

(a) NEED FOR PROJECT (25 points)

St. Mary's is located on the north bank of the Andreafsky River, 5 miles from its confluence with the Yukon River. It lies 450 air miles west-northwest of Anchorage. The City of St. Mary's encompasses the Yup'ik villages of St. Mary's and Andreafsky. A federally-recognized tribe is located in the community -- the Algaaciq Native Village; Yupiit of Andreafski, a partner in our consortium. St. Mary's is a bilingual Yup'ik Eskimo community that maintains a fishing and subsistence lifestyle. The only access to the village is by plane or barge (in the summer). Winters are cold with temperatures dropping to 30 degrees below zero. The population in the area is approximately 500 people.

St. Mary's School District serves 186 students in two adjacent facilities. In 1974, the school board opened the Elicarvicuar Elementary

St Mary's School Characteristics

- 99% Yup'ik Eskimo
- 25.7% unemployment
- 90% Yup'ik language speakers
- 90.7% attendance rate
- 84.6% graduation rate
- Only 74% of community has high school diploma or higher
- 90% free/reduced lunch
- 30.33% family poverty

School, serving grades one through eight in a newly built facility, and in 1982 they added the Andreafsky High School. Throughout its existence, the St. Mary's School Board has had as one of its primary concerns the integration of Yup'ik ways into educational experiences. Posted throughout the school is this statement: "Every Yup'ik is responsible to all other Yup'iks for survival of our cultural spirit, and the values and traditions through which it survives. Through our extended family, we retain, teach, and live our Yup'ik way." This reflects the strong connection between the community and the school.

Of the residents, 87.6% of the population are Alaska Native or part Native while the school is

99% Yup'ik. There has been a long-standing commitment of the St. Mary's School Board to create a unified home and school environment in which the children of St. Mary's grow up prepared to live the "Yup'ik Way", as well as the ways of the world beyond St. Mary's. The school district is grounded in incorporating the Yup'ik values into education and the Tribal Government supports the school in all educational endeavors.

One identified need is that elders are not as active in the school as in the past, resulting in a potential loss of Yup'ik values and cultural knowledge. The very existence of Natives as distinct peoples within Alaska depends on the next generation of Alaska Natives being aware of and connecting to their cultural heritage (Ongtooguk, 2008). Integrating Yup'ik ways into the curriculum has been a priority despite a shortage of Yup'ik staff and curriculum materials, turnover of personnel and limited resources. Efforts to address this need include an integrated Yup'ik literacy emphasis and sequence throughout the curriculum, the establishment of a resource center for Yup'ik teaching materials and on-going bilingual and multicultural training for all Yup'ik and non-Yup'ik teachers. The community has come together to have the school recognize and treat their culture as a living culture, rather than an artifact of the past. We have worked to integrate Yup'ik values into our curriculum and through a grant hired a Yup'ik language teacher though the grant will end soon. Students have learned to say their name in Yup'ik and learned some of the Yup'ik songs and dances. They express their pride in their heritage through these activities and there is a need to expand on these opportunities.

By recovering the past through a strong sense of identity and using culturally appropriate curriculum and instruction, some Alaska Native students are achieving educational success that heretofore proved elusive (Reyhner, 2006). The school has worked to incorporate culture into classroom instruction. Recently, this includes activities taking the classroom into the

environment where students collect data, have experiences that are culturally relevant and then bring what they have learned back into the classroom. Teachers have reported that students “light up” when experiencing this kind of relevant instruction and increases their motivation to learn. We see a need to expand on this and would like to create mobile camps so that more instruction can occur in the environment for a longer period of time. This relevant instruction model has more meaning to students and is more likely to increase their retention of what they learn. Transportation costs are high for these kinds of activities and there is a need to find increased funding so we can expand and increase these activities.

There is a need for our students to better know the community in which they live. We are a small community but even so, students are not aware of the job opportunities, civic responsibilities and the history of their community. To do that we would like to get video equipment and provide the opportunity for students to interview community employers, government officials, elders and other Alaska Native role models such as the school board members, city government officials, construction workers, airport workers, and others. Through this experience they will produce videos about life in Saint Mary’s, cultural practices and employment opportunities that will be available for future generations.

Access to new technology is important for our students due to our isolation. Although we have been able to purchase some technology including computers, we do not have anyone to maintain the equipment, troubleshoot problems or work with teachers and students on how to maximize the technology capabilities. Although we have computers, it is unrealistic and burdensome to take them on field experiences. We also would like to get ipads for our students so that they can record data and take notes in the relevant education activities. They can develop presentations of their data using the ipads.

