

**Alaska Native Education Program
Proposal Outline**

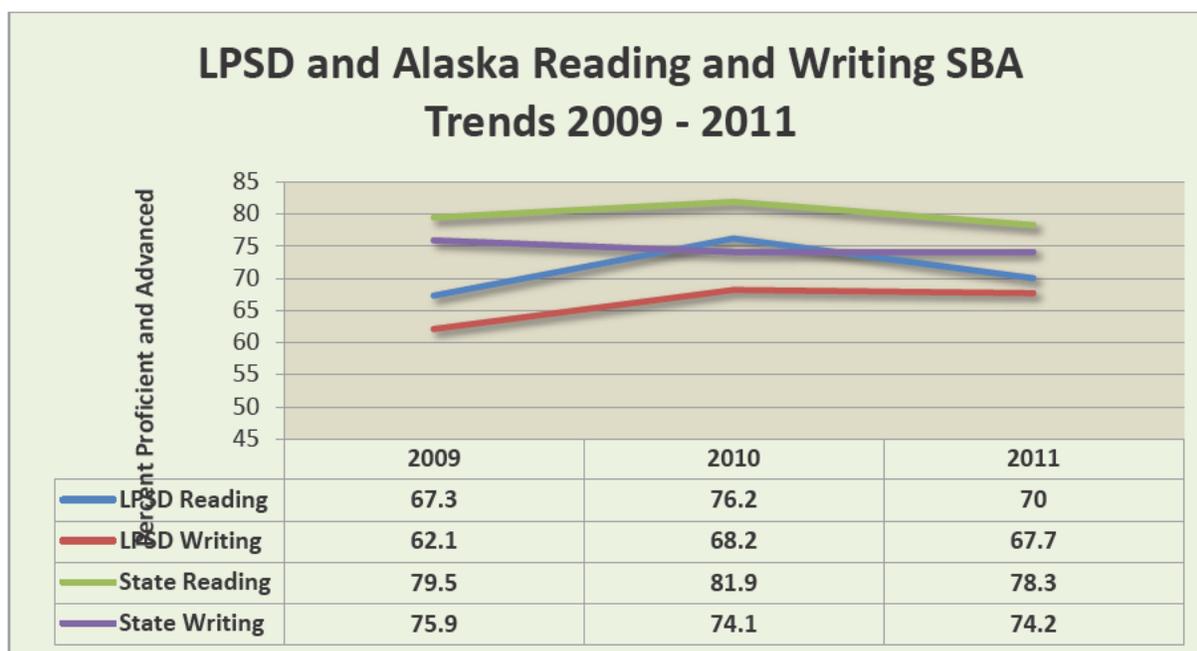
(a) Need for project (25 points).

Lake and Peninsula School District (LPSD), while improving, still struggles with student achievement and meeting the needs of each and every student. This proposal focuses on increasing student academic achievement at eight of our highest needs school sites with a three-tiered tutoring intervention.

Lake and Peninsula School District (LPSD) serves 13 isolated villages located along the Alaska Peninsula, an area about 300 miles south and west of Anchorage. Extending 400 miles north to south, the Borough covers a region slightly larger than West Virginia. Volcanoes, lakes, beaches, mountain ranges, lowland tundra, wetlands, and abundant flora and fauna dominate the area, which is known for its remoteness and wildness. Within this wilderness, man's footprint is tiny—remoteness the defining characteristic. A mere 1,631 people are scattered across an expanse where the largest village, Newhalen, holds just 189 residents. The Lake and Peninsula Borough boasts that in the summer bears outnumber people. Access to LPSD villages is extremely limited. None are on the road system and do not have regularly scheduled air service. At ██████████, the price of a round-trip charter flight is prohibitive. Most of the villages rely on annual supply barges, boats, snow machines and tiny, regionally based propeller aircraft. Transportation is further hampered by severe seasonal weather conditions. This remoteness creates a cost of living that is █████ percent higher than in the state's urban hub.

In 2011, twelve out of LPSD's 13 school sites were designated Title I schools with 72% of the district's students qualifying for free and reduced lunch. While growth is being achieved, school sites continue to fall short of Adequate Yearly Progress (AYP) benchmarks due to the

lack of “catch up growth.” The chart below illustrates the district-wide Reading and Writing SBA trends compared to the state mean. LPSD students are not catching up to their peers.



Compounding this problem, Lake and Peninsula Borough has been experiencing an out-migration of residents and community and school populations are declining. What this means to Lake and Peninsula is fewer teachers at each school site. Currently, nine of LPSD’s 13 school sites are staffed by 2.5 teachers or less. This places a tremendous burden on the teaching staff who are often times responsible for multiple grade levels (K-6 or 6-12) and all subject areas. Teaching under conditions such as these do not afford our teachers with ample time for remedial tutoring and intervention tactics. In addition, with villages shrinking, there is less and less of an applicant pool for highly qualified classified classroom aide positions. In many villages these positions remain vacant throughout the school year and additional help in the classroom is not an option – it simply is not available.

