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**APPLICATION FOR GRANTS
UNDER THE**

Indian Education Discretionary Grant Programs—Native Youth Community Program

CFDA # 84.299A

PR/Award # S299A220014

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Project Abstract

Project Title: Wellpinit School District Native Youth Community Project

Applicant: Wellpinit School District

Eligibility Category: Local Education Agency

Consortium Partners: Spokane Tribe of Indians and Washington State University

Applicable Priorities: NYCP Absolute Priority; Competitive Preference Priority 2; Competitive Preference Priority 3

Project Goals and Objectives:

Goal I - The project will result in improved academic performance by Indian students in WSD to demonstrate their college & career readiness.

Objective #1 – Improve classroom instruction for all students

Objective #2 – Improve & expand out-of-school learning for struggling students

Objective #3 - Provide affirming, culturally-responsive support to promote social-emotional learning and address mental health issues for all students

Goal II - The project will increase support provide by parents and the STOI community for Indian students in WSD.

Objective #4 – Engage and educate STOI parents to better support their children’s education

Objective #5 - Increase involvement of STOI tribal agencies, tribal elders, and other tribal members in education within and outside the regular school day

Goal III - The project will support more tribal members to become educators.

Objective #6 - Prepare, recruit, and enroll Indian students in WSD in the CTE education pathway program and prepare them to earn a First Peoples Language & Cultural Certificate

How many student will be served? 382 students

Application Narrative

(a) Need for Project

(1) Extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of the gaps or weaknesses.

This project involves a consortium that includes the Wellpinit School District/WSD (a local education agency in Washington), the Spokane Tribe of Indians/STOI (a Federally-recognized Indian tribe), and Washington State University/WSU (an institution of higher education in the region). WSD was selected by the consortium to serve as the lead agency and applicant of this proposal. The signed consortium agreement is attached to this proposal – meeting Competitive Preference Priority #2.

The **defined geographic area to be served by this project** will be the Wellpinit School District, located on the Spokane Reservation in eastern Washington. See map below.



As indicated on the map, the Wellpinit School District is rural district that currently serves 177 students in its elementary school and 205 students in its middle and high schools. About 90% of

these students are categorized as American Indian or biracial – with almost all being members of the Spokane Tribe. The school district and the Spokane Reservation are geographically isolated. They are approximately 45 minutes from the nearest interstate highway and approximately one hour from the nearest market center that provides retail, health care, higher education, and employment opportunities for many Indian children attending WSD and their families. This geographic isolation has traditionally been a significant limiting factors toward educational and employment opportunities for youth and adults from the Spokane Tribe.

As it did elsewhere in the country, the COVID-19 pandemic created significant disruptions on the Spokane Reservation and in the Wellpinit schools over the last two years. School buildings in Wellpinit first closed under state order in mid-March 2020 along with most tribal offices. The district implemented a remote learning model for all students for the remainder of the 2019-20 school year. During most of the 2020-21 school year, the Wellpinit schools used a hybrid model that included some days with in-person learning and some with remote learning (to maintain the social distancing protocols). However, the district did resume a fully remote model for a couple of months due to a COVID case resurgence. During the current (2021-22) school year, the district has resumed full in-person learning for all students except for a few weeks of remote learning early in 2022 due to another COVID case resurgence.

Due to the rural and high-poverty nature of the community served by the Wellpinit schools, remote learning meant something very different for most Wellpinit students compared to students in other school districts. Although all Wellpinit students had access to computers and the Internet at school, that was not the case at home for the vast majority of students. When remote learning began in Wellpinit, only a small minority of students could access the Internet at home. Due to the efforts of the Spokane Tribe, this number was increased substantially.

However, a majority of Wellpinit students never had Internet access throughout the period of remote learning.

For these students, remote learning meant receiving a packet of work for each subject that they did on their own and then returned to teacher for their review and grading. Despite efforts by teachers, these lessons held little interest or engagement for most of the students. Moreover, these students had virtually no access to assistance from their teachers or anyone else other than their parents or siblings. A few were able to get periodic assistance at school once hybrid learning began – but this was still very limited.

The shift to remote and hybrid learning had multiple severe and negative impacts on Wellpinit students across all grade levels. The most obvious was a significant learning loss. Not surprisingly, many students did not complete or return their assignments and course failure rates increased substantially during remote learning. Even after teacher outreach and interventions, the percentage of high school courses that resulted in no credit increased from 3.5% in 2019-20 to 14.3% in 2020-21.

Although the state has not yet administered comparable academic assessments since the pandemic began, Wellpinit has administered the elementary school iReady test in Reading and Math both immediately before the pandemic began and three times since Spring 2021. These results indicate that Wellpinit elementary students are performing on average at least one-third of a grade level below where they were prior to the pandemic in both subjects. It is likely that this decline eliminated gains that the school had made in the years prior to the pandemic.

