U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

CFDA # 84.299A

PR/Award # S299A220028

Gramts.gov Tracking#: GRANT13598985

OMB No. 1810-0722, Expiration Date: 06/30/2023

Closing Date: Apr 19, 2022

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The Do Your Best project is a collaborative effort of Grand View School, the Cherokee Nation, and several community partners in extremely rural northeast Oklahoma. The project will positively affect 325 students. Grand View School will serve as lead and fiscal agent. The defined local geographical area to be served is the district boundaries of the Grand View School District, which span a rural area and parts of Tahlequah, Oklahoma.

Grand View is one of three biggest K-8 elementary schools in Oklahoma. It is located in Cherokee County, which is the poorest economic cluster of Oklahoma. Native American students, mainly members of the Cherokee Nation, account for 56% of the student population. Native American students account for much of the poverty and much of the academic and social struggles. These students score below the general population on Pre-K literacy assessments, state standardized assessments, and classroom performance. Based on all the above data, the committee found five barriers to its student educational opportunities and achievement: 1) area demographics, 2) limited Cherokee culture integration, 3) low PreK student academic achievement, 4) low student academic engagement and achievement in grades 5-8, and 5) lack of systematic effort to improve student preparation for college, career, and leadership.

Based on the needs identified above, the advisory committee developed a program that will address each and provide an equitable opportunity for all students to succeed. This includes:

1) A community partner program that will provide students with civic and career opportunities

2) An academic support program that will reach out to struggling students and provide equitable services for Native American students

3) An afterschool program that will provide additional instruction and cultural enrichment for Cherokee students.

4) a Cherokee language and culture integration component

5) a life skills and certificates program to put students on road to success in life situations

6) a teacher education program that will provide current student information about careers in education and also provide current university teacher education students opportunities for student teaching experiences.

A favorite saying of the current superintendent is to “Do Your Best.” This project will inspire students to “do their best” in preparing for life beyond high school. It will address all five barriers through a coordinated community effort, a life skills component that will teach students to believe they can achieve greatness through life skills, and conditioning for college and career readiness from an early age, including an emphasis on teaching as a career.

The project will use these steps to meet a range of goals.

GPRA Goal 1.1: The literacy and language proficiency of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.

GPRA Goal 1.2: The cognitive skills and conceptual knowledge of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.

GPRA Goal 1.3: The social skills of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.

GPRA Goal 1.4 The percentage of Native American students in grades 5-8 who score "proficient" or better on the annual Oklahoma State Testing reading component will increase 10% each year.

GPRA Goal 1.5 The percentage of Native American students in grades 5-8 who score "proficient" or better on the annual Oklahoma State Testing math component will increase 10% each year.

GPRA Goal 1.6 In year-end parent surveys, 85% of respondents will report that their children have "significant" community-based education.

GPRA Goal 1.7 In year-end parent surveys, 85% of respondents will report that that this project has improved their knowledge of long-term expectations for college and career readiness.

GPRA Goal 2.1 The percentage of fifth grade students who score in the 75th percentile or above for the grade-appropriate ACT exam will increase 10% each year.

GPRA Goal 2.2 In year-end surveys, the number of American Indian students who enroll in college-track plans of study will increase 10% each year of the project.

GPRA Goal 2.3 In year-end surveys, the number of students who indicate that they have taken steps to prepare for college will increase 10% each year of the project.

GPRA Goal 2.4 By May of each year, each Native American student will interact with at least six people or agencies not associated with Grand View school in activities that promote college and career readiness.

GPRA Goal 2.5 All students in grades 5-8 will complete life skills courses and certificates in life skills during the day and in afterschool programs.

GPRA Goal 2.6 In year-end surveys, 35% of students will indicate improved interest in education as a career interest.

Grand View meets the competitive preference priorities 2 (partnership with a local tribe), and 3 (activities described in the application).

A. Need for Project (10 points)

(1) The extent to which specific gaps or weaknesses have been identified and will be addressed (4 points)...

Grand View School serves 486 students from the 3-year-old program to 8th grade. It is an extremely rural district located near Tahlequah (population 16,300), the Capital of the Cherokee Nation in an isolated portion of northeast Oklahoma. Native American students account for 56% of the population and face many barriers to success. Grand View School, the Cherokee Nation, and community partners have initiated a student and community reform project called Do Your Best that will improve educational opportunities and achievement of Native American students in preschool, elementary, and middle school grade levels.

These partners performed a needs assessment in 2021-2022 to identify key barriers to its students' educational opportunities and achievement.. To complete the needs assessment, the school reached out to the Cherokee Nation, parents, teachers, and other stakeholders to form an oversight committee. The Do Your Best Advisory Committee compiled and analyzed data that includes, but is not limited to, Oklahoma School Testing Program scores, subgroup performance on state assessments, district benchmark scores, software benchmark scores, classroom performance, eighth grade graduation rates, percentage of students enrolled in advanced coursework, attendance rates, and enrollment demographics. As a comprehensive needs assessment, the committee used the ASCD assessment tool. The ASCD (formerly the Association for Supervision and Curriculum Development) School Improvement Tool is a needs assessment survey based on a whole child approach to education. It includes indicators across the ASCD Whole Child Tenets and indicators of the school improvement components of school climate and culture, curriculum and instruction, leadership, family and community engagement, professional development and staff capacity, and assessment. Members of the DYB Advisory Committee completed the survey, which was aggregated for an overall score.

Based on all the above data, the committee found five barriers to its student educational opportunities and achievement: 1) area demographics, 2) limited Cherokee culture integration, 3) low PreK student academic achievement, 4) low student academic engagement and achievement in grades 5-8, and 5) lack of systematic effort to improve student preparation for college, career, and leadership.

Based on the needs identified above, the advisory committee developed a program that will address each and provide an equitable opportunity for all students to succeed. This includes:

1) A community partner program that will provide students with civic and career opportunities

2) An academic support program that will reach out to struggling students and provide equitable services for Native American students

3) An afterschool program that will provide additional instruction and cultural enrichment for Cherokee students.

4) a Cherokee language and culture integration component

5) a life skills and certificates program to put students on road to success in life situations

6) a teacher education program that will provide current student information about careers in education and also provide current university teacher education students opportunities for student teaching experiences.

(2) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project (3 points)...

Based on the comprehensive needs assessment, students face five areas of need that are obstacles to access and achievement: 1) student population demographics, 2) limited Cherokee cultural integration, 3) lagging student engagement, 4) lack of life skills education, and 5) lack of emphasis on critical workforce skill focus.

STUDENT POPULATION DEMOGRAPHICS

The school often fights against influences rooted in poverty and isolation. Nearly 80% of students qualify for the Free and Reduced Lunch program. The poverty rate of the school district is 28%. The average household income is $20,000 below the state average. Over half of the students come from single-parent families. Cherokee County is located in the state's poorest economic cluster, and the county ranks 63rd out of 77 counties for Adverse Childhood Experiences (Oklahoma KIDS COUNT Factbook). Negative demographics often result in poor academic performance (Belkins, 2010), and Grand View students reflect that finding. One-quarter of Native American adults do not have a high school diploma. Nine in 10 Native American adults do not have a college degree. The mobility rate of Native American students is 20%. One out of every 5 students is in special education -- most of those

students are Native American.

