# U.S. Department of Education

**Washington, D.C. 20202-5335**

# APPLICATION FOR GRANTS UNDER THE

**NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM**
**CFDA # 84.365C**
**PR/Award # T365C110021**

Closing Date: MAR 21, 2011

T365C110021-11
P. O. Box 49
Aniak, AK 99557

Literacy for Two Worlds II

PROGRAM ABSTRACT

**APPLICANT:** Kuspuk School District

**TITLE OF PROGRAM:** Literacy for Two Worlds II (LTW II)

**TYPE OF PROGRAM:** American Indian and Alaska Native Children in Schools - Educational

**NATIVE LANGUAGE(S):** Yup'ik

**SCHOOL(S):** Gusty Michael School, Jack Egnaty Sr. School, Johnnie John Dr. School, Crow Village Sam School, Aniak Jr. & Sr. High School, Antie Mary Nicoli Elementary School, George Morgan Sr. High School, Zackarr Levi Elementary School, Joseph & Olinga Gregory Elementary School.

**GRADE LEVEL(S):** PreK-12

**TOTAL ENGLISH LANGUAGE LEARNER STUDENTS**

- Served by the end of the project: 1,225
- Served each year: 245

**PROJECT DESCRIPTION**

School in Alaska face a daunting set of circumstances, challenges, and demand that call for creative and forceful solutions. In fact, schools in the area where the District is located has not been able to measure up to the needs of Limited English Proficient (LEP) students, their parents, and the communities, as reflected in the 9.2% of LEP students that scored at proficiency level or higher on the State standardized test. Although the District has made moderate growth in student achievement over the past five years, it is not enough. In partnership with The Kuskokwin Corporation and their Kuskowin Education Foundation, the District will implement a continued responsive, based on best practices that build on the initial grant and the existing strengths of the District. The project is positioned as an opportunity to further address the priorities set forth by the planning committee, which is to (1) promote a district-wide initiative to ensure Limited English Proficient (LEP) students achieve optimum levels of English proficiency; (2) increase opportunities for LEP students to successfully complete high school and pursue post-secondary education; and (3) increase the involvement of parents of LEP students in the educational process as leaders, shared-decision makers, teachers, and learners. Without this long-term intervention, many of the students face a myriad of barriers, which makes them highly at-risk of educational failure and highly at-risk of dropping out of school.

The District addresses both competitive preference 2 & 3, as well as the invitational priorities through the LTWII project. In response to Competitive Preference 2 – Improving Post Secondary Success, the District has partnered with the University of Alaska Fairbanks to provide students starting in middle school the opportunity for career exploration and college preparation. The District will also implement strategies such as motivational high school completion strategies, motivational exercises, career exploration, college visits, and community elders visiting and sharing their local career paths. In response to Competitive Preference 3 – Enabling More Data-Based Decision Making, the District will at the onset of each academic year, assessed all students, using instructional program accompanying assessments, to determine their level of

reading and comprehension skills. An electronic Individual Learning Plan (ILP) will be developed using the assessment data for each student as an intake mechanism for teachers to identify and monitor student needs and support. Additionally, parents will be trained and communication of student data will provide them with information to make decisions about their child's education and assist them in understanding their literacy level. Invitational Priorities are addressed through the alignment of pre-school activities with the District's literacy plan and parent involvement beginning in early childhood, as well as incorporating dual language instruction and activities such as bringing in community elders to interpret the language for students.

The District will implement a number of multiple day workshops on the reading process and materials for teachers. Ongoing professional development will be provided through Professional Learning Communities. In alignment with the professional development, the District will implement a new reading adoption including Saxon Spelling and Phonics, and Scholastic Guided Reading in core areas, Alaska theme books to be used with literature circles, as well as Reader's Theater, and supplemental reading programs such as Renaissance Learning reading programs such as STAR, and STAR Early Literacy, English in a Flash, and Successful Readers. All of the programs are research-based reading materials grounded in systematic, explicit instruction of phonemic awareness, phonics and word knowledge, comprehension skills and strategies, inquiry skills and strategies, and writing and language skills and strategies.

The following are the goals and the annual measurable objectives of the project:
**Goal 1: LEP Students will increase academic achievement**
***Objective 1.1:*** By the end of the project period, 10% more of LEP students that complete the project will score proficiency or advanced on the reading portion of the Standards Based Assessment (SBA).
***Objective 1.2:*** By the end of the project period, 10% more of LEP students that complete the project will score proficiency or advanced on the writing portion of the SBA.
**Goal 2: LEP students will increase their English language proficiency**
***Objective 2.1:*** By the end of the project period, 5% more of LEP students that complete the project will score at proficiency level (level 5 or 6), on the Alaska English Proficiency Test.
***Objective 2.2:*** By the end of the project period, an additional 8% of students that complete the project will show progress from the previous year on the Alaska English Proficiency Test.
**Goal 3: More LEP students will enroll in post-secondary institutions and will be better prepared for success at that level**
***Objective 3.1:*** By the end of the project period, 8% more LEP students that complete the program will score proficiency in the reading portion of the High School Graduation Equivancy Exam (HSGQE).
***Objective 3.2:*** By the end of the project period, an increase of 10% more LEP students will graduate from high school in four years.
***Objective 3.3:*** By the end of the project period, an increase of 5% more LEP students will enroll in post-secondary institutions.

The proposed evaluation was designed in compliance with the GPRA requirement to use performance indicators to set goals for the program. Both qualitative and quantitative techniques will be used to examine program progress. Pre-and post-intervention methodology and other repeated measurements will be used. A set of pre-defined outcome indicators (both academic and

non-academic) will be tracked throughout the five-year program timeline. The expected outcomes include increased student achievement for LEP students, increased graduation rates for LEP students, and increased enrollment of LEP students in post-secondary institutions.

Based on parent input, KSD will develop and implement a District-wide comprehensive parent collaboration and involvement plan to bridge the gap by encouraging students to bring pictures of their families, sharing favorite stories or songs from home, and asking family members to share aspects of their culture and to feel more comfortable in the school setting.

