

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	<input type="text" value="179,715.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="179,715.00"/>

* 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.

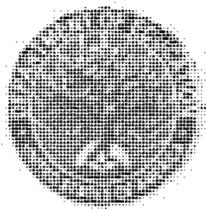
Attachments

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:
Tenkiller Elementary 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	\$ 85,800	\$ 86,750	\$ 87,700	\$ 88,650	\$ 89,600	\$ 438,500
2. Fringe Benefits	\$ 35,332	\$ 35,624	\$ 35,915	\$ 36,206	\$ 36,499	\$ 179,576
3. Travel	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 35,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 24,500	\$ 24,500	\$ 24,000	\$ 23,500	\$ 23,500	\$ 120,000
6. Contractual	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 4,000	\$ 4,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 17,000
9. Total Direct Costs (lines 1-8)	\$ 161,632	\$ 162,874	\$ 162,615	\$ 163,356	\$ 164,599	\$ 815,076
10. Indirect Costs*	\$ 3,233	\$ 3,257	\$ 3,252	\$ 3,267	\$ 3,292	\$ 16,301
11. Training Stipends	\$ 14,850	\$ 14,850	\$ 14,850	\$ 14,850	\$ 14,850	\$ 74,250
12. Total Costs (lines 9-11)	\$ 179,715	\$ 180,981	\$ 180,717	\$ 181,473	\$ 182,741	\$ 905,627

*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

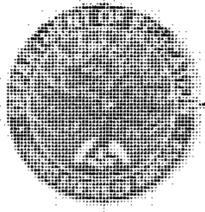
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2008 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Oklahoma State Department of Education

(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

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Expiration Date: 06/30/2005

Name of Institution/Organization:
Tenkiller Elementary 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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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: GRANT00366701

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 Sharon Ballew	* TITLE Superintendent
* APPLICANT ORGANIZATION Tenkiller Elementary 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: Tenkiller Elementary School</p> <p>* Address: 26106 East 863 Road</p> <p>Welling</p> <p>OK: Oklahoma</p> <p>74471</p> <p>Congressional District, if known: 2nd</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>U.S. 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: Sharon Ballew</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Sharon Ballew</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: Sharon Ballew</p> <p>* Name: Randy Rountree</p> <p>Title: Superintendent</p> <p>Telephone No.: 9184575996</p>		

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

4998-Project_Literacy_GEPA.doc

application/msword

GEPA, Section 427 Requirements:

All pre-K-8 Native American Indian students living within the Tenkiller Elementary School District will be served by the proposed project. Every student who is enrolled in the program will have equal access to the education program provided, regardless of race, national origin, color, or gender. For those students who have special disabilities, the district will provide the necessary tools, materials, and personnel required to ensure that the students have equal access to, and can participate in, the Native Americans in Schools program. Instructional assistants will work with program students and parents who are Cherokee bilingual. All attempts will be made to produce the handbook and newsletter to parents in Cherokee, if needed.

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

Tenkiller Elementary School

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: * First Name: Randy Middle Name:
* Last Name: Rountree Suffix: * Title: Superintendent

* SIGNATURE: Sharon Ballew * DATE: 12/06/2007

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Sharon

Ballew

* Address:

26106 East 863 Road

Cherokee

County

Welling

OK: Oklahoma

74471

USA: UNITED STATES

* Phone Number:

9184574378

Fax Number:

9184575619

Email:

spballew@tenkiller.k12.ok.us

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: GRANT00386701

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 8666-Project_Literacy_Abstract.doc

T365C080011

Project Abstract

Tenkiller Elementary School is proposing to develop a Native Americans in School Program for Native American limited English proficient students and their families in grades pre-K-8. The educational program proposed, *Project Literacy*, is designed to enable the limited English proficient students to acquire the appropriate language skills which will enhance their levels of proficiency in English and improve achievement in reading.

Tenkiller School is located in a rural area of northeastern Oklahoma, within the heart of the Cherokee Nation. Current enrollment for grades pre-K-8 stands at 315 students, with 256 (81%) being American Indian Cherokee children. Of these, 176 are limited English proficient and come from an environment where the Cherokee language is spoken and has had a direct and significant impact on their learning. Of the total enrollment, 83% of the students are on the free/reduced lunch program.

The goals of the proposed project include: To increase the English proficiency skills of Native American students; To improve reading skills for LEP Native American students; To support focused, on-going teacher and professional development activities; and, To implement a parental involvement program.

The goals of the project include all three GPRA measures for the intended program. GPRA data will be collected through the use of the ACCESS for ELL's tests, both placement assessments and the English proficiency test, Literacy First assessments, and the Oklahoma Core Curricular Reading test. Baseline data will be gathered from the 2008 ACCESS and state assessments. Baseline data will also be determined through a pre-test from the Literacy First assessments in the fall of each project year. Yearly data

will be produced through the spring assessments, analyzed and reported to OELA through the Annual Performance Report.

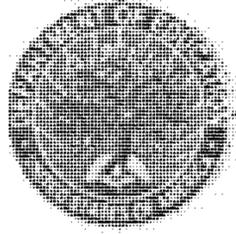
Objective 1.1 benchmark states that 75% of the students will demonstrate improvement in English proficiency skills each project year. Objective 1.2 benchmark states that 20% of the students will attain proficiency in English. Objective 2.1 benchmark states that 75% of students will show a 10% improvement in reading each project year to determine proficiency in reading. Objective 3.1 states that 100% of project and district staff will participate in at least 30 hours of professional development as well as on-site classroom coaching by the Literacy/Language Specialist. Objective 4.1 states that parents will be involved in the program through training, home visits, correspondence through monthly newsletters and a project handbook, volunteering, and participation on the advisory council.

The proposed project will utilize the Four-Blocks Literacy Model integrated with the *Literacy First* curriculum to implement "learner-centered" classrooms, complete with lots of books and supplemental reading materials, centers focused on the concepts being learned, computers for writing activities, and reading software and interactive books.

Tenkiller Elementary School is eligible to apply for the proposed project due to the fact that it serves predominantly Native American children (81%) and secures funds through the Cherokee Nation Co-Partner Johnson O'Malley Program.