We have concerns about the attendance rate (87.8%), that is below the state average. Educational attainment for the percent of the population over 25 with a high school diploma or higher is 74.1%. 15.2% have a bachelor's degree or higher, and those with a graduate degree or higher is only 7.2%. Through recent efforts including purchase of web-based credit recovery courses, we have been able to increase the graduation rate and reduce dropouts but still many students would benefit from counseling about post-secondary and employment opportunities that might motivate them to stay in school and by having someone that would monitor attendance and progress towards graduation.

Academic achievement is an area of concern. We have taken steps to address student achievement and have seen some positive results but there is still room for improvement. In all grades, reading is below the state average and in math and writing all but one grade are below the state average. Table 1 gives results for grades 3-10 in which it is given.

Table 1. Percent of Students Proficient on State Standards

Grade	Reading		Writing		Math	
	St. Mary's	Alaska	St. Mary's	Alaska	St. Mary's	Alaska
3	92.31	81.5	92.31	74.4	84.62	74.6%
4	63.6	74.3	92.3	76.1	81.8	75.2
5	71.4	78.5	78.6	75.1	64.3	70.1
6	42.9	75.1	35.7	70.4	78.6	69.7
7	40	78	46.7	72.7	40	68.8
8	66.7	83.3	61.1	77.1	66.7	67.8
9	50	80.8	50	74.2	37.5	60.1
10	40 or more	75.3	42.9	73.2	40 or fewer	62.7

In Science, only 4,8 and 10 are tested. Science results are well below the state average in all three of these grades as follows:

Grade	Saint Mary's % Proficient Science	Alaska % Proficient Science
4	36.36%	49.5%
8	11.11	56.5
10	14.29	64.6

Students also take the High School Graduation Qualifying Examination and must demonstrate proficiency to graduation. Results indicate that 40% or fewer were proficient. Student academic needs could be better met if we could provide extended learning time after school and in the summer. Students who are not proficient or below grade level need added support.

Readiness for kindergarten is also an area of concern. Not all preschool-age students are receiving services or support. We have identified about 10 students in this age range who could benefit from support for themselves and their families in order to be ready for school. Kindergarten teachers have reported that approximately only 70% of students have the skills that they need. Although we have a preschool program, we are not reaching all of the students who would benefit. Early intervention would provide our students with better preparation for school and result in improved student achievement.

Development of literacy skills with access to supporting resources is important. We have a library with limited literacy and media resources and would benefit from having a specialist in literacy and media. We have some students (6.5%) not proficient in English and others whose academic skills in reading and language arts are well below the state average in proficiency. We would like to hire a literacy/media specialist who could review purchase, organize and catalog

our new resources, work with teachers to integrate them into instruction and to provide direct literacy skill instruction to students who need it. Since science is an area in need of improvement, we would especially like to purchase some media resources in this area.

(b) QUALITY OF PROJECT DESIGN (30 Points)

This project was designed to be culturally relevant and appropriate for identified needs. The goals are specified with measurable goals and outcomes indicated. Each requested service and budgetary expense proposed is designed to address needs we identified as indicated in the previous section. Strategies chosen have been found effective in Alaska or through a research review. We worked with the Tribal Council to develop the application and they will continue to be involved in implementation. The design is consistent with district goals and action plans to address school improvement.

Need: Academic achievement below the state average.

Goal1: To Improve Student Achievement

Objectives: 1.1. St. Mary's School will improve academic proficiency at all grade levels by a minimum of 3 percentage points per year as measured by results on the AK standards-based assessment.; 1.2. Project services will result in an increase in attainment of proficiency on the state standards so that 85% of students become proficient on the state standards by the end of the project period.

Outcomes: Increased % of students meeting state standards, increased attendance rate, improved academic skills; improved postsecondary opportunities; improved employment opportunities

Activities to address this area include providing after-school programming, summer school, credit recovery classes, and teaching academic skills in the context of cultural relevance and relevant outdoor education. According to Reyner (1992), dropout prevention starts with

teachers who care and give students every chance for success through experiential teaching methodologies, relevant and culturally appropriate curriculum. Students will learn about the community, surrounding environment and cultural traditions, take what they have learned in the relevant instruction model to gather data and record experiences and then take that learning back into the classroom to utilize reading, writing and math skills to culminate their experience. Elders and family members will participate in these activities and will be invited to student presentations that demonstrate what skills the students have learned from the activities. Students will have the opportunity to make videos of their experiences that can then be shared with other Alaska Native students via the internet and other media. They will be able to conduct science experiments, read write and do activities such as water quality, size of fish caught, collection and study of vegetation, etc. The students can share and compare their data with other students in St. Mary's and throughout the state.

