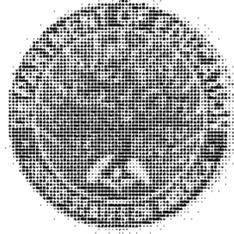


U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM

CFDA # 84.365C

PR/Award # T365C080012

Grants.gov Tracking#: GRANT00386727

Closing Date: DEC 06, 2007

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
---	---	--

* 3. Date Received: <input type="text" value="12/06/2007"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
--	--

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="816000543"/>	* c. Organizational DUNS: <input type="text" value="193012986"/>
---	---

d. Address:

* Street1:	<input type="text" value="P.O. Box 37"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Arlee"/>
County:	<input type="text"/>
* State:	<input type="text" value="MT: Montana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="59821-0037"/>

e. Organizational Unit:

Department Name: <input type="text" value="Arlee High School District"/>	Division Name: <input type="text" value="Arlee High School"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Tammy"/>
Middle Name: <input type="text" value="Lee"/>	
* Last Name: <input type="text" value="Elser"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="406-544-5095"/>	Fax Number: <input type="text" value="406-327-0798"/>
---	---

* Email:

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.365

CFDA Title:

English Language Acquisition Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-102407-001

* Title:

Native American and Alaska Native Children in School Program CFDA 84.365C

13. Competition Identification Number:

84-365C2008-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Communities serving high percentages of NA LEP high school students at risk of academic failure due to limited English proficiency and lack of cognitive academic language proficiency in English.

*** 15. Descriptive Title of Applicant's Project:**

Arlee High School Cognitive Academic Language Program for Native American LEP Students

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

- Yes
- No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

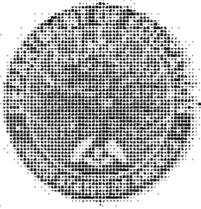
Attachments

AdditionalCongressionalDistricts
File Name

Mime Type

AdditionalProjectTitle
File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Arlee High School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 126,809	\$ 126,809	\$ 126,809	\$ 126,809	\$ 126,809	\$ 634,045
2. Fringe Benefits	\$ 37,334	\$ 37,334	\$ 37,334	\$ 37,334	\$ 37,334	\$ 186,670
3. Travel	\$ 6,000	\$ 5,000	\$ 4,000	\$ 3,000	\$ 2,000	\$ 20,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 12,500	\$ 9,000	\$ 10,000	\$ 11,000	\$ 12,000	\$ 54,500
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 20,900	\$ 25,400	\$ 25,400	\$ 25,400	\$ 25,400	\$ 122,500
9. Total Direct Costs (lines 1-8)	\$ 203,543	\$ 203,543	\$ 203,543	\$ 203,543	\$ 203,543	\$ 1,017,715
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 203,543	\$ 203,543	\$ 203,543	\$ 203,543	\$ 203,543	\$ 1,017,715

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___ / ___ / ___ To: ___ / ___ / ___ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Arlee High School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$	(b)(4)				
2. Fringe Benefits	\$					
3. Travel	\$					
4. Equipment	\$					
5. Supplies	\$					
6. Contractual	\$					
7. Construction	\$					
8. Other	\$					
9. Total Direct Costs (lines 1-8)	\$					
10. Indirect Costs	\$					
11. Training Stipends	\$					
12. Total Costs (lines 9-11)	\$					

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00386727

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Tammy Elser	* TITLE Federal Programs Coordinator
* APPLICANT ORGANIZATION Arlee High School	* DATE SUBMITTED 12-06-2007

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Tammy Elser</p> <p>* Address: P.O. Box 37</p> <p>Arlee</p> <p>MT: Montana</p> <p>59821</p> <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>US Department of Education</p>	<p>7. * Federal Program Name/Description: English Language Acquisition Grants</p> <p>CFDA Number, if applicable: 84.365</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: None</p> <p>N/A</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: N/A</p> <p>N/A</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>		<p>* Signature: Tammy Elser</p> <p>* Name: Dr. Tammy Elser</p> <p>Title: Federal Programs Coordinator</p> <p>Telephone No.: 406-544-5095</p>

	Date: 12-06-2007
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.**

Attachment Information

File Name

Mime Type

3294-Arlee_GEPA_Statement.doc

application/msword

Arlee High School Ensures equal access and treatment for project participants from all underrepresented groups

The proposed project complies with all GEPA requirements and provides services to all students in the AHS. Students who are disabled will be identified and served in accordance with the requirements of the Individuals with Disabilities Education Act.

All programs are fully inclusive of all learners in the Arlee Schools by request of the Arlee Indian Parent Committee. This has been a long standing commitment over the past 15 years and has resulted in a more unified school and community that works hard to meet the needs of each and every learner in unique and individualized ways.

Equity of educational opportunity and responsiveness to student needs in the least restrictive environment are the goals of the Arlee School. The project described in this application is testament to these goals and will be implemented to benefit every student without regard for labels.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Arlee High School	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Tammy Middle Name: Lee * Last Name: Elser Suffix: * Title: Federal Programs Coordinator	
* SIGNATURE: Tammy Elser	* DATE: 12/06/2007

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Dr.

Tammy

Elser

* Address:

P.O. Box 37

Arlee

MT: Montana

59821

USA: UNITED STATES

* Phone Number:

406-544-5095

Fax Number:

406-327-0798

Email:

elsert@aol.com

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Tracking Number: GRANT00386727

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 698-Abstract_Arlee_HS_NA_Children.doc

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 4530-Mandatory_Narrative_Arlee_High_School_NA_Children.doc

Project Activities

Following is a list of the major activities to be conducted throughout the project.

1. **Job embedded Professional Development** will be provided by an outside service provider with a proven track record improving American Indian student's academic achievement and motivation while building teachers' skills.
2. **An Adolescent Reading Specialist (s)** will be hired to model reader's and writer's workshops in the high school English, Science and Social Studies core and to support full implementation of Expeditionary Learning principles of academic rigor throughout the Arlee High School unique to the needs of NA LEP children.
3. **Salish Language Instruction** will be provide transforming the school climate for NA LEP students and reducing the drop out and absentee rates by building cultural congruence between the home and community and the school. Academic benefits of second language acquisition and native language retention will also be realized.
4. **Summer and After-School Enrichment Programs** provide students with services unique to their individual needs with an emphasis on cognitive academic language proficiency and literacy.
5. **Courseware and other technology support services** will be applied during after school and summer school extensions and throughout the school year to build skills in all areas and fulfill instructional objectives.
6. **A Data Driven Decision Making Model** will be used to determine project component success and to design a replication road map for other schools.

Components 1, 2, 3, 4 and 5 all include direct instructional services to LEP children.

provide professional development for teachers, administrators and parents. Training is innovative, linked to students needs, research-based and exceeds national standards for excellence. Professional development is also built into the project via annual summer institutes and the development of a “reflective retreat” for administrators along with the evaluation team. Activities will be further described under the selection criteria following.

Providing High-Quality, Scientifically-Based Language Instruction to Increase LEP Native American Children’s English Proficiency and Content Area Achievement, and;

Providing High-Quality Professional Development to Classroom Teachers and Others

Language instruction and direct service to NA LEP students and professional development are fully integrated throughout the program. As we researched models to support NA LEP students we found few programs that address the unique needs of this population. Most NA LEP children have basic interpersonal skills (BICS) in English. Without detailed analysis of student performance and outcomes, an outside observer would not know that an underlying factor in low performance is actually language related. While basic interpersonal communication skills in English are apparent, this population suffers significant differences in their cognitive academic language skills (CALP) (Cummins, 1992, Leap, 1981). Many go unidentified as LEP due their BICS. Evidence for the under-identified and lack of services to this population can be found in the dropout rates, school failure rates, underperformance on state criterion referenced tests and failure to go on for higher education – or once in college - failure to be retained (Demmert, 2001). These negative outcomes are the highest for Native American students of any sub-population in the nation!