The district's out-of-school learning opportunities – both during the school year and in the summer – were significantly disrupted by COVID. At times, the services were not available at all. At other times, level of service was curtailed due to social distancing protocols. Although

programs have resumed during the current school year, participation remains low particularly in the secondary schools.

The long hiatus from in-person learning also had a significant effect on students' social-emotional development and school behavior. Many students also experienced significant stress and trauma during the pandemic – which further compounded their behavioral issues. Teachers, students, and parents have all reported troubling increases in bullying, fighting, and disruptive classroom behavior among students. Both attendance and classroom engagement have emerged as significant challenges in Wellpinit schools.

The requirement during remote learning for students to complete the schoolwork at home without the support of the teacher highlighted to many of their parents a need to build their own capacity to assist their students with this work. Parents are also recognizing a need to build their capacity to support their children in addressing social-emotional development and mental health needs. While the school district has substantially expanded efforts to more regularly communicate with parents, it has not expanded its parent education programs. Tribal agencies have also not expanded these services. This remains a significant gap in services.

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

Almost all Wellpinit students currently fall into at least one high-risk category and many fall into multiple categories. The percentage of Wellpinit students in these high-risk categories far exceeds the statewide rates in Washington:

- 92.3% are from low-income families – twice the statewide rate of 45.7%
- 30.3% are categorized as ELL students – two and half times the statewide rate of 12.4%

- 14.1% are migrant students – seven times the statewide rate of 2%
- 17.9% are categorized as disabled students – 30% higher than the statewide rate of 14.3%

Almost all Wellpinit students have substantial academic needs according to recent academic assessment results. In the most recent iReady Reading assessment (from Winter 2021), 80% of middle school students and almost 90% of elementary school students scored below grade level. Almost three-quarters of middle school students and almost half of elementary school students scored two grade levels behind in Reading. In the most recent iReady Math assessment, almost 95% of middle school students and 90% of elementary school students performed below grade level. Two-thirds of middle school students and almost half of elementary school students were two grade levels behind in Math.

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

Almost all Wellpinit students have academic needs and fall into at least one high-risk category. This justifies delivering some academic and social-emotional development services proposed under this project broadly on all Wellpinit students.

At the same time, a substantial number of these students have demonstrated significant academic needs (more than two grade levels behind), exhibited bullying, violent behavior, or high absenteeism, or fall into multiple high-risk categories. The proposed project will target some services, including out-of-school academic support, summer leadership programs, asset-based social-emotional development programs, and mental health counseling, on these students.

(b) Quality of Project Design

(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.

The implementation for the proposed project is organized around a series of specific strategies designed to address six objectives and advance a series of short, intermediate, and long-term outcomes. The strategies and their relationship to outcomes is described in more detail in the project's logic model presented on pages 16-17 of this proposal. The six strategies incorporated into the evaluation plan include:

- Professional development for school staff
- Out-of-school learning opportunities for students
- Integration of tribal language, culture, and history in learning
- Asset-based, culturally-relevant social-emotional development for students
- Parent education and engagement
- New CTE pathway for careers in education

Throughout the course of the project, it will collect information that describes the nature of each strategy as implemented by the projects, factors affecting implementation, and effectiveness of the strategy. Assessing effectiveness of the strategy will examine both fidelity of implementation and outcomes on students, parents, teachers, schools, and the community. The project will use the performance measures listed later in this section (see pages 7-8) and the anticipated outcomes in the logic model to guide these assessments. The results of this data collection and analysis will be incorporated into a project report that presents descriptions, findings, and lessons learned for each of these strategies to guide project staff and others in replication of the strategies or their

adaptation for use in other settings. More information about the plans for data collection and analysis are presented in the final section of this proposal describing the project's evaluation plan (see pages 27-29).

(2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

Project Goal I – The project will result in improved academic performance by Indian students in WSD to demonstrate their college & career readiness.

Objective #1 – Improve classroom instruction for all students

Performance Measure 1.1 – 80% of teachers will use high-leverage, culturally-responsive teaching practices with their students

Performance Measure 1.2 – All students will receive instruction about Spokane language, history, and culture

Performance Measure 1.3 –Percentage of students performing below grade level will decrease by 50% over the course of the project

Objective #2 – Improve & expand out-of-school learning for struggling students

Performance Measure 2.1 – 80% of participating students will express satisfaction with out-of-school learning experiences

Performance Measure 2.2 – 60% of participating students will pass all academic courses

Objective #3 – Provide affirming, culturally-responsive support to promote social-emotional learning and address mental health issues for all students

Performance Measure 3.1 – Student attendance will improve by 10% over the course of the project

Performance Measure 3.2 – Fights and other major disciplinary incidents will decrease by 50% over the course of the project

Project Goal II – The project will increase support provide by parents and the STOI community for Indian students in WSD.