Some contributing factors to low student achievement include the low attendance rate and migrant students that miss school. The software program is web-based and will be housed on a server in the district that can be accessed from anywhere students have access to a computer. When they return to the school, they can use the computer lab to "catch up" on the skills that they missed and pick up where they left off. For older students, there is an opportunity for credit recovery which will help students who drop out and return to finish their education or for students who have missed a lot of school.

We will hire a career/college specialist who will have responsibility for contacting students with frequent or unexcused absences to see what they need to improve their attendance and provide that support. S/he will be a liaison with the families and provide information sessions for families on ways to support their child's education at home.

Need addressed: Early intervention

Goal 2.0: Improve readiness skills of students who will be entering kindergarten.

Objectives: 2.1 At least 10 children will participate in preschool classes yearly; 2.2. 85% of the students entering kindergarten will demonstrate readiness skills

Outcomes: Increased skills, 85% of students demonstrate readiness skills; improved student achievement

The project will hire an early education teacher to provide instruction, work with families to develop readiness skills at home and work with the kindergarten teacher to prepare students to be ready to learn when they enter kindergarten. The Early Childhood (EC) Teacher and kindergarten teacher will participate in alignment of the preschool curriculum with the school curriculum and state standards. Instruction will be based on standards set out by the National Association for the Education of Young Children and will be developmentally appropriate. We anticipate serving 10-15 students. Early intervention will give our children an early start on pre-academic skills that will help them improve student achievement throughout their school career. The EC Teacher will also work to provide outreach to families known to have children aged 4 if they don't come to an initial information meeting. Student instruction will be provided 5 days a week for 3 hours. Parents will be encouraged to be actively involved as a volunteer, attendance at family literacy nights and home visits.

Needs Addressed: Increasing graduation rate and improving postsecondary outcomes

Goal 3.0: Students will finish high school and be prepared for post-secondary education.

Objectives: 3.1. The dropout will be reduced by 1 percentage point or to 0 by the end of the grant period; 3.2. The percent of students passing the HSGQE will increase by 10%; 3.3. All students will participate in career exploration, work experience, and/or application to college.

Outcomes: No dropouts, increased graduation rate; increased mastery of state standards needed to graduate; increased interest in post-secondary options; increased knowledge of the community and career opportunities; increased postsecondary enrollment or employment.

In addition to academic interventions mentioned previously, we will hire a College/Career Specialist (CCS) to address these areas. To better prepare students to pursue postsecondary education, the CCS will work with both middle school and high school teachers and students. At the middle school level, the focus will be on 8th grade students to prepare them to be ready to take more advanced classes at the high school level. The CCS will establish a relationship with students and provide support as they transition into high school from the middle school and work with seniors to pursue postsecondary educational opportunities and funding resources for the socio-economically disadvantaged students so they can further their education. S/he will work with students on self-advocacy, career awareness, college applications, financial aid applications and knowledge of what is required to be successful in their postsecondary opportunities.

The CCS will work to insure that students are able to identify career opportunities and determine their interests and aptitude for their choices, provide guest speakers, mentors, job shadowing and work experience for students. The CCS will also work with the high school staff to make sure students are counseled to take a course of study that enables them to apply and be accepted into college or other postsecondary training programs. For students not intending to go to college but who would like further vocational training, s/he will work with businesses in the community for internship opportunities and provide information about vocational educational opportunities. S/he will be a community liaison and support opportunities for parental and community involvement, interviews by students, of community members about career

opportunities and required education for these vocations, and facilitation of job shadowing.

Extended day tutoring sessions in the afternoons and during the summer will be made available to all students, especially those who have not demonstrated proficiency on the state standards or are below the 50th percentile on the standardized achievement tests. The use of motivating, individualized instructional programming that will address areas in which students have not been successful so that they will feel better about school will also help student retention in school. Credit recovery courses will be available and the CCS will work to enroll students who have failed a course or are behind in credits needed for graduation.