To address these needs, we went “outside the box” seeking a model that would address specifically cognitive academic language proficiency and be aligned with the standards of best practice outlined in *Reading Next* (Biancarosa and Snow, 2004). This report delineates fifteen elements aimed at improving middle and high school literacy achievement right now.

1. **Direct, explicit comprehension instruction**, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one’s own understanding, and a host of other practices
2. **Effective instructional principles embedded in content**, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area
3. **Motivation and self-directed learning**, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation
4. **Text-based collaborative learning**, which involves students interacting with one another around a variety of texts
5. **Strategic tutoring**, which provides students with intense individualized reading, writing, and content instruction as needed
6. **Diverse texts**, which are texts at a variety of difficulty levels and on a variety of topics
7. **Intensive writing**, including instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond
8. **A technology component**, which includes technology as a tool for and a topic of literacy instruction

9. **Ongoing formative assessment of students**, which is informal, often daily assessment of how students are progressing under current instructional practices
10. **Extended time for literacy**, which includes approximately two to four hours of literacy instruction and practice that takes place in language arts and content-area classes
11. **Professional development** that is both long term and ongoing
12. **Ongoing summative assessment of students and programs**, which is more formal and provides data that are reported for accountability and research purposes
13. **Teacher teams**, which are interdisciplinary teams that meet regularly to discuss students and align instruction
14. **Leadership**, which can come from principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools
15. **A comprehensive and coordinated literacy program**, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community.

The only model we found that effectively and rigorously addressed all 15 points outlined in *Reading Next* was the *Expeditionary Learning Model* (here after EL). As a result, EL is the center piece of this proposal and will assure systemic change consistent with the needs of NA LEP learners and transform the entire school culture in five key areas known as core practices. The five core practices--learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures--work in concert and support one another to promote high achievement through active learning, character growth, and teamwork. Resulting from our successful pilot in the Arlee Junior High, we have found this model to be powerfully

culturally congruent education for all Indian students. Last year, the Indian students in the volatile 7th and 8th grade years out performed the Montana proficiency levels in reading and math established for all students! Over 80% were determined proficient or advanced! Implementing this model to develop a cognitive academic language program in concert with adolescent literacy support, enhanced support services, Salish language and technology, while making the home/school connection through improved parental involvement, will transform AHS.

The strategies we are employing have a proven track record with our population and similar students in a neighboring school system on the Flathead Reservation (St. Ignatius.) These strategies when implemented fully and with proper systemic supports can turn around an underperforming school and lead to high student academic achievement. Evidence beyond our neighborhood can be found in the report, Comprehensive School Reform and Student Achievement: A Meta-Analysis. "Expeditionary Learning, along with Modern Red Schoolhouse and Roots and Wings, were deemed to have 'highly promising evidence of effectiveness'." (CRESPAR Report # 59, 2002) Unlike the Modern Red Schoolhouse and Roots and Wings, EL embraces the culture of the school community and promotes rigorous instruction that is place and people based and local – using inquiry. It is the ideal structure for schools like AHS and rather than locking down the curriculum in fidelity to a "program" EL truly expands the curriculum allowing students to see them selves, their families, their town ... reflected in the classroom

Designed to Improve the Instruction and Assessment of LEP Children

In our rationale above there is strong evidence that improvement of instruction and assessment will be a key outcome of the implementation of EL as a cognitive academic language

more traditional approaches, such as ESL or sheltered English are not appropriate - and fail to address the unique challenges faced by English dominant NA LEP children. Based on local outcomes in the Arlee Junior High and St. Ignatius Middle School, we are convinced that EL will produce the dramatic and positive outcomes for students.

Based on Scientifically Based Research with Demonstrated Effectiveness Increasing Teachers Knowledge and Skills

We reviewed nearly 900 articles and reports before finalizing the project design. Our areas of search included best practices in Indian Education, closing the achievement gap for AI students, limited English proficiency and the Native American child, reading and Native American adolescents and efficacy of EL as a systemic school reform for schools serving at-risk children in addition to the findings of the *Reading Next* report. From this review the following articles proved to be seminal. First, Dr. William Demmert's literature review and recommendations articulated in *Improving academic performance among American Indian students: A review of the research literature*. (ERIC: Clearinghouse on Rural Education and Small Schools, 2001) found specific findings related to academic achievement that have been incorporated into this project and are consistent with our selected design model. Demmert examined research-based information on educational approaches and programs associated with improving the academic performance of Native American students. He searched ERIC's over 8,000 documents on American Indian education, as well as master's and doctoral dissertations and other sources of research on the education of Native Americans. Selected research reports and articles were organized into the following categories: early childhood environment and

experiences; Native language and cultural programs; teachers, instruction, and curriculum; community and parental influences on academic performance; student characteristics; economic and social factors; and factors leading to success in college or college completion. His findings point to the value of culturally congruent programs, importance of high expectations and teacher training and critical roles of family and community to elevate academic achievement.

A second, yet to be published, article written by Marsha Riddle Buly of Western Washington University, focuses on the needs of adolescent AI students relating to reading. Titled, *Adolescent Reading Skills: One American Indian School's Discoveries* (2006). Buly's research was "designed to uncover the specific reading needs of one group of AI adolescents in a school where culturally relevant pedagogy had been embraced." Located in Washington State the context of this study is compelling as a match for AHS. One finding includes the following:

"Deepening teacher understanding related to culturally-relevant pedagogy has been linked to improvement of the academic performance of NA students (e.g., Au & Carroll, 1997; Cleary & Peacock, 1998; Dehlye, 1992; Delpit, 1995; Demmert, 2000; Gilliland, 1999; Klug & Whitfield, 2003). Students who are already at-risk of school failure in adolescent grades may benefit from culturally relevant pedagogy, but only if there is a dual focus that also makes sure that the reading instruction is geared to the needs of students (Au and Carroll, 1997; Lankford and Riley, 1986). Unfortunately, that training is seldom extended to middle and high school teachers, at least during teacher preparation. Teachers of adolescents are most often well versed in a particular content area. Those endorsed to teach language arts classes generally have ample training in English, usually with a focus on composition and/or literature. Their preparation seldom, if ever, includes methodology classes that focus on assessing reading skills, instruction in basic reading skills, or reading processes. At the same time, the findings from Dehyle's (1992) research suggest that many NA adolescents start their journey through middle

school lacking the very basic reading skills that many students develop as they proceed through elementary school.”

What Buly describes is exactly an area of need we uncovered and that our project design is intended to resolve... advanced training for high school teachers in reading methodology and literacy pedagogy. Her findings related to culturally relevant pedagogy are also echoed in local experience and NA LEP student performance in Arlee.

Two other reports proved to be consistent with the findings of these. They are *American Indian Student Achievement in Montana Public Schools: Features of the Achievement Gap and Policy Prescriptions* written for the Montana legislature by Lohse (2005) and *Reading and the Native American Learner: A Research Report* commissioned by the Washington State and written by Charles, M.P.A. and Costantino, Ph.D., The Evergreen State College (2000.)