**CONTACT INFORMATION**

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**(a)Quality of Project Design. Introduction:** The Kuspuk School District (KSD) is located in Southwestern Alaska. The district consists of ten schools spread over 12,000 square miles among eight villages along the Kuskokwim River; none of which are accessible by road. Schools are located in the following rural Alaska villages: Lower Kalskag, Upper Kalskag, Aniak, Chuathbaluk, Crooked Creek, Sleetmute, and Stony River. The student population is approximately 348 with an additional 79 preschool age children ages 3-5. Almost 95% of the students are at least part Alaskan Native of Yup'ik or Athabascan descent.

Through its initial American Indian and Alaska Native Children in Schools ( NAM) grant, the Kuspuk School District (KSD) made significant improvement in student achievement for Limited English Proficient (LEP) students in Kuspuk, Alaska, but a large gap still exist between LEP and non-LEP students in regards to student achievement, attendance, meeting graduation requirements, and other school success indicators which has led to the increasing dropout of LEP students within the District. In response, the proposed project, entitled the Literacy for Two Worlds (LTW) II project will continue the integration of the Native Alaskan and Western cultures into the literacy curriculum and provide intensive support of LEP students. This project represents the continuation of a comprehensive, district-wide improvement initiative that began even prior to the District's initial grant when the District brought together key stakeholders including students, parents, teachers, and business representatives to develop a Child-Centered Education Plan, which focuses on an individual student learning approach. Throughout the process, the District has convened planning sessions to define what traits or skills that LEP students need to succeed, not only in school, but also in post-secondary institutions and beyond. As a result of these planning sessions, the District identified ten curriculum stands for LEP students including reading, writing, mathematics, science, social

studies, technology, personal/social/service learning, healthy lifestyles, career/technical education, and cultural expression and arts. The process established a shared vision between consortium partners including Kuskokwin Education Foundation, a tribally sanctioned education authority, and University of Alaska, Fairbanks *to graduate all students to be successful in both the traditional and global society*.

In partnership with Kuskokwin Educational Foundation, the District (who will act as fiscal agent) has developed the LTW II which a continued responsive, based on best practices that build on the initial grant and the existing strengths of the District. The project is positioned as an opportunity to further address the priorities set forth by the planning committee, which is to *(1) promote a district-wide initiative to ensure Limited English Proficient (LEP) students achieve optimum levels of English proficiency; (2) increase opportunities for LEP students to successfully complete high school and pursue post-secondary education; and (3) increase the involvement of parents of LEP students in the educational process as leaders, shared-decision makers, teachers, and learners.* Without this long-term intervention, many of the students face a myriad of barriers, which makes them highly at-risk of educational failure and highly at-risk of dropping out of school.

**Problem to be Addressed:** Communities in this region are in a transition from a traditional subsistence-based lifestyle to a blended subsistence and cash economy. This fundamental change is occurring rapidly and affects every facet of life in the delta region. Since 1976, poor fish returns have severely affected this area to the point where it is now classified as "economically depressed." Health and social services studies have commonly recognized that the continued high levels of alcoholism, suicide, and domestic violence are related directly to the rapid pace of social change within communities. Due to the geographic isolation and lack of any

commercial or industrial base, the community is ethnically and racially isolated with population percentages significantly *below state average* for African-Americans, Hispanics and foreign-born.

Life in Alaska, or more specifically the region, is vastly different from the 'lower 48 states'. The geography and climate pose severe transportation limitations to the remote region. There are no existing roads or railroad systems linking the villages in the region. Aniak is a regional service and transportation hub. Travel to the area is via airline service from Aniak to Anchorage. Service between Aniak and the surrounding villages is primarily by small single engine aircraft and is the only reliable year-round travel, when weather permits. The Kuskokwim River serves as a major highway in the summer by boat traffic and in the winter by snowmachine when the river "ice road" also connects nearby villages. Year round travel is dependent on commercial air service. Air cost is extremely expensive. A round trip ticket from Aniak to Anchorage is almost $400 and much more expensive from the outlying villages. Air travel between villages in the district ranges from $70-$175 one way, or from $140-$350 roundtrip via "mail plane." A one-way air charter via 6-seater airplane from Aniak to Stony River, the most remote village, is over $817. This extreme isolation makes it hard for people living in these remote rural areas of Alaska to obtain valuable information, health care, employment, and education.

There are no major industries in the area. The economy of the region is largely based on traditional subsistence (hunting, gathering, fishing) and welfare. There are few full time jobs and those that are available are service orientated, either through the airlines, schools, post offices, health clinics, regional Native association, and a few local stores and village administrative offices. A few state agencies such as the Alaska State Troopers and Department of Social

Services also have offices in Aniak, but most agencies are located in Anchorage. Aniak, the largest community in the region, has the largest work force and availability of employment, yet according to the US Census, Aniak had a 32.3% jobless rate. The unemployment rate of other villages in the area well exceeds 40% and the area's unemployment rate is above state average of 7.7% and national average of 9.0%.

Many families of the target region specifically lack the literacy skills needed to help their children with academics and homework. One recent study, for example, revealed that 22% of residents (where the schools are located) report to have less than a 12th grade education. Approximately 68% of area residents (including in the surrounding villages) are reported to read and write at a "literacy level II" rate or below; 35% at a "level I" rate; demonstrating that they are "illiterate" and completely lacking in reading and writing skills. According to local educators, if the students in the region follow in their parents' footsteps, only one in every twenty children will ever earn a Bachelors Degree.

Alaskan Native students experience high risk of academic failure and as a result, are often poorly prepared and under motivated toward college if they complete high school. This said, for Alaskan Native children who are also limited English proficient (LEP), the situation is dire.