Technology applications and workplace skills taught by the technology specialist can also serve as an incentive to students interested in the field of technology and all students as they will have the advantage of developing some of the skills they will need for employment in any field. Knowing how to effectively use technology and have access to it can serve as a motivation for students to stay in school and to feel more confident about college readiness and to ensure competence in skills needed to acquire employment.

Needs addressed: Involvement of elders, instruction in Yup'ik culture and language, culturally relevant instruction

Goal 4.0: Staff and students will increase their knowledge of the Yup'ik culture and language.

Objectives: 4.1. All teachers will demonstrate that they have incorporated the Yup'ik culture in their instruction as determined by lesson plans, reported activities and observations; 4.2. At least 10 tribal members/elders will participate in school activities each year; 4.3. All teachers and students will participate in Yup'ik language instruction, all which will help increase parent, student, and community involvement and support of the school.

Outcomes: Increased involvement of Yup'ik elders and parents; increased knowledge about Yup'ik culture; increased language skills; increased integration of Yup'ik traditions, language and activities into the curriculum; increased knowledge of Yup'ik language.

Efforts to address this need include an integrated Yup'ik literacy emphasis and sequence throughout the curriculum, the enhancement and expansion of a resource center for Yup'ik teaching materials and on-going bilingual and multicultural training for all teachers. We will hire an additional Yup'ik language specialist to teach the Yup'ik culture through language. We will also hire a Yup'ik Curriculum Specialist that will develop a Yup'ik curriculum with lesson plans tied directly to the students' culture and language and provide professional development for teachers. S/he will participate in designing relevant instruction educational opportunities and supporting lessons.

Through our partnership with the Tribal Government, we will invite elders to be more involved in education, purchase books about the Yup'ik culture, conduct research projects on Yup'ik culture and provide professional development to our staff on the Yup'ik culture and how to teach about it across the curriculum. Teacher project-based lesson plans will be developed that include Yup'ik cultural examples, relevant or place-based education opportunities and hands on learning projects that take the classroom into the unique environment in which these students live and bring the environment back into the classroom. Teachers will team with Yup'ik staff, elders and community members to identify examples, resources and people to enrich learning activities.

Throughout the project, there will be progress monitoring, periodic assessment and discussions on how to improve project outcomes. The project will be dynamic and build on lessons learned about what is effective in improving student outcomes.

(c) QUALITY OF MANAGEMENT PLAN (20 Points)

(i) Management plan to achieve objectives on time and within budget, including clearly defined responsibilities, timeliness, and milestones for accomplishing tasks (10 points).

The management plan is designed to achieve project objectives on time and within budget. The goals, objectives, and outcomes are centered around the improvement of student achievement. The objectives for the project are measurable which will make it possible for us to effectively evaluate attainment of our goals. The following gives an overview of the activities, milestones, persons responsible and timelines by objective.

Objective 1.1 Milestones/Timeline/Person Responsible
<ul style="list-style-type: none"> -Teachers provide baseline data to evaluator by Oct. 15, 2012 -Tutoring provided based on identified needs -Literacy development is provided with tutoring by Literacy/Media Specialist, teachers and paraprofessionals beginning in Oct. of 2012 -Evaluator determines progress yearly in June or when state test results become available
<p>Budget Resources: Literacy/Media Specialist, extended hours, resources, evaluation, technology</p>
Objective 1.2 Milestones/Timeline/Person Responsible
<ul style="list-style-type: none"> -Evaluator determines baseline by 9/1/12 -Extended hours tutoring offered to students beginning 10/1/12 and throughout school year by certified highly qualified teachers -Literacy/media specialist provides literacy instruction and purchases additional resources beginning in Sept. 2012 and throughout the grant period -Time provided to all students for individualized computer-assisted instruction as a result of