Objective #4 – Engage and educate STOI parents to better support their children’s education

Performance Measure 4.1 – 80% of participating parents will report satisfaction with parent education or engagement activities

Performance Measure 4.2 – 65% of participating parents will report greater involvement in their children’s education

Objective #5 – Increase involvement of STOI tribal agencies, tribal elders, and other tribal members in education within and outside the regular school day

Performance Measure 5.1 – Number of tribal agency staff and tribal members participating in school day or out-of-school education activities will increase by 50% over the course of the project

Project Goal III – The project will support more tribal members to become educators.

Objective #6 – Prepare, recruit, and enroll Indian students in WSD in the CTE education pathway program and prepare them to earn a First Peoples Language & Cultural Certificate

Performance Measure 6.1 – Design of CTE education pathway program will be completed by the end of the second project year

Performance Measure 6.2 – At least 6 students enroll in CTE education pathway

Performance Measure 6.3 – At least 3 students express interest in becoming educators after graduation

Performance Measure 6.4 – At least 3 students express interest in receiving a First Peoples Language & Cultural Certificate after graduation

(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.*

As explained earlier in this section, the project will use six strategies to achieve these identified goals and objectives. All six strategies will expand upon existing programs and activities conducted in the Wellpinit schools. Some of these strategies will be fully implemented during the first year of the project while other will be developed and implemented over the course of the project.

Professional Development Program – The project will provide a framework for all WSD teachers to better understand and incorporate high-leverage, culturally-competent practices into their teaching in all subject areas. Each teacher will work with their school principal to craft an individual professional development plan that builds on their strengths and addresses identified areas of improvement. Options from the framework for inclusion in the individual plans could include training workshops offered by the district under this project, training programs offered by other organizations, conferences that incorporate a strong learning component, job-embedded instructional coaching (provided by the Interventionist, a principal, another teacher, or an outside consultant), facilitated book study groups with other teachers, or independent projects designed to incorporate specific practices into their curriculum.

Teachers will be held accountable for identifying how their training plan will support use of high-leverage, culturally-competent practices and providing evidence that this occurred.

Teachers can build on or continue professional development plans from the previous year if evidence of progress was provided.

Out of School Learning Opportunities – School principals will work with teachers, Instructional Interventions, and school counselors to identify students in all grade levels who are at-risk of academic failure or otherwise struggling academically. These students will be targeted for participation in out-of-school programs offered afterschool and in the summer. The list of targeted students will be reviewed and updated regularly to ensure that it remains accurate.

District staff will work with the principals and the Project Director to review and revise existing afterschool and summer programs to make them more appropriate and engaging for struggling Indian students. In particular, they will focus on incorporating more culturally-relevant learning activities and materials, more project-based learning experiences, more targeted and differentiated instruction, and greater use of online learning platforms and resources. Student reaction and engagement with these activities will be monitored and used to further refine the out-of-school programs each year.

Teachers will also work with parents and tribal agency staff to encourage participation by identified students including developing incentives for participation where appropriate. The Project Director and Parent Engagement Coordinator will facilitate work with parents and tribal agency staff.

Cultural Integration in Learning – Tribal history and culture staff funded by WSD will work with Spokane tribal agency staff focused on tribal language, culture, and history as well as tribal elders and other interested tribal members to continue efforts to integrate Spokane tribal language, culture, and history into WSD students' learning experiences. This will include working with classroom teachers as part of their professional development plans and ongoing

lesson development. This will also focus on staff working on out-of-school programs for students. These efforts will leverage resources developed under previous grants including the *Spokane Tribal Lifeways Curriculum* (<http://spokanetlc.com>) as well as several videos on Spokane history. In addition, they will identify additional resources available from Spokane tribal agencies or members.

Social Emotional Development Programs – During the first year of the project, the Project Director will work with the SEL Coordinator (funded under this grant) and school counselors to critically review existing SEL programs including Character Strong, the Heart Math program, and the Social Thinking program to ensure that they are more effective for Indian students attending WSD in the wake of COVID-related disruptions. This team will particularly focus on making these programs more asset-based and ensuring that they leverage students' strengths to address their needs. They will also focus on incorporating language that better aligns with Spokane tribal concepts and activities that are meaningful to Indian children and youth. In addition, the team will also identify any additional appropriate that may complement and expand upon the existing SEL programs and align with these criteria. The project and school team will also consult with appropriate tribal agency staff in this process.

The new SEL programs will be implemented during the 2nd project year. Data collected on student perceptions of the program and program impact on student behavior will be collected and analyzed as part of the project's evaluation. This information will be used by the project and school team to review and further refine these programs during the project's 3rd year. Any further revisions of the SEL program will be implemented beginning in the 4th project year.