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 # T365C080011

Grants.gov Tracking#: GRANT00386701

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"/>
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* 3. Date Received: <input type="text" value="12/06/2007"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

* a. Legal Name: <input type="text" value="Tenkiller Elementary School"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="733621044"/>	* c. Organizational DUNS: <input type="text" value="1008268580000"/>

d. Address:

* Street1: <input type="text" value="26106 East 863 Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="Welling"/>
County: <input type="text" value="Cherokee"/>
* State: <input type="text" value="OK: Oklahoma"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="74471"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Sharon"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Ballew"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Federal Programs Director"/>	
Organizational Affiliation: <input type="text"/>	

* Telephone Number: <input type="text" value="9184574378"/>	Fax Number: <input type="text" value="9184575619"/>
* Email: <input type="text" value="spballew@tenkiller.k12.ok.us"/>	

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.):

*** 15. Descriptive Title of Applicant's Project:**
Tenkiller School will serve 176 limited English proficient Native American children in grades pre-K-8 with the proposed project, Project Literacy, to improve their levels of English proficiency.

Attach supporting documents as specified in agency instructions.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 462-Mandatory_Project_Literacy_Narrative.doc

(a) Project activities: (1) Increase the English proficiency of LEP children ...

Tenkiller Elementary School proposes to increase the English language proficiency and achievement in reading of all Native American limited English proficient students in the district by utilizing the *Literacy First* curriculum and aligning it with the Four-Block Literacy Model. Literacy First and the Four-Block Literacy Model are research-based programs that focus on the latest research in the mechanics of reading and the principles of effective reading instruction. Literacy First provides instructional methods, drawn from scientifically based reading research, that help children acquire the knowledge and skills that contribute to language acquisition and reading achievement that affects academic achievement in all core academic subjects. The Four-Block Literacy Model is a framework for balancing a literacy program that includes all the components of a comprehensive instructional program.

Literacy First and the Four-Block Literacy Model are research-based programs that follow the goals of *No Child Left Behind*. Both programs are designed to make certain that *every* child receives a quality educational experience and that can help teachers demonstrate the attainment of academic skills. Literacy First curriculum is aligned with the Oklahoma state standards, Priority Academic Student Skills (PASS).

The programs are based on the research provided by the National Reading Panel and *Preventing Reading Difficulties in Young Children*. Literacy First combines several proven instructional approaches to teach all children to read. This balanced approach helps build better readers, develops comprehension skills, and provides language proficiency. Literacy First provides a coherent instructional design in the following ways: *Assessment; *Grouping for Effective Instruction; *Lesson Development and Analysis; *Critical Components of the Reading Curriculum; *Effective Use of Time; *Intervention Plans; *Parents as Partners in Reading;

*Guided Reading; *Flexible Groups; *Literacy Centers; *Cooperative Learning; *Collaborative Planning; *Graphic Organizers; *Multiple Intelligences.

The Four-Block Literacy Model began during the 1989-1990 school year. Since then, the model has been thoroughly researched. Studies have concluded that the teacher is more important than the method and that in general, combination approaches work better than any single approach. Data from the research shows that the Four-Block framework was effective in helping large numbers of children achieve grade level or above reading levels. This data includes Native American Indian children.

The National Reading Panel identified five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Literacy First and the Four-Block model use the following instructional approaches while focusing on each of the essential components:

***Phonemic Awareness:** Both programs provide explicit and systematic instruction in phonemic awareness, focusing on the skills of segmenting and blending the sounds of language. In the Four-Block Method, phonemic awareness is taught during Working with Words. Literacy First incorporates classroom-based assessments to determine student strengths, instructional needs, and to monitor progress. Evaluation, instruction, practice, and review components emphasize the letter-sound relationship to help students manipulate phonemes.

***Phonics:** Literacy First and the Four-Block Literacy Model systematically teaches students how to form words phonetically and use these words immediately in sentences and stories. Systemic progression leads to acquisition of word recognition, decoding, spelling, comprehension, and oral reading skills. The programs provide reading instruction and practice activities focused on letter-sound relationships, such as Working with Words.

***Fluency:** Fluency is developed as children learn to read and spell high-frequency words. The Four-Block Literacy Model uses Word Wall activities and Guided Reading to develop fluency. Multiple opportunities are provided for students to learn the elements of word recognition and apply these skills to meaningful reading experiences and language acquisition. Fluency is modeled for students in story reading, including phrase reading. Comprehension skills are reinforced through various reading, spelling, and writing activities.

***Vocabulary:** Teachers provide students with direct, explicit instruction in word meaning and word learning strategies. Opportunities are given for students to identify key sight words in sentences for vocabulary instruction leading to comprehension. Meaningful vocabulary is taught during Guided Reading and Self-Selected Reading.

***Comprehension:** Content-rich literature provided in the curricula gives students multiple opportunities to build listening and reading comprehension skills and to become active readers. Key vocabulary words are presented before each story to allow students to retrieve the key word meanings throughout the text. The stories students read reflect themes relating to their everyday lives. Students are taught to predict, generate questions, and recognize story structure through directed reading-thinking approach and reciprocal teaching techniques. Books are leveled by ability so students are better able to develop language and reading skills at their pace and ability.

(2) Provide high-quality professional development to classroom teachers... (i) Designed to improve the instruction and assessment of LEP children;

Ongoing professional development, including modeling, coaching, and mentoring, is an integral part of Literacy First and the Four-Block Literacy Model. The intent of the professional development component is to prepare and support classroom teachers and instructional assistants to improve the instruction of the Native American limited English proficient students.

All training activities will be coordinated to reflect consistency among the proposed program's goals, objectives, activities, and evaluation procedures. Training activities will be evaluated according to participation, surveys, activity evaluation, and student assessment. This training prepares the teachers to implement the Four-Block Model and Literacy First curriculum.

Training elements will include: the building blocks of reading, progress monitoring assessments and strategies, and practice in implementing the Literacy First process. Research components will be integrated throughout the training process. Teachers will have the opportunity to view demonstrations of expert teaching, practice activities appropriate for their grade level, and learn the most effective strategies for development of language proficiency.

(ii) Designed to enhance the ability of such teachers to understand and use curricula...