Another report of importance was related to the effectiveness of EL in schools serving at-risk youth. Documented in *Comprehensive School Reform and Student Achievement: A Meta-Analysis* (CRESPAR Report # 59, 2002), they found that, “EL, along with Modern Red Schoolhouse and Roots and Wings, were deemed to have ‘highly promising evidence of effectiveness.’” The report says that the three models in this category have “positive and statistically significant results from comparison or third-party comparison studies.”(p.32)

Prior to the selection of EL / Outward Bound as a model for over all improvement of rigor and engagement in the AHS Curriculum, we examined hundreds of articles and publications reviewing 16 of 29 Comprehensive School Reform models for evidence of success and “goodness” of fit with the philosophy of the AHS promoted through our long range strategic plan. Hands down, EL won out. Once reason for its selection was the consistency we found with the findings of Demmert and Buly regarding culturally-relevant pedagogy and the degree that EL

supports tremendous depth of study and academic rigor connected to rich content that will be informed in Arlee by the Confederated Salish and Kootenai Tribes.

Sufficient in Intensity/Duration to Have a Positive, Lasting Impact on Teacher's Performance

AHS proposes a five year, long-term job embedded model that will be implemented as critical changes in our staff due to retirement also occur. It is anticipated that by year 2 of the program, up to 12 district staff members with over 25 years experience will retire. The void left by this loss is enormous, it also presents an opportunity to double the benefit of long-term job-embedded professional development. To understand the intensity of the approach we have included a detailed plan for Year 1 organized around the Core Practices that are the center piece of our design.

Core Practice One: Learning Expeditions

- All faculty participate in a 3-5 day summer institute on becoming an EL school. Every teacher plans, develops and carries out at least one learning expedition or in depth investigation each semester while learning how to develop standards based expeditions.
- The core practices and design principles of EL are introduced, studied and prioritized for the upcoming school year.
- Up to one quarter of the teachers attend off site professional development opportunities including institutes, summit and Outward Bound courses for EL educators.
- Librarian, Counselor, Adolescent Reading Specialist and our Salish Language and Indian Studies staff participate and collaborate to design expeditions with content area teachers.

Core Practice Two: Active Pedagogy

- Teachers study and use instructional practices following *Reading Next* recommendations.
- School wide literacy training is an ongoing part of professional development.
- Teachers and administrators attend the EL National Conference to learn about exemplary models of learning expeditions, active pedagogy and other best practices.

- Teachers are introduced to and then collectively use and practice protocols and models of discussing/critiquing learning expeditions and collecting, sharing and assessing student work.
- Students are given opportunities to examine models of work and discuss/reflect on the qualities and criteria for good work. Teachers receive training in the use of rubrics, product descriptors and critique/revision with students.
- Readers and writers workshop protocols are modeled by Adolescent Reading Specialist and the EL coach in the content area classrooms to support implementation.

Core Practice Three: Culture and Character

- The faculty in collaboration with the counselor and students study the design principles and EL structures such as crews, community meetings, presentations, etc and incorporate them into the culture of the school.
- Staff development sessions model these practices.

Core Practice Four: Leadership and School Improvement

- The principal and project director convenes an EL Leadership Team that shares in the responsibility for design implementation and helps to coordinate on site professional development at the school. The leadership team meets at least once per month. A leadership retreat or institute is planned and an onsite EL liaison or instructional guide is designated.
- The principal attends the summer Leadership and School Improvement Institute.
- A portion of faculty meetings is devoted to study, discussion, decision-making or assessment of design implementation.
- Professional development days built into the district/school calendar support the work of ELOB. Goals are aligned with other district/school priorities.
- The school collects/analyzes standardized test scores and other school based evidence/achievement data to make informed decisions about instruction/ implementation of EL.

Core Practice Five: Structures

- School schedules, organizational structures, resources and teacher teams are developed/ coordinated to reduce barriers to design implementation.
- At end of first year, implementation review completed to assess school progress, identify priorities and establish goals for continued improvement.

- Faculty attends off site professional development opportunities including site seminars or visits to other EL schools.

Need for the Project

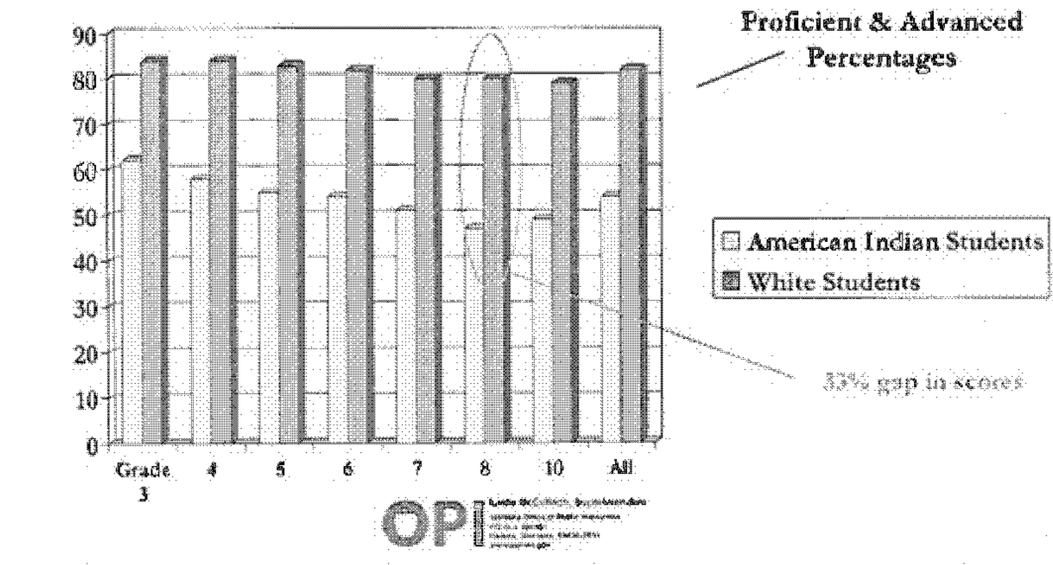
Located on the southern end of the Flathead Reservation in Montana, the Arlee High School (here after, AHS) is a public school serving a majority Native American (here after, NA) population. In the overall K-12 population, 68% are NA, but among the youngest students served by the school system, over 70% are Indian. The number and percentage of Indian students has grown over the past 15 years, in spite of the poverty and lack of economic opportunity for parents in the Jocko Valley. In 1990 only 55% of Arlee students were NA. One reason for this change in demographics is the commitment of the school to develop unique programs serving Indian children and to sustain and enhance those programs using our fragile fiscal resources, over long periods of time. Our results have made us a high performing Indian school when compared to Montana and nationwide trends. In spite of our relative success, outcomes for Native American students are still far from adequate to meet their needs or potential. They deserve better. This project is one effort to build on our success and take our high school program to the next level – helping every Arlee graduate, including Native American Limited English Proficient students, to achieve academically and potentially go on to college.

Native American students, nation-wide, experience high risk of academic failure and as a result, are often poorly prepared and under motivated toward college if they complete high school. This said, for Native American children who are also limited English proficient, the situation is dire. This lack of academic preparation is clearly seen in the graphs on the following page showing the overall gap between Native American and non-Indian students by grade level on the MT Criterion Referenced Test in both reading and math. It is interesting to note that the gap grows wider each year from third grade through 8th grade and then in reading, appears to

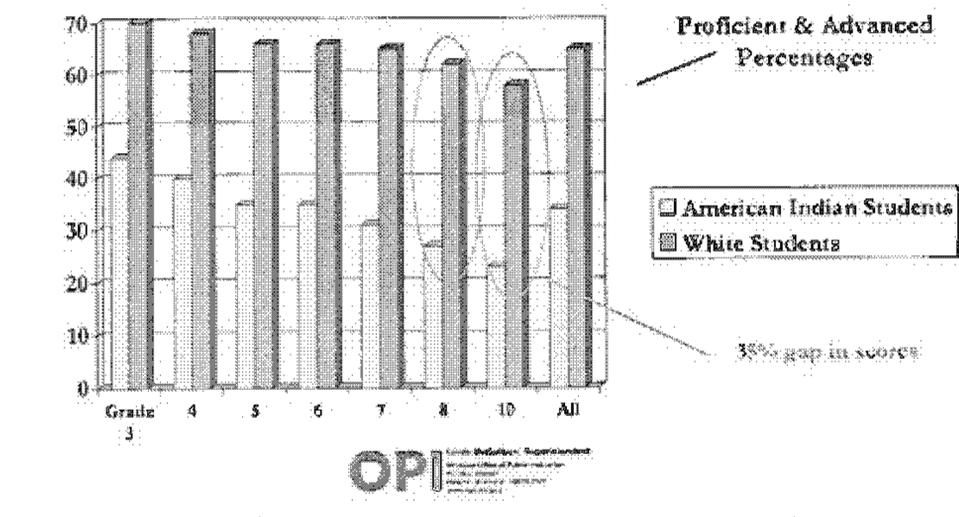
of the data as the actual cause for the rise in the percentages of NA students at proficient and advanced levels results from the significant number of drop-outs – not from actual improvement.