Parent Education and Engagement – The Parent Engagement Coordinator will work with the school principals and appropriate tribal agency staff to support and expand upon existing

activities that support communication with and engagement of parents in their children's education. This includes the Town Halls conducted by the school principals twice a month, parent conferences conducted twice a year, and online communication through the district's website and Facebook. The Parent Engagement Coordinator will communicate directly with WSD parents to get input on how to best expand their engagement opportunities.

The Parent Engagement Coordinator will also work with this team to develop an annual program of parent education events to be conducted throughout the school year and in the summer. These events will be no more than 60 minutes in length and will be conducted at times convenient to parents. Where appropriate, they will be conducted both in-person and using a teleconference platform. The events will be focused on helping parents to support their children's education in school, to conduct learning activities with their children at home or in the community, to support their children's healthy social-emotional development, and to work with school and tribal agency staff to recognize and effectively respond to any mental health or trauma-related needs exhibited by their children. The team will ensure that all events are culturally-relevant and of interest to WSD parents. To ensure this, the Parent Engagement Coordinator will regularly consult with parents to identify important and relevant topics and to get feedback on previous events.

Developing CTE Pathway for Careers in Education – During the first year of the project, the Project Director and the WSD high school principal will work directly with the Spokane Tribe Education Department and faculty from WSU to begin to develop a CTE pathway for careers in education to offer to high school students in Wellpinit. The pathway experience will combine several elements including training in pedagogical practices, training in Spokane tribal language and culture instruction, practical teaching experience in the classroom, and dual credit

in high school and higher education for coursework. This program will be collaboratively designed and implemented sequentially over the course of the project. The first year will be a planning year with implementation beginning in the second project year. Program implementation will include:

- Annual career exploration events (to begin in the second project year) on the teaching profession for middle and high school students in WSD including presentations by higher education faculty about teacher preparation program requirements and experiences and by classroom teachers on their own career pathways
- CTE course on education (to begin in the third project year) that is year-long, credit-bearing, and dual enrollment and focused on training in pedagogical practices
- Training on tribal language and culture instruction will be incorporated into the CTE course on education (to begin in the fourth project year) to prepare students to enter a program after graduation to receive a First Peoples Language & Cultural Certificate
- Internship and job shadowing opportunities in WSD will be incorporated into the CTE course on education (to begin in the fourth project year)

The CTE course will be taught by a WSD high school faculty member with active involvement from WSU faculty, Spokane Tribe Education Department staff, and Spokane Tribe Language and Culture Department staff.

During the fifth project year, WSD will work with the Spokane Education Department and WSU School of Education to collaboratively develop a strategic plan that will support Indian students completing the CTE education pathway in becoming fully-certified teachers and receiving a First Peoples Language & Cultural Certificate from the Washington Office for the Superintendent of Public Instruction (OSPI). This will include counseling students while in high

school to enroll in a college teacher preparation program, assisting them in finding the funding to complete college, providing them mentoring and assistance to remain in college, and assisting them in finding employment after receiving their teaching certification and First Peoples Language & Cultural Certificate, preferably in the Wellpinit schools.

This element of the project's implementation plan will meet and exceed all of the criteria for Competitive Priority Three. Specifically, it will include a year-long credit bearing education course for Indian students (criteria for 3 points) which offers dual enrollment in college (criteria for 5 points). The program will also include job shadowing and internship opportunities in the school (criteria for 4 points). Finally, both the Spokane Tribe and WSU will be active participants in developing a strategic plan to increase the number of certified Indian teachers with First Peoples Language & Cultural Certificate while expanding the employment opportunities for Spokane tribal members (criteria for 6 and 7 points).

(4) The extent to which the proposed project demonstrates a rationale

The project's proposed professional development strategy will include teacher training workshops, instructional coaching, and other job-embedded activities to promote incorporation of high-leverage, culturally-competent teaching practices. This will include:

- Practices that increase student interest and motivation particularly by incorporating content focused on Spokane tribal language, history, and culture
- Establishing and assessing rigorous learning standards aligned with state standards
- Continuously communicating high expectations for learning to all students
- Employing active, project-based learning experiences that centers on the students

These practices reflect the results of both educational research and practitioner experiences and have been directly linked with improving student academic performance. (Saphier et al 2008)

Research also indicates that these strategies contribute to greater learning and achievement gains by Indian students. (Apthorp et al 2003) Some of these strategies are also aligned with indigenous educational philosophies familiar to Indians. (Kawagley & Barnhardt 1999)

The project will also continue to leverage and build upon the *Spokane Tribal Lifeways Curriculum* to provide greater relevance and meaning to the educational experience for all Indian students in WSD. This curriculum was an adaptation of *Since Time Immemorial*, a tribal history curriculum developed by the Office of Indian Education at the Washington Office of the Superintendent for Public Instruction. This curriculum was jointly developed by the state, several public and private agencies, and several Washington Indian tribes. It is aligned with both the state standards and the national Common Core standards. It has been recognized as a national model for tribal history curriculum.