The region is unique in that three of Alaska’s major Native ethnic groups are found here: Yupik Eskimo, Athabascan Indian, and Aleut. The student population in LPSD is 90% Alaska

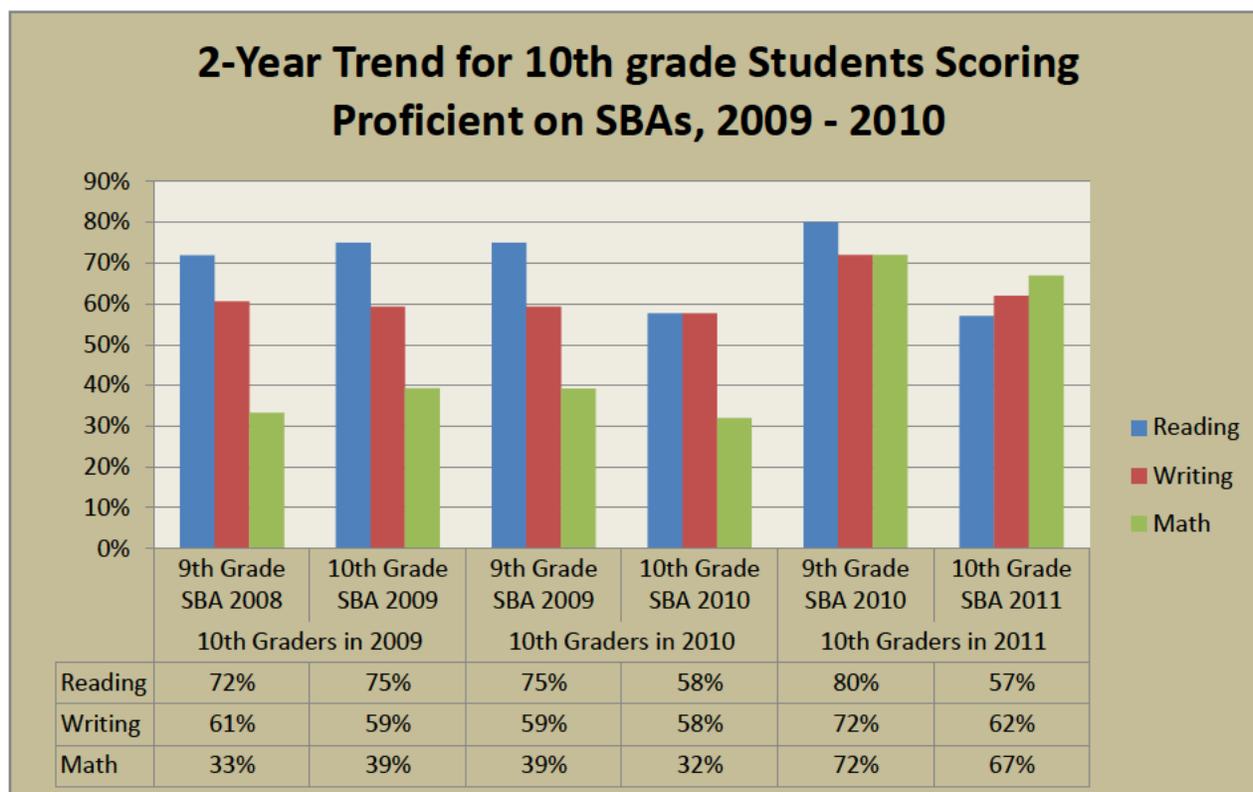
Native. Native traditions and culture play a critical role in the region’s economy, and educational and political systems. Subsistence activities provide an essential source of food and an important link to the Native cultural heritage and lifestyle. Disparities in education between Natives and non Natives (50 % of Native students fail to graduate high school) set the stage for differences in income and employability. Areawide, Native households earn less than half of non Native households. High school graduation rates in LPSD are shown below, and are historically below the state average.

LPSD Graduation Rates 2005 - 2011							
Year	2005	2006	2007	2008	2009	2010	2011
Number of Graduates	17	27	21	25	17	29	21
Graduation Rate	38%	54%	39%	46%	33%	54%	56%

LPSD school sites are tiny, and are characterized by a high percentage of Alaska Native minority students living in poverty. Although attendance is good, and there are relatively few drop outs and discipline problems, the transiency rate is extremely high – approximately 30%. From experience, many teachers believe that students report they are “transferring” to Anchorage, when in fact they have no plans for schooling while enjoying big city life. When they return to class in the village months later, it is evident that they have not been attending school. In addition, LPSD is challenged to serve a student population that includes 14.38 % special needs students. During the 2011-2012 school year, there were 306 students in grades K-12. The district-wide bilingual population is 2.5 %. According to January 2012 AIMSWeb data, 60% of the students tested were below national and district targets in reading.

Another way we examine growth in academic achievement is by comparing 9th and 10th grade SBA scores for cohorts of students over a two year period. The table below shows the change from 9th to 10th grade for three cohorts of students between 2009 and 2011. While our

tenth graders in 2009 showed some growth in reading and math, 10th graders in 2010 and 2011 actually had declining scores from 9th to 10th grade.



As stated, this project will provide services to improve academic achievement and graduation rates to students in 9 low-performing schools. The demographics of those schools are shown in the next table.