By first taking a look at the beginning stages of early development, students in Kuspuk entering kindergarten already show deficiencies in their preparation for school in areas of communications, language and literacy development. According to the Alaska Development Profile, which is a State tool used to show school readiness, students entering Kuspuk in kindergarten are already lagging behind in basic language skills as compared to the State average. The chart below shows a comparison of students in the District as compared to the

State based on a ranking of zero (does not demonstrate), one (progressing), and two (consistently demonstrates). It is evident that many of the students tested, 80%, had never received any formal preschool education. This demonstrates a clear need for interventions and program alignment at the preschool level to ensure that students are better prepared for school

**Table 1.Alaska Development Profile - 2010**

| | Receptive communication skills | Expressive communication skills | Phonological awareness | Awareness of print concepts | Knowledge of letters and symbols (alphabet knowledge) |
|---|---|---|---|---|---|
| State | 1.61 | 1.53 | 1.33 | 1.37 | 1.4 |
| District | 1.57 | 1.23 | 0.83 | 1.03 | 1.2 |

Additionally, cumulative data from the Alaska Standards Based Assessment (SBA) test further reveals student-learning deficiencies in reading and writing, especially for LEP students. The following table provides a comparison of all students to the LEP students in Kupuk in the SBA test; and a comparison of student results on the Alaska English Language Proficiency Test. It is alarming that in every grade level, and in both reading and writing on the SBA and at proficiency level and progress on the Alaska English Proficiency Test, that LEP students scored *far below averages,* as indicated in the following chart:

**Table 2. Student Test Results**

| Grade Level | Standards Based Assessment (SBA) | | | | Alaska English Language Proficiency | | | |
|---|---|---|---|---|---|---|---|---|
| | Reading | | Writing | | % NOT proficient | | % NO Progress from Previous Year | |
| | % NOT proficient | | % NOT proficient | | | | | |
| | All | LEP | All | LEP | State | Kuspuk | State | Kuspuk |

| | Students | Students | Students | Students | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | Not Tested | Not Tested | Not Tested | Not Tested | 96.7% | 93.7% | 65.8% | 66.7% |
| 2 | Not Tested | Not Tested | Not Tested | Not Tested | 76.2% | 85.2% | 30.9% | 23.1% |
| 3 | 53.8% | 72.2% | 38.5% | 55.6% | 82.2% | 95.2% | 69% | 76.2% |
| 4 | 53.3% | 80.0% | 50.0% | 80.0% | 82.7% | 94.1% | 73.4% | 88.2% |
| 5 | 60.9% | 80.0% | 60.9% | 80.0% | 84.3% | 92.9% | 73.5% | 85.7% |
| 6 | 55.6% | 72.2% | 66.7% | 77.8% | 94.3% | 90% | 89.8% | 95% |
| 7 | 30.4% | 50.0% | 47.8% | 71.4% | 95.4% | Not Tested | 85.2% | 86.7% |
| 8 | 40.9% | 69.2% | 57.1% | 75.0% | 87.7% | Not Tested | 82.2% | 100% |
| 9 | 35.7% | 50.0% | 42.9% | 60.0% | 96.3% | Not Tested | 88.2% | 100% |
| 10 | 60.9% | 80.0% | 56.5% | 60.0% | 89.1% | 100% | 76.9% | 75% |
| 11 | Not Tested | Not Tested | Not Tested | Not Tested | 84.4% | 93.7% | 74.4% | 80% |
| 12 | Not Tested | Not Tested | Not Tested | Not Tested | 83.9% | 80% | 71.3% | 77.4% |

Alaska Law requires students to pass a competency exam in the areas of reading, writing, and mathematics, or receive a waiver from the local governing body, to earn a diploma. Students must also meet all local requirements. The exam, called the High School Graduation Qualifying Examination (HSGQE), is first administered to students in the spring of their sophomore year.

Students who are not proficient on portions of the exam must retake the exam at least once yearly while in school until they have passed. Test scores results reveal that *60%* of sophomore LEP students at the schools lack proficiency or struggle to demonstrate proficiency in reading. Additionally, test scores revealed that more than half (53.3%) of the LEP students in their sophomore year scored below proficiency in writing. These results also show a continued disparity between LEP students and all students, however a majority of students are at risk for graduating, and are at a higher risk of dropping out of school

**Table 3. HSGQE - Grade 10 Results**

| Area | Percentage of Students NOT Meeting Proficiency | |
|---|---|---|
| | All students | LEP Students |
| Reading | 47.8% | 60% |
| Writing | 52.2% | 53.3% |

Due to interventions at the high school level, the District has seen a decrease in dropouts and an increase in graduation rates overall. However, when identifying LEP students, large gaps exist between LEP students and Non-LEP students throughout the District. In fact, school attendance and dropout rates indicate that LEP students are performing far below non-LEP students. The data is startling with only 42.5% of LEP students graduating from high school last year and more than 14% of LEP students dropping out of school. This is why the District must continue to find strategies, such as the LTW II project as an intervention tool for drop-outs, as well as other tools to motivate students that are struggling to not only continue their high school education but to gain the skills and knowledge they need to be successful in post-secondary education and the workforce.

**Table 4. District Attendance, Graduation, and Dropout Rate**

| Subgroup | Attendance Rate | Graduation Rate | Dropout Rate |
|---|---|---|---|
| LEP students | 83.7% | 42.5% | 14.29% |
| Non-LEP students | 90.74% | 83.3% | 5.13% |

In a report on high school dropouts among Native Americans, the key factor in the students' decision to discontinue their education was the content of schooling. Furthermore, 25% of Native American students felt that school was not important to them as Native Americans. Native Americans present unique career development issues because of their development and membership in their cultures. Research also indicates that ethnic minority students exhibit differences from European American students in background experience, values and orientation. These differences also tend to restrict Native students awareness of available careers and of the skills required. As a result, disproportionate numbers of Native students enter traditional career areas or remain unemployed. Furthermore, once Native American students enter post-secondary education institutions, a majority of them require remediation. In fact, Native Americans are about 30% more likely than non-Natives to take at least one developmental course, and about 70% more likely to be taking more than six credits of developmental work.