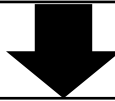
(5) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

This proposal has identified 13 objective performance measures aligned with the 6 project objectives (see pages 7-8). These performance measures reflect the short-term and intermediary outcomes including in the logic model at the end of this section (see pages 16-17). The project's proposed evaluation plan will explicitly use these performance measures guide its assessment and documentation of the project's outcomes and impact. Specifics about the quantitative and qualitative data collection methods are included in the section describing the evaluation plan (see pages 27-29).

Wellpinit Native Youth Community Project Logic Model

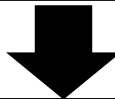
ASSUMPTIONS:

- STOI students in WPS have experienced significant learning loss and social-emotional issues as a result of disruptions caused by COVID.
- Providing WPS students with access to learning opportunities that are more engaging, rigorous, high-quality, and culturally competent will help them be more successful in school and better prepare them for college and career when they graduate.



INPUTS:

- WPS administrators, staff & parents
- Tribal agency staff, tribal elders & other tribal members
- WSU & other higher education staff
- Collaboration between WPS, STOI & higher education institutions
- Knowledge of Spokane tribal language, history & culture
- Skilled consultants to assist with PD & curriculum development
- Existing out-of-school programs for WPS students
- Existing STOI assistance around education, employment & mental health for students
- Existing dual enrollment agreements between WPS & higher education institutions
- Local funds from district & grants funds from state to be leveraged in support



STRATEGIES/ACTIVITIES:

- Offer PD to school staff on high-leverage, culturally-competent teaching practices
- Integrate Spokane language, culture & history into curriculum
- Expand & improve out-of-school learning opportunities for students
- Expand & improve social-emotional learning & mental health support for students
- Conduct parent engagement & parent education activities
- Plan & implement new CTE pathway for careers in education for high school students



OUTPUTS:

- All teachers participate in PD programs
- All students learn about Spokane language, culture & history
- 60 elementary and 30 secondary students attend afterschool or summer programs annually
- All students participate in social-emotional learning programs
- 100 parents participate in parent engagement or education activities
- WSD, STOI & WSU jointly developed CTE pathway for careers in education



SHORT-TERM OUTCOMES:

- Teachers report greater knowledge of high-leverage, culturally-competent teaching practices
- Students report learning about Spokane language, culture & history in class
- Student performance on district assessment improved compared to previous year
- Program offering CTE pathway for careers in education successfully developed
- Parents report learning about how to better support their children in school

**INTERMEDIARY OUTCOMES:**

- Teachers report greater use of high-leverage, culturally competent practices
- Student engagement, attendance, and behavior improved compared to baseline
- Student performance on district assessment improved compared to pre-COVID
- Students participating in CTE pathway for careers in education
- Parents more actively engaged in children's education

**LONG-TERM OUTCOMES:**

- Improved academic performance by students to demonstrate college & career readiness
- Increased parent and community support for students
- More tribal members become educators

**EXTERNAL FACTORS:**

- Parent & community support for schools
- State academic standards & requirements for culturally-responsive instruction
- Economic conditions & employment opportunities in region
- Capacity to recruit & retain qualified staff & consultants
- Further disruptions caused by COVID

(c) Quality of Project Personnel

(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.

The Wellpinit School District is an equal opportunity employer and will not discriminate in hiring practices because of color, religion, gender, sexual orientation, national origin, age, or

disability. Any advertisements for new or vacant positions or contractual opportunities will be widely distributed to ensure that broad notice of the positions or opportunities occurs within the surrounding communities and by a cross-section of potential applicants. Where appropriate, the district will encourage Indians and particularly those who are members of the Spokane Tribe to apply for any new or vacant positions available through this project.

(2) The qualifications, including relevant training and experience of the project director or principal investigator.

██████████ is expected to serve as the **Project Director**. Her resume is attached. She meets the following qualifications for this position:

- Planning and organizational skills
- Effective written and oral communication skills
- Culturally-responsive approach to decision-making
- Experience with culturally-relevant professional development and curriculum development
- Leadership experience in multi-organizational collaborative projects
- Experience working in schools serving an Indian student population
- Working knowledge of current research and best practices related to improving schools serving Indian students

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

The grant will fund an **Instructional Interventionist**. ██████████ is expected to serve in this position. Her resume is attached. She is a certified teacher with experience evaluating students' academic needs, providing academic intervention support to students,

adapting learning activities to supplement classroom instruction, and working in schools serving an Indian student population.