Literacy First and the Four-Block Model have been proven to be successful programs for Native American Indian students. The program provides training to focus on: Implementation, planning, intermittent reviews, and evaluation; Alignment of identified needs to the curriculum and instructional resources; Development of focused lessons for individual needs; Integration of resources to better serve the varying learning needs of students; Ongoing formative assessment to inform instruction.

The Literacy/Language Specialist will provide all pre-K-8 classroom teachers with coaching, modeling, and mentoring in the Four-Block Literacy Model and Literacy First Curriculum. She will utilize ESL/transitional bilingual education instructional methods and strategies while coaching, modeling, and mentoring to enhance the teachers understanding of the instructional strategies for Native American LEP children. The Literacy/Language Specialist will provide training in how to use assessments for quality instruction.

(iii) Based on research demonstrating the effectiveness of the professional development ...;

The North Central Regional Educational Laboratory has developed a research-based professional development framework that promotes ongoing professional development and encourages individual reflection and group inquiry into teachers' practice. In practice, the five phases overlap, repeat, and often occur simultaneously. The project will utilize all five phases to ensure that all teachers have the subject matter knowledge and teaching skills necessary to effectively implement the program, thereby increasing the Native American LEP children's English proficiency.

***Building a Knowledge Base** – The purpose of this phase is to acquire new knowledge and information and to build a conceptual understanding of it. Activities in this phase include goal setting, assessing needs, participating in interactive workshops, and forming a study group.

***Observing Models and Examples** – The purpose of this phase is to study instructional examples in order to develop a practical understanding of research. In this phase, teachers will participate in activities such as school and classroom visitations, peer observation, using instructional artifacts, co-planning and listening to, or watching, audio or video examples.

***Reflecting on Self Practice** – The purpose of this phase is to self-analyze instructional practice on the basis of new knowledge. Activities include use of journals or teacher-authored cases for collegial discussion and reflection.

***Changing Your Practice** – The purpose of this phase is to translate new knowledge into individual and collaborative plans and actions for curricular and instructional change. Activities include action research, peer-coaching, support groups, and curriculum development.

***Gaining and Sharing Expertise** – The purpose of this phase is to continue to refine individual instructional practices, learning with and from colleagues while also sharing own practical

wisdom with peers. Activities include team planning, mentoring or partnering with a colleague, and participating in a network.

(iv) Of sufficient intensity and duration to have a positive and lasting impact...

All professional development activities will be directly related to Literacy First, the Four-Block Literacy Method, and implementation of the goals and objectives of the project. Teachers will attend all training specific to implementing the program. The Literacy/Language Specialist will provide additional training to include in-class training (coaching), observing, and modeling, and teachers gaining and sharing experiences to improve instruction. Professional development will be ongoing and of sufficient intensity to ensure that all program teachers have mastered the curriculum strategies successfully. Teachers will grow professionally throughout the five-year project, with new teachers being trained and mentored by those already successfully teaching the program. Having trained teachers continually working with new hires ensures that the professional development will have a lasting impact on the teachers' performance both during and after the project period.

(b) Need for the Project:

Tenkiller Elementary School is located in northeastern Oklahoma, in Cherokee County, the heart of the Cherokee Nation. Tenkiller School serves approximately 315 students in grades pre-K-8. Of these, 256, or 81%, are Native American children, predominately of Cherokee descent. 176 of the 256 (68%) are considered limited English proficient. 83% of the total school enrollment are on the free and reduced lunch program. Only 12% of the parents of the students have a college degree.

The statutory definition of a Native American limited English proficient student states that such persons are LEP "who come from environments where a language other than English has

had a significant impact on their level of English language proficiency.” The tribal language of the proposed target LEP students has had a significant negative impact on their level of English language proficiency. Few of the students are proficient in his/her native language. All have acquired some English language basic interpersonal communication skills enabling them to be identified as limited English proficient, rather than entirely non-English proficient.

Poverty puts children at risk of diminished IQ scores, of falling victim to violence, of receiving an inadequate education, and of living on the margins of society. A large percentage of the American Indian LEP students are living in poverty environments within the district community. 25 (7%) of the students have been reported as homeless through the McKinney-Vento Homeless Act. The need for public assistance due to poverty is high, as can be seen by the total enrollment in the district’s free and reduced lunch program, (83%). In the latest census report, it was estimated that 22% of the children in the district live below the poverty level.

District test scores indicate significant gaps in the literacy skills of LEP Native American students when compared to non-native students. The District Report states that over 33% of 1st-3rd grade LEP students are in need of reading remediation. Students in grades 3 through 8 were required to take the state mandated criterion-referenced test in 2007. The following charts details the performance and the percentage of students taking the state mandated test, as compared by Native American LEP and non-LEP students:

3 rd Grade								
Subject	Advanced		Satisfactory		Limited Knowledge		Unsatisfactory	
	LEP	NLEP	LEP	NLEP	LEP	NLEP	LEP	NLEP
Mathematics	0	14	63	64	31	21	6	0
Reading	0	8	14	83	86	8	0	0
4 th Grade								
Mathematics	13	33	53	56	33	11	0	0
Reading	0	11	57	89	30	0	13	0
5 th Grade								
Mathematics	16	29	74	57	0	14	11	0
Reading	0	14	11	71	74	14	16	0
Writing	0	5	20	80	70	15	10	0
6 th Grade								
Mathematics	17	25	58	42	8	33	17	0
Reading	0	17	13	75	80	8	7	0
7 th Grade								
Subject	Advanced		Satisfactory		Limited Knowledge		Unsatisfactory	
	LEP	NLEP	LEP	NLEP	LEP	NLEP	LEP	NLEP

Mathematics	10	10	45	60	20	20	25	10
Reading	0	20	15	60	75	20	10	0
8 th Grade								
Mathematics	0	25	19	63	68	0	13	13
Reading	0	13	19	75	56	13	25	0
Writing	0	13	19	50	81	38	0	0

During the 2006-2007 school year, 186 LEP Native American students were assessed using the ACCESS for ELL's English Language Proficiency Test. Of those, 135 were not proficient, but all showed some improvement. The following chart shows the breakdown of LEP Native American Indian students:

Grade	# of Students Assessed	# of Students Not Proficient
PK	21	11
KG	16	16
1 st	27	25
2 nd	18	11
3 rd	18	9
4 th	15	13
5 th	13	10

6 th	20	9
7 th	19	15
8 th	19	16
Total	186	135

All teachers and parents of LEP students require training in order to better serve the students' needs. Tenkiller School teachers have asked for a literacy/language specialist that will assist them with coaching, modeling, and mentoring in the classroom. The teachers are familiar with Literacy First and the Four-Block Literacy Model, but have indicated a need to be able to use them coherently and consistently in a manner that will help the LEP students. It has been several years since the teachers have had any training in Literacy First and the program has been revised to reflect current research and NCLB.