LIMITED CHEROKEE CULTURAL INTEGRATION

Despite a highly-successful federal language grant and extensive assistance from the Cherokee Nation, Grand View's students still have difficulties finding bridges between Cherokee culture and school-based learning. Compounding the problem is the cultural mistrust of education. The students rarely get help with schoolwork at home. As a result, they fare poorly in the classroom and perform at 65% of the level of regular education students on state performance tests. By far, the largest number of students who drop out before finishing eighth grade come from the Native American population.

The limited integration is especially difficulty for the 92 students classified as Early Language Learners. For these students, the Cherokee language is spoken at home. These students have difficulty comprehending English. The linguistic differences between their native language and English cause comprehension problems. These problems filter into classes outside English and reading, such as math and science. Since they do not understand intricacies of the English language, they have a difficult time grasping even the simplest concepts. Only 10% of these students have reached the "proficient" level on the state reading test or other benchmarks. Personalized learning for Native American students is not attainable unless the school can implement a multi-year project dedicated to reforming school culture. Grand View has a well-furnished library. However, many Indian students have not been trained to use library resources. Also, many cultural literacy resources exist, but teachers have not been trained to use those resources in the classroom.

LOW STUDENT ENGAGEMENT

Since most 4-year-olds have not been in any type of structured educational environment, they come to the Pre-K program with a lack of knowledge about coping skills, wellness habits, or Cherokee culture. The spring 2021 BRIGANCE Early Childhood Developmental Inventory showed that Native American children are entering Kindergarten with developmental delays in literacy, language development, and social and emotional development. The school does not have a set method of trying to help these children. Those remedial students often continue to remain deficient. Over half of the Native American Kindergarten through 3rd grade students receive reading remediation. Several studies show that students who perform poorly in Kindergarten have a greater tendency to falter at the high

school and college level (Isaacs, 2012). Students who enter Kindergarten unprepared academically or socially rarely overcome that disadvantage throughout their elementary, middle school, high school, and college education (Winship, 2011). Project staff sees some of the barriers to these students' success to be the dated technology in the Early Childhood Center. The enrollment among 3-year-old and 4-year-old classes has increased 15 percent in the past five years, but little technology has been purchased.

LACK OF LIFE SKILLS EDUCATION DURING THE SCHOOL DAY

Related to the lack of engagement is the lack of life skills education. Another disturbing trend in the 5th through 8th grades is the lack of involvement in career skills activities by Native American students. The school day is dedicated to important core curriculum courses. However, the needs assessment shows that many of Grand View students have little outside influence or teaching in critical life skills. Students needs instruction in topics such as personal financial literacy, but the current course structure does not allow for such courses. A comprehensive program to spark student interest in planning for life beyond school and take on leadership roles is needed.

LACK OF EMPHASIS ON CRITICAL WORKFORCE CAREER EDUCATION

One particular area of need in Oklahoma is certified teachers. For the past three years, the number of alternatively-certified teachers has skyrocketed in the state due to a lack of qualified teaching candidates. Furthermore, the number of Native American students that choose teaching as a profession is extremely low. As a result, few Native American students have the experience of being taught by a certified teacher who is Native American. A two-fold program is needed -- one that first piques the interest of students in a teacher career and also provides opportunities for education majors at Northeastern State University to experience opportunities and challenges of teaching Native American students. The program would increase the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.

(3) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure (3 points)

1) A community partner program that will provide students with civic and career opportunities. Grand View will partner with the Cherokee Nation, Boys & Girls Club of Tahlequah, Indian Capital Technology Center, the City of Tahlequah, Northeastern State University, and the Cherokee Nation Foundation to provide a variety of civic and career opportunities for students of all ages. **2) An academic support program that will reach out to struggling students and provide equitable services for Native American students.** A project director and staff will train teachers on Native American student learning styles and renovate the current school day so that equitable services will be provided for Native American students. **3) An afterschool program that will provide additional instruction and cultural enrichment for Cherokee students.** The program will offer intensive tutoring, cultural activities, and life skills education. It will especially help those students who are at risk of educational failure and ensure equity through one-on-one and small group counseling and teaching. **4) a Cherokee language and culture integration component.** The Cherokee Nation will increase its efforts with the district to ensure that all students are provided with multiple opportunities to learn and experience Cherokee language and culture. **5) a life skills and certificates program to put students on road to success in life situations.** The district's school schedule and afterschool program will integrate life skills and certificate-imbedded courses such as personal financial literacy. **6) a teacher education program that will provide current student information about careers in education and also provide current university teacher education students opportunities for student teaching experiences.** A two-fold program will provide career planning for students that are interested in a teaching career and will also provide opportunities for education majors at Northeastern State University to experience opportunities and challenges of teaching in a school where a majority of students are Native American.

Throughout 2021-2022, the DYB Advisory Committee identified community resources for a Native Youth Community Project. The building blocks exist to create a network of support Native American children. The main building block is the Cherokee Nation. The Cherokee Nation has a daily presence in the school and offers many services that would align with this project. The Nation provides many school-based programs, such as language study, history, art, and culture. It provides a clothing voucher program and educational materials through a Johnson O'Malley partnership. A separate entity is the

Cherokee Heritage Center. The Cherokee Heritage Center is the premier cultural center for Cherokee tribal history, culture, and the arts. Another entity is the Cherokee Nation Foundation, which has programs to enable students to experience Cherokee culture and further educational pursuits.

Tahlequah is home to Northeastern State University, which has several resources that addresses barriers to Native American student success. It has an extensive early childhood education center that focuses on research of learning techniques. NSU also has a Honor Student program that provides Native American mentors to area schools. Another educational entity is the Indian Capital Technology Center, which has career development programs and skills inventory program.

The Boys & Girls Club of Tahlequah coordinates an afterschool program with Grand View School. The City of Tahlequah provides many opportunities that can be incorporated in to the project. Among other activities, the city can offer job shadowing, civic education, and service learning activities.

Grand View has taken several steps in recent years to address barriers to success to varying success. However, the steps have been narrowly-focused and independent of other efforts. A comprehensive program like the NYCP can coordinate all existing programs

The faculty at Grand View have embraced the school's efforts to change learning through grants. They have formed Professional Learning Communities to collectively determine steps to increase student achievement. The PLC approach has been highly successful in coordinating professional development efforts.

These existing strategies and partnerships with organizations and parents will be strengthened and expanded. The school and partners will continue to provide individualized tutoring, literacy training, professional development , Cherokee Nation cultural activities, and afterschool tutoring.

B. Quality of Project Design (37 points)

(1) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project (10 points)...