Overall, school districts such as Kuspuk, that serve a majority of Native Alaskans, must eliminate barriers for these students to succeed in both high school and post-secondary education. These barriers include:

- Limited opportunities to enrich their language and developmental skills during their preschool years;

- School climates that fail to promote appropriate academic, social, cultural, and spiritual development among many Native students;
- Curriculum presented from a purely Western perspective, ignoring all that the historical perspective of Alaska Natives has to contribute;
- Extremely high dropout rates, especially in its urban schools, where Natives are in the minority and where the school climate does not support Native students;
- A lack of Native educators as role models;
- Inadequate parent involvement;
- Unfamiliar language of science and mathematics; and
- Limited access to college and universities because of insufficient funding.

Although the literacy levels of the students appear to be extremely low, there are areas that have shown improvement on standardized tests. Areas such as fluency and comprehension, which are prevalent areas for Native American students, are the areas most in need of improvement. Because current efforts have only shown small improvements in student scores in these areas, the District has reacted by developing a 5-year intensive comprehensive literacy intervention plan that will infuse literacy across content areas and will integrate cultural experiences to meet the individual needs of the LEP students. The model that will guide the efforts is the Child Centered Educational Model (CCEM). Through this model, the LTW II program will provide enhancement to classroom instruction by adding supplemental programs designed to improve fluency and comprehension, as well as the innovative teaching strategies for these Native American students and LEP students.

**(i) Goals, Objectives, and Outcomes are Specified and Measurable.** In alignment with the District's Strategic Plan, KSD clearly prioritized English literacy and fluency as a District

priority. The LTWII project focuses on the continued development and implementation of a District-wide comprehensive plan for schools, parents, and community collaboration that will result in gains in academic progress for LEP students. With the District's partners such as the Kuskokwin Education Foundation whose aim is to ensure that all of the Native American people in the community succeed, the District will implement strategies that will help all students in the District increase their level of English proficiency in order to meet State standards in order to graduate from high school and continue to post-secondary education or the workforce. Most of the thrust of the proposed project is to build capacity for continuing progress. To that end, the objectives are transparent with specific and measurable outcomes.

| Goal 1: LEP Students will increase academic achievement | |
|---|---|
| ***Objective 1.1:*** By the end of the project period, 10% more of LEP students that complete the project will score proficiency or advanced on the reading portion of the SBA. | ***Outcome 1.1:*** In 2009-10, 28.81% of students who took the SBA scored at proficiency or advanced in the reading portion, therefore as a result of grant interventions, the intended outcome is to increase student achievement in reading by 10%. |
| ***Objective 1.2:*** By the end of the project period, 10% more of LEP students that complete the project will score proficiency or advanced on the writing portion of the SBA. | ***Outcome 1.2:*** In 2009-10, 29.91% of students In 09-10, 28.81% of students who took the SBA scored at proficiency or advanced in the writing portion, therefore as a result of grant interventions, the intended outcome is to increase student achievement in reading by 10%. |
| **Goal 2: LEP students will increase their English language proficiency** | |
| ***Objective 2.1:*** By the end of the project period, 5% more of LEP | ***Outcome 2.1:*** In 2009-10, 9.2% of students who took the Alaska English Proficiency Test scored at proficiency, |

| | |
|---|---|
| students that complete the project will score at proficiency level (level 5 or 6), on the Alaska English Proficiency Test. | therefore as a result of grant interventions and additional support, the intended outcome is to increase the English language of LEP students by 5%. |
| ***Objective 2.2:*** By the end of the project period, an additional 8% of students that complete the project will show progress from the previous year on the Alaska English Proficiency Test. | ***Outcome 2.2:*** In 2009-10, 25.6% of students who took the Alaska English Proficiency Test scored showed progress over the previous year's score, therefore as a result of grant interventions and additional support, the intended outcome is to increase progress in English language by LEP students by 8%. |
| **Goal 3: More LEP students will enroll in post-secondary institutions and will be better prepared for success at that level** | |
| ***Objective 3.1:*** By the end of the project period, 8% more LEP students that complete the program will score proficiency in the reading portion of the HSGQE. | ***Outcome 3.1:*** In 2009-10, 40% of LEP students scored proficiency on the reading portion of the HSGQE, therefore through intensive reading intervention, and interdisciplinary learning experiences, the intended outcome is to increase the percent of LEP students who score proficiency on the HSGQE by 8%. |
| ***Objective 3.2:*** By the end of the project period, an increase of 10% more LEP students will graduate from high school in four years. | ***Outcome 3.2:*** In 2009-10, 42.5% of LEP students graduate from high school within four years, therefore through intensive reading intervention, content learning, and motivational strategies, the intended outcome is to increase the graduation rate of LEP students by 10%. |

| | |
|---|---|
| ***Objective 3.3:*** By the end of the project period, an increase of 5% more LEP students will enroll in post-secondary institutions. | ***Outcome 3.3:*** Baseline for this objective has not been determine, therefore through a partnership with UAF and other organizations, the intended outcome is to increase the enrollment of LEP students in post-secondary institutions by 5%. |

**Project Activities:** The District will enhance the program by adding components to improve and facilitate instruction for LEP students. Through the project, the District will (1) implement an intensive comprehensive literacy plan that will include strategies to successfully integrate research-based instructional programs that have been found to impact English proficiency; and (2) develop and implement a structured professional development and support program that enhances teacher knowledge in scientifically based research on reading, delivery and scaffolding of instruction in the major components of reading, use of instructional assessments, data analysis, and methods of instruction to meet the unique needs of LEP students.

The LTW II project proposes to implement a comprehensive plan that will develop proficiency in English through a variety of strategies with a primary focus of utilizing an array of core and supplemental reading programs designed to increase the literacy level of LEP students. The plan entails a five-year plan commitment to increasing the literacy level of the students in the District. In year one of the program, the district will focus on the language arts curriculum and intensive intervention for struggling readers through cultural relevance (walking in two worlds), year two will focus on interdisciplinary learning experiences and content literacy in mathematics, year three on secondary school language arts curriculum and post-secondary readiness, and year four and five on content literacy in science and social studies. The progressions of this plan leads to not only more LEP students graduating, but also to obtaining

the skills and knowledge needed for post-secondary education and the workforce. Additional activities will be implemented to support this progression including extended learning opportunities, preschool curriculum alignment, professional development for teachers, and other strategies.