Research has shown that when teachers and parents are trained and work together, students do better academically. By utilizing the research-based programs Literacy First and the Four-Block Literacy Model, all teachers will have hands-on training within the classroom at their grade level that is consistent and based upon their students' needs. Teachers will be taught how to use assessments in order to screen, measure, and monitor student progress. Most importantly, teachers will learn how to use the assessments to evaluate their own teaching methods and to begin modifying and revising those methods to meet student needs.

The curriculum learned and taught addresses all literacy components at all grade levels. The basis of language acquisition for Native American students must be a literacy curriculum that enhances all areas, as Literacy First does. By using Literacy First and the Four-Block

Literacy Model at all grade levels, LEP students will be taught in a consistent and comprehensible manner in order to gain English proficiency.

The proposed program, *Project Literacy*, will implement an educational program designed to meet the literacy and linguistic needs of all LEP Native American students in the district. *Project Literacy* will provide project and district staff the opportunity to improve their teaching skills through specified training activities. *Project Literacy* will implement a parent training program to build a strong and positive relationship between the home and the school.

Tenkiller Elementary School will increase the English language proficiency and academic achievement in reading of all Native American limited English proficient students in the district by utilizing the *Literacy First* curriculum and aligning it with the Four-Block Literacy Model. *Project Literacy* will implement the Literacy First program based on the Oklahoma standards. Literacy First, when aligned with the Four-Block Literacy Model, includes components in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each area will be emphasized at the appropriate grade level.

The Literacy/Language Specialist will provide coaching, modeling, and mentoring for each component at each grade level. Project staff and classroom teachers will have professional development opportunities that will be consistent with the program and most recent educational research involving LEP Native American students.

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

at least once each semester. The project will provide parent training in literacy, language development, Cherokee language, and technology.

(c) Quality of the project design: (i) The extent to which the goals, objectives...

The goal of the proposed program is to implement a comprehensive bilingual education program designed to enable the LEP students to acquire the appropriate language skills which will enhance their levels of proficiency in English and improve reading skills. The program will increase the English language proficiency skills of all LEP Native American students, support focused, on-going teacher and professional development activities, and implement a parental involvement program.

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

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

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

Activities: Project staff will provide coaching, modeling, and mentoring to classroom teachers in the Four-Block Literacy Model, Literacy First, and ESL/transitional bilingual education strategies; project staff and classroom teachers will provide students with daily instruction utilizing the Literacy First curriculum integrated with local and state ESL and literacy standards; provide appropriate amount of engaged learning time for students; provide a "learner-centered" classroom using culturally appropriate materials; utilize appropriate ESL instructional strategies; utilize appropriate intervention strategies; emphasize age-ability, proficiency level and grade appropriate literacy/language materials; provide access to writing materials; project staff and

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

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

Evaluation: WIDA ACCESS Placement Test to be used given in September of first project year, and as needed for new LEP students, to determine language proficiency skills levels; ACCESS for ELL's Language Proficiency Test to be given in April/May of each project year to determine levels of improvement; baseline scores to be used from 2008 data.

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

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

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

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

Activities: Project staff will provide coaching, modeling, and mentoring to classroom teachers in the Four-Block Literacy Model, Literacy First, and ESL/transitional bilingual education strategies; project staff and classroom teachers will provide students with daily instruction utilizing the Literacy First curriculum integrated with local and state ESL and literacy standards;

provide appropriate amount of engaged learning time for students; provide a “learner-centered” classroom using culturally appropriate materials; utilize appropriate ESL instructional strategies; utilize appropriate intervention strategies; emphasize age-ability, proficiency level and grade appropriate literacy/language materials; provide access to writing materials; project staff and district staff will attend professional development training in ESL standards and instructional strategies for Native American LEP students.

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

Evaluation: WIDA ACCESS Placement Test to be used given in September of first project year, and as needed for new LEP students, to determine language proficiency skills levels; ACCESS for ELL’s Language Proficiency Test to be given in April/May of each project year to determine levels of improvement; baseline scores to be used from 2008 data.

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

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

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

Objective 2.1: By the end of each program year, 75% of project students will demonstrate a 10% gain in reading/language arts, as measured by informal reading assessments and standardized tests.

Benchmark: Each year, 75% Pre-K – 2 project students will show 10% improvement on Literacy First assessments; Each year, 75% 3-8 project students will show 10% improvement on the OPI score in reading on the Oklahoma Core Curriculum Test. (GPRA objective)

Activities: Literacy/Language Specialist will provide coaching, modeling, and mentoring to classroom teachers in Literacy First curriculum and Four-Block Literacy Model; Project and district staff will attend professional development training in Literacy First curriculum and Four-Block Literacy Model; provide students with appropriate daily instruction utilizing Literacy First curriculum while implementing the Four-Block Literacy Model; Ensure active student involvement in daily instructional activities; Emphasize age, proficiency level, and grade and culturally appropriate materials; Model the reading process.

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

Evaluation: Pre-K-2, pre- and post-test in August and April using Literacy First assessments; 3-8, Oklahoma Core Curriculum Test, assessed in April each project year; data recorded for same students each project year to determine levels of improvement.

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

Timeline: Pre-K-2 pre-test in August of each project year as new LEP students enroll in district – Data to evaluator in September and as available; Pre-K–8 assessments administered in April/May of each project year; Data to evaluator in August; APR to OELA in spring of each project year; Updated performance reported in fall of each year; Final performance report at end of project period.

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

Objective 3.1: By the end of each program year, 100% of program staff, pre-K-8 project teachers, and instructional assistants will have received at least 30 hours of training, as evidenced by a training plan, attendance records, and evaluations.