<p>professional development beginning 10/1/12</p> <p>-Interim assessment results are reviewed at the end of each semester by project director</p>
<p>Budget resources: Evaluation, extended hours, technology, project director, professional development; literacy/media specialist</p>
<p>Objective 2.1 Milestones/Timeline/Person Responsible</p>
<p>- Project Director will notify families of the availability of programs for their young children beginning in Sept. 2012 and throughout the grant period</p> <p>- EC teacher will enroll eligible children beginning Oct. 1, 2012</p> <p>- EC teacher visits each child's home to work with families twice a semester</p> <p>- New recruitment of students will occur in March and throughout the grant period</p>
<p>Budget Resources: EC Teacher, paraprofessionals, supplies, evaluation, project director</p>
<p>Objective 2.2 Milestones/Timeline/Person Responsible</p>
<p>-EC teacher and evaluator determine baseline data by Sept. 15 yearly upon enrollment utilizing the AK Developmental Profile and Dial-3 assessment</p> <p>-EC teacher designs and provides learning program for students by Oct. 1 yearly</p> <p>-EC Teacher conducts post-testing by April 15 each year</p> <p>-Evaluator determines percent of students attaining readiness skills at the end of each year</p> <p>-EC teacher shares assessment results with kindergarten teacher in early April yearly</p> <p>-Kindergarten teacher provides feedback on student readiness to EC Teacher in Sept. yearly</p>
<p>Budget Resources: EC teacher, evaluation, supplies</p>

Objective 3.1 Milestones/Timeline/Person Responsible

- CCS contacts students that have left school to encourage return beginning in August yearly
- When a student has more than 1 unexcused absence, he or she will be contacted and parents will be contacted to determine the reason and get the student back in school
- Students falling behind will be scheduled for tutoring and/or credit recovery

Budget Resources: CCS, supplies, evaluation, technology

Objective 3.2 Milestones/Timeline/Person Responsible

- CCS will contact each senior to determine their career interests and knowledge about post-secondary opportunities beginning by Oct. 1
- CCS will conduct career interest inventories beginning in Oct. yearly
- CCS will work with students using technology and internet to help them search for schools/training programs that match their interests and skills from the data gathered Oct. yearly.
- CCS will work with students to develop a graduation and post-secondary plan beginning in 8th grade and review annually in the Fall.
- CCS will facilitate job shadowing, work experience, college visits beginning in Oct. 2012

Budget Resources: CCS, supplies, transportation, technology, technology specialist

Objective 4.1 Milestones/Timeline/Person Responsible

- All teachers have the Yup'ik curriculum in their classrooms by August yearly
- Teachers participate in professional development focused on the infusion of Yup'ik culture by Oct. yearly
- Teachers develop lesson plans reflecting instruction which incorporates the Yup'ik culture

monthly
-Project director or evaluator reviews lesson plans each semester yearly.
-Evaluator surveys teachers to determine their use of the Yup'ik curriculum and materials.
Yup'ik curriculum specialist, supplies, professional development, evaluation
Objective 4.2 Milestones/Timeline/Person Responsible
-Project Director will recruit tribal elders/members to participate in school activities beginning in Sept. of 2012
-Teachers will invite tribal members/elders to participate in the outdoor education opportunities and to teach tribal traditions at least once a year and Project Director monitors participation quarterly
-Elders will participate in curriculum development and integration of Yup'ik traditions and values in classroom instruction at least quarterly
Budget resources: Yup'ik language teacher, transportation, technology, elder stipends, proj. dir.

Some responsibilities of staff members are delineated above. Project staff will be recruited with preference given to local qualified residents who are from the Yup'ik culture. One method for recruiting will be through announcements in the Yup'ik language. Job vacancies will be posted in the schools, community organizations, and the tribal office. A description of job responsibilities and personnel qualifications follows and resumes or job descriptions are in the Appendix.

The Project Director, David Herbert will be responsible for the monitoring of project activities, supervision of project staff, scheduling of professional development and other project activities, monitoring budget expenditures, ensuring that evaluation data is obtained and provided to evaluator. He will devote 12% of his time to the project. As superintendent he has

responsibility for all district funds and grants. He has degrees in business and secondary education and a Ph.D. in educational leadership. He has previously been in charge of federal programs and is familiar with grant management and reporting requirements. The grant positions will be a part of the management team that he will lead. The grant activities fit in with his priorities and current responsibilities and he will meet regularly with grant staff.

The CCS will be responsible for coordinating after school and summer programs, providing career awareness, job shadowing, work experience contacting students who are absent to see if there is some type of support that could be provided to improve their attendance, contacting potential dropouts for students who have dropped out and encouraging them to finish school, providing follow-up for students who are pursuing post-secondary education and ensuring that they have the supports they need to finish their schooling. The CCS will be full time and act as coordinator of grant activities. The qualifications will include a bachelor's or masters degree in counseling or related field, experience in working with Alaska Native youth, knowledge of post-secondary options for students and classroom experience. Alaska Natives will be recruited and given preference for hiring. Members of the St. Mary's Tribal Council will be asked to assist in this process. S/he will devote 100% of his/her time to the project.