Characteristics of the Low-Performing High Needs Schools to be Served, 3/20/12

School Name	Designation	% free or reduced lunch	# of students targeted	Grade levels served	Migrant Eligible Students
Nondalton (pop. 161)	AYP Level 5	85.71%	33	K-12	72.73%
Newhalen (pop.189)	Title 1 School	76.92%	67	K-12	45.45%
Kokhanok (pop. 179)	Title 1 School	96.97%	23	K-12	36.36%
Levelock (pop. 81)	AYP Level 1	93.75%	25	K-12	26.92%
Port Heiden (pop.101)	Title 1 School	72.73%	30	K-12	37.04%

Chignik Lake (pop. 69)	AYP Level 1	84.21%	17	K-12	56.25%
Egegik (pop. 113)	AYP Level 1	40.00%	10	K-12	20.00%
Perryville (pop. 130)	Title 1 School	86.36%	21	K-12	42.86%

Research indicates that increased instructional time is a key factor in targeting students who are behind academically. Due to the nature of such an isolated school district with small school sites spread across such an expanse, out-of-school time educational programs are practically non-existent and extra intervention time during the school day is a challenge. Teachers are tasked with multi-grade, multi-level, multi-subject assignments and there is simply not enough time in the day for them to meet the requirements of their classroom responsibilities in addition to offering interventions and after school activities.

(b) Quality of the project design

Our proposal is to use data driven interventions and one on one tutoring during and after the school day to increase the amount of direct instructional contact time, resulting in growth in academic achievement and increased graduation rates for LPSD students. The key components of our plan include:

1. Certified educators will be hired as tutors. Acting as an “Educational Special Forces Team”, they will fly into our struggling villages each spring, reviewing current interventions and student data, and working with site staff to formulate a plan to enrich the education of each student on site. This will be accomplished through classroom support during the day and after school and Saturday tutoring.
2. Novel, mutually beneficial partnerships will be developed with select universities to provide online support for LPSD student interventions and classroom instruction. Online

tutoring, thematic units and full courses will be developed and delivered by pre-service teachers as part of their university methods and practicum experience.

- Through distance delivery LPSD master teachers and Bristol Bay Native Association will present seminars on the topics of differentiated instruction, culturally appropriate instruction, and life in rural Alaska to the university pre-service teachers.

In LPSD we are using *Response to Intervention* protocols to target students who show deficiencies based on a wide variety of assessments. We put these students on intervention plans and look for ways to increase their instructional contact time. We have schools that send all HS students to PE at the same time and the HS teachers go into the elementary classrooms to assist in reading. Teachers are critically looking at their schedules, combining their classes, reducing recess and PE times, and utilizing every aide, itinerant, or principal within reach. RTI has become our culture and is directly linked to the goals of this proposal. Students currently identified through LPSD’s Response to Intervention (RTI) Plan will be the #1 priority for tutoring and increased academic rigor. RTI tier 2 and 3 students will specifically be targeted through our “out of school intervention” and tutoring efforts (see chart below).

	TIER 1 TUTORING: On-Site and Virtual	TIER 2 TUTORING: On- Site (Spring)	TIER 3 TUTORING: Virtual (Year Round)
Focus	All students	Identified students with marked difficulties who have not responded to Tier	Identified students with marked difficulties who have not responded to Tier

		1 efforts	1 and Tier 2 efforts
Program	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention	Individualized and responsive intervention
Grouping	Whole group	Individual or homogeneous small group instruction (1:1 to 10)	Homogeneous small group instruction (1:1 to 3)
Time	90 minutes per day or more	10 – 30 minutes per day in small group in addition to 90 minutes of core instruction	50 minutes per day in individual or small group instruction in addition to 90 minutes of core instruction
Assessment	Universal Screening at beginning, middle, and end of the academic year (AIMS Web)	Weekly or bi-weekly progress monitoring on target skill(s) to ensure adequate progress and learning	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning
Interventionist	Tutors and university pre-service teachers	Tutors	University pre-service teachers

In response to the discouraging conditions previously discussed, we developed a pilot intervention that has shown promise for improving student achievement over the last three years. In the fall of 2008 Nondalton School once again failed to make Adequate Yearly Progress. After intense discussion, the school principal emphasized that the most effective form of intervention

would be extra manpower. With many classroom aides already struggling to meet HQ requirements and no local prospects, we made the unusual decision to look outside for a certified tutor to work with struggling students for the spring semester. In the fall of that year an out-of-work, certified math teacher was recruited and hired to join the Nondalton staff. We offered this young man s modest stipend, round trip airfare, housing, a chance to build his resume, and an experience of a lifetime. Little did we know at the time that this initial tutoring idea would grow to become one of our most influential intervention strategies and a great recruitment tool (our first tutor took a teaching job with the district and is still with us). Nondalton’s test scores over the last four years attest to the success of the tutoring intervention. While we are quick to point out that many factors are responsible for Nondalton’s growth, there is no denying that having a certified tutor working with children each spring semester, has had a dramatic impact.