The project activities will tailor activities to minority students through the use of strong community-based enrichment, cultural activities provided by the Cherokee Nation, modified professional

development, curriculum programs proven to address barriers of low-performing student groups, and a life skills component tailored for Native American students. The addition of staff, inclusion of community partners, and introduction of cultural-based activities will bring positive life changes for the minority students. As a result, they will be more engaged at school and will understand how to prepare for college and career. The program will result in improved performance, improved social and academic efficacy, college and career readiness, improved beginning curriculum mastery and social/cultural/ literacy awareness among Pre-K students, and increased interest in college and career preparation. The program is designed to vastly improve the performance of at-risk students whose deficiencies may be in part due to cultural barriers. The result will be fewer Pre-K children needing special education services and/or being identified as disabled upon entry into the Kindergarten grade.

Each of the six components of the project include methods for design, evaluation, and continuous improvement. This will allow for Grand View to track effectiveness of components and provide guidance for other entities in replicating the project. Replicable activities will include: 1) A community partner program that will provide students with opportunities; 2) An academic support program that will reach out to struggling students and ensure equity for underrepresented groups; 3) An afterschool program that will provide additional instruction and cultural enrichment for Cherokee students; 4) a Cherokee language and culture integration component; 5) a life skills and certificates program to put students on the road to success in life situations; and 6) a teacher education program that will provide current student information about careers in education and also provide current university teacher education students opportunities for student teaching experiences.

The proposed Indian Education project will serve all 325 students in grades PK-8th grade. The following methods will be used to overcome the five barriers found through the needs assessment:

METHODS TO ADDRESS DEMOGRAPHICS

Although there is no way to change demographics, the community and staff can enact methods to minimize effects of negative influences or barriers to success. The school will use the Curriculum-Centered Strategic Planning model to implement a systemic change that connects students, family, community, and culture. Each teacher will be trained in Native American learning styles and Ruby Payne theory in order to develop individualized approaches to Native American learning. The needs

of each student will be identified through multiple assessments and state standards to identify both deficiencies and strengths in their development. The Community Partner Liaison, Academic Support Specialist, Teaching Coach, Afterschool Program Director, Cherokee Language and Culture Instructor, Life skills Teacher, Technical Specialties Teacher, Teacher Ed Program Administrator, and Native American afterschool tutors will lead a strong support system, attendance policy and intervention techniques for all age groups.

METHODS TO INTEGRATE CHEROKEE CULTURE

The Cherokee Nation, Cherokee Heritage Center, and Cherokee Nation Foundation will lead the effort to make learning relevant through culture-building activities. NSU and the school will collaborate on Discovery Learning methods for PreK students. The Foundation will provide funds for all 5th grade Native American students to participate in Biz Town, an institute in Tulsa that trains students in real-world decision making. A Cherokee Language and Culture Instructor will develop weekly cultural events that will be incorporated into the school day. He will also work with Native American students in all grades to organize and host community events, such as the Taste of Native America event. Planning for these events will be done in classrooms with the help of teachers, who will coordinate lesson plans to teach students core concepts while planning for the events.

METHODS TO IMPROVE PRE-K STUDENT ACHIEVEMENT

The Academic Support Specialist and Teaching Coach will facilitate a reconstruction of the way students are taught so that more enter Kindergarten with the academic and social skills needed to succeed. This reconstruction will include the addition of Discovery Learning, a hands-on small-group way of teaching young students core curriculum standards. It will also use the collaborate efforts of the community partners and NSU's Reading Lab. A community intervention approach with a variety of services will be installed for Pre-K students in order to provide them with an age-appropriate support system of mentors, counselors, and tutors. The Academic Support Specialist and Teaching Coach will use the results from the latest BRIGANCE Early Childhood Developmental Inventory to guide a curriculum reform that will enable teachers to plan developmentally appropriate, individualized instruction, including objectives for IEPs, and to measure and report each child's progress over time by early learning standards or foundations. The new program will also put each student on a

skill benchmark performance plan. These plans will address needs of children with developmental deficiencies in language, literacy, conceptual knowledge, social skills, and behavioral skills. NSU's Cherokee Promise Scholars, who are Native American, and education graduate students will work individually with students in NSU's Reading Lab. The reconstruction will be achieved through the 11 Principles of Comprehensive School Reform and the Curriculum-Centered Strategic Planning Model. All Pre-K teachers will be placed into Professional Learning Communities and will meet on a weekly basis to review and redefine curriculum with assistance from Cherokee Education Services. Components of the professional development will include Learning Styles, collaborative action through SEDL and State Department training.

METHODS TO INCREASE ENGAGEMENT AND ACHIEVEMENT IN GRADES 5-8

The Do You Best program is designed to help students take the steps needed at the elementary level to set themselves up for success in post-secondary education and careers. This will be achieved through academic support, tutoring, challenging coursework, college entry assessment preparation, partnerships, and parent involvement. Extended-day tutoring involving community partners will be directed to improving at-risk Native American students' competencies in math, science, and reading. Teachers of these grades will also participate in weekly PLC meetings to discuss student engagement and achievement. Students who test below the proficient level on the OSTP test will be pulled out of the next level of classes. They will be matched a Native American college student and community member, who will work with the students in mastering skills needed to excel on the standardized tests. For four days of each week, students in grades 5-8 will meet with teachers of subject areas in which they require remediation. This will occur during and after school each day.

The library assistant will modify library resources so that Native American students will easily locate materials that are bonded with their culture. Teachers will be trained by the assistant on using library resources to develop Native American-theme lesson plans and projects.

METHODS TO INCREASE LEADERSHIP AND COLLEGE/CAREER PREPARATION

A unique approach to this NYCP program is the use a Community Partner Liaison, Life Skills Teacher, Technical Specialties Teacher, and Teacher Ed Program Administrator.

The Community Partner Liaison will oversee the community component. He will schedule parent/ community events, align community resources with project goals, and ensure participation of partners. The Life Skills Teacher will develop and teach curriculum on life skills such as career exploration and personal financial literacy to Grand View students. The Technical Specialties Teacher will develop and teach curriculum on technologies such as coding and cybersecurity to Grand View students. The Teacher Ed Program Administrator will facilitate the two components of the teacher ed program: 1) teaching rotations with teacher ed majors from Northeastern State University and 2) develop interest among Grand View students in the teaching profession.

The Community Partner Liaison will bring in partners to build activities off of this program. For example, the City of Tahlequah will install a job shadowing program throughout its offices, allowing for Native American students to work with people in the work force and thus understand career opportunities. The involvement of the partners is not simply an enrichment program. Rather, each partner will be responsible for part of a comprehensive plan to prepare students for college and career. This collaboration will address all barriers to Native American students in preparing for success at high school and beyond.

The effectiveness of this project will be facilitated by the DYB Advisory Committee. This committee will meet quarterly to plan activities, review events, and ensure that the activities are aligned with measurable outcomes. Although the lead applicant, Grand View School at times will mainly enable the involvement of outside entities. The district and the DYB Advisory Committee (including representatives of the Cherokee Tribe) will be responsible for reporting and all functions necessary for management and coordination of activities to meet project and grant requirements.

(2) The extent to which the goals, objectives, and outcomes are specified and measurable (5 points)...

The goals, objectives and outcomes of the project directly meet the needs of the Native American students of Grand View Public Schools. The applicant will carry out activities that meet SEC. 7121 of the Act and help meet the Department of Education performance indicators. The objectives and methods of meeting and evaluating the methods are detailed in the following charts:

GPRA GOAL 1: The percentage of the annual measurable objectives, as described in the applications, that are met by grantees.