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

Activities: Develop appropriate training plan related to program objectives, activities, and curriculum; attend and participate in training sessions at a minimum of 30 hours each project year relating to program goals, objectives, activities, 4-Blocks Literacy Model, Literacy First curriculum, ESL standards and strategies, assessments, content area based instruction, native language, and culture; Literacy/Language Specialist to provide coaching, modeling, and mentoring in each classroom at least twice each week.

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

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

Staff Responsible: Program staff, classroom teachers, assistants, evaluator.

Timeline: August-June each project year, at least 30 hours of professional development provided; August-May each project year, Literacy/Language Specialist to provide coaching, modeling, and mentoring; data collected and given to evaluator monthly; APR to OELA in

spring of each project year; Updated performance reported in fall of each year; Final performance report at end of project period.

Goal 4: *To implement a parental involvement program.*

Objective 4.1: By the end of each project year, at least 50% of parents/guardians of students in grades pre-K-8 will have participated in at least two parental training sessions, as evidenced by program records and surveys.

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

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

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

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

Staff Responsible: Program staff, classroom teachers, assistants, evaluator.

Timeline: August-May each project year, project staff and classroom teachers to provide parent training; data collected and given to evaluator monthly; APR to OELA in spring of each

project year; Updated performance reported in fall of each year; Final performance report at end of project period.

The proposed project will meet the needs of the pre-K-8 students at Tenkiller School by assisting students in developing English language proficiency, improving reading achievement, support focused, on-going teacher and professional development activities, and, implementing a parental involvement program.

The needs of the pre-K-8 limited English proficient students have been identified in the areas of reading, native language acquisition, teacher training, and family involvement. The proposed program was developed to ensure that each of those needs would be addressed in a timely manner to ensure student success.

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

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

Block 1: Guided Reading/Basal Block, focuses on building comprehension and fluency with reading and exposing students to a wide range of literature. Teachers will direct a mini-comprehension lesson; introduce and support grade-level or easier text using a variety of strategies; provide flexible grouping to read text; evaluate student progress using anecdotal records; and, direct whole group closure activities. The *Literacy First* curriculum will be used to provide comprehension skills and strategies for each grade.

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

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

Block 4: Writing Block, focuses on building fluency in writing, employing the writing process, refining and applying knowledge of phonics, and building confidence as a writer. Real writing, with the skill or strategy to be introduced, will be modeled by the teacher; students write

on self-generated topics; student/teacher editing conferences will be held; "author's chair" will be provided for student's to share what they have written.

Project staff and classroom teachers will utilize the *Literacy First* curriculum to implement the Four-Blocks Literacy Model. *Literacy First* is a comprehensive, researched-based, curriculum which correlates with the local and state standards used for reading at Tenkiller School. The curriculum is based on the implementation of the essential skills which will enable students to be reading on grade level by the end of 3rd grade and to provide intervention/enrichment skills through the 8th grade. The components included in *Literacy First* are: oral language development; written language development; book discussions; phonological awareness; print concepts; letter recognition; spelling; alphabetic understanding, decoding, phonics, word attack, writing, making words; advanced decoding, syllables, fluency, roots/affixes, complex letter and sounds; independent reading; vocabulary development; strategic reading skills; intervention plan; and, parent and home activities. All components of the curriculum will be included in the Four-Block instructional process by grade level.

The *Literacy First* curriculum is based on reading research and has proven to be effective with children from all races. The curriculum implementation strategies include issues which affect English language learners: (1) In bilingual instruction including phonemic awareness, phonics, and decoding increases performance; (2) English language learners can learn basic decoding in English on about the same timetable as native English speakers; (3) Encourage direct comparisons of sounds and words in both languages; (4) Follow similar developmental progression; and, (5) Begin to teach English phonology and letter sounds as students acquire the words in their oral vocabularies. Project teachers will utilize the curriculum based on these

issues and the learning styles of the limited English proficient students to implement the program in grades pre-K-8 for the LEP students.

Project staff and classroom teachers will implement a "learner-centered" classroom, complete with lots of books and supplemental reading materials, centers related to the concepts being learned, access to writing materials, computers and printers for writing activities, and reading software and interactive books.

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

Project staff and classroom teachers will collaborate to develop an appropriate training plan which will be directly related to the program's goals, objectives, and activities. The training plan will be developed to ensure that all activities provided support one another in a way to confirm the goals of the program. Program staff, classroom teachers, and assistants will be required to attend a minimum of 30 hours of training during each year of program implementation. Topics will include, but not be limited to: goals and objectives of the program; Four-Block Literacy Model; *Literacy First*; local and state reading and ESL standards; ESL and transitional bilingual education strategies; developing and implementing compacts; parent training; native language adaptation and instruction; cultural awareness; student learning styles; and, assessments. All teacher training activities will assist teachers in meeting local and state certification requirements each program year.

To implement a parental involvement program.

Project staff will provide at least 8 parental workshops each year of program implementation. All parents will be encouraged to attend at least 2, but will be welcomed at all workshops provided. The parental training sessions will focus on the goals and objectives of the program; Four-Block Literacy Model; *Literacy First* curriculum; reading strategies and

activities; language proficiency; cultural awareness and activities; Cherokee language; technology; and, home/school compacts.

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

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

(ii) The extent to which the proposed project is designed to build capacity...

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

The proposed program is based on implementation of the Four-Blocks Literacy Model correlated with the *Literacy First* curriculum. The initial and follow-up training is needed to implement the program. Research of both programs has shown that it takes three to five years for teachers to be fully trained in the implementation phases. Ongoing training will be provided by the project Literacy/Language Specialist and staff on a daily basis for all classrooms. Books, reading materials, software, and supplies will become a part of the classroom environment.

Maintenance of the computers will become the responsibility of the district once funds are no longer available.

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

The Tenkiller School Board of Education, administration, and teachers are in total support of the proposed program. The district will provide certified classroom teachers to assist in implementing the program; ensure quality time for program staff and teacher training; provide training facilities for teachers and parents; provide office space, supplies and equipment for staff, as needed; and, make available any existing resources which may be needed for implementation of the program.

The proposed program's goals and objectives clearly outline the effort of the school to help ensure academic success by providing focused, on-going training activities for teachers to improve their teaching, assisting students in their ability to read, assist students in achieving high academic standards, and developing a relation with the parents and families of the district. The district has adopted a Comprehensive Local Education Plan which is correlated with the state standards, Oklahoma Priority Academic Student Skills, and more recently, the Oklahoma ESL standards. The adoption of the local plan, in compliance with the state plan, ensures that the district is in support of high academic standards for all students. The *Literacy First* curriculum

to be used by the proposed program has been aligned to meet the language arts and reading standards for the state.