The grant will fund an **SEL Coordinator**. The person hired for this position will have experience evaluating students' social-emotional development needs, providing social-emotional intervention and support for elementary and secondary school students, adapting lessons to be used to supplement classroom instruction for social-emotional learning, working with Indian children and youth, and coordinating social-emotional learning programs.

The grant will fund **School Support Specialist**. The person hired for this position will have experience working with students on academic and social-emotional instruction and working in schools serving Indian student population.

The grant will fund a **Parent Engagement Coordinator**. The person hired for this position will have experience working with Indian families in school or community settings and have an understanding of parent education programs and parent engagement strategies.

(d) Quality of Project Services

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

This project will be carried out by a consortium including the Wellpinit School District, the Spokane Tribe of Indians, and Washington State University. These organizations have **developed and signed a consortium agreement** that describes the respective roles of each organization. This signed agreement is included with this proposal. In addition, the Project Director will meet regularly with representatives of each partner organization to ensure that effective collaboration is maintained throughout the course of the project and to respond to any problems that may arise in a timely fashion.

As described in section (b) of this proposal, the Project Director and the lead partners will also reach out to other organizations in the community and region to support service delivery under this project. This could include youth service agencies to strengthen and expand out of school services, as well as higher education institutions to support development of the CTE education pathway and to provide professional development to school staff. Memoranda of understanding will be developed with each organization to ensure effective collaboration of those organizations as well.

The Wellpinit School District has **demonstrated the past capacity to improve outcomes** for participating students. That work was supported by state and Federal grants along with district funding. Like the proposed project, the earlier work combined professional development with curriculum development and promoted the integration of Spokane tribal language, culture, and history into the curriculum. It focused on both early childhood programs and the high school. Although participating students still lagged behind their peers statewide in their performance on state assessments, there were gains demonstrated by both groups. Early childhood students demonstrated gains in language, cognitive, literacy, and math domains on the state assessment while high school students improved in both ELA and Science. In addition, the project improved outcomes in other key metrics for high school students including the percentage of students who successfully completed all core academic courses during the school year and the percentage of high school students on track to graduate.

(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.

These proposed services were identified based on an analysis of data collected through a community-level needs assessment conducted by WSD during March 2022 as well as ongoing needs assessment conversations occurring throughout the school year. **These needs assessments specifically involved parents of Indian children in WSD**, as well as school staff and students.

WSD administrators discussed the needs of students, school, and the community at a faculty meeting. This was followed up by an online survey that asked staff to rate the importance of various programs and services. This survey was completed by 48 staff – almost all WSD staff.

WSD administrators have conducted Town Halls twice a month with Wellpinit parents and community members twice a month throughout the 2021-22 school year to discuss education issues and challenges facing the school and community. This was followed up with a written survey administered to parents during parent conferences that asked parents that was similar to the staff survey. It was completed by 75 elementary school parents and 21 secondary school parents.

The services proposed for this project align with the needs identified by both parents and staff in their survey responses as part of the needs assessment. The following proposed services were rated as high need by:

- 90% of parents and 54% of staff for out of school learning programs
- 84% of parents and 85% of staff for tribal language and culture instruction
- 85% of parents and 77% of staff for SEL and mental health services
- 81% of parents and 83% of staff for academic intervention programs

- 85% of parents and 71% of staff for family/community outreach activities
- 81% of parents and 65% of staff for professional development for school staff

WSD conducted focus groups with students in grades 4 and up to get student input on this proposal. There were two focus groups conducted with elementary school students, three focus groups with middle school students, and one focus group with high school students. A total of 24 students participated in the six focus groups. The services proposed for the project also aligned with the students' comments in these focus groups.

- Students emphasized the value and importance of **instruction in tribal language and culture**. “We need to learn our culture so that it doesn’t die.” “We need to know where we came from.” Student also asked for “immersive experiences related to [tribal] culture” and for new culturally-relevant learning materials and books.
- Students discussed the need for **expanded intervention and support around academics** both during the school day and afterschool. They encouraged the school to make changes in the afterschool and summer programs “to have more kids want to participate.”
- Students expressed concerns about classroom behavior by some students concluding that “dealing with bad behavior takes teacher’s time away from teaching the class.” They also described importance of **social-emotional learning and mental health programs** to prevent students “from getting into drugs”, help students who are “having a hard time at home”, prevent students from “trying to commit suicide or self-harm”, and help students “focus more on their goals.”
- Students also expressed the need for more **community events and parent education activities**. They encouraged the school to “ask the community about what events they’d

like to do with the school.” They also asked for “lessons for parents so that they know how to help their children emotionally and with school.”

(e) Quality of the Management Plan

(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.