EARLY CHILDHOOD COMPONENT	
GPRA Goal 1.1: The literacy and language proficiency of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.	SCHOOL-BASED STRATEGIES: 1. Academic Support Specialist will monitor student skills and oversee curriculum reform. 2. Students with deficient skills will be placed on improvement plan. 3. Students will be placed in Discovery Learning centers to practice literary skills. 4. Principals and teachers will hold regular data meetings to evaluate progress. 5. Students with speech deficiencies will have interventions with professionals. 6. Teachers will complete professional development in technology-based learning. COMMUNITY-BASED STRATEGIES 1. Cherokee Heritage Center visits to includes student pride in history 2. At-risk students will travel to Reading Lab. 3. Students will receive monthly visits from Cherokee Nation storytellers. 4. NSU Promise Scholars and staff will provide tutoring during and after school. 5. Head Start/KiBois will integrate learning activities. 6. Local church will provide educational professionals for tutoring. 7. Professional Development will be provided by Cherokee Education Services. RESPONSIBLE PARTIES AND RESOURCES USED Academic Support Specialist; Speech pathologist; Mentors and tutors; Parents; Professional Learning Communities; Project Director; NSU Reading Lab and graduate student tutors TIMELINE September-October 2021 Training for Pre-K staff in new curriculum; BRIGANCE and Literacy First pre-test of students; placement of students on improvement plan. October 2021-May 2027 PLC meetings; Reading Lab tutoring; remedial tutoring. May of each year Post-test of students; annual review; benchmark review. Annually Professional development. OVERSIGHT AND EVALUATION Pre-/post-test in Literacy First and BRIGANCE assessments (I) Evaluation of training (N) Remediation progress benchmark reports (I)
GPRA Goal 1.2: The cognitive skills and conceptual knowledge of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.	
GPRA Goal 1.3: The social skills of Pre-K students will improve 10% from the fall to spring benchmarks, as measured by Pre/Post assessments.	

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I=Interval
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GPRA GOAL 1: The percentage of the annual measurable objectives, as described in the applications, that are met by grantees.

5TH-8TH GRADE COMPONENT	
GPRA Goal 1.4 The percentage of Native American students in grades 5-8 who score "proficient" or better on the annual Oklahoma State Testing reading component will increase 10% each year. GPRA Goal 1.5 The percentage of Native American students in grades 5-8 who score "proficient" or better on the annual Oklahoma State Testing math component will increase 10% each year.	SCHOOL-BASED STRATEGIES: 1. Cherokee Language and Culture Instructor will serve as liaison between educators and students. 2. Tutoring will be provided to ensure students successfully complete classes. 3. Cherokee Language and Culture Instructor will interact with students to provide personalized learning. 4. Principals and teachers will hold regular data meetings to evaluate progress. 5. Summer classes will target students in need of remediation and test prep. 6. Library assistant will provide professional development in technology-based learning. COMMUNITY-BASED STRATEGIES 1. Cherokee Heritage Center visits to includes student pride in history and offer cultural enrichment on the Grand View campus. 2. Native American college students from NSU will provide tutoring and speak to middle-school students about academic plans. 3. Native American Attendance Officer will work with students, teachers and parents to prevent dropouts. 4. Cherokee Language and Culture Instructor and PLCs will design culturally-appropriate lesson plans and projects. RESPONSIBLE PARTIES AND RESOURCES USED Cherokee Language and Culture Instructor, principal, superintendent, teachers, Cherokee Heritage Center, Cherokee Nation, Cherokee Foundation TIMELINE September-October 2021 Training for teaching staff in tutoring and intervention methods; pre-test of students; placement of students on improvement plan. October 2021-May 2027 PLC meetings; after-school tutoring; remedial tutoring. May of each year Post-test of students; annual review; benchmark review. Annually Professional development. OVERSIGHT AND EVALUATION OCCT scores and quarterly OCCT-prep benchmarks (I) Classroom performance benchmarks (I) Evaluation of training (N)

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GPRA GOAL 1: The percentage of the annual measurable objectives, as described in the applications, that are met by grantees.

COMMUNITY EFFORT COMPONENT	
GPRA Goal 1.6 In year-end parent surveys, 85% of respondents will report that their children have "significant" community-based education.	SCHOOL-BASED STRATEGIES: 1. ACT preparation courses for students will be completed each semester. 2. Staff will meet with parents to encourage college-track plans. 3. Representatives from area high schools will counsel students on college planning. 4. School will schedule college visits for students from the second to eighth grades. 5. PLC meetings will focus on college and career preparation efforts.
GPRA Goal 1.7 In year-end parent surveys, 85% of respondents will report that that this project has improved their knowledge of long-term expectations for college and career readiness.	COMMUNITY-BASED STRATEGIES 1. The City of Tahlequah will lead community service and civic education activities. 2. AmeriCorps will provide culturally-relevant enrichment opportunities. 3. Cherokee Nation will provide a daily presence for all students from PK-8th grade in a variety of events and programs. 4. NSU students and staff will provide tutoring during and after school. 5. Head Start/KiBois will integrate learning activities. 6. Local church will provide educational professionals for tutoring. 7. Parents will participate through Parent University.
	RESPONSIBLE PARTIES AND RESOURCES USED Academic Support Specialist; Afterschool program director; Speech pathologist; Cherokee Language and Culture Instructor; Mentors and tutors; Parents; Professional Learning Communities; Project Director; NSU Reading Lab and graduate student tutors, Cherokee Heritage Center, Cherokee Nation, Cherokee Foundation
	TIMELINE September-October 2021 College and career tech visits, ACT prep courses, community service events, civic learning events, tutoring October 2021-May 2027 PLC meetings;community partner tutoring; remedial tutoring. May of each year Post-test of students; annual review; benchmark review. Annually Professional development.
	OVERSIGHT AND EVALUATION Pre-/post-test in college prep events (I)

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GPRA GOAL 2: The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

COLLEGE PREPARATION COMPONENT	
GPRA Goal 2.1 The percentage of fifth grade students who score in the 75th percentile or above for the grade-appropriate ACT exam will increase 10% each year. GPRA Goal 2.2 In year-end surveys, the number of American Indian students who enroll in college-track plans of study will increase 10% each year of the project. GPRA Goal 2.3 In year-end surveys, the number of students who indicate that they have taken steps to prepare for college will increase 10% each year of the project.	SCHOOL-BASED STRATEGIES: 1. ACT preparation courses for students will be completed each semester. 2. Staff will meet with parents to encourage college-track plans. 3. Representatives from area high schools will counsel students on college planning. 4. School will schedule college visits for students from the second to eighth grades. 5. Academic Support Specialist will conduct yearly career planning. 6. PLC meetings will focus on college and career preparation efforts. COMMUNITY-BASED STRATEGIES 1. Northeastern State University will provide monthly college preparation activities for students, including GEAR UP and PROMISE instruction. 2. Indian Capital Technology Center will modify its career development program for Native American students and visit the Grand View campus to deliver program. 3. Cherokee Nation Foundation will incorporate its sponsorship of ACT preparation. 4. City of Tahlequah and Cherokee Nation will provide service learning. 5. Cherokee Foundation will sponsor Biz Town and ACT preparation activities. RESPONSIBLE PARTIES AND RESOURCES USED Academic Support Specialist, Teaching Coach, principal, superintendent, teachers, Cherokee Heritage Center, Cherokee Nation, Native American Attendance Officer, Cherokee Foundation TIMELINE September-October 2021 Installation of ACT course in district schedule, survey of college interest and preparation October 2021-May 2027 College and career tech visits, ACT prep class, monthly college prep workshops May of each year survey of college interest; annual review; benchmark review. OVERSIGHT AND EVALUATION ACT preparation course completion (N) Student response to quarterly surveys about college plans (I) Evaluation of training (N)

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GPRA GOAL 2: The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children.