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

Goal 4 of the proposed program is to implement a parental involvement program for the parents and families of students in grade pre-K-8. Research from "Strong Families, Strong Schools" has shown that greater family involvement in children's learning is a critical link to achieving a high-quality education.

Parents will receive training in the *Literacy First* curriculum and Four-Block Literacy Model which will help them to develop a better understanding of the school and its curriculum. Additional training will be provided in language acquisition, Cherokee language, technology, and culture. Parents will be encouraged to attend all parent training workshops and activities at the school. Program staff and classroom teachers will utilize personal contacts to develop rapport with district parents and community members. A Parent Advisory Council will be formed which will include parents and community members. All parents will be invited to participate in the council. The PAC will meet at least three times each program year, more if needed, at the school.

(d) Quality of project personnel:

(i) the extent to which the applicant encourages applications for employment...

Tenkiller School employment practices comply with the nondiscriminatory practices as specified by federal and state laws and regulations. Tenkiller School will not discriminate against any employee or applicant for employment on the basis of race, color, religion, national origin, marital status, sex, age or handicap. These policies apply to all aspects of the district's employment process, including recruitment, hiring, training, transfers, promotions, layoffs,

benefits, discipline and assignments. Tenkiller School will recruit, interview and employ persons who are members of groups that have been traditionally under-represented.

(ii) The qualifications, including training and experience of the project director...

Sharon Ballew will serve as the Project Director for the program. Ms. Ballew has 17 years of experience administering state and federal programs at the local level, which includes staff training and supervision, materials development, and assessment procedures. She has Master's in Education degrees in Elementary Education, Curriculum and Instruction, and Administration. Ms. Ballew has worked with American Indian children in a variety of educational programs for 24 years and is a member of the Cherokee Nation. Ms. Ballew has knowledge and training in the local and state standards for early childhood and elementary education in all areas of the curriculum. She has worked with external evaluators through a variety of programs and has experience reporting evaluations. Ms. Ballew will be responsible for the management and implementation of the overall program and training activities.

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

Project personnel will include 1 Literacy/Language Specialist, 1 American Indian (Cherokee) Paraprofessional, and 1 Project Assistant, all at 100% FTE. The qualifications, training, and experience of the Literacy/Language Specialist preferred are: Bachelor of Science in Elementary Education, Oklahoma state certified; Reading Specialist certification; Bilingual Education/ESL certification; Highly qualified teacher; Five years experience teaching reading; Experience and training in the implementation of ESL/transitional bilingual education programs; Experience working with Native American students; Training in reading curriculum development and assessment procedures; Training and experience in the providing of professional development.

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

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

The External Evaluator will be Ms. Billie Jordan. Ms. Jordan has worked with Tenkiller School in the past as the external evaluator and is familiar with the school and community. She has over nine years experience in evaluating state and federal programs, as well as in administering programs at a larger school district. Ms. Jordan serves as the Assistant Superintendent for Tahlequah School District. She has extensive training in assessment administration and interpretation, evaluation plans, reporting requirements, and providing training to teachers and administrators.

In addition, there will be 27 certified personnel and 6 instructional assistants who will be responsible for assisting in the implementation of the project. All certified personnel are highly qualified, according to the guidelines set forth by the state of Oklahoma. All instructional assistants are qualified as paraprofessionals through the Title I program regulations. They will be responsible for implementation of the *Literacy First* program through the Four-Block Literacy Model within their classrooms.

(e) Adequacy of resources: the extent to which the costs are reasonable...

The current enrollment in grades pre-K-8 at Tenkiller School is 315 students, with 176 being Native American LEP students. The costs for the program reflect approximately \$1000 per student which is minimal when considering the lifelong impact the services provided will have on the students, school, parents, and community.

The project will serve 27 certified staff members, as well as 6 instructional assistants. Professional development training will be provided each year of the grant that will allow the staff to fully understand and implement the Four-Block Literacy Model and *Literacy First* curriculum. Costs for the professional development will include training stipends for the teachers to attend professional development after school, on Saturday's, and during the summer months.

The Literacy/Language Specialist will provide ongoing support in the form of coaching and mentoring to all classroom teachers throughout program implementation. She/he will work with individual and small groups of Indian students to further develop their English language proficiency and reading skills. The cost for the specialist is based on the Oklahoma State Salary Schedule.

The budget for the proposed project is adequate to support the proposed activities. The budget reflects the project needs, goals, objectives, activities and design. The budget was developed in consultation with Tenkiller School administration, with expenditures calculated based on actual costs. The Four-Block Literacy Model and *Literacy First* curriculum, professional development activities, and cultural activities and family involvement activities will help to improve the districts ability to assist students in achieving high academic standards. Project staff will be essential in providing a quality program for the LEP students. Tenkiller

School will provide 27 certified teachers who will commit their time to support and supplement the proposed program.

All project costs are reasonable in relation to the project goals and objectives. All expenditures are directly related to the proposed objectives and will be used specifically to achieve those objectives. The funds will be used to supplement, not supplant, State and local funds that, in the absence of Federal funds, would be expended for programs for LEP students. Budget items clearly reflect the needs of the students in relation to the program design.

The costs are reasonable, in that there will be no cost for the curriculum to be used, but once implemented results will be significant. Once the teachers, students and parents are trained to the full extent, the program results and benefits will be substantial. The supplies, materials and equipment will continue to be utilized to further serve students in the areas of reading and English language development. The proposed project has carefully considered the area of needs that must be addressed in order for the project to continue successfully. The project will have trained, qualified, experienced personnel who will be valuable in providing a continued quality program after funding is no longer available. Classroom teachers in grades pre-K-8 are already contracted by the district and will be expected to continue the program. Project staff will be eligible to continue the program once federal funding is no longer available. The curriculum implemented will be essential in allowing teachers, instructional assistants, administrators and parents to continue with the program design. Family involvement will support the need for continued quality instruction in the school and home.