The District is undergoing a new reading adoption for its core reading programs. The new reading adoption will include research-based reading materials grounded in systematic, explicit instruction of phonemic awareness, phonics and word knowledge, comprehension skills and strategies, inquiry skills and strategies, and writing and language skills and strategies. The programs will include Saxon Spelling and Phonics, and Scholastic Guided Reading in core areas, Alaska theme books to be used with literature circles, as well as Reader's Theater. These programs will develop confident and fluent readers through print and phonemic awareness activities. Teachers will engage students in constructing meaning from passages through the teaching and application of comprehension skills, strategies and classroom discussions. Using these materials, teachers will incorporate writing, language art skills, spelling, vocabulary and penmanship through explicit instruction and meaningful practice applications. Teachers in the program will also include literature that helps to create a classroom environment in which students explore, discuss and research ideas. The program helps to develop research and study skills that provide students with the tools to become independent, self directed learners.

Building on the new reading adoption is critical through supplemental programs, such as the Renaissance Learning model. While the District has seen improvement in most literacy components on the State's standardized tests in most part as a result of its initial NAM grant, the District continues to see very low scores for LEP students due to their fluency and comprehension skills as compared to non-LEP students. As a solution, the District will expand

its use of the supplemental programs using the Renaissance Learning Model (RLM), which has been proven to improve fluency and comprehension. The RLM will be used in both group and individual approaches. Teachers will integrate the program with their textbooks, and adopted curricular materials to create a comprehensive reading program. Additional supplemental materials will emphasize cultural relevance and will include high interest, lower reading level texts especially for the high school LEP students. Materials will be selected that are geared to individual student reading levels.

At the onset of each academic year, all students will be assessed, using instructional program accompanying assessments, to determine their level of reading and comprehension skills. An electronic Individual Learning Plan (ILP) will be developed for each student as an intake mechanism for teachers to identify and monitor student needs and support. In the student portfolio, teachers will enter critical student educational data such as the student's state standardized test scores, classroom test scores, attendance, and mastery progress. Performance based assessments will be included as students develop individual portfolios of a variety of performance-based work. Students will also author cultural stories and use digital photos to help illustrate their work. The information entered will be used to identify the strength areas and areas that need improvement, as well as to differentiate instruction. Local level student achievement assessments will be ongoing through informal reading testing such as reading practice quizzes and teacher instructed group quizzes. The teachers will utilize the Renaissance Learning STAR reading program, which is a reliable, valid assessment that fulfills the screening, diagnostic, progress monitoring, and outcome assessment requirements necessary to ensure a flexible, individualized reading program for students. Teachers in the program will use the STAR Reading program to accurately screen and assess the reading abilities of students who

have at least a 100-word reading vocabulary. The program is a norm-referenced vocabulary and comprehension assessment that will allow the teachers to predict performance on the Alaska Standards Based Assessment (SBA) test. In addition, STAR Early Literacy will be used for the pre-school students as well as the lower grade level students. Teachers in the program will use STAR Early Literacy to track development of phonemic awareness, phonics, comprehension, and vocabulary skills. The program will provide teachers with information necessary to target instruction to each student's skill level.

As mentioned previously the first year of the project will primarily focus on the language arts curriculum and intensive intervention for struggling readers. Since all of the classrooms have small class sizes, each classroom will become intensive intervention classrooms that will focus on students with the most serious reading difficulties which are those who are lagging so far behind in reading growth that instruction guided by the comprehensive core reading program is substantially above their level. Although most of the instruction provided in the intervention classroom would be done with the group as a whole, much of it would occur in small groups so that instruction could be matched directly to the needs of individual students. The classes will divide the instructional time into two blocks where the teachers will lead instruction in the first block and the students will work independently in the second block. During this independent work period, the District will expand its use of its Renaissance Learning's Accelerated Reader (AR) to have practice activities that build on the instruction in the classroom. Teachers will further utilize the program by directing students to take short computerized AR quizzes to assess their comprehension within books read during guided independent reading, as well as books read aloud and during paired reading. The results of the quizzes, because they are computerized, are immediate so that teachers in the project can monitor comprehension and provide differentiated

instruction as part of the student's ILP. The program will also be used to monitor reading practice using the adopted reading programs, AR books, culturally relevant books, and other reading materials. Using this and other assessments, K-3 grade teachers will use Renaissance Learning's English in a Flash to offer differentiated instruction designed to help build vocabulary and grammar structures for LEP students. The program will be used with both audio and visual aides to help develop content area vocabulary. The program is a research-based language development that works specifically to help LEP students build their vocabulary, which will help build their comprehension skills. In grades 4-12, teachers will use the Renaissance Learning's Successful Reading program that will offer intervention focused on key skill and motivational needs of struggling readers. Because this program helps students focus on the most critical elements needed for reading growth, teachers can provide explicit instruction in key skill areas to impact reading achievement. Both the English in a Flash and the Successful Reader program used in combination with the AR and other programs will improve achievement of LEP students. The scope and sequence and the pace of instruction utilizing these program will be strong enough to accelerate the development of students toward grade-level reading ability.

Year two is the year that the District will adopt its mathematics curriculum; therefore the focus will be on content area literacy. Teachers will integrate literacy and content area instruction, so their students can learn to construct meaning from the informational texts. Teachers will focus on the literacy processes, which involve listening, speaking, reading, and writing within the content area. These expressive language modes will require a well-rounded vocabulary base for students that include the specialized terminology of the content area, which is terminology that is intricately embedded in conceptual learning. Teachers will incorporate both broadly defined learning opportunities for students including the incorporation of wide

reading in the content area, while explicitly instructing them in word-meaning acquisition. Teachers will further utilize this instructional method to increase the comprehension skills for students, especially at the secondary level. This strategy is recommended highly for LEP students as they attempt to master the meaning of English words.