SBA Benchmark School Comparison - % of Students at Benchmark											
2008			2009			2010			2011		
R	W	M	R	W	M	R	W	M	R	W	M
30.4	21.7	18.2	41.2	47.1	47.1	61.5	69.2	69.2	64.7	58.8	70.6

The tutoring and individualized instruction program we are proposing will improve the effectiveness and distribution of effective teachers in LPSD (Competitive Priority 2) and increase graduation rates and student achievement in eight of the persistently lowest achieving schools in the state (Competitive Priority 3). This proposal will expand the tutoring intervention successfully piloted in Nondalton to eight of our low achieving Title I improvement sites. An extra set of hands and a “fresh face” is always welcome in our small schools. Often by the spring semester, students are more responsive to someone coming in than the teacher that they have been with exclusively all year round. In addition, the young professionals have had a positive impact on our older students who look to them as role models. In general all LPSD students in the eight lowest achieving schools will benefit either through on-line or face-to-face tutoring

and/or instructional activities led by a certificated teacher, or hosted by a master teacher supervising a pre-service teacher candidate.

In addition, Partnerships will be developed with select Universities to provide online support for LPSD student interventions and classroom instruction. Online tutoring, the delivery of Thematic Units and course offerings will be utilized to assist LPSD schools in meeting individualized and intervention needs. Creative mini lessons or thematic units will also be created and delivered via distance to Lake and Pen students by University students. Lake and Peninsula School District believes that University partnerships are the key to sustainable tutoring and instructional support for students. While onsite tutoring comes with a cost, University partnerships can be maintained through sweat equity and ultimately could be a new low-cost model for rural Alaskan education.

As student deficiencies are identified and it is determined by the intervention team that the student's needs cannot be met within the regular instructional day, they will be referred to a Distance Intervention Liason. This person will act as a broker between university personnel and the intervention team, looking to match said student with a university student. They will take into consideration the student's specific needs, the strengths of the university student and availability/scheduling. This Liason will also work with university personnel to develop and deliver larger scale instructional activities for LPSD classrooms. Thematic units, standards-based lessons, games and activities, and even whole performance level delivered courses are all options if a university would like to go beyond the virtual intervention tutoring.

Last, through distance delivery LPSD master teachers and BBNA will present to University students techniques in teaching in multi-level, performance based classrooms (differentiated instruction). Life in Bush Alaska and teaching to culturally diverse student

populations will also be topics of instruction. This component has been requested by our university partners as our teachers have much to offer their students. This proposal overall is being approached by all parties with much excitement. For the school district, the benefits are obvious – increased instructional time, mentoring and recruitment. For the university it is a chance to provide a more relevant exciting education to their students. The increased student contact time is also a plus and will be able to count towards State requirements.

<p>Goals, objectives, and performance measures</p>

Goal 1: Improve student achievement

Objective 1.1: To improve school-wide and district-wide academic achievement through targeted instruction and tutoring to students identified as RTI Tier 1, 2, or 3.

Performance Measure 1.a. 90% of Tier 2 and Tier 3 students will show annual improvement in AIMSweb pre/post assessments of reading and math.

Performance Measure 1.b. The percent of students meeting SBA proficiency for Reading, Writing, and Math in each low-performing school will increase by at least five points annually. (GPRA)

Performance Measure 1.c. District-wide AYP scores for Language Arts and Math will increase annually by 2% or more over baseline established in FY12.

Performance Measure 1.d. Students identified for after-school tutoring will have a 92% or better attendance rate at the tutoring activities.

Goal 2: Improve high school graduation rates

Objective 2.1: To improve the district-wide high school graduation rate with targeted credit attainment and recovery options and tutoring preparation for the HSGQE.

Performance Measure 2.a. 100% of high school students in need of credit recovery or attainment to meet graduation requirements will receive targeted, individualized online instruction.

Performance Measure 2.b. 100% of students in grades 11 and 12 who failed one or more HSGQE subtest will receive tutoring services to remediate deficiencies.

Performance Measure 2.c. The district-wide graduation rate will increase annually by at least 5% over baseline FY12. (GPRA)

Goal 3: Recruit, hire, and train effective teachers

Objective 3.1: To recruit and hire mentors most likely to become effective LPSD teachers

Performance Measure 3.1.a. Nine tutors will be hired annually in the fall and will tutor students in LPSD low-performing schools from January to May.