The Tenkiller Board of Education and administration are in full support of the proposed program. The district will provide the program with any additional computers, supplies and materials which may be needed in addition to the proposed budget. Project staff will be provided

with classroom space, office space for staff meetings, inservice and parent training activities. Coordination of local, state and federal funds will be made available, as needed, to ensure the success of the project after funding has ended.

(f) Quality of the management plan: the adequacy of management plan to achieve the objectives on time and within budget...

Tenkiller School will ensure an effective plan of management which will support the proposed project in achieving the goals and objectives. The Tenkiller School Board of Education is the governing agency for the school district. The school Superintendent is under the direction of the Board of Education. The Superintendent has always been a staunch supporter of academic excellence for all students, especially the minority students who comprise most of the enrollment of the school. The Project Director and classroom teachers will be under the direct supervision of the Superintendent. The Literacy/Language Specialist, Project Paraprofessional, and Project Assistant will be supervised and guided by the Project Director.

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

The Literacy/Language Specialist will be under the supervision of the Project Director and Superintendent. The Literacy/Language Specialist will be responsible for attending all

training sessions required by the project objectives; providing instruction to the LEP students utilizing the project curriculum; provide training, coaching, modeling, and mentoring to teachers and parents; and, ensure students and parents develop comprehension of the project. The project Literacy/Language Specialist will commit 100% FTE to the program during which time she will receive training in Literacy First and the Four-Block Literacy Model, conduct training for teachers and parents, assist students in English language acquisition, and provide the proposed curriculum instruction to the LEP students

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

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

The external evaluator will provide at least three preservice training days and quarterly site visits during each project year.

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

(g) Quality of project evaluation plan:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate...

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

The Project Director will consult with the external evaluator to ensure that all evaluation procedures are thorough and appropriate. The external evaluator and Project Director will oversee all aspects of the project evaluation, including scheduling of data collection and analysis, developing assessment instruments and preparing reports required by OELA to be submitted by the required due dates. The formative evaluation of the project will provide ongoing information to the project staff to assist in the modification of objectives, if necessary. The summative evaluation will determine to what extent the objectives are met at the end of each project year.

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

Data will be obtained using standardized and criterion-referenced tests, questionnaires, and performance assessments. The proposed project has selected each assessment instrument to ensure fairness and validity for each objective. All assessment instruments to be used are appropriate to the age, grade, language and degree of proficiency of the project students. The project staff will ensure proper administration of the evaluation instruments in a timely manner. Performance data will be analyzed to determine student progress. The assessments to be used in

project evaluation will include the Literacy First Assessments, the Oklahoma Core Curriculum Test, ACCESS Placement Assessment, and ACCESS for ELL's Language Proficiency Assessment. The evaluation procedures have been designed to reflect student progress during the grant period. The objectives on pages 12-18 are specific and include the appropriate assessment instruments to generate data which will be the determining factors in student and program progress. Each objective includes the benchmarks, outcomes, evaluation procedures, persons responsible, and timelines for the objective and evaluation methods. The project staff will maintain documentation records, host regular on-site visits and consultation with the external evaluator, and produce formative evaluation for immediate feedback.

(ii) The extent to which the methods of evaluation include objective performance...

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

The assessment procedures have been designed to reflect student progress during the grant period. Each objective has been specified with appropriate assessment instruments to generate data which will be the determining factors in students and project progress. The project staff will maintain documentation records, host regular onsite visits and consultation with the external evaluator, and produce formative evaluation for immediate feedback.

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

Objective 1.1 will measure the percentage of LEP students who are making progress in learning English. The project will utilize the ACCESS for ELL's English language proficiency test to determine the percentage of students who make progress. Baseline data will be collected from the 2008 ACCESS scores. Any new LEP Native American student will be given the ACCESS Placement test for their baseline score. The ACCESS test will be given each spring, scores collected and analyzed, and then reported to OELA.

Objective 1.2 will measure the percentage of LEP students who are attaining proficiency in English. The ACCESS for ELL's English language proficiency test scores will determine the percentage of students who become proficient during the implementation of the project. Baseline data will be collected from the 2008 ACCESS scores. Any new LEP Native American student will be given the ACCESS Placement test for their baseline score. The ACCESS test will be given each spring, scores collected and analyzed, and then reported to OELA.

Objective 2.2 will measure the percentage of LEP students who score proficient or above on the Oklahoma Core Curriculum Reading assessment. Scores from the 2008 state assessment will be used as the baseline for reporting proficiency and improvement in grades 3-8. The project will use the Oklahoma Performance Index score to determine the category that the student has scored in ... Advanced, Satisfactory, Limited Knowledge, or Unsatisfactory. To score proficient in the state of Oklahoma, a student must score in the advanced or satisfactory range. The reading assessment will be given to all 3rd through 8th grade students in April of each project year. Data will be correlated, analyzed, and reported to OELA in the fall updated performance report.

In addition to the state assessment to be used for students in grades 3-8, the project will determine levels of proficiency for students in grades pre-k – 2 by using the Literacy First

assessments. Students will be given a pre-test in August of each project year to determine baseline data. The students will be assessed at mid-year as a progress monitoring tool for project staff and teachers to determine if students are on target and/or if strategies need to be modified. The Literacy First assessment will be given as a post-test during the month of April to determine student improvement and proficiency. Data will be correlated, analyzed, and reported to OELA in the fall updated performance report.

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

Qualitative and quantitative data will be available for Objective 4.1. The project will keep qualitative records for the number of parents who attend each monthly training session, number of parent volunteers, and number of parents who attend the advisory council meetings. Quantitative data will be produced through the use of evaluation questionnaires following each training session and a yearly project survey to determine how parents feel about project effectiveness.

(iii) The extent to which the methods of evaluation provide effectiveness...

The evaluation data will be used as a guide to determine the levels of improvement in English language proficiency and reading achievement for all LEP Native American students. All formative and summative reports will assist the project with determining how effective the

components have been, what needs to be continued, and what needs to be improved. The evaluator will work with the project and district staff for better understanding of the assessments, data, and reports. The Project Director and Evaluator will be responsible for reporting the data to the district and OELA.

