in 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:**

Clearly the proposed project will improve instructional practices, policies, and student outcomes in an elementary school.

**Weaknesses:**

None

**Reader's Score:** 5

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

Status: Submitted  
Last Updated: 03/07/2013 04:39 PM

### Technical Review Coversheet

Applicant: Tenkiller Elementary School (T365C130024)  
Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	24
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	8
<b>Quality of the Management Plan</b>		
1. Management Plan	30	25
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	30	30
<b>Sub Total</b>	100	87
<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	5
<b>Sub Total</b>	5	5
<b>Total</b>	115	92

# Technical Review Form

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

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

Applicant: Tenkiller Elementary School (T365C130024)

## 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:

"Each major program objective (pages 4-11) includes the benchmarks, benchmarks, evaluation procedures, persons responsible, and timelines for the objective and evaluation methods." (page 25)

#### Weaknesses:

The list of trainings, activities, programs and strategies is quite extensive and could cause complexities in implementation. (pages 16-18)

Responsibility is generally stated, as shared among "project staff, teacher and assistants." For best accountability it may be advised to clearly delegate specific responsibilities.

Reader's Score: 24

### 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:**

"Tenkiller School will recruit, interview and employ persons who are members of groups that have been traditionally under-represented." (page 19)

Program Director Sharon Ballew is well qualified with 23 years experience. Ms. Ballew has impressive knowledge and experience in all areas of the curriculum and experience with evaluation procedure. (pages 19-20)

The Literacy/Language specialist is identified as well, Mrs. Pamela Henley. Her qualifications appear exceptional with a Master's degree in Reading and certificated as a Reading Specialist. She has extensive experience with Literacy First and Four Blocks. (page 20)

A paraprofessional American Indian and a Project assistant will be hired. The Paraprofessional will be bilingual and will be a member of the Cherokee Nation. The Project Assistant must have cultural familiarity and preferably some vocational or college training. ( page 21)

"Additionally 12 certified personnel and four instructional assistants will be responsible for assisting in the project." (page 21)

**Weaknesses:**

It is not stated what is the exact nature of certification of the 12 "certified" assistants. Since they will be in direct contact with students, hiring standards need to be clear. Personnel is, in fact "key" to the program's success.

**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:**

An excellent annual calendar/chart is provided describing the specific activities, their sequential timing and staff designations. p.23-25

"The plan of the management indicates a hierarchy of supervision responsibilities. The superintendent will oversee the Project Director... The Project Director will be responsible for project supervision and administration...oversight and guidance...The Project Director will commit 50% Full Time Effort to the proposed project. The Literacy Specialist will be under the supervision of the Project Director and Superintendent. " (page 22)

"The Literacy Specialist will commit FTE to the program during which time she will conduct training to teachers and parents, assist students in language acquisition, and provide the proposed curriculum instruction to LED students." (p.22)

**Weaknesses:**

A pure hierarchy is vulnerable to weakness if one staff member is incapacitated or functions poorly. This too can have a negative effect on the future capacity of the project, should changes occur. (page 22)

There is minimal mention of budget or who is responsible for keeping the project within budget (page 23)

**Reader's Score: 25**

**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:**

Multiple assessments assure continual formative and end-of-year summative evaluation feedback for each student and virtually every aspect of the program.

"Evaluation will be an ongoing process, with summarization, review, and if necessary, modification every nine weeks."  
(page 25)

"Each major program objective (pages 4-11) includes the benchmarks, benchmarks, evaluation procedures, persons responsible, and timelines for the objective and evaluation methods." (page 25) "Data will be obtained using standardized and criterion referenced tests, questionnaires and performance assessments." (page 25)

Formative and summation evaluations are incorporated. (page 26)

"The design of the evaluation plan includes the use of performance objectives which are specifically related to the intent of the project." (page 26)

"The objectives and evaluation methods were formulated to insure findings would be available through ongoing assessment approaches which will provide qualitative and quantitative data." (page 26)

"The evaluation of project effectiveness effectiveness will address each area of implementation...: curriculum, assessments, language and instructional strategies, project management, personnel and implementation. A project questionnaire will be produced for teachers, staff and parents." (page 30)

**Weaknesses:**

N/A

**Reader's Score: 30**

**Competitive Priority 1 - Increasing Postsecondary Success**

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to address the following priority area:

Increasing the number and proportion of high-need students (as defined in this notice) who are academically prepared for and enroll in college or other postsecondary education and training.

Note: High-need children and high-need students means children and students at risk of educational failure, such as children and students who are living in poverty, who are English learners, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school or college before receiving, respectively, a regular high school diploma or a college degree or certificate, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

**Strengths:**

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:**

The program "provides instructional practices, policies and student outcomes in elementary schools... by supporting Native American Language Instruction..., by parental involvement and the performance measures set forth through GPRA for the NAM program" (page 2)

**Weaknesses:**

**Reader's Score:** 5

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