LIFE SKILLS AND CAREER COMPONENT	
GPRA Goal 2.4 By May of each year, each Native American student will interact with at least six people or agencies not associated with Grand View school in activities that promote college and career readiness.	SCHOOL-BASED STRATEGIES: 1. The school will implement the life skills courses and certificates such as personal financial literacy for all Native American students in PK-8th grade. 2. Project Director will take 7th grade Native American students to Washington D.C. each year. 3. Students will be placed in Discovery Learning centers to practice literary skills. 4. Principals and teachers will hold regular data meetings to evaluate progress. 5. Students with speech deficiencies will have interventions with professionals. 6. A technical specialties program will teach students technical skills such as cybersecurity.
GPRA Goal 2.5 All students in grades 5-8 will complete life skills courses and certificates in life skills during the day and in afterschool programs.	COMMUNITY-BASED STRATEGIES 1. NSU and other college will provide college tours. 2. ICTC and other career techs will provide career inventory programs. 3. Cherokee Nation Foundation will provide scholarships for all Native American students to participate in Biz Town. 4. NSU students and staff will provide guidance on career and college planning. 5. A Life Skills Teacher will lead the life skills curriculum component. 6. A Technical Specialties Instructor will lead the technical skills component 7. A two-fold program lead by the Teacher Ed Program Administrator will increase interest in education as a career.
GPRA Goal 2.6 In year-end surveys, 35% of students will indicate improved interest in education as a career interest.	RESPONSIBLE PARTIES AND RESOURCES USED Life Skills Teacher, Technical Specialities Teacher, Teacher Ed Program Administrator, principal, teachers, Cherokee Nation, Cherokee Foundation
	TIMELINE September-October 2021 Training for all staff in life skills programs; survey of students in development and efficacy; schedule of partner activities October 2021-May 2027 College and career tech events on campus, service learning (food bank) May of each year Post-test of students; annual review; benchmark review. Annually Professional development in life skills education, Biz Town event
	OVERSIGHT AND EVALUATION

** O=Ordinal*
I=Interval
N=Nominal
Q=Qualitative

(3) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives (7 points)...

A favorite saying of the current superintendent is to "Do Your Best." This project will inspire students to "do their best" in preparing for life beyond high school. The Do Your Best project will base many approaches on the research of Dr. Ruby Payne, who wrote *A Framework for Understanding Poverty*. Payne said that educators must reform their efforts by first understanding that students from low-income families often lack many of the resources that others take for granted., including financial, emotional, physical, support systems, relationships/role models, and "knowledge of hidden rules" -- i.e., knowing the unspoken expectations and habits of an educational setting (1985). The "knowledge of hidden rules" among the Cherokee population will be addressed through a strong community-based approach that will be culturally appropriate.

The community-based program uses concepts from the Valued Youth Partnership Program in San Antonio, Texas, which was developed by the Inter-cultural Development Research Association (IDRA), which has had documented success in reducing remediation needs by training high school and college students as tutors for at-risk students (Johnson, 1988). College students from NSU, including Grand View graduates who are Native American, will tutor students in both age groups in math, science, and English. This type of advocacy program is shown to have a positive correlation with student success (Jorczak, 2011). Training from the Oklahoma Institute of Learning Styles will provide teachers with a better understanding of the learning styles of American Indian students. Learning Styles research helps teachers concentrate on how each student retains new and difficult information and how culture affects the retention (Dunn, 2008). The community-based student support program will build on the current project's use of West Ed's model. West Ed is a non-profit organization that works to improve education across America. Its model includes services that include academic support from community volunteers and agencies, classroom strategies with help of outside entities (such as the Cherokee Nation), support groups, programs to strengthen families, leadership opportunities and community-based services (Crane, 2011). An intervention program that includes a step-based method is based on similar proven

methods for at-risk students. Extended-day tutoring will be used because several studies, such as Smith (1997), find a positive correlation between after-school period featuring tutoring with subject area teachers/community volunteers and academic improvement.

To ensure that the program is fully integrated into the school system, all teachers will receive training related to the learning styles of American Indian students, coordinated efforts through Professional Learning Communities, and research-based teaching methods to allow them to improve instruction for all students. **(4) The extent to which the proposed project demonstrates a rationale (10 points)...**

Proven programs adopted for this project that help students understand the importance of persistence, attitude, and developing skills needed to succeed include: Boys & Girls Club tutoring programs (Hirsch, 2011), Discovery Learning methods and materials, which require the Pre-K learner to develop problem-solving capacity by exploring and manipulating objects and performing experiments (Slocum, 2011), a mentoring program, which has the effective design of same-race college students counseling younger students on education (Herrera, 2011), classes on academic success and preparation (Rochford, 2000), and increased efforts to involve parents and community members whose level of participation with children has a high correlation with student performance (Laird, 2010).

The above methods will be installed through three techniques: 1) Comprehensive School Reform: All change activities will adhere to the nine principles of Comprehensive School Reform established by the U.S. Department of Education: 1) effective, research-based methods and strategies; 2) comprehensive design with aligned components; 3) professional development; 4) measurable goals and benchmarks; 5) support within the school; 6) parental and community involvement; 7) external technical support and assistance; 8) evaluation strategies; and 9) coordination of resources. 2) Professional Learning Communities: A Comprehensive School Reform with an instructional focus and one that incorporates the nine principles will be achieved through a Professional Learning Communities model as structured by the SEDL Center for Professional Learning. For this project, SEDL will spur reform through the use of 1) systematic professional development, 2) project evaluation, and 3) classroom connections with community partners. SEDL training has been certified for use as a reform model by schools receiving Federal Comprehensive School Reform funds. 3) Curriculum-Centered

Strategic Planning Model. The Curriculum-Centered Strategic Planning Model will be adopted as the long-range plan development tool. The learner centered curriculum-based reform model was first developed by Educause Center for Applied Research in 2004 (Baldwin, 2009). The model is a learner centered-curriculum framework involving environmental scanning and continuous self-study that focuses on each student's needs.