The evaluation of project effectiveness will address each area of implementation to inform the district and OELA how the project is being implemented and to measure the success of project implementation. Each component will utilize project implementation indicators that will provide feedback for informing and improving project effectiveness. The implementation components are: Appropriateness of curriculum; Appropriateness of project management; Appropriateness of the project's professional staff development; Appropriateness of the language of instruction; Effectiveness of key personnel; Effectiveness of implementation. A project survey questionnaire will be developed with questions for each component and give to teachers, staff, and parents to complete. Data will be analyzed and reported in a quantitative manner.

(iv) The extent to which the methods of evaluation will provide performance...

Informal project assessments will include ongoing Literacy First Assessments that will provide immediate feedback for project staff and classroom teachers. The information received from these assessments will allow the staff and teachers to effectively manage and modify instruction, as needed. These assessments will provide information of the progress of each student to identify those who need immediate intervention or intensified instruction. Additional performance assessments that will provide summative information include the Oklahoma Core Curriculum Test, ACCESS Placement Assessment, and ACCESS for ELL's Language Proficiency Assessment.

Project Narrative

Other Narrative

Attachment 1:

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Native American and Alaska Native Children in School Program

TENKILLER ELEMENTARY SCHOOL
Project Literacy

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Tenkiller Elementary School – Title III Native Americans in School Grant
Budget Summary

BUDGET CATEGORY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1. PERSONNEL					
Project Director (50%FTE – 12 mo. – ½ district paid)	26,500	27,000	27,500	28,000	28,500
Literacy/Language Specialist (100% FTE – 12 mo.)	36,000	36,300	36,600	36,900	37,200
Native Instructional Paraprofessional (100% FTE – 10 mo.)	14,300	14,400	14,500	14,600	14,700
Project Assistant (100% FTE – 11 mo. – ½ district paid)	9,000	9,050	9,100	9,150	9,200
TOTAL PERSONNEL	85,800	86,750	87,700	88,650	89,600
2. FRINGE BENEFITS					
FICA (7.65%)	6,564	6,636	6,709	6,782	6,854
Teacher Retirement (7.6%)	6,521	6,593	6,665	6,737	6,810
Matching Teacher Retirement (7.6%)	6,521	6,593	6,665	6,737	6,810
Teacher Retirement Burden (4.8%)	4,118	4,164	4,210	4,255	4,301
Insurance (\$3000/person)	9,000	9,000	9,000	9,000	9,000
Unemployment (1%)	858	868	877	887	896
Workman's Comp (.59/100)	506	512	517	523	529
Medicare (1.45%)	1,244	1,258	1,272	1,285	1,299
TOTAL FRINGE BENEFITS	35,332	35,624	35,915	36,206	36,499
3. TRAVEL					
USDE/OELA Conference (2)	3,000	3,000	3,000	3,000	3,000
NABE Conference (2)	3,000	3,000	3,000	3,000	3,000
State Technical Assistance Mtgs.	1,000	1,000	1,000	1,000	1,000
TOTAL TRAVEL	7,000	7,000	7,000	7,000	7,000

4. EQUIPMENT	-0-	-0-	-0-	-0-	-0-	-0-
5. SUPPLIES						
Classroom Computers 10/year	10,000	10,000	10,000	10,000	10,000	10,000
Office Supplies	3,000	3,000	2,500	2,000	2,000	2,000
Parent/Teacher Training Supplies	1,500	1,500	1,500	1,500	1,500	1,500
Students Materials 20 classrooms @ \$500	10,000	10,000	10,000	10,000	10,000	10,000
TOTAL SUPPLIES	24,500	24,500	24,000	23,500	23,500	23,500
6. CONTRACTUAL						
External Evaluator	5,000	5,000	5,000	5,000	5,000	5,000
TOTAL CONTRACTUAL	5,000	5,000	5,000	5,000	5,000	5,000
7. CONSTRUCTION	-0-	-0-	-0-	-0-	-0-	-0-
8. OTHER						
Training Consultant	3,000	3,000	2,000	2,000	2,000	2,000
Four-Block Model						
Phone, postage, dissemination	1,000	1,000	1,000	1,000	1,000	1,000
TOTAL OTHER	4,000	4,000	3,000	3,000	3,000	3,000
9. TOTAL DIRECT COSTS	161,632	162,874	162,615	163,356	164,599	
10. INDIRECT COSTS (2%)	3,233	3,257	3,252	3,267	3,292	
11. TRAINING STIPENDS						
33 Staff @ \$15/hr. x 30 hrs.	14,850	14,850	14,850	14,850	14,850	14,850
TOTAL TRAINING STIPENDS	14,850	14,850	14,850	14,850	14,850	14,850
12. TOTAL COSTS	179,715	180,981	180,717	181,473	182,741	

BUDGET JUSTIFICATION

- Personnel Costs:** The budget reflects the direct services to Native American Indian LEP students in grades pre-K-8. Salaries are based on the Oklahoma Minimum Teacher Salary Schedule. District will pay ½ of the Project Director and Project Assistant salaries. All personnel will commit 100% FTE to the program.
- Fringe Benefits:** Personnel employed by the LEA receive the fringe benefits budgeted according to district policy.
- Travel:** Staff travel will allow the Project Director and Literacy/Language Specialist to attend annual conferences provided by the U.S. Department of Education, OELA and the National Association for Bilingual Education. The travel budget also includes state technical assistance meetings with the State Education Department.
- Equipment:** None
- Supplies:** Supplies will include funding for 10 classroom computers to be purchased each project year. The computers will enable students to have access to a word processing program, language, and reading software that correlates with the project objectives and activities. Office supplies will be necessary for project administration, data collection, and documentation. Training supplies will be needed for teacher and parent training sessions. Student materials will include reading resources and curriculum supplies at all grade and ability levels, and all other supplies needed to ensure project goals and objectives and student needs are met. Each classroom will receive \$500 yearly.
- Contractual:** An external evaluator will be under contract with the project during the grant period. The external evaluator will provide evaluation guidance throughout the five-year grant.
- Construction:** None
- Other:** A training consultant for the Four-Block Model will be contracted to provide yearly training to teachers. Literacy First training is free to Oklahoma teachers. This will be essential in providing capacity building for project staff and classroom teachers. Phone, postage, and dissemination items will be necessary for the administration of the project.
- Training Stipends:** Stipends will be paid to all teachers and instructional assistants who attend project training activities during after school, weekend, and summer hours.