The Early Childhood Specialist will be responsible for recruiting preschool students, provision of instruction, making home visits and providing opportunities for parents to learn about how to help their child with their education. Qualifications will include demonstration of proficiency on the Highly Qualified Proficiency Praxis examination or a degree in early childhood education, experience working with Alaska Native students and experience in an early childhood setting. Alaska Natives will be recruited and given preference for hiring. S/he will devote 100% of his/her time to the project and report to the project director.

The Yup'ik Language Specialist will be a certified teacher, preferably a Yup'ik native speaker but at a minimum, proficient in the Yup'ik language. This person will provide instruction utilizing the Yup'ik language to help students improve language skills, provide professional development in the Yupik language to school staff and to be a resource to other teachers at the site. The Yup'ik Curriculum Specialist will develop Yup'ik curriculum and lesson plans that support the curriculum, design and deliver culturally relevant place-based instructional activities and serve as a resource to the staff. The Yup'ik Curriculum Specialist will be responsible for developing a Yup'ik curriculum and accompanying lessons so that teachers can provide relevant instruction that will results in increased knowledge about the Yup'ik culture and values. The paraprofessionals will assist teachers K-6 with delivery of instruction and be required to be highly qualified paraprofessionals who demonstrate proficiency on the Paraprofessional Praxis Examination and experience working with Alaska Native students.

The Literacy/ Media Specialist will be required to have passed the Highly Qualified Proficiency Professional Praxis Examination, experience in reading/literacy instruction and/or as a library media specialist. A minimum of two years experience in developing literacy skill instruction with school age students will be required. Responsibilities include providing literacy skill instruction, purchase and cataloging literacy and media resources, providing resources to teacher to be integrated into instruction and working with teachers on how to develop literacy skills using technology and media.

Each staff member will be responsible for management of relevant project objectives, data collection, and assigned responsibilities and serve on the project director's grant management team. They will meet with the project director weekly initially and then every 2 weeks to determine progress. The CCS will work with members of the St. Mary's Traditional

Council in accomplishing the goals of the project and serve as a coordinator for grant activities.

Purchased services include the Technology Specialist who will be experienced in the use of technology and its applications and professional development providers that can continue training on our SmartBoards and CompassLearning software program applications. The external evaluator will be Dr. Betsy Bounds who has extensive experience as an external evaluator on grants and who has worked with St. Mary's and on other grants in Alaska. She has a Ph.D. in Special Education, master's degree in Counseling and Guidance and a bachelor's degree in Elementary Education. She has been an evaluator on Alaska Native Education grants, Demonstration Grants for Indian Children, Mentoring and others. She will develop project instruments, collect data, provide progress and annual reports and report to the Project Director.

(ii) Ensuring feedback, continuous improvement in the operation of project (10 points).

A continuous improvement management process evaluation will be utilized that creates a feedback loop for frequent and useful information about the progress of objective attainment and identifies any challenges that need to be addressed. This process will include quarterly reviews of data and a process evaluation each year. The feedback loop will occur no less than quarterly between the project director, project staff and program evaluator. The grant team will meet to discuss progress, address any areas of concern and make any adjustments that are needed to keep the grant on track or improve the program. The management team will assess all phases of implementation to monitor effectiveness of strategies and ensure fidelity of implementation. . Progress will be tracked by monitoring progress towards objectives at the student, classroom, school site and project level; and by ensuring that activities are aligned with the vision, school and community needs. Assessing and communicating progress towards meeting goals is the final step. Results will be communicated through advisory and staff meetings, school

newsletters, bulletin boards and through more formal reports to school and district administration and through the federal Annual Performance Report.

(d) ADEQUACY OF RESOURCES (15 points)

(i)...costs are reasonable in relation to # served, anticipated results and benefits (5 pts)

The costs are reasonable considering the number of students (186) that will receive direct services and the anticipated results that include improved student achievement, increased graduation rate, increased entry into postsecondary education, increased interest in school, and increased knowledge about the community and Yup'ik culture and language. The benefits to students are increased academic achievement, increased employment opportunities, and re-instilling pride in their culture. The materials developed about the community and culture will be available to future generations and carry on the Yup'ik values and language. The grant request is only for those services and resources that we can not currently obtain with existing resources. Through the purchase of media and technology, we will have capacity to continue related activities from year to year. Through professional development, we will have existing staff trained so that new personnel can receive training. The personnel hired will build capacity within the district to carry on activities after the end of the grant.