Implementation of the project will be managed by the Project Director working closely with the principals of Wellpinit Elementary School and Wellpinit Middle/High Schools. The Project Director will be responsible for tracking all project tasks, adapting the implementation plans as needed, monitoring and adjusting project timeline as needed, and monitoring the project budget (in cooperation with the district’s finance staff.

Project management will be guided by the following milestones and timeline. Some objectives have annual timelines with listed milestones being accomplished each year. Annual timelines are aligned with the school year and run from September to August of the following calendar year. Other objectives have timelines that follow the entire 5-year course of the project.

Objective #1 – Improve classroom instruction for all students

<u>Milestones</u>	<u>Annual Timeline</u>	<u>Person Responsible</u>
Develop PD plan for school year	September	WSD Principals
Complete PD for school year	May	WSD Principals
Develop PD plan for summer	March	WSD Principals
Complete PD for summer	August	WSD Principals
Assess Improvement of Instruction	January + August	Project Evaluator

Objective #2 – Improve & expand out-of-school learning for struggling students

<u>Milestones</u>	<u>Annual Timeline</u>	<u>Person Responsible</u>
Identify Targeted Students for Programs	Sept. + Jan. + May	WSD Principals
Develop Afterschool Program	September	WSD Principals
Begin Afterschool Program	October	WSD Principals
Complete Afterschool Program	May	WSD Principals
Develop Summer Programs	May	WSD Principals
Begin Summer Programs	July	Program Manager
Complete Summer Programs	August	Program Manager
Assess Out-of-School Programs	January + Sept.	Project Evaluator

Objective #3 – Provide affirming, culturally-responsive support to promote social-emotional learning and address mental health issues for all students

<u>Milestones</u>	<u>Project Timeline</u>	<u>Person Responsible</u>
Begin Review of SEL Programs	January 2023	Project Director
Complete Revision of SEL Programs	May 2023	Project Director
Begin Revised SEL Programs	September 2023	Project Director
Begin 2 nd Review of SEL Programs	January 2025	Project Director
Complete 2 nd Review of SEL Programs	May 2025	Project Director
Incorporate Further SEL Program Revisions	September 2025	Project Director
Assess SEL Programs	Sept. each year	Project Evaluator

Objective #4 – Engage and educate STOI parents to better support their children’s education

<u>Milestones</u>	<u>Annual Timeline</u>	<u>Person Responsible</u>
Develop Parent Education Activities	Oct + Jan + May	Parent Coordinator
Begin Parent Education Activities	November	Parent Coordinator
Complete Parent Education Activities	July	Parent Coordinator
Assess Parent Education Activities	August	Project Evaluator

Objective #5 – Increase involvement of STOI tribal agencies, tribal elders, and other tribal members in education within and outside the regular school day

<u>Milestones</u>	<u>Annual Timeline</u>	<u>Person Responsible</u>
Planning Meetings with Tribal Agencies	Oct + Feb + June	Project Director
Activities for Elders & Tribal Members	November	Project Director
Assess Community Involvement	August	Project Evaluator

Objective #6 – Prepare, recruit, and enroll Indian students in WSD in the CTE education pathway program

<u>Milestones</u>	<u>Project Timeline</u>	<u>Person Responsible</u>
Begin Planning CTE Education Pathway	December 2022	Project Director
Begin Annual Career Exploration Event	October 2023	Project Director
Begin Credit-Bearing Course	September 2024	Project Director
Incorporate Tribal Language & Culture	September 2025	Project Director
Offer Internships & Job Shadowing	January 2026	Project Director
Develop Strategic Plan	January 2027	Project Director
Assess CTE Education Pathway	July each year	Project Evaluator

(2) How the applicant will ensure that a diversity of perspectives is 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.

The Project Director and WSD leaders will employ a range of strategies and activities to provide opportunities for input regarding the project's operation to its direct participants and a wide range of stakeholders. This will **include parents of Indian children** served by the project. Strategies and activities will involve:

- Regular discussion with school staff at faculty meetings in each school
- Monthly consultation with STOI leaders and appropriate tribal agency directors
- Community Town Halls twice a month open to all parents and community members
- Monthly collaboration meetings on the CTE education pathway between representatives of WSD, STOI, and WSU (along with other participating higher education institutions)
- Annual feedback surveys on the project administered to school staff and parents
- Discussion of the project at annual parent conferences
- Annual student focus groups with students in grades 4 and up

(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.

The professional development activities conducted under the proposed project will build the capacity of all Wellpinit teachers to use high-leverage, culturally-competent teaching practices across all grades and in all subjects. Successful implementation of these practices will

improve learning opportunities for all students, increase their classroom engagement, and will contribute to improving their academic performance after the proposed grant ends.

The proposed project will support expanded integration of Spokane language, culture, and history into lessons in all core subjects. This will provide Wellpinit students with learning experiences that are more culturally-responsive, more meaningful to their own lives, and also likely to be more engaging. Use of this curriculum will continue after the proposed grant ends.