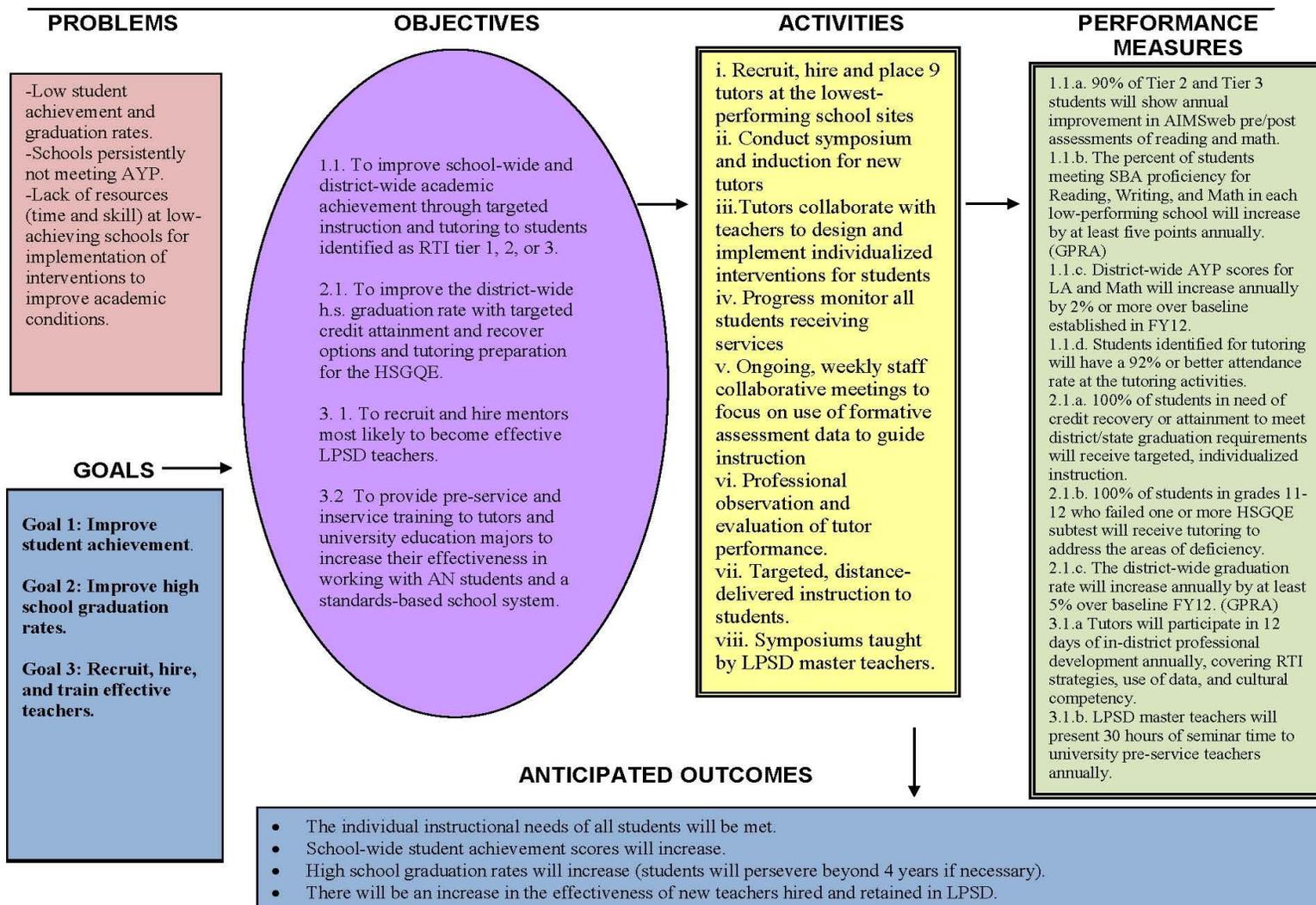
Performance Measure 3.1.b. 100% of the LPSD tutors will demonstrate growth in teaching skill measured by a tutor effectiveness pre/post instrument.

Objective 3.2: To provide pre-service and inservice training to tutors and university education majors to increase their effectiveness in working with AN students and a standards-based school system.

Performance Measure 3.2.a. Tutors will participate in 12 days of in-district professional development annually, covering RTI strategies, use of data to individualize instruction, and cultural competency.

Performance Measure 3.2.b. LPSD master teachers will present 30 hours of seminar time to university pre-service teachers annually, covering RTI strategies, use of data to individualize instruction, and cultural competency.

The University Collaboration for K-12 Student Success Project Logic Model



Implementation of the project will begin in late fall with the recruitment of tutors.

Implementation of Component #1. The target group for the tutor pool is December graduates from three partner universities who often times struggle to secure a job after a mid-academic year graduation. The recruitment process will include the university partners who will facilitate one-on-one interviews with LPSD administrators who will make the selection and hire the tutors. Once hired the district will provide round trip airfare from the closest airport to Anchorage, where the tutors will be met by a district representative for a cultural induction and assistance with shopping and shipping. During the induction, tutors will complete a self-assessment of their teaching abilities using an instrument modeled after the district teacher evaluation form. This pool of eligible tutors need experience for their resume and would find a formal evaluation conducted by a principal or administrator very helpful. From Anchorage, the district will fly the tutors to their assigned school site for the majority of the spring semester. District housing will be provided with the only expense to the tutors being their food and supplies. Tutors will be placed on the salary scale under “Aide IV” which is roughly \$20 an hour.

Once at the school site, tutors will meet with administrators and staff to review current interventions, AIMSweb data, diagnostic testing results, SBA data, and any other available information related to individual students and from the information formulate a school-wide plan to address the needs of each student. Tutors will be available before school, after school, and during school hours to work with students according to the school plan. Tutors will work a 40-hour work week. Math and/or literacy clubs (depending upon the tutor’s strengths and the site’s overall needs) will take place Saturday mornings for approximately 4 hours.

During their period of employment, tutors will participate in 12 of days professional development provided by LPSD – essentially an extension of a teaching practicum in an inservice setting. Immersing the tutors in our standards based system and educational culture is an ultimate testing ground for both the district and the educator to decide if future employment would be a “good fit.” Academically, hiring someone that already knows our system, knows exactly what they are getting into and can begin the school year with less unknown, is great thing for the educator, district and kids. During their tenure with the district, tutors will be supervised by the school principal or another district administrator with a Type B certificate. The administrator will use the same instrument completed by the tutor as a self-assessment, as a performance evaluation. The observation and evaluation process will result in formal, written feedback that the tutor can use as a reference when applying for work. It will also help LPSD select and offer permanent employment to the best-fit candidate(s).