All activities have research that indicates implementation will lead to improvement. The services to be provided in preschool will enable students to meet the challenging state standards. The curriculum, thematic projects, and tutoring for Pre-K students will be aligned with state standards and also aligned with the challenging K-3 curriculum of the district. All students targeted will be assessed by standardized measurements of classroom performance, Literacy First and BRIGANCE measurements three times yearly, and state standardized subject assessments. For elementary students, all curriculum, remediation efforts, and leadership class activities will be aligned to the state's PASS/CCSS proficiency benchmarks for each grade. Also, the support will be aligned with skills needed for successful completion of college-bound courses and skills needed for ACT tests.

The goals presented above are directed to have an impact on student recipients of services and their parents. Collectively, these strategies form a framework of action for helping all students perform at or above the level needed to succeed in each grade level and thus have confidence in their ability to succeed in college and career.

Supplies purchases will focus on increasing technology holdings of the early childhood center. The center has been newly-built, but already the grades are full to the point that the school is adding classes. However, technology in the center needs considerable updating. The Elementary School Journal study shows that whole-classroom use of technology tools can be correlated with improved student performance (Muis, 2015). Whole-class visual learning with the help of iPads is key to explaining complex concepts (Chien, 2015). The Educational Research and Evaluation study shows that "at-risk" students can improve literacy achievement through targeted digital curriculum (Greener, 2015). Technology that is geared specifically for ELL students can be a catalyst to moving them toward handling "real world" situations (Perry, 2015). Schools that include parents in its efforts and even allow them to use resources create a better learning environment and better attitudes about reading

(Callen, 2014) Thomas Kane's study in the American Economic Review shows teacher effectiveness is correlated to student achievement (Kane, 2011).

(5) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible (5 points)...

Both the attached Logic Model and the goals pages show that each component has objective quantitative performance measures that are related to intended outcomes of the project. The DYB Advisory Committee will assess the project's progress toward meeting each of the goals and adjust accordingly when the results inform them that changes need to be made in order to increase project effectiveness.

C. Quality of Project Personnel (12 points)

1. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (6 points)...

Grand View School and its partners for this application are in compliance with GEPA requirements, Section 427, and will pursue equal opportunity utilizing affirmative action. The GEPA statement attached to the application demonstrates the applicant's dedication to equality. Six out of eight key project personnel, including the Project Director, are members of the Cherokee Nation.

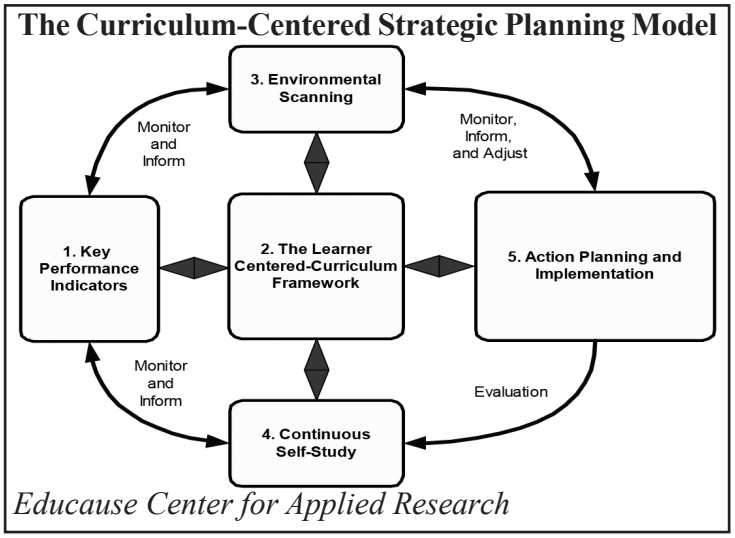
(2) The qualifications of the project director (3 points)...

Margaret Carlile will serve as project director. She is a Native American and Oklahoma native. She has a master of science from Northeastern State University and bachelor of arts from Oklahoma State University. She is certified as a superintendent, elementary principal, and library media specialist. She has served as a grant developer and manager for Indian tribes, organizations, and schools, and is knowledgeable in administration, curriculum, assessment and evaluation. She has experience in fund raising, long range planning and media relations for organizations.

In previous jobs, she has served as superintendent, principal, federal programs director, technology director, curriculum coordinator, professional development coordinator, evaluator of a regional Head Start program. She served as the executive director of the Five Civilized Tribes Foundation, in which

she managed grants and contracts for Cherokee, Chickasaw, Choctaw, Creek, and Seminole Nations. She has presented before the U.S. Department of Education on techniques for excellence in early childhood Cherokee education. Her experience includes a field reader for the U.S. Department of Education's Office of Indian Education. She has served on advisory boards for the Oklahoma Indian Education Association, National Indian Education Association, Cherokee Nation Head Start Policy Council, and Oklahoma Association of School Administrators. Her most recent experience has been as superintendent of Rocky Mountain School, a rural school in the heart of Cherokee Nation serving a student population that exceeds 90% in both American Indian tribal membership and high poverty. At Rocky Mountain, she initiated and managed several programs that addressed barriers to success of Native American children. Much of her expertise will be vital to this project's success. Her experience will be invaluable as this project incorporates many similar activities. Her resume is attached.

(3) The qualifications, including relevant training and experience, of key personnel (3 points)...



The **Community Partner Liaison**, Ed Kennedy, will also devote .2 FTE to the project. Kennedy has served as a superintendent for school districts in rural Oklahoma. He has served as peer reviewer and grant writer for several federal, state and foundation grants including: GEAR UP, PT3, PEP, 21st CCLC, EETT, ICTL, US Fish and Wildlife, National Fish and Wildlife, MarcoPolo, Albertson's Foundation, Michael Jordan Foundation, Boys & Girls Club, National Geographic Society/ Jason Project, Kimberly-Clark, and JC Penney. (RESUME ATTACHED)

Other current Grand View staff and community partners will devote in-kind time and resources to the project. This includes Grand View's Federal Program Director, who will provide oversight to all activities. The qualifications of community partners are detailed in their letters of support. The project's outside evaluator, Joel Kendall, Ph.D., uses a model based on Robert Stake's method of continuous

evaluation. Dr. Kendall holds a doctorate in education management and has assisted in the development of the Pre-K component of the proposed project. He has served as a grant evaluator on several state and national grants, and has developed a scoring rubric that can be applied to the Indian Education program. (RESUME ATTACHED)

D. Quality of Project Services. (10 Points)

(1) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services (5 points)...

The partnership agreement (located in the appendix) details how the partnership operates and includes the signatures of representatives of each agency. All community representatives have agreed to serve on the DYB Advisory Committee that will meet quarterly to evaluate project activities.

The main partner, the Cherokee Nation, has a long history of collaboration with the school and community on improving services to youth. The Cherokee Nation Foundation also collaborates regularly with the school to meet the needs of Native American students. The lines of communication will include daily visits with the district's project personnel, regular meetings with the Student Advocate, participation in the Native American Transition Teacher's activities, and regular collaboration with the Teaching Coach for thematic activities for the students. The project's efforts to expose students to college preparation and career exploration will be served by the Cherokee Nation Foundation through its ACT prep activities and Biz Town scholarships.