The proposed project will build on existing social-emotional learning programs to make them more asset-based and culturally-relevant for Wellpinit students. This will include adapting existing activities and developing new activities that are more appropriate and responsive to the strengths, conditions, and needs of Wellpinit students. These adapted programs will continue to be used with Wellpinit students after the proposed grant ends.

The proposed project will implement a parent education program for parents of Indian students in WSD. These programs will build the capacity of participating parents to provide academic and social-emotional support to their children in partnership with teachers and other school staff along with staff from relevant tribal agencies. This collaboration between parents, school, and tribe will continue after the proposed grant ends.

The proposed project will develop and implement a new CTE pathway for careers in education that involves a partnership between WSD, the Spokane Tribe, WSU, and possibly other higher education institutions in the region. The development process will include designing a curriculum which combines training in general instructional strategies and instruction around Salish language and culture with opportunities for practical experiences through internships or job shadowing. This CTE program will continue in WSD after the proposed grant ends. In addition, the program will contribute to diversifying the teaching profession by graduating Indian

students with a demonstrated interest and some foundational knowledge in becoming educators.

(f) Quality of Project Evaluation

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

The project will conduct a comprehensive evaluation of this project using a collaborative, participatory approach that employs equitable evaluation practices. This approach will actively engage all project stakeholders and participants to inform the creation and execution of the evaluation plan, make sense of the information collected through the course of the evaluation, and generate actionable recommendations and meaningful conclusions. This will include Project Director and other project staff; Wellpinit administrators, teachers, and other staff; Wellpinit students and parents; relevant Spokane tribal agency directors and staff; higher education staff; and project consultants. The project will contract with a qualified evaluation consultant to carry out this evaluation.

The evaluation will focus on assessing and documenting the project's implementation using the logic map, (described on pages 16-17), the implementation plan (described on pages 9-14) and the management plan (described on pages 22-24). Findings from this assessment will be reported on a monthly basis to the Project Director and other key consortium leaders to allow for any needed adjustments in the project's design or operations. In addition, this will allow timely responses to any changing conditions and to any emerging opportunities and challenges.

The evaluation will also focus on assessing and documenting project outcomes and impact. This will also be guided by the logic map along with the performance measures aligned with the three project goals and the six project objectives (listed on pages 7-8). This assessment

will also generate responses to the two GRPA performance measures listed in the Notice Inviting Applications. Results of this assessment will be reported Project Director as they are gathered and analyzed. A comprehensive written outcome and impact report will be generated annually and will be incorporated into the Annual Performance Report submitted to the Department of Education.

The evaluation will rely upon multiple methods to identify and collect both quantitative and qualitative evaluation data. This will include (1) review of written project materials, (2) analysis of school reports on students attendance and behavior, (3) analysis of all student academic assessment results, (4) interviews and focus groups with school leaders, teachers and staff, students, parents, tribal agency staff, and higher education staff, (5) participant feedback forms for professional development activities and out-of-school learning activities, and (6) annual assessment surveys of students, parents, and school staff.

(2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

The evaluation consultant will work with the Project Director to use evaluation information to document the specific strategies used by the project, understand how those strategies were designed and implemented, identify factors and conditions that affected the design and implementation, and link those strategies with specific outcome and impact where appropriate. This information will be used to enable project stakeholders and other interested individuals to better understand what happened in this project, why, and how. This information will also be used to generate lessons learned from the project to inform and guide project stakeholders to sustain or build upon project activities and other interested individuals to adapt these activities for use in their own settings. The documentation of specific strategies, the

outcomes and impact they contributed to, and lessons learned will be incorporated into a written final report generated by the project evaluator in consultation with the Project Director and leaders from other members of the consortium.



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

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

Name of Institution/Organization

Wellpinit School District #49

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	217,000.00	217,000.00	217,000.00	217,000.00	217,000.00			1,085,000.00
2. Fringe Benefits	65,100.00	65,100.00	65,100.00	65,100.00	65,100.00			325,500.00
3. Travel	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00			50,000.00
4. Equipment								
5. Supplies	20,000.00	15,000.00	15,000.00	15,000.00	15,000.00			80,000.00
6. Contractual	159,000.00	164,000.00	164,000.00	164,000.00	164,000.00			815,000.00
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)	471,100.00	471,100.00	471,100.00	471,100.00	471,100.00			2,355,500.00
10. Indirect Costs*	28,407.00	28,407.00	28,407.00	28,407.00	28,407.00			142,035.00
11. Training Stipends								
12. Total Costs (lines 9-11)	499,507.00	499,507.00	499,507.00	499,507.00	499,507.00			2,497,535.00

*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: 07/01/2020 To: 06/30/2022 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 6.03 %.

(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 12.40 %.

(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))?