Implementation of Component #2. The second component of our plan involves collaboration with our university partners and is built on the request of several university partners and the success of a pilot project at Nondalton. The LPSD teacher will coordinate with the LPSD Distance Intervention Liason who will in turn work with university methods professor(s) to help pre-service teachers develop and deliver lessons and instructional units to students throughout the district using distance delivery. At the beginning of each semester the LPSD teachers will assemble a snapshot of each student that is targeted through a distance intervention, a brief description of their interests, and semester-long achievement goals for the student. The pre-service teachers will be given the student data and a set of the LPSD standards to base their interventions and curriculum projects on. Following the successful pilot process, the university students will create standards-based lessons, games and activities, and even whole thematic units

to target the selected student's areas of deficiency. The instructional materials will also include directions for the parents so they can be used in the home to reinforce literacy and mathematics skills. The university students will use the curriculum resources they created to instruct LPSD students under the collective guidance of the LPSD teacher and the university professor. Students will benefit from the enriched, individualized instruction and the pre-service teachers gain practical experience in curriculum design and delivery, use of technology to support instruction, and culturally relevant instruction. The pre-service teachers will assign and grade student work related to the curriculum they taught; the pre-service teacher will receive performance feedback from their professor and the LPSD teacher. The original university pilot for this component was so successful that it will be expanded into a new education methods course for fall 2012.

Implementation of Component #3. The third component of the project plan calls for LPSD master teachers and Bristol Bay Native Association's (BBNA) Educational Liaisons to conduct seminars for university pre-service teachers via distance delivery on topics such as standards-based instructional design, individualized instruction, and the RTI model. BBNA will assist the school district and university partners in developing cultural competency for working with Alaska Native students and living in rural Alaska. LPSD master teachers will also provide mentoring, coaching, and inservice training to the tutors while they are on the job in LPSD. The topics and the timeline for delivery of the seminars will be developed collaboratively by the Project Director, Bristol Bay Native Corporation and the university Deans.

(c) Quality of the management plan (20 points).

(i) The adequacy of the management plan to achieve the objectives of the project.

The project's management plan is designed to ensure that the proposed program goals, objectives, products and measurable outcomes are met in a timely manner and within

budget. The plan clearly establishes the roles and responsibilities of key personnel and percentage of their effort as well as timelines and milestones

Key Personnel are significant to the delivery of the project activities and the achievement of the goals and objectives (resumes and position descriptions are in the Other Attachments section).

The Project Director (.05 FTE) is Kristen Hathhorn. Kristen is the LPSD Curriculum Coordinator, and is experienced in federal grant management, specifically as a previous ANEP Project Director. Kristen will provide the senior administrative grant management. She will have responsibility for supervising the Project Coordinator. Kristen will supervise the hiring and placement of the nine tutors. She will ensure that the project timeline and milestones are met, review and submit all federal reports, and ensure completion of the project evaluation and reporting of project results to the LPSD School Board and partners. The Project Coordinator (1.0 FTE) is Kasie Pletcher. Kasie is currently a counselor in LPSD and comes with a high level of training in RTI processes and methodology, and distance delivery of instruction. In her current role, Kasie routinely analyzes and interprets student assessment data. Kasie's responsibilities will be to train and coach the nine tutors. She will ensure effective implementation of all project activities. Kasie will train the tutors in the correct administration and interpretation of universal screening, formative, and diagnostic assessments. She will provide the oversight for fidelity of project implementation across schools, monitor parent involvement, and ensure compliance with FERPA and other data management requirements. Kasie will collect regular reports from the site-based tutors and create summary reports for the Project Director on a regular basis. Nine tutors (short-term contract) will be hired and placed in the project schools, one per school except for Newhalen which will receive two tutors to keep the tutor/student ratio consistent. The Tutors will be responsible for many of the site-level activities of this project. As noted in the project

design section, they will administer the universal screening (AIMSweb) to individual students, administer diagnostic testing, and conduct regular progress monitoring of students. The tutors will be responsible for maintaining the electronic and paper records of student assessments, intervention, and monitoring, as well as creating and maintaining individual student ILP folders. The tutors will attend regular trainings and meetings with the Project Coordinator and other tutors, either at the district office or using distance technology. The project Independent Evaluator will provide contractual services to conduct a formative and summative evaluation (described in the evaluation section). Dr. Dale Cope will be the project evaluator. Dr. Cope has extensive experience in the evaluation of federal discretionary grants. She is skilled in quantitative and qualitative analysis as well as survey design, observation, and interviewing. Her communications training is useful for determining client needs and presenting results in a readily understandable format for various audiences and purposes. Dr. Cope has a Ph.D. in Education Leadership and Business Administration (University of Alaska Fairbanks), and an M.Ed. in Curriculum Design (University of Puget Sound). Dr. Cope conducts on-site K-12 school and district audits to prepare technical reports for Alaska Department of Education related to No Child Left Behind. Dr. Cope has twenty-two years of experience in Pre-K-12 public education as a teacher, curriculum specialist, high school principal, and school district Executive Director.