Year three will focus on secondary school language arts curriculum and post-secondary readiness. The curriculum will guide instructional activities in (1) reading and writing readiness skills; (2) word attack skills; (3) vocabulary; (4) comprehension; (5) composition skills; (6) writing mechanics; (7) language structure and usage; and (8) study skills. The District will also work with postsecondary institutions such as University of Alaska Fairbanks, and the business community to identify the "must have" competencies in English language arts for success in college and the workforce. Teachers will emphasize logic, writing and research in English language arts classes to support these competencies. The curriculum, with supplemental materials, will provide increasingly challenging, engaging, and coherent work for students, so that students are ready for postsecondary without the need for remediation. The District recognizes the importance of improving post-secondary readiness; therefore the District will develop a Student Career Planning and Exploration System as a motivational tool for students to complete high school. The system will align to the Language Arts curriculum in where students gain the knowledge, skills, and behaviors essential for high school graduation and to be prepared to enter college and the workforce in order to complete in the global economy. Beginning in the 7th grade, students will be given insight into their pattern of interests and how they translate into career possibilities, as well as investigate their own skills and how they translate into career possibilities. In the 8th and 9th grade, students will be given the opportunity to explore and research the characteristics they value within their culture as a starting point in identifying

potential career path. The District will utilize assessments to determine early indicators of college and career readiness. The students will update their ILPs to incorporate their four-year high school plan and career exploration and planning, which will allow students to design a personalized program around their area of interest. These activities focus on career planning in high school and throughout life transitions. In Grade 10, students will be assessed using the PSAT or ACT Plus, and other assessments. Students will begin to conduct extensive research on their career choices, personal preferences and skills as they relate to their culture and employment perspectives in Alaska or in other locations. Teachers, with consortium partners, will highlight the academic preparation required for various career paths. In Grades 11-12, students will be encouraged to take the SAT and ACT, WorkKeys, Accuplacer which are all college-readiness indicators. Because these tests are typically taken as admissions requirements for four-year colleges and universities, the District will conduct tutorials for students to prepare for these tests. In addition, the University of Alaska Fairbanks and other universities/colleges will present at the schools or through videoconferencing (due to limited access) on the requirements of the programs and financial aid available to students. Teachers will implement activities and project that will assist students in considering factors that may be important to post-secondary educational plans. Students will engage in career skills such as resume writing, job application and personal interview techniques through their language arts class.

In this same year, the District will recruit a group of community members, elders, parents and grandparents to serve as a local resource (expert) to share their experiences in careers that are prevalent in Alaska. Teachers will direct students through community and classroom based projects where students are required to learn about research careers, as well as the requirements

and skills needed in their chosen careers. Students will be able to create portfolios of their work to use in demonstrating competency in technology and academic areas.

The last two years of the program is critical in ensuring that students are gaining the skills and knowledge necessary to be successful in post-secondary education and beyond. Therefore, in years four and five, the District will focus on science and social study skills. The District will provide interdisciplinary learning experience district-wide such as combining reading, writing, and social studies in a civic education context examining the struggles and triumph of the Alaskan people in the region. Student will use literacy to make connections between their culture, interests, and the larger social world they are engaged in learning about. The students will further focus on the concept of content reading and on the writing process. Place-based learning incorporates learning rooted in the local culture, history, and environment, where the community provides the context for learning. In place based learning, students' work will focus on community interest, traditions, and practices. Students will be engaged in culturally relevant reading materials from books written by Alaskan authors, as well as poetry, non-fiction and fiction books. As students read about the culture of their surroundings, materials will become more relevant and meaningful. Students will focus on culturally relevant reading materials about places, events and people from the region and then have the opportunity to document stories from their villages. These stories will, in turn, be used as reading materials for other students. Teachers will use group discussions on the materials to gauge student's comprehension level.

Other interdisciplinary learning experiences in the fourth and final year will include the integration of reading comprehension and writing within meaningful science instruction. Students will translate words to graphic communications such as charts and graphs, and graphics to words through the application of science, questioning strategies, and graphic or pictorial

representations of data. These activities involve hands-on experiments, reading comprehension, propositional concept mapping, journaling/writing, and application activities. From an inquiry standpoint, a major emphasis in the implementation is for students to learn more about what they are learning across the concept-focused activities in which they are engaged.

In addition to these instructional programs and assessments, the project will utilize several research-based strategies to create a full comprehensive program that will ensure the effectiveness of the programs. These strategies include:

Alignment of Preschool Program: The District provides a developmental appropriate preschool program for ages 3-5 in coordination with the Head Start program. The program provides open-ended materials and hands-on activities to ensure students develop socially, intellectually, physically, and emotionally. Through the LTW II program, the District, with the assistance of the District's School Readiness Coordinator, will implement a component of the program entitled the "Great Start Readiness" program to enhance students' readiness for Kindergarten. This component is support through research that attempts to specify the experiences children need to prepare them to learn, read, and succeed in school. Through this component, the District will seek to identify early interactions with teachers and peers, the early childhood education teaching methods and curricula, use of the Early STAR assessment, and comprehensive early childhood interventions, specifically in domains that prepare children from diverse backgrounds experiencing diverse environments for kindergarten. Students in the program will learn the basic mechanisms of cognitive, language, social, emotional, motor, or physical development, as well as emerging literacy, in the context of applying this knowledge to early childhood tasks, activities, and cultural traditions. Activities in the program will be designed to develop specific capabilities and attitudes that lay the foundations for school success.

Integration of Technology: The District will integrate technology through the use of computer stations located at each school that will be equipped with a computer for computer based technology reading programs through Renaissance Learning, ipods/ipads for listening to translated books that will be developed by local elders/volunteers to help with reading fluency and comprehension, a server to house the electronic developed books, a printer, and other technology-based equipment. This tool will be incorporated into the classroom and within the reading programs.