When the lowest performing students leave school, the overall percentage proficient does go up...but at a huge cost.

2005-06 Criterion Reference Test (CRT) Reading Scores



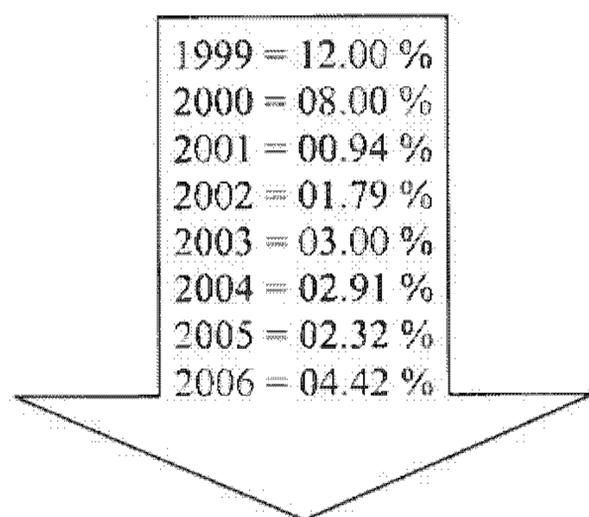
2005-06 Criterion Referenced Test (CRT) Math Scores



Math scores overall are stunningly low, and for this critical content area, the gap remains at 35% for both 8th and 10th grades, however performance of non-Indian children is also declining – thus Indian student performance is far below what would be required for college admission and college success. Much of this achievement gap can be attributed to limited English proficiency – which is endemic in rural, isolated reservation communities. Unique to this population is a lack of cognitive academic language proficiency, or CALP (Cummins, 1992).

Other indicators that need to be examined are drop-out rates and graduation rates for NA and NA LEP students, many of whom go unidentified. According to OPI records, NA students experience significantly lower graduation rates on a state-wide basis. A recent report stated, “From 2003 to 2005, NA students completed high school at an average rate of 64.3%, compared to white students’ average completion rate of 87.6%” (OPI, 2007) indicating a significant discrepancy between these demographic subgroups.

At AHS, resulting from a wake up call in 1999 when our overall dropout rate soared to 12%, we have lowered and maintained our rates at or below 3% until this past year, when we had an overall drop out rate of 4.42% - high for AHS but still below the MT average for all students. Of note, though the drop out rate did go up, the gap last year was insignificant, with a 4.54% rate for NA students and 4.25% for non-Indian students.



In spite of these successes, we continue to have NA students generally over represented as a sub-group in the dropout population. This is of concern and led the Arlee HS to include a stronger emphasis in our school improvement goals on Indian Education for All and engaging students in

more motivating and rigorous curriculum. These areas of emphasis, along with stable, relatively low dropout rates over time, create potential for a college preparatory initiative impacting NA LEP students nationally, modeling success and best practice.

Finally, on a national and statewide basis, college attendance for NA students is the lowest of any demographic subgroup and lower still is the degree of retention in 4 year college programs for this population. As a group, they generally experience more stress, higher levels of home sickness and depression and lower levels of prior academic preparation. Support systems are required to provide these students the skills they will need to continue their educations.

The AHS has identified the following gaps in services related provision of robust language programs, content area engagement and overall literacy development of NA LEP students.

- Curricular content and teaching methods need to be compelling and highly engaging.
- Curricular content and teaching methods need to include rich cultural contexts and support NA student identity and native language enrichment.
- Curricular content and teaching methods need to be challenging, but accessible, giving students the understanding that success is possible – if not probable.
- Basic skills (like literacy) must be mastered and where they are not, remediated, while also building higher skills (math, science, writing and inferential reading, literary interpretation and advanced content area reading) and this will take specialized support from teachers with extensive experience teaching content area literacy to NA LEP 14 – 18 year olds.
- Temporary supports must be provided to help students meet compelling and challenging academic goals. (It is understood that permanent supports are a form of institutionalized codependence and actually take away the opportunity NA LEP students require to see themselves as academically able, successful and talented.)

- Resources and materials need to be available to support depth of study in content areas, but also need to address a variety of reading levels – allowing a scaffold to ever higher reading levels and a means of improving the inferential reading skills of adolescents.
- Technology tools and courseware need to be applied as a temporary support allowing students to build skills in areas of weakness – or expand cognitive academic language proficiency in English.
- Counselors and teachers need to design team building activities to create a climate and culture of success for students – where they encourage each other to achieve their potential.

These gaps are the focus of this project and given the needs we have identified, will lead to significant changes in the “sink or swim” environment NA LEP students experience in the traditional high school. They will support our goals of all students having robust English language and literacy skills - leading to other areas of academic success. It is the intent of the AHS staff and parents to build on our existing strengths and create a roadmap others can follow to achieve the same positive outcomes for NA LEP students.

Quality of Project Design

Clearly Specified and Measurable Goals, Objectives and Outcomes

The AHS has operated with the foundation of a comprehensive and cohesive school strategic plan for over a decade. Each year, staff members and parents review and enhance the plan and recommit to the course of action contained there in. Goals, known as Arlee’s Foundations for the Future, were recently articulated in the plan as we designed for this demonstration project.

- Goal 1: Every Student a Reader and Writer!** High levels of literacy result in academic success through high school, and into college. Increasing inferential and analytic reading skills, along with college prep writing are the foundation for all content mastery.
- Goal 2: Every Student College Ready - College Bound!** AHS strives for a 100% graduation rate with all Arlee graduates prepared for college and “admission ready” as well as skill for entry into the workforce.

Goal 3: Every Student Develops Strong Self-awareness and Sense of Identity! The AHS is committed to implementation of Indian Education for All and will employ best practices from the EL Model to enhance full implementation including depth of study and academic rigor. This supports AI students in developing the cultural pluralism that will allow them to move between cultures with ease – increasing the likelihood of retention in college.

Goal 4: Every Student Technology Proficient! Ability to apply current technologies as tool for learning, to learn emerging technologies and to assure their place in the economy of the future and promote life long learning and college success is essential for AHS students.

The Abstract, Project Activities and Management Sections provide details for each project component. Components are aligned with specific and measurable objectives and desired outcomes for those objectives. They are found on the table following. These objectives are part of a school-wide effort at reform and improvement and thus are reflected in our Comprehensive Plan, and the development of all curricula and professional development in the AHS. All students and teachers - not just project specific personnel - are equitably impacted by every objective with emphasis on their content area specialization.