Minimum staff days will be utilized to spend time reviewing schedules, student goals, etc. The building principal, who will be responsible for clear and constant communications between tutors and site staff, will facilitate these minimum day meetings. During the tutors induction training they will be given instruction in accessing data through AIMSweb, accessing district SBA data, how to administer diagnostic assessments, and how to maneuver and assess data contained in the district's Educate program. Tutors will need access to and understanding of the

data so they can progress monitor students to check for academic growth. Tutors will also have access to students “SLP or Student Learning Profiles” which will identify student learning styles and give the tutor the information needed to correctly tailor instruction. If SLPs are not in place the tutor will work with our counselors to administer the appropriate assessments to develop a profile.

Our principals are our instructional leaders and will be responsible in mentoring and assisting our tutors in analyzing data and making the necessary refinements to their methods of delivery and content. LPSD principals and instructional coaches will mentor the tutors, with at least two coaching contacts weekly. Each Friday minimum day will be dedicated staff time to planning, preparing and assessing activities. AIMSweb progress monitoring will be reviewed by the site staff on Friday and other diagnostic assessments given when needed. Instruction, scheduling, and delivery will be closely monitored and adjusted or refined when necessary.

The management plan is organized to guide the major project activities: 1). Tutoring; 2). Minimum day meetings and professional development; 3). Distance delivered instruction to students; and 4). Capacity building through master teacher efforts. The project management plan is nested within the LPSD Professional Development plan and calendar, and the individual school improvement plans. The table below outlines the project tasks and major milestones.

Timeline and Major Milestones									
Activity or Milestone	Quarter/Year								
	FY13			FY14			FY15		
	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
	2012	2013	2013	2013	2014	2014	2014	2015	2015
Activity 1: Tutoring									

Kinder. RAPD testing	X			X			X		
Review of AIMSweb and SBA data by tutors		X			X			X	
Administer AIMSweb	X	X	X	X	X	X	X	X	X
Analysis of AIMSweb Data			X			X			X
SBA/HSGQE testing			X			X			X
2. Minimum Day meetings and professional development									
Professional development for tutors	√	√	√	√	√	√	√	√	√
Site Collaborative Mtgs.	√	√	√	√	√	√	√	√	√
Evaluations of Tutors			M			M			M
3. Distance delivered instruction to students									

Courses/units designed and delivered		X	X		X	X		X	X
4. Capacity Building through master teacher efforts and BBNA									
Symposiums		X	X	X	X		X	X	
BBNA Presentations		X	X	X	X		X	X	
Project Management Activities									
Hire tutors	M			M			M		
Training Symposium		X			X			X	
Grant APR Submitted			X			X			X
Ongoing communication with project partners	√	√	√	√	√	√	√	√	√
Meetings of PC with tutors	√	√	√	√	√	√	√	√	√

Key: **M** = milestone; √ = ongoing activity

Students will be assessed using the AIMSweb universal screening tool in September, January, and May. More in-depth diagnostic testing will be scheduled for students who fall below benchmarks on AIMSweb. In-school intensive instruction and tutoring will be scheduled

on a site-by-site basis. After-school tutoring will be well-advertised and communicated to parents ahead of time to gain their support.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project (10 points).

The implementation of the management plan will begin with the anticipated start date of Sept. 1, 2012. The Project Director will meet monthly with the Project Manager to ensure the timeline is being followed. The Project Manager will maintain weekly contact with the tutors and site principals to ensure continuous and appropriate delivery of services to students. Student attendance at after-school tutoring will be monitored by the tutors and site principals. Revision of project procedures will be made as needed in response to those meetings and the Independent Evaluator's process and outcome evaluation feedback.

(d) Adequacy of resources (15 points).

(i) The extent to which the costs are reasonable.

This proposal will serve 306 students annually as well as 9 tutors; divided by the annual budget the cost per participant is [REDACTED]. Lake and Peninsula is well experienced in grant management. The district manages yearly, on average twenty-five different grants, from Federal, state and local sources, with an average aggregate value of [REDACTED] yearly. The district is audited for grant compliance by an independent auditor annually. Tests for internal accounting controls are part of the of the district's annual audit. Grant expenditures are reviewed at least quarterly by business office staff for compliance and correct categorization of expenditures.

Site Level Management: The district maintains policies and procedures for the authorization of all fund expenditures. Requisitions for supplies and materials and Classified Staff time keeping are reviewed and signed off by each school principal. The business office at the district level reviews requisitions and time sheets for completeness and compliance.

(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project (5 points).

The University of Montana, Mansfield University of Pennsylvania, University of Alaska Southeast, and Kutztown University have all joined forces with Lake and Peninsula to aide us in recruiting and sustaining high caliber certified tutors from their universities. Some of these universities recently traveled to Alaska to meet with our district and develop long-range sustainable tutoring plans. The university partners are committing to assist with program development and ensure that university preservice students are well-prepared to work directly with K-12 students in LPSD. They will recruit and encourage university students to participate in all aspects of the project, and will engage with us in rigorous evaluation of the quality of the projects and instruction delivered to K-12 students by the preservice methods teachers.