(ii) ..relevance, commitment of partners to implementation and success of project (5 pts).

The Alagaacik Tribal Government and the St. Mary's School District have collaborated in the development of the grant application that reflects the needs jointly identified in our school community. The joint commitment is indicated in the letter in the attachment. We have a long history of working together to improve outcomes for the children and students of St. Mary's School District. The Tribal Government will provide community opportunities; identify role models, mentors and culturally relevant experiences for students. St. Mary's School District will

recruit and hire project personnel, provide school services including preschool, Yup'ik language and cultural activities, provide post-secondary preparation, all in collaboration with the members of the Tribal Council. The School District has fiscal responsibility for grant funds and has extensive experience in managing grant funds. The District will provide the facilities, equipment and resources needed for effective grant implementation. The school district is committed to Yup'ik values. The commitment of the school district and Tribal Council are highly relevant.

(iii) Budget is adequate to support the proposed project (5 points).

The budget is adequate as it was built as the grant application was developed with funds allocated to address each objective and to support the attainment of the objective. We took into account the available resources we can utilize and then included grant requests for the additional funds needed. The budget was built in collaboration with the other consortium member, the Algaacik Tribal Government. Each budget expenditure is allocated to address one of the needs to be addressed. We based salary figures on an accurate estimate of the cost to hire a highly qualified teacher and paraprofessionals. We determined the supplies, equipment and purchased services that we need to fully implement the program and provide all of the services needed. Through our careful fiscal planning process, we believe the budget to be adequate.

(e) QUALITY OF PROJECT EVALUATION (10 Points)

(i) ..methods of evaluation are thorough, feasible and appropriate to goals, objectives, and outcomes of the proposed project (5 points).

The district plans to contract with an external evaluator, Dr. Betsy Bounds to work with project staff to design the instruments that will help us to measure progress and attainment of our goals and objectives. Her resume and draft evaluation contract are in the attachment. The

evaluation process would include an initial meeting with the project director to go over the goals, objectives and anticipated outcomes and methods for documenting progress.

The methods for evaluation are appropriate as they are designed to address each of the project's objectives and to determine outcomes. In addition, there will be a formative evaluation that will determine progress towards meeting the objectives. The evaluation components are feasible because the evaluator will utilize assessments currently being used by the district and supplement them with a limited number of surveys and assessments. The evaluation is thorough because it will utilize both formative and summative evaluations utilizing quantitative and qualitative data.

The evaluation plan with timelines will be in place within a month of the start of the project so that there are tools for the project director to monitor and record progress on implementation and progress towards attainment of project objectives and outcomes throughout the project. The evaluation plan addresses goals, objectives and program participants (students, parents, staff and partners).

Methods of evaluation provide for examining the effectiveness of project implementation strategies through surveys with the staff, parents and students to determine what is working well and what recommendations they would have for adjustments. Any barriers encountered will be noted and the staff will suggest strategies to overcome them. Periodic meetings with the staff and project director will be held to determine progress. The evaluator will provide feedback on a regular basis but at least quarterly. Further, the project objectives have activities with timelines noted and the project director will determine if timelines are being met.

The methods of evaluation include the use of objective performance measures clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.

The outcome evaluation will utilize quantitative measures that include standardized norm referenced test results on the TerraNova. The state standards based assessment and High School Graduation Qualifying Exam will also provide quantitative results. Ratings and self-report instruments, student enrollment data and student records of attendance, participation, and discipline will also be of a quantitative nature. Qualitative methods will include surveys provided to families, staff and students to assess their satisfaction with the project's activities and results. There will be open-ended questions on surveys to provide the opportunity to determine any situations or results that had not been anticipated and to record them. Interviews with project staff will provide additional qualitative data. The following table provides an overview of the methods to be used to address each of the project objectives:

Objective	Method/Documentation/timeline
1.1 St. Mary's School will improve academic proficiency at all grade levels by 5% per year as measured by results on the standards-based assessment.	<ul style="list-style-type: none"> -Standardized TerraNova assessment results reviewed yearly -Standards-based assessment results for grades 3-9 reviewed yearly -Collection and review of student grades in reading writing and math
1.2. Project services result in increased attainment of state proficiency on standards to a minimum of 80% by the end of the project period.	<ul style="list-style-type: none"> -Review and comparison of standards based assessment results yearly -Review of CompassLearning educational software assessment and remediation program mastery scores each semester
2.1. At least 10 students aged 3-4	-Recruitment log provided and reviewed quarterly