Extended Learning Opportunities: LEP students who are struggling to meet reading standards will be offered extended learning opportunities after school. During the tutoring sessions, students will explore scientifically based instruction Successful Reader which will initially help to assess student reading gaps and mastery of academic standards though high graphic, engaging computerized activities. Based on identified problems areas and student learning styles, the technology will engage learner in games and activities that target his/her specific learning needs. Teachers will use this prescriptive output to form the content of additional activities and interventions, which may take form via paired or group reading, phonic games and practice. Participating youth will have access to the library to select an appropriate, "leveled" book that aligns with their interests in which they will read by themselves or with teacher. Utilizing the Accelerated Reader (AR) software programs, students will test their comprehension levels as they complete games and mini quizzes on the books they have read and words they have learned. The above literacy interventions are scientifically based and proven to increase students' mastery of reading standards and writing proficiency on state testing. The interventions are well rooted in child development and computer interface research. The interventions use a carefully structured whole/part/whole approach to reading instruction. Learners are explicitly taught phonics,

decoding, and comprehension skills in the context of a wide range of authentic fiction, non-fiction and environmental text.

Literacy Coordinator: Utilizing a full-time Literacy Coordinator to travel to the schools to provide teachers with guidance in using the core and supplemental reading programs, as well as other literacy programs. The Coordinator will continuously be involved in supporting the work of classroom teachers and implementing the reading programs so that it is effective for all students. The Coordinator will serve as liaison between the teachers and consultants for the supplementary programs, and as the expert on active learning strategies and place-based learning in the district. The Coordinator will be expected to do model teaching and continuous staff training. By the end of year four, the coordinator will also work with students and teach a videoconference class focusing on literacy, cultural relevance, and place-based education. *A job description for the Literacy Coordinator is included in the Quality of Personnel section of this proposal.*

Parent Engagement Strategies: Parents will receive training and communication of student data that will provide them information to make decisions about their child's education, and assist them in understanding their child's literacy level. Parents will be trained through informal training seminars, if necessary, in strategies that will support the student's learning. *Parent involvement in the program is further described on page 26.*

High Quality Professional Development: Effective interventions require skillful teaching. The most effective intention teachers are likely to be those with the most training and experience. Teachers at the school will be involved in a series of workshops and training. Teachers and classroom aides will participate in the following workshops conducted by the Literacy Coordinator or expert consultants:

- In this multiple-day workshop, teachers will understand how the reading process works, and how learners make sense of content materials. Teachers will learn the significance of understanding text structures within content materials and reader stances, and how to use these structures and stances to support students' writing. At the end of this session, participants will be able to understand the use and advantages of content literacy strategies, describe a decision-making process for identifying and implementing a school-wide literacy approach, identify the components of a professional development plan to foster teacher proficiency and collegial coaching, link school wide approaches to a systematic accountability design, complete a planning tool for establishing and implementing a school-wide literacy program for their school site.
- Ongoing professional development will be implemented through Professional Learning Communities (PLCS), where teachers will meet monthly via videoconferencing to participate in collaborative planning with the Literacy Coordinator to review student data and plan instruction appropriately.
- Teaching all students English fluency requires that every student receive excellent instruction, and that struggling readers receive additional instruction from teachers specifically prepared and trained to teach them. The range of student achievement found in the Kuspuk's classrooms require that the district move to a different model for training and supporting reading teachers to meet the needs of these Native American students. The District will develop a professional development plan that focuses on scientifically based reading research, instructional assessment, data analysis and management, initial instruction, and immediate intensive instruction. All staff development will align to the Standards of Reading Professionals (International Reading Association, 1998) for reading teachers. The

LTW project professional development will be facilitated by district staff, the Literacy Coordinator and professional trainers from the developers of the instructional programs. Training format will include videoconferencing seminars (due to travel issues), individual coaching in the classroom, peer teacher mentoring, release time for planning, and monthly meetings with lead reading teachers.

- The main goal of the staff development will be to help teachers/support staff to develop knowledge about English proficiency, parent involvement, theories and practices, and to help them practice appropriate methodology for literacy and content area instruction. Professional development services will highlight the application of current and proven educational principles in all curricular areas, together with effective use of educational technology. Result-driven staff development activities will be offered in topics such as: integration of curriculum, planning for collaborative learning groups, alternative assessment for LEP students, curriculum development, individualized instruction, instruction stressing problem-solving and critical thinking skills, semantic mapping and linguistic summaries, whole language methodologies, use of educational technology, use of the 6+1 writing traits, strategies for inclusion of parents in the learning process, and train-the-trainer model to develop lead reading teachers at each school, as well as other topics generated by the teachers based on needs assessment.
- The Renaissance Learning training team will coordinate the Renaissance training, a 1 to 2 day on-site training in year one for school and program staff members that will concentrate on the instructional interventions and how they are best used in a student centered learning environment. Using small group and hands-on approaches, staff attendees will learn and practice curriculum design strategies, best practices and scaffolding instructional strategies,

lesson planning, using assessment tools, reporting, and how to use output reports as parent and teacher communication tools-Furthermore, the professional development model will be sustained by establishing a lead teacher at each school that will be able to continue the training for new teachers, as well as provide support for existing teachers through a well-established professional development plan.

**(ii) LTW Project Designed to Build Capacity and Yield Results Beyond Period of Financial Assistance.** The LTW II project was designed to ensure continuity beyond the term of the initial grant period, in terms of both the development and utilization of the project materials within the District; and the long-term impact of the skills learned by the participants. Project activities will contribute toward building the capacity of the district to provide a program that will extend beyond the grant period.

Equipment, materials, and supplies requested for the LTW II project supports the implementation of the primary goals of the project and capacity building. The resources will be used to continue the program on a regular basis of sufficient size, scope, and quality that will continue the significant improvement of LEP students. The capacity building efforts supports the district with resources necessary to continue the program when assistance is no longer available.

To create a comprehensive and systematic training program, quality products must be developed. These products will be used to facilitate the train-the-trainer component of the project as well as to ensure that follow-up and feedback opportunities are available. This will result in a cost effective and efficient model for the production of training manuals, student tutorials, home/school educational materials, and parent resource materials. It will also enable the District to readily share materials developed with other school systems similar to the Kuspuk

School District in need of such materials. The parent involvement and staff professional development training manuals and resources that are developed through the project will continue to be used to maintain project activities. A train-the-trainer model, where lead teachers will serve as an on site coach and mentor to existing staff and as trainer for new teachers will be established and utilized after the grant period ends. Training of teachers in the instructional programs to enhance their teaching also builds the capacity of the District.