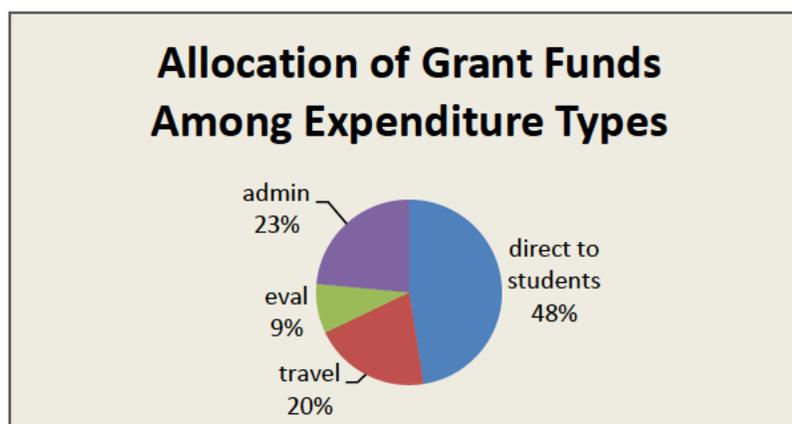
LPSD is committed to fair recruiting and hiring practices, and the contribution of expert instruction in standards-based design to better prepare preservice teachers for working in our educational context. LPSD will correspond and communicate regularly with all project partners and provide regular, ongoing opportunities for feedback and continuous improvement. LPSD will maintain all data records in a confidential and professional manner.

The Bristol Bay Native Association will provide wisdom, guidance, expertise and leadership in the development of symposium and course topics to be distance-delivered to university pre-service students. BBNA will be an active participant in the design and delivery of the January symposiums and the tutor induction activities.

(iii) The extent to which the budget is adequate to support the proposed project (5 points).

The project budget is adequate to support the proposed project, as shown in the budget narrative. One of the largest categories is travel, which cannot be helped in a state the size of

Alaska and with more than half of its citizens living off the road system. Contractual is necessary to provide the services in which the project staff are not the experts (facilitating university course; engaging culture camps; project evaluation. In an allocation by design, the program will be spending █████ on direct services to students; █████ on travel (travel throughout Alaska is costly because of the limited road system and the vast distances between isolated rural communities); █████ on evaluation; and █████ on program administration.



(e) Quality of project evaluation (10 points).

By implementing a comprehensive tutoring program focused on increasing the amount of available instructional time we expect the following outcomes: Individual instructional needs of students will be met; School-wide achievement scores will increase; High School graduation rates will increase; and There will be an increase in the effectiveness of new teachers hired and retained.

To gauge the results and impact of our project a concurrent mixed methods (Creswell, Plano Clark, Gutmann, & Hanson, 2003) formative and summative evaluation will be conducted. This approach will give us both formative and summative information useful for continuous improvement as well as for accountability. The evaluation design is *concurrent* in that we plan to use quantitative and qualitative methods simultaneously (Morse, 2003). It has *equal priority* in

that both the quantitative and qualitative methods will be assigned equal weighting in the interpretation of findings (Creswell, 2009). Ideally, this mixed method design reduces mono-method bias and will provide us with greater insight than a single method alone.

The formative/process evaluation will provide information on the processes and operation of the program and is intended to help LPSD organize, implement, and improve the project. The summative evaluation will measure success in meeting project objectives and goals for LPSD and the funding agency.

Formative / Process Evaluation

Process questions for this evaluation will include, but are not limited to: 1) How effective are the communication systems among partners and across distance?; 2) Which parts of the project appear to be functioning as intended and which are not?; and 3) What changes appear to be needed? Data will be collected through a variety of measures including notes from minimum day meetings, agendas from district and school inservices, student records of assessments given, tutoring logs/attendance, and program records.

Summative Evaluation

The summative evaluation plan will answer the following questions. The type of data to be collected and analyzed is included with each question.

1) Is there a discernible improvement in measures of student academic achievement?

Data Collection: AIMSweb scores, SBA/HSGQE scores, classroom assessments, records of student movement between RTI Tiers, tutoring logs and attendance sheets, minutes from minimum day meetings.

2) Does the tutoring project/intervention produce positive change in school graduation rates?

Data Collection: District graduation reports submitted to Alaska EED, student transcripts, student interviews, tutoring logs, HSGQE score reports.

3) Did the Minimum day time and professional development produce changes in participating teachers' instructional practice that reflect teacher effectiveness and result in recruitment of effective new teachers from the tutor pool?

Data Collection: Pre/post evaluation of tutors using a modified certificated staff evaluation form (t-test for significant difference), school-wide SBA and HSGQE scores, graduation rates, teacher and tutor survey and interviews, district records of teachers recruited and hired.

We will document program adjustments as part of our plan for sustainability of the tutoring program. We will gather data from these key groups: parents, community members, tutors, school and district staff, and students. We will use evaluation instruments that are locally designed as well as others we identify with proven reliability to measure effectiveness and impact of the program. Staff will be asked about program support needed/provided, and perceived impact on students. Parents will be asked about their satisfaction with the tutoring services and why their child participates. Students, tutors, and university partners will be interviewed using a set of scripted interview questions.

The Project Director and the site principals will create a timeline for data collection activities collaboratively with input from classroom teachers and tutors. Staff survey data will be collected electronically; parents will have the option of responding on paper or electronically. Working with the evaluator, the Project Director will assemble the data for presentation. Hard copies of evaluation data will be available locally upon request and published in *The Pen*.