The Boys & Girls Club of Tahlequah will commit to work with the Pre-K Academic Coach to reform its curriculum to meet the project objectives. The City of Tahlequah understands the importance of this program. A program that increases the number of local students who go to college or complete career training leads to a higher-skilled populace. Preparing students for these steps at a young age exponentially increases the number of skilled workers in the community. The city, then, will dedicate several methods to serving the project, ranging from job shadowing to service learning.

Northeastern State University is a local university that has the highest percentage of American Indian students in the nation. Its Cherokee Promise Scholars and Reading Lab will provide students with direction. Indian Capital Technology Center has traditionally offered career inventory activities for

Grand View students, and this project will braid those activities with other skill-building efforts.

(2) The extent to which the services to be offered would meet the needs of the local population, as demonstrated by an analysis of community-level data, including direct input from parents and families of Indian children and youth (5 points)...

All community representatives have agreed to serve on the DYB Advisory Committee that will meet quarterly to evaluate project activities. This committee has already met several times to analyze community-level data and gain insight from parents and families of Indian children and youth. Once example of data is student achievement. The ASCD study showed that Grand View had a barrier of student engagement. Stakeholders reported that Cherokee students are not always actively engaged in learning and connected to the school and broader community. The DYB Advisory Committee concluded that this is due in part to the lack of structured communication and involvement with community partners and lack of parental involvement. The school shows need in the area of implementing a whole-child approach using collaboration, coordination, and integration to ensure the approach's long-term success. This lack of engagement shows up in academic choices. Native American student performance on the OSTP -- as a whole -- decreases each year from the fifth to the eighth grade. These students score extremely poorly in the OCCT tests in the eighth grade. In 2020, only 5 percent of Native American students scored "proficient" or above on the OSTP math component. Many of these same students scored "proficient" or above in the 3rd-5th grades on the same tests. In its needs analysis, project staff found a barrier that appears in middle school is apathy toward the future. For example, the district attendance rate for the middle school is 91.1. However, the Native American attendance rate is 85.3. Administrators believe that much of these absences are a result of either apathy toward learning.

E. Quality of Management Plan (10 points)

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (14 points)...

The structure of Grand View's program includes oversight and accountability to all stakeholders. The following chart helps define activities, responsibilities and implementation. It also corresponds with the goals chart on pages 11-15.

GRAND VIEW MANAGEMENT PLAN

Activities	Responsible Staff	Milestones	Timeline
1. Start Up Personnel -Hire Named Staff -Hire Additional Staff -Provide initial training for all staff	Superintendent Superintendent, Project Director Superintendent, Cherokee County Sheriff's Office	Project Director and other identified staff hired Tutors hired Advertisement of attendance officer position, interviews scheduled, person hired	Immediately upon notification Within 30 days of startup Within 60 days of startup
2. Start Up Supplies and Service Contracts	Project Director Superintendent DYB Advisory Committee	Purchase 100% of supplies and software Enter into contracts with Covey Institute and Learning Styles	Within 30 days of startup Within 30 days of startup
3. Professional Development	Superintendent Project Director Teaching Coach Oklahoma Institute of Learning Styles	Learning Styles training Teacher coaching Survey of teachers on training	Jan. 2023 Training within 60 days of startup; multi-day training and Aug. of each year
4. Life Skills Component	Project Director Life Skills Teacher Technical Specialties Teacher Teacher Ed Program Administrator Community Partners	Student completion of career learning benchmarks Implement programs into classroom Teacher education career activities Conduct class retreat	Within 30 days of startup and by Aug. of each year Within 90 days of startup By Aug. of each year (Oct. in first year) Weekly Each July
5. Travel Component	Project Director Project Director Bus Driver Cherokee Language and Culture Instructor	Attend two-day training in Washington D.C. Travel to Heritage Center, colleges, businesses, and career techs	Annually (Nov. in first year Weekly during school year

GRAND VIEW MANAGEMENT PLAN

Activities	Responsible Staff	Milestones	Timeline
6. Curriculum implementation -Curriculum reform -Weekly PLC meetings	Superintendent Teacher Academic Support Specialist Superintendent, Project Director Superintendent Project Director	PLC meeting schedule completed and Discovery Learning implementation Pre-test and post-tests and monitoring of student progress 100% participation in professional development	Within 30 days of startup and Aug. of each year Aug. and May of each year for summative, weekly for progress Sign-in sheet analysis after each training
7. Extended Day Component	Project Specialist Classroom Teachers Native American afterschool tutors	Afterschool program startup PLC collaboration between teachers and tutors	Within 30 days of startup Monthly
8. Academic Success and Attendance Component -screening of students -regular analysis of objective data	Superintendent Project Director DYB Advisory Committee Academic Support Specialist Teachiing Coach	Implementation of attendance plan Monitoring of achievement data Implementation of literacy component Students put on individualized plans	Within 30 days of startup DYB Committee monthly analysis Within 30 days of startup Annually
9. Program Publicity	Project Director DYB Advisory Committee Community Partner Liaison Cherokee Language and Culture Instructor	Webpage constructed to highlight project 100% of parents informed about project	Within 30 days of startup Within 90 days of startup
10. Advisory Committee Component	Project Director DYB Advisory Committee Superintendent	90% attendance rate (sign-in sheets) Monthly reports compiled from meetings	Oct. 2021 and monthly through grant Teacher surveys

The applicant has created a strong management plan based on its experience in other multi-year grant projects. Management of the program will be objectives-driven at all times and will follow the tenets of training and the Curriculum-Centered Strategic Planning Model. All project and district staff with duties in the program will help with continuous monitoring and evaluation of the program activities and processes so that corrections can be made to keep the project focused on the objectives and on target for timely achievement. To facilitate the coordinated efforts of all parties involved, the DYB Advisory Committee will meet regularly to review and modify project activities.

(2) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate (5 points)...

The project evaluation plan includes a formative evaluation that will be presented to the parents, partners, and Board of Education four times yearly. The Project Director will also present updates on the program during regular Board of Education meetings. Feedback from the public will be an agenda item related to those reports. These open meetings will provide an opportunity for feedback from all Stakeholders. The Project Director and full-time project personnel will use that feedback to make improvements in the strategies and activities of the project. The most frequent method of feedback and review will be through the quarterly advisory committee meetings and the weekly Professional Learning Community events. The school's web site will also be an open method for feedback. The site will have options for parents, students, or other entities to submit feedback related to the program. For Pre-K students, the BRIGANCE and Literacy First standardized measures for language and communication, cognitive skills and conceptual knowledge, and social development will be administered three times annually. These performance measures will be reviewed regularly to guide the staff in individual improvements.

The Cherokee Nation has been integral in the planning of activities for this project. It has used its successful involvement in the school's current afterschool and literacy grants to serve as a framework of how contribute to this project. The Nation has served on the DYB Advisory Committee and offered ideas on how it can help students prepare for college and career. The Cherokee Heritage Center has

conversed with the school several times this spring to discuss how its services can be used in the project, as has the Cherokee Nation Foundation.