<p>will enroll in the preschool class at St. Mary's school</p>	<ul style="list-style-type: none"> -Enrollment records review monthly -Attendance records review quarterly
<p>2.2. 85% of the students entering kindergarten will demonstrate readiness skills that prepare them for kindergarten as determined by readiness assessments and feedback from kindergarten teachers.</p>	<ul style="list-style-type: none"> -Pre-test on readiness given Oct/Nov yearly -Preschool teacher survey reports each semester -Post-test on PPVT and readiness tests Spring yearly -Survey of kindergarten teacher on perception of readiness in Oct. yearly -Interview with Kindergarten teacher in Nov. yearly
<p>3.1. The dropout rate will be no more than the state average by the end of the grant period.</p>	<ul style="list-style-type: none"> -Determination rate by Spring yearly -Review of Counselor contact records -Review of high school attendance data quarterly -Student survey for intent to remain in school
<p>3.2 The percent of students passing the HSGQE will increase by 10%</p>	<ul style="list-style-type: none"> Review HSGQE results yearly CompassLearning mastery scores reviewed quarterly
<p>3.3. High school students will demonstrate knowledge of post-secondary options and requirements as determined by development of postsecondary goals and postsecondary plans.</p>	<ul style="list-style-type: none"> -Survey of students to determine their post-secondary plans in Fall and Spring yearly -Review of counselor contact logs; student schedules -Review log of college visits and applications -Review of post-secondary plans yearly in Spring -Survey of students to determine their awareness of post-secondary options each Spring

Objective	Method/Documentation/timeline
4.1. All teachers will demonstrate that they have incorporated the Yup'ik culture in their instruction as determined by lesson plans and observations.	<ul style="list-style-type: none"> -Review professional development evaluations quarterly -Survey teachers to ask if they have incorporated culture into their curriculum in Spring -Review of lesson plans and observation checklists each year in Spring.
4.2 At least 80% of staff and students will increase their knowledge of the Yup'ik culture as demonstrated by a post-test.	<ul style="list-style-type: none"> -Develop pre and post-test in collaboration with Elders and administer pre-test in Sept. -Review schedule of professional development on Yup'ik culture and attendance -Survey teachers to determine their perception of what they have learned at the end of the school year yearly -Review post-test results in May yearly
4.3. At least 10 tribal elders/members will participate in school activities yearly.	<ul style="list-style-type: none"> -Sign in logs for committee meetings and classrooms -Feedback from teachers -Survey of tribal elders

The outcome evaluation will address student achievement through reviewing TerraNova, AK Standards Based Assessment, the AK Developmental Profile and DIAL-3. We will review dropout and graduation rates from year to year. We will assess knowledge of the Yup'ik culture by staff and students as indicated in surveys and feedback from the Yup'ik Specialists. To determine postsecondary outcomes, we will track the number of students that apply to postsecondary institutions, financial aid received, and job placements. Each year an evaluation

report will be provided by the evaluator with evaluation results to the project director with recommendations for program improvement.

COMPETITIVE PRIORITIES

Priority 1—Alaska Native Regional Nonprofit Organizations (2 points)

The application is submitted by a consortium of the Algaaciq Tribal Government, a non-profit tribal organization serving the St. Mary's region and the St. Mary's School District, a local education agency. We have a history of working together to provide services to our population of Yup'ik Alaska Native students. The Tribal Government members will provide assistance in incorporating the Yup'ik culture into our curriculum, providing professional development to staff, serving as mentors to our students and providing classroom instruction on the Yup'ik cultural values, history and skills. The school district will provide the resources needed including staff and time to participate in professional development.

Priority 2—Improving the Effectiveness and Distribution of Effective Teachers or Principals

Students in schools such as ours with high poverty (one of the highest in the state) deserve to have effective teachers. To ensure that we have the most effective teachers, we will implement a more rigorous evaluation system that takes into account student growth as measured on state assessments. Another method we will use to improve the effectiveness of teachers is professional development on the effective use of technology, understanding the Yup'ik culture and values, and effective use of the instructional software and credit recovery opportunities available in the district.