The GPRA performance measures will be monitored regularly and reported annually. They are included in the in the following objectives. Overarching performance measures are:

- **The number and percentage of LEP students served who score proficient or above on the Montana Reading Assessment, and**
- **The number and percentage of LEP students served who *make progress toward, or attain proficiency in English as measured by the Montana English Language Proficiency Assessment.***

Objective 1 – During each project year, AHS staff will be provided with job-embedded professional development (28 days per year, with 9 in intensive on-site training, 16 of direct modeling and support for instructional implementation of the best practices modeling in the classrooms and approximately 3

<p>days per staff member participating in off-site regional or national institutes provided by EL - a comprehensive systemic reform model) resulting in increased academic rigor and more academically engaging curriculum for 9th-12th grade NA LEP students.</p>
<p>Outcome 1 – Increased teacher proficiency on observation checklist and teacher self assessment rubric in all 5 EL Core Practices and subsequent implementation at 75% - 100% proficiency in 80% of AHS classrooms.</p>
<p>Objective 2 – During each project year and beyond AHS will employ an Adolescent Reading Specialist to model and coach high school staff in content area reading strategies focused on the EL Core Practice Benchmark for Active Pedagogy creating more rigorous, compelling and engaging instruction and leading to increased the number and percentage of LEP students served who score proficient or above on the Montana Reading Assessment (CRT) and number and percentage of LEP students served who <i>make progress toward, or attain proficiency</i> in English as measured by the Montana English Language Proficiency (EPL) Assessment.</p>
<p>Outcome 2 – Increases in academic rigor and engagement will result in higher levels of student performance in reading on the CRT and ELP with increases documented annually.</p>
<p>Objective 3 - During the project period the AHS will develop and implement a Salish Language Instruction course strand to provide direct instruction for students in Salish language to enhance native language proficiency and cultural congruence in the AHS, measured by appropriate performance assessment of students in oral Salish language, English proficiency, dropout reduction, attendance increases and curriculum materials developed.</p>
<p>Outcome 3 - Students improve by one proficiency level on the Salish Language Observation from the base line of Spring 2008 and parent surveys will indicate improved home/school connections. Attendance will improve by 5% each year up to 90% or higher while dropout rates go down from 4% to 1% or less by the close of the program.</p>
<p>Objective 4 – Each project year and beyond technology supported instruction will be employed to individualize instruction around needs for both remediation and acceleration resulting in improved grades and increasing increased the number and percentage of LEP students served who score proficient or above on the Montana Reading Assessment (CRT) and number and percentage of LEP students served who <i>make progress toward, or attain proficiency</i> in English as measured by the Montana English Language Proficiency (EPL) Assessment.</p>

Outcome 4 – The percentage of students determined proficient in reading on the CRT and in English language proficiency on the ELP and passing courses preparing them to go on for post secondary education.

Objective 5 – Each project year and beyond temporary support services will be developed including summer programs and after school tutoring to guide students who may struggle to improved cognitive academic language and higher levels of academic achievement.

Outcome 5 - The percentage of students determined proficient in reading on the CRT and in English language proficiency on the ELP and passing courses preparing them to go on for post secondary education.

Objective 6 - A data driven decision making model will be created using longitudinal data to support continuous improvement and reflection as measured by annual data report to parents, district profile, district and building report cards, and review comments by parents and staff.

Outcome 6 - Exemplary evaluation reporting with evidence of project strategy success and failure will be developed along with a published road map for future replication.

Building Capacity and Yielding Results Beyond the Period of Federal Assistance

At least 50% of the dollars spent on this project are to provide long-term job embedded professional development exceeding all national standards. Once complete, these assets stay in the school. These services include the cost of the Adolescent Literacy Specialist, 50% of the project director, all of the data management costs, cost of EL support package and school coach, corresponding fringe benefits and the modest travel, evaluation team, and summer institute line items. On average teachers have 14 years of experience in Arlee School, thus training dollars spent here, stay here.

The Arlee School will have the resources and commitment to continue the program when Federal assistance under the project is reduced or no longer available. This will be accomplished through the training component of the program and the collaboration between programs.

Through both professional development and providing support for high quality

instructional practices, it is our belief that we will be able to retain new teachers and continue to experience the low turn over rates of the past. Professional development is the most lasting form of support provided by the program. When job-embedded professional development is provided, it changes teacher's understandings and this impacts learners in positive ways for the entire career of the teacher. When teachers are truly life-long learners, they create instructional environments that are ever changing, engaging and reflect the value of discovery. These environments along with the thoughtful mediation of a highly skilled teacher, lead to engaged, motivated and high performing students. Professional development is the focus of this program and will lead to our ability to sustain the program permanently without further federal assistance. Fiscal resources from Title I, Title II and Title VI are integrated during the implementation of the program and all goals are aligned. At the close of the program these resources will be used to maintain similar services at a lower level of support resulting from lower need on the part of our trained and experienced staff.

Encouraging Parental Involvement

Parents will meet on a monthly basis and will have quarterly reports on the progress of the program. They are always invited into the school to participate as parent volunteers and to bring their unique talents to share with students a regular basis and will be encouraged to attend parent teacher conferences, open houses and performances involving their children. A community-wide review of student progress toward achieving the goals of NCLB will be conducted annually in January and will include strategies parents can use to help support their children in all academic endeavors. All efforts will involve parents as key collaborators. Technology newly available to teachers in each classroom allowing daily notices on student

attendance, grades and behavior to be sent directly to parents via e-mail have been an enormous success and will be used to maintain contact and update parents on program activities and their child's participation and achievement. Day to day communication is critical to student attendance and success and this is highly promoted through the efforts of our high school staff and principal.

Parents and community members are invited and encouraged to participate in all summer institute activities and to be trained and serve on assessment teams examining student work each summer. This collaborative assessment process is an opportunity for teachers and parents working in teams to analyze student data together - gaining greater insight in how each can support higher levels of student achievement and success.

Qualifications of Key Personnel

EEO Policy

AHS is an equal opportunity employer. Discrimination in employment because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, marital or parental status is prohibited. Furthermore, the AHS is committed to taking whatever remedial action is necessary to eliminate existing discrimination and its effects. The AHS is proud to have attracted and retained the largest number and percentage of Native American teachers on the Flathead Reservation, however, this number is still below representational for the majority minority population served by the district.

All mainstream staff are key personnel in this program. Teachers in Arlee have a remarkable record of ongoing professional growth and development. Many have been recognized for their efforts by state and national awards. 42% have Master's Degrees, and 2 of

the 41 K-12 staff members have Doctoral Degrees. 100% of Arlee teachers are graduates of the Montana Institute for Effective Teaching Practices for American Indian Children or the Montana Indian Education for All Institutes. Teachers have served Arlee School for an average of 14 years, indicating enviable low turnover rates. As noted in the needs assessment, there is a split between seasoned teachers with over 20 years experience in the district (12 of 41 certified teachers or 29%) and new teachers just beginning their careers. Of the 41 teachers employed by the district, 14 (34%) began teaching in Arlee from 2000 to present and 5 (12%) were hired within the last 2 years. These teachers need professional development and support as they learn how to meet the needs of LEP students.

Project Director

1) Position: Project Director 1 FTE (2) Person: Dr. Tammy Elser

(3) Duties and responsibilities relating to the project: Coordinates all activities conducted in the project, refines (with Indian parents' and teachers' input) time lines and objectives, oversees all project operations and activities, conducts formative evaluation on quarterly basis to allow for responsive modifications, develops materials, presentations and training for future replication of demonstrated successful strategies and components.

(4) Qualifications required for position: Master's Degree in Education with emphasis in literacy development, bilingual/multicultural education, and/or educational leadership. Teaching certification and experience and project management experience. Staff supervisory experience preferred. Ability to train and motivate staff and to model appropriate classroom practices for instruction of Indian students. Ability to work with Indian students, their parents, administrative and teaching personnel and build strong relationships with the Indian Education Parent Committee, the Confederated Salish

and Kootenai Tribes' Tribal Education Department, and SKC the Montana University System.