The Pre-K's curriculum reform effort has been and will be influenced heavily by the Nation, which will provide educational representatives to help teachers develop culturally-relevant lesson plans. The Professional Learning Communities meetings will include input from Native American teachers, who will focus on the cultural aspects of education. as a reform model. The project will have a comprehensive inclusion of Native American culture and education. The project's Teaching Coach and Academic Support Specialist will help correlate themed activities such as these with Pre-K and middle school classroom instruction. The Community Partner Liaison will bring in elder speakers to all classes and will take students on trips to area museums, Cherokee Heritage Center, and activities at the Cherokee Nation. Research shows that gaining knowledge and appreciation of their own culture increases students' interest in school and thereby their academic achievement (Helms, 2010).

Parents who serve on the 21st Century Community Learning Center advisory board have been consulted about proposed project activities. Parents have been able to provide feedback through the project partners, Board of Education meetings, parent informational meetings, and through the school web site. Teachers will mainly provide insight through the Professional Learning Communities. Once a semester, project staff will host a Parent Night. It will be open to the community and will involve offered parenting information. The staff will enact survey methods to ensure that the homework and culture materials reach the parents.

(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance (5 points)...

By categorizing duties, the schools will have a clear understanding of the purpose for activity, and what person is in charge of making sure the activity reaches its goals. It will also lead to a sustainable program. Throughout the five years of federal funding, trained staff will learn to handle duties effectively and efficiently, and train others in carrying out program activities. Collaborative agencies will see the need the help sustain the program, and school officials will note visible program successes as they revise school budgets beyond 2019 to include many of the program personnel. The outside evaluator will compose a final report submitted to the Department of

Education that explains the above in detail and give suggestions for sustainability. Local Capacity/ sustainability will be established by providing 156+ hours of research-based professional development and technology tools to increase teachers' ability to provide individualized, differentiated instruction. Technology tools and digital curriculum toolkits will remain a part of daily curriculum for students beyond the funding year. In the fourth year, the school will use in-kind funds to pay for a consultant to provide sustainability training. After the first year, all Native American learning style professional development for new teachers will be conducted in house. Professional Learning Communities will sustain the continuous improvement component of the project. The Advisory Committee has researched options to sustain project purposes, activities and benefits at the end of federal funding. Title I and Indian Education funding will be utilized to maintain project staff .

F. Quality of Project Evaluation (7 points)

(1) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes (4 points)...

The evaluation process will involve the gathering of several types of data, and thus several district personnel are involved. The goals in the Project Design pages outline the quantitative data related to each objective. The staff will use classroom teacher reports and testing records to assemble much of the data. This will include data on students enrolled in college preparatory curriculum, grade level achievement in classrooms, and achievement on standardized tests. The Project Director will present all this data, including student achievement that is aggregated in order to ensure student privacy, to the advisory committee composed of parents, teachers, staff, and representatives of the partner agencies. For objectives that are not met, the evaluator will suggest future efforts to meet the objective. The result will be reports that allow for the applicant to pinpoint successes that can be replicated in other programs and suggest changes that will result in all objectives being met.

As stated in the Quality of the Management Services section, several methods of evaluation will include periodic feedback opportunities. Each goal will include formative assessments so that progress toward that goal can be measured throughout the year and the activities can be adjusted if progress is not made. The participants will be assessed continually as part of the formative evaluations. The partner agencies will also review the evaluations so they will be aware of aggregated results and able to suggest

needed changes to the program.

The evaluation instruments listed with each objective will be used to evaluate the project and ensure all activities are linked to GPRA and project goals. In an effort to make the project easily replicable, all objectives will have forms of interval or ordinal quantitative data to serve as objective measurements. The evaluation plan will measure the effectiveness of the applicant in meeting each objective, the impact of the project on the participants, and procedures for periodic assessment on the progress of the project. The Project Director and outside evaluator will provide an informative and relevant evaluation rubric for each of the goal areas. This analysis will allow project staff to use the summary as a method of validation, encouragement, direction and improvement. The Expanded Rubric was developed by the evaluator to produce meaningful and relevant reports. It is based on Robert Stake's Countenance Model of education evaluation. Stake's model has three phases of evaluation: the antecedent phase (conditions existing prior to project), transaction phase (processes of project), and outcome phase (outcome). The Expanded Rubric scores the project's effort in each area and adds three analysis reports that explain the rating, offer praise where merited, offer suggestions when needed, reveal data about each area, and discuss the findings. Formative evaluations will be presented by the project director and outside evaluator to the advisory committee four times yearly. Project implementation strategies will be formatively evaluated through the examination of incident reports, attendance records, meetings agendas, and professional development attendance.

To implement the total evaluation plan, on-going formative and summative evaluation of each strategy will be conducted. In the Pre-K classrooms, the Pre-K Academic Coach will ensure that educators regularly assess students through their individual improvement plans. The teacher observances and measurements will provide information on how students meet personal benchmarks. Pre- and post-assessments through the multi-layered BRIGANCE and Literacy First assessments will be conducted three times a year. Adjustments will be made based on examination of these classroom and test measurements, especially for at-risk students in need of remediation. In addition, the external evaluator will conduct site visits and quarterly ethnographic interviews. These interviews will also involve surveys that assess effectiveness of activities (such as parent surveys about cultural awareness).

(2) The extent to which the evaluation will provide guidance about effective strategies suitable for

replication or testing in other settings (3 points)...

The current Native American literacy project has several components that have been replicated throughout the school district, such as the Literacy First reading center methods. The proposed project will be constructed in a similar method so that processes and outcomes will be visible. Information on student responsiveness to this reform will be gathered at regular intervals and then analyzed for guidance. The methods of successful parts of the program will be publicized so that other districts will be able to replicate the practices. In the classroom, teachers of the Native American students will record how the life skills models and activities positively affect classroom performance. They will then adopt the successful methods for future students. The strategy for implementation and the method of evaluation are listed with each project objective. The evaluation plan will include qualitative and quantitative data that will accurately measure the success of each project strategy. By using an outside evaluator, the applicant ensures that the project's effectiveness will be measured and reported to facilitate possible replication of successful project strategies.

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization: Grand View 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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	270,000.00	270,000.00	270,000.00	270,000.00	270,000.00			1,350,000.00
2. Fringe Benefits	67,500.00	67,500.00	67,500.00	67,500.00	67,500.00			337,500.00
3. Travel	19,150.00	19,150.00	19,150.00	19,150.00	19,150.00			95,750.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	43,750.00	43,750.00	43,750.00	43,750.00	43,750.00			218,750.00
6. Contractual	20,200.00	20,200.00	20,200.00	20,200.00	20,200.00			101,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	420,600.00	420,600.00	420,600.00	420,600.00	420,600.00			2,103,000.00
10. Indirect Costs*	13,921.86	13,921.86	13,921.86	13,921.86	13,921.86			69,609.30
11. Training Stipends								
12. Total Costs (lines 9-11)	434,521.86	434,521.86	434,521.86	434,521.86	434,521.86			2,172,609.30

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: 07/01/2022 To: 06/30/2023 (mm/dd/yyyy)

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

The Indirect Cost Rate is 3.31 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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)? The Restricted Indirect Cost Rate is ____ %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☒ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?