**(iii) LTW II Encourages Parental Involvement.** Often language and/or culture barriers prevent parents from feeling confident in their own ability to collaborate with schools and assist in their children's academic achievement. Research shows that children with diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between culture at home and the learning institution.

Based on parent input, KSD will develop and implement a District-wide comprehensive parent collaboration and involvement plan to bridge the gap by encouraging students to bring pictures of their families, sharing favorite stories or songs from home, and asking family members to share aspects of their culture and to feel more comfortable in the school setting. Parents and other family and community members will also be encouraged to visit the school to read or tell stories, share oral traditions, beliefs and values, and knowledge of traditional celebrations, art, music, and poetry at Literacy Nights and other events. The comprehensive plan for parent involvement consist of (1) parents receiving a one-on-one contact with District staff and teachers at the beginning of the year (at school or home) to explain the expectations of the students in regards to literacy and to develop Individual Leaning Plans (ILP) to best meet the educational needs of the individual student (translation services will be available from parents where needed); (2) training parents in strategies that will support the student's learning at home

using cultural relevant materials; (3) inviting and encouraging parents to volunteer at their child's school; (4) helping parents interpret student data and help them determine whether their child is located on the continuum in the content area to understand their child's literacy level and to help make informed decisions about their child's education; (5) an orientation for parents on the instructional programs that will be used and how the program will meet the needs of their child; (6) helping parents find meaningful roles in the schools including volunteering, serving on advisory committees, or attending program activities; (7) soliciting the opinion of parents through a parent survey on their attitudes about the school and what improvements can be made; (8) inviting parents to be part of the educational experience as guest speakers, field trip chaperones, etc.; (9) sending home progress reports each quarter so that parents are continuously informed about the student's progress; and (10) parent attendance at the annual celebration of literacy and culture where students can display their work and parents can share cultural experiences through telling stories and other activities.

**(b) Quality of Project Personnel - (i) Applicant Encourages Applications of Employment from Underrepresented.** KSD has a strong commitment to principles of diversity and, in that spirit, actively encourages applications from groups underrepresented in K-12 education. To encourage this, KSD advertises employment opportunities in local villages and newspapers. A preference will be given to all staff hired on the grant to speak one of the local native languages.

**(ii) Qualifications of Project Director and Principal Investigator.** The implementation of the LTW project will be under the direction of Ms. Emily Vanderpool, the Literacy Coordinator at the Kuspuk School District. She will allocate 100% of her time to overseeing the project as the Project Director. Ms. Vanderpool has over 9 years of extensive experience in teaching and administration. She holds a Master's degree in Arts from the University of Alaska Fairbanks, and

a Bachelor of Science from Western Oregon University. She also holds an additional certification in teaching. Ms. Vanderpool has experience in a child-centered, place-based educational system. (Please see a copy of Ms. Vanderpool's resume in the Appendices).

**(iii) Qualifications of Key Personnel.** A School Readiness Coordinator (in-kind) will work in this project to coordinate the Great Start Readiness component. The Coordinator will be responsible for the pre-k activities, and parent outreach for the younger children. Please see the job description for the Coordinator in the appendix. The program will also utilize the expertise of an external consultant to evaluate the project from Capacity Builders, Inc. (CBI), a non-profit evaluation firm. CBI has extensive experience and expertise in all aspects of program evaluation, including extracting quantitative data from student databases and working collaboratively with personnel throughout the community and school districts. CBI's Lead Evaluator has consulted with the program staff to initiate the evaluation design process (discussed further in section (d). Quality of Evaluation). The Lead Evaluator will select the ideal principal third party evaluator from CBIs pool of highly qualified senior evaluators based on the match between their individual qualifications and expertise and the proposed evaluation strategies. All of CBI's senior evaluators are PhD-level researchers who bring extensive experience with a broad range of quantitative experimental and quasi-experimental evaluation designs that are highly effective in determining program outcomes and impacts as well as qualitative strategies that can be especially effective to enhance the value of formative evaluation activities.

**(c) Quality of Management Plan.** The LTW II Project, once implemented, will establish a solid management plans to ensure that the stated goals, objectives and outcomes are met. Teachers and administrators in the District will implement the project. The Superintendent (Super), Project Coordinator (PC), Pre-k Coordinator (PkC), and the Project Advisory Committee (PAC) will

primarily responsible for ensure the completion and implementation of the activities. The PAC will be comprised of parents, student representatives, elders, District staff, teachers, consortium partners, and other stakeholders. The District has also created the following timeline based on their expertise and knowledge of literacy programs and best practices. The following timeline is carefully designed to keep the project on time, within budget, and to meet objectives. The following timeline of program activities will be conducted yearly.

| Activities | Resp. | Month |
|---|---|---|
| Advertise, recruit and hire the Literacy Coordinator | Super | 1 |
| Contract evaluator to fully develop & administer the evaluation plan | PD | 1 |
| Purchase computer workstations, software, and literacy supplies | PD | 2-3 |
| Conduct orientation meeting for staff and parents groups | PD, PkC | 2-3 |
| Convene stakeholder meetings to review and adopt project goals, protocols, calendar, and evaluation process. | PAC | 2-3 |
| Collect baseline data for project evaluation and begin evaluation process | PD | 2-3 |
| Purchase and install all supplemental computer-based programs; Begin instructional program with integration of supplemental programs and strategies (varies year to year) | PD | 2-3 |
| Design and implement 5-year comprehensive literacy plan; Yr 1 – focus on language arts curriculum and intensive intervention for struggling readers; Yr 2 – focus on content literacy with math; Yr 3 – focus on secondary school language arts and post-secondary readiness; Yr 4 & 5 – focus on interdisciplinary learning