(5) Qualifications of Dr. Elser: Dr. Elser received B.A. degrees in English and Drama (1983) as well as an Associates degree emphasizing social work (1980). In 1990 she completed her Master's Degree in Education and in 1997 she completed her Doctoral Degree in Curriculum and Instruction. She has completed 3 years of instruction in the Salish and Kootenai language at the Salish Kootenai Community College. Dr. Elser has 6 years experience as a teacher of English and Reading to Indian students grades 7-12. She has been a bilingual program director on the Flathead Reservation for 24 years. During this time she successfully directed several Federal Bilingual Programs for two different school districts and designed Flathead Reservation-wide Projects linking tribal agencies to all local school districts. She works closely with the Tribal Education Department and others to develop unique approaches serving Indian children. She is currently an Adjunct Assistant Professor at the University of Montana invited to teach graduate and undergraduate courses in literacy, multicultural education and Indian Education for All.

Other Key Personnel

Project Data Management Specialist .33 FTE - Conducts data entry and data management to monitor formative and summative progress, prepares replication materials for publication, provides layout and graphic enhancements of documents, supports smooth management of the project. Must be proficient in multiple word processing and publication software packages, have knowledge of data systems storing student data and master SPSS for data entry and analysis. Attention to detail and ability to edit and design documents for publication a must. BA and years experience in comparable roles preferred.

Technology Integration Support Specialist .5 FTE - Provides training and technical support

allowing classroom teachers, and all program staff to apply instructional technology to support English language acquisition, enhanced academic rigor, individualized instructional plans, content area courseware and other tools supporting development of cognitive academic language proficiency. Requires a BS in technology related field and network certification. Proven record of tech support to improve teaching and learning required.

Adolescent Reading Specialist .75 FTE - Mentors content area teachers in reading comprehension strategies, supports rigorous academic content integration using Readers and Writers workshops and EL principles for academic engagement and team building. BA in English or elementary education required. Elementary or secondary MT teaching certification required. Experience with EL and development of Readers and Writers workshop integrating Indian Education preferred. Unique personal qualities for working with adolescence on academically challenging material a plus!

1) Position: Salish Language Specialist, .25 FTE (2) Name: To Be Hired

(3) Description of duties and responsibilities of the position: Will teach Salish to 9th-12th graders and design educational activities and materials in the Salish language and culture working collaboratively with Title IX staff. The Specialist will help plan in-service in culture and language for other staff and act as a resource person in addition to instructional duties.

(4) Qualifications required for the position: Must possess extensive knowledge of the targeted culture and language and qualify for certification with the Culture Committee. Must demonstrate excellent communication skills in Salish and English. Teaching experience preferred. B.A. preferred but not required. Individual must have a vision of how to revitalize the Salish languages, to enhance student self-esteem, and academic performance. Must hold valid

Montana Teaching Certificate (Class VII, II or I).

Summer College Prep Camp .5 FTE - Two certified teachers, one specialized in college prep math and the second specialized in literacy will provide six week college prep summer camps geared toward skill building, college application development, awareness and team building activities. Montana teaching certification (1 with emphasis in Math, the other Literacy) required. Experience serving AI students, ability to work independently and design summer curriculum following EL principles and employing technology required.

After School Tutoring .25 FTE – Two certified teachers will provide after school academic enrichment activities and tutoring and individualized academic support using the HS Library Media Center as a resource along with technology and support provided in that setting. Montana teaching certification required. Experience serving AI students, ability to work one to one with students incorporating the resources of the library media center and technology required.

Project Consultants

EL is a design and program for school improvement that builds on the educational ideas and insights of Kurt Hahn, Outward Bound's founder, Outward Bound's 60-year history and the ideas and examples of other educational reformers including John Dewey, Paul Ylvisaker, Harold Howe, Ted Sizer, Eleanor Duckworth, Howard Gardner, Debbie Meier and Tom James.

An EL school designer has the primary responsibility, under the supervision of a regional field director, for supporting the implementation of the core practices and the design principles of the EL design in 4-6 schools. School designers are experienced teachers and administrators who work with school principals and leadership teams to identify their needs and goals and to provide the appropriate services to address them. School designers assist individual teachers and

teacher teams in developing high quality learning expeditions--in depth, project-based investigations aligned with standards -- as the primary way of organizing the curriculum; in implementing active and engaging instructional practices that promote equity and high expectations; and in establishing practices that build school culture and foster character. They also work to guide school leadership and develop school structures that support these practices.

Qualifications required:

- Five years classroom teaching experience in EL or similar schools
- Experience teaching and facilitating adults
- Strong background in reading and writing across the curriculum
- Preferred experience in school administration
- Strong communication and organizational skills

Mary Jo Swartley is the school designer (coach) who will be assigned to AHS. She has been a school designer for EL since 2002. She retired in 2006 from a position as a literacy specialist and staff developer for Missoula County Public Schools. She has 24 years of classroom experience. Her qualifications include demonstrated competence supporting implementation of culturally congruent instruction and Indian Education for All.

Adequacy of Resources

Reasonable Costs Compared to Objectives, Design and Project Significance

Federal funds received under the project will be used to supplement and not supplant State and local funds that, in the absence of those Federal funds, would have been expended for special programs for LEP children and youth. The budget is cost effective with priority placed on permanent improvements in LEP student instruction through staff development, restructuring of programs in and out of school, and development of supportive partnerships and quality materials and curriculum. Fifty percent of the budget is directly related to professional development. Our

detailed budget can be found with the federal forms. In addition, preliminary data exists to support our hypothesis that this model could work far beyond our district - impacting underachievement of NA LEP students, a unique population underserved and at extreme risk, nationwide.

Quality of Management Plan

Management Plan Will Achieve Objectives - On Time, Within Budget and Define Responsibilities, Timelines and Milestones for Accomplishing Key Project Tasks

Our plan of operation follows in the form of detailed Management By Objectives Tables. Responsible staff (who), time line (when) and evaluation indicators (how well) for each activity are included. Measurable objectives are aligned and developed for each major activity.

Objective 1 – During each project year, AHS staff will be provided with job-embedded professional development through the Expeditionary Learning / Outward Bound model, resulting in increased academic rigor and more academically engaging curriculum for 9th-12th grade NA LEP students.			
Activities	Staff	Time Line	Implementation Milestones
1.1 Contract with EL	Admin.	Upon funding	1.1 Contract on file.
1.2 Establish training calendar	Dir. / Coach	Upon funding	1.2 Calendar published
1.3 Follow year 1 plan (see p. 15-16)	Dir / Coach	Upon funding	1.3 Implementation plan check list
1.4 Arrange staff off site training	Dir / Coach	Sept. 2008	1.4 Records of participation

Objective 2 - During each project year and beyond AHS will employ an Adolescent Reading Specialist to model and coach high school staff in content area reading strategies focused on the EL Core Practice Benchmark for Active Pedagogy creating more rigorous, compelling and engaging instruction and leading to increased the number and percentage of LEP students served who score proficient or above on the Montana Reading Assessment (CRT) and number and percentage of LEP students served who *make progress toward, or attain proficiency* in English as measured by the Montana English Language Proficiency (EPL) Assessment.

Activities	Staff	Time Line	Implementation Milestones
2.1 Hiring of project staff.	Admin.	Upon funding	2.1 Records of hiring and resume on file
2.2 Specialist engages in EL training	Spec/ Coach	Ongoing	2.2 Records or training participation
2.3 Conduct HS curriculum mapping to identify "Expeditions" or depth of study units for development	Spec / Coach / Staff	Fall 2008	2.3 Curriculum maps in place
2.4 Specialist provides demos / co-teaches in content area classrooms	Spec / Coach	Begin Oct. 2008, ongoing	2.4 Schedule of collaborative teaching established based on curriculum maps
2.5 Continue cycle of in class support	Spec / Coach	Ongoing	2.5 Program support records and calendar
2.6 Monitor needs, growth and engagement of AI learners in literacy	Specialist	Ongoing	2.6 Formative and summative assessment of reading and writing skills

Objective 3 - During the project period the AHS will develop and implement a Salish Language Instruction course strand to provide direct instruction for students in Salish language to enhance native language proficiency and cultural congruence in the AHS, measured by appropriate performance assessment of students in oral Salish language, English proficiency, dropout reduction, attendance increases and curriculum materials developed.

Activities	Staff	Time Line	Implementation Milestones
3.1 Hire fluent Salish Language Specialist.	DirectorAdmin.	8/2008	3.1 Date of hiring, credentials on file.
3.2 During first quarter, develop materials, theme units and work with reservation wide committee on scope and sequence.	Specialist Facilitator	9/2008 1/2009 ongoing	3.2 Pre-service records, materials developed.
3.3 Schedule instruction 9-12	Specialist	9/2008	3.3 Schedule in place.
3.4 Provide instruction daily	Specialist	9/2008	3.4 Records of time and student achievement data.

Objective 4 – Each project year and beyond technology supported instruction will be employed to individualize instruction around needs for both remediation and acceleration resulting in improved student success as measured by the MT Reading Assessment, the MT English Language Proficiency Test, lower dropout rates and higher numbers to NA LEP able to and selecting to go to post secondary education.

Activities	Staff	Time Line	Implementation Milestones
4.1 Hire Tech Integration specialist	Admin.	Upon funding	4.1 Records of hiring and resume on file.

4.2 Inventory tech supports onsite	Tech	Upon funding	4.2 Hardware, software, courseware lists
4.3 Determine student needs	Tech / Staff	Oct. 2008	4.3 Develop data driven "wish list"
4.4 Purchase new courseware	Tech	Dec. 2008	4.4 Purchases in place or planned
4.5 "Market" resources to students/staff	Tech	Ongoing	4.5 Increased records of use
4.6 Maintain infrastructure/ train	Tech	Ongoing	4.6 Downtime and training records
Objective 5 – Each project year temporary support services will be developed including summer programs and after school tutoring to guide struggling students to higher of academic achievement.			
Activities	Staff	Time Line	Implementation Milestones
5.1 Hire tutors & summer staff	Admin.	Upon funding	5.1 Hiring records/resume's filed
5.2 Schedule tutors 4 days / w	Dir. / Tutors	September	5.2 Schedule & calendar advertised
5.3 Schedule 6 week summer programs	Dir /Sum Staff	April, 2008	5.3 Schedule & calendar advertised
5.4 Recruit summer participants	Staff/Sum Staff	Apr.-May 2008	5.4 Participant roster in place
5.5 Run summer program	Sum Staff	Each summer	5.5 Summer participation records
5.6 Monitor student grades / progress	Staff / Tutors	Ongoing	5.6 Weekly grade reports by teachers

Objective 6- A data driven decision making model will be created using longitudinal data to support continuous improvement and reflection as measured by annual data report to parents, district profile, district and building report cards, and review comments by parents and staff.			
Activities	Staff	Time Line	Implementation Milestones
6.1 Identify variables for 2 data bases - student profile and staff PD profile	Dir/Data Manager	Upon funding	6.1 Variable lists created and template for data bases constructed
6.2 Enter all student data.	Data Manager	Ongoing	6.2 Data on students in longitudinal profile
6.3 Enter all staff data.	Data Manager	Ongoing	6.3 Data entered on staff development
6.4 Create reg. cycles for data analysis.	Dir/Data Man	Ongoing	6.4 Quarterly cycle for analysis employed
6.5 Review assessment system for gaps and plan for remediation.	Dir / Staff	Annually	6.5 List of unanswered questions created and tools identified for providing information
6.6 Conduct annual internal evaluation.	Dir / Coach	Annually	6.6 Reports generated and feedback used
6.7 Host "All Heads Together" Data Analysis Retreat with Expert Panel	Director	Year 2,3,4,5	6.7 Outcomes and detailed recommendations, Replication Road Map developed by Year 5

Ensuring Feedback and Continuous Improvement in the Operation of the Project

Please see Objective 6 and the Evaluation Section for evidence on continuous feedback built into the program design.

Time Commitments of Project Director and Key Project Personnel to Meet the Objectives

Time commitments for all personnel are included with the preceding job descriptions and program specific responsibilities are outline in the MBO format above. The director will devote half time to the project. Individuals in the basic education program serving LEP students will be paid 100% by the district and devote extensive time to the program including after-school training.

Quality of Project Evaluation**Methods Are Comprehensive, Appropriate to Goals, Objectives and Outcomes**

The evaluation will provide a comprehensive review of all elements of the project and the student outcomes associated with the project. The report will include detailed information based on our management by objectives tables. Data will be disaggregated to compare outcomes for NA LEP students to their non-LEP NA peers and their non-Indian and non-LEP peers. Data will also be disaggregated by specific student clusters based on the delivery of an identified service or combination of services. The evaluation capacity of the district longitudinal data base will be tapped along with the qualitative evaluation procedures prescribed by our Title I School-wide Plans. The district's assessment system will provide the backbone of this evaluation leading to the ability to document results compared to past performance of individuals and groups of students.

Methods Examine Project Implementation Strategies

Detailed records of implementation will be maintained and a qualitative study of implementation will be conducted. Included will be a detailed status report following the Management By Objectives Tables, a description of the curriculum used, project management

strategies employed, professional development conducted and teachers opinion of quality and usefulness of the training and details of the Salish language component. The intent of the project implementation indicators is not only to document that "we did what we said we would do," but also to provide a road map for others allowing them to avoid pitfalls and maximize success of future projects following our model.

Detailed records of the context of the project prior to implementation have already been developed including a longitudinal database for students with a 17 year comprehensive history and a database under development for staff professional development and staff qualifications.

Objective Performance Measures Related to Project Outcomes

Arlee is the only school in Montana to have developed and maintained a longitudinal database on all learners K-12 with information spanning 17 years. This database is applied to the development, formative and summative evaluation of all programs. Objective 6 demonstrates our intent to continue to develop and expand this database including more performance based assessments along with our standardized tests and our district wide writing assessment. The database allows for disaggregation of information by gender, socio-economic status, race, limited English proficiency, grade, teacher and any prior program placement. As a result we can track changes in student performance based on teacher assignment and whether or not that teacher has participated in a specific professional development opportunity. As Darling-Hammond has repeatedly reminded us...it is the teacher and the effectiveness of his or her teaching that matters most in student performance (2005, 2007). Our database allows us to conduct detailed internal and external evaluation reports. Detailed records will be maintained regarding student services and project implementation, along with the longitudinal data on student outcomes that will help

us determine strategy success or failure. A pre/post testing model will be implemented to gather data annually to compare to base lines taken during the five year period prior to project implementation. Longitudinal data allows for isolation of factors leading to success or failure by looking at student performance in other contexts, over years prior to service. Analysis will use a matched pair t-test model to determine whether differences in outcomes result from the project's "treatment". The confidence level is set a priori at .05.

Performance Feedback Allowing Assessment of Progress Toward Outcomes

The GPRA performance measures will be monitored regularly and reported annually.

They include:

- **The number and percentage of LEP students served who score proficient or above on the Montana Reading Assessment, and**
- **The number and percentage of LEP students served who *make progress toward, or attain proficiency* in English as measured by the Montana English Language Proficiency Assessment.**

The plan will be modified to be responsive to student and staff feedback and student outcomes above on a regular basis. Any aspect of the plan will be subject to change as a result of data indicating success or failure of the component to support the intent of the program of reform. Quarterly reviews will be conducted by the Director of applicable data. All other data will be reviewed as it comes in, on at least an annual basis. Creating an Accessible Responsive Learning Environment for Excellence requires detailed review of data and project modification resulting from that review. The feedback loop has been addressed in the Management Plan and Project Design Sections.

The project proposes a unique approach to the traditional external evaluation. In place of a single individual who steps on site, conducts a review of project operations, gathers data and then produces a report for federal purposes primarily, we propose to conduct a highly detailed internal evaluation and develop the report of collected data internally. This will free up time and resources to approach the external evaluation as a team effort focused on rigorous analysis of data and generation of new questions revealed by the data gathered and presented through the internal report. We will create a panel including experts in the field.

- Dr. Richard Littlebear, President of Chief Dull Knife Community College and specialist in Indian Education, Bilingual Education and Language Acquisition.
- Ms. Joyce Silvertorne (ABD), Director of the Tribal Education Department for the Confederated Salish and Kootenai Tribes a Past Member of the Montana State Board of Public Education and Specialist in Indian Education and Bilingual Education.
- Dr. Kathy Miller, Professor Emeritus at the University of Montana and Specialist in Statistical Analysis and Research Methodology.
- Dr. Tammy Elser, Project Director and Specialist in Literacy Development, Bilingual/Multicultural Education and Assessment for Learning.
- Mr. John Jay Miller, Superintendent of Arlee Schools

The above individuals will be invited to participate in a data analysis retreat creating a “think tank” approach to project improvement, evaluation and eventually identification of successful strategies for replication. The retreat will take place off-site over a two day period allowing for detailed discussion of all factors impacting project success or failure and a complete, responsive review of the data. Beyond the report prepared for review prior to the

retreat, the panelists will be able to pose questions of the data and together will be able to generate analytical reports on the spot using a notebook computer and PC projector. The result at the end of 48 hours will be a rich detailed report generated collaboratively and locating in advance the areas of weakness or inconclusiveness in the data and data analysis.

The retreat will be scheduled for two week days each October beginning in 2009 and progressing until 2013. All panelists will be asked to develop a brief report reflecting what they learned about the project, its progress and the subsequent achievement of Indian students and posing questions, suggesting solutions to problems or providing responses in the form of recommendations taking into account their unique background and expertise.

Conclusion

The parents and staff of the Arlee High School extend our appreciation for the attention of the reader. In this effort to develop a program that can make a difference in our community, we have taken a major step toward solving the problems of LEP students. There is no lack of vision, planning, desire or ability on the part of our talented staff. We only lack the funding. The value of this project can only be measured against the value of human potential; that of parents, teachers, and especially the unexplored potential of children.

Project Narrative

Other Narrative

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Budget Narrative

Budget Narrative

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Budget Justification and Narrative for Arlee High School Native American Children in School Program

Personnel and Duties	Year 1	Year 2	Year 3	Year 4	Year 5
Project Director .5 FTE - Oversees all project operations and activities, conducts formative evaluation on quarterly basis to allow for responsive modifications, develops materials, presentations and training for future replication of demonstrated successful strategies.	26,766	26,766	26,766	26,766	26,766
Project Data Management Specialist .33 FTE - Conducts data entry and data management to monitor formative and summative progress, prepares replication materials for publication, provides layout and graphic enhancements of documents, supports smooth management of the project.	15,811	15,811	15,811	15,811	15,811
Technology Integration Support Specialist .5 FTE - Provides training and technical support allowing classroom teachers, and all program staff to apply instructional technology to support development of cognitive academic language in English for Native American Students.	22,323	22,323	22,323	22,323	22,323
Adolescent Reading Specialist .75 FTE - Mentors content area teachers in reading comprehension strategies, supports rigorous academic content integration using Readers and Writers workshops and Expeditionary Learning principles for academic engagement and team building.	31,362	31,362	31,362	31,362	31,362
Salish Language Specialist .25 FTE - Supports two periods per day of Salish Language Instruction by a Class VII certified language teacher fluent in Salish.	8,547	8,547	8,547	8,547	8,547
Summer Program Staff .5 FTE - Two certified teachers, one specialized in literacy and the other specialized in content area instruction will provide six week summer program to build skills, catch	12,000	12,000	12,000	12,000	12,000

up, and motivate NA HS children in Arlee.								
After School Tutoring .25 FTE – Two certified teachers will provide after school academic tutoring and individualized academic support using the HS Library Media Center as a resource along with technology and support provided in that setting.	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Sub Total Personnel	126,809	126,809	126,809	126,809	126,809	126,809	126,809	126,809
Insurance @ \$5,880 per fulltime employee per year (3 FTE)	17,640	17,640	17,640	17,640	17,640	17,640	17,640	17,640
Teachers or Montana Employees Retirement System @ .0715 x total compensation	9,067	9,067	9,067	9,067	9,067	9,067	9,067	9,067
Workers Compensation @ .0073 x t x total compensation	926	926	926	926	926	926	926	926
FICA @ .0765 x total compensation	9,701	9,701	9,701	9,701	9,701	9,701	9,701	9,701
Sub Total Fringe Benefits	37,334	37,334	37,334	37,334	37,334	37,334	37,334	37,334
Total for Personnel and Fringe Benefits	164,143	164,143	164,143	164,143	164,143	164,143	164,143	164,143
Training and Support - Item and Description	Year 1	Year 2	Year 3	Year 4	Year 5			
Expeditionary Learning Training and Support Partnership – Contract for 25 days of on-site training services and attendance for 5-10 staff annually at off site training institutes focused on their specific content area assignment – all leading to full implementation of the Expeditionary Learning Model across the high school building high expectations and academic excellence into the overall	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000

school context while enhancing Indian Education for All implementation at ever deeper levels.								
Travel to Off-site Institutes and OELA Training – 5-10 staff members @ cost of \$1,000 per trip.	6,000	5,000	4,000	3,000	2,000			
External Evaluation Team Members – Modest honoraria for each team member estimated at \$1,500 per day for approximately 2 days each. (To be supplemented by district for travel.)		4,500	4,500	4,500	4,500			
Heartview Training Facility Rental – Due to space considerations, a local training facility will be rented for 9 days at a cost of \$100 per day to minimize disruption to core high school classes while teachers gain advanced strategies to engage learners in rigorous inquiry based English Language Literacy instructional strategies.	900	900	900	900	900			
Total Training and Support	26,900	30,400	29,400	28,400	27,400			
Materials and Instructional Resources - Item and Description	Year 1	Year 2	Year 3	Year 4	Year 5			
Hardware - Provides notebook systems with wireless cards for staff and student use /research/etc. @\$500 per system.	1,000	2,000	3,000	4,000	5,000			
Software and Courseware – Allows for modest upgrades and selections of supportive courseware titles annually based on student needs, particularly focused on cognitive academic language proficiency in English.	2,000	2,000	2,000	2,000	2,000			
Alternative Textbooks – Science, Math and Social Studies texts selected at different reading levels to accommodate the needs of NA HS students and assure content area mastery while enhancing	8,500	4,000	4,000	4,000	4,000			

cognitive academic language proficiency in English.							
Library Resources and Reference Materials – Support resources including search tools and content area titles needed for Expeditions implementation across content areas.	500	500	500	500	500	500	500
Supplies – Modest instructional, training or office supplies all else will be provided by the district.	500	500	500	500	500	500	500
Total Materials and Instructional Resources	12,500	9,000	10,000	11,000	12,000		
Grand Total – Arlee High School Native American Children in School Program	203,543	203,543	203,543	203,543	203,543	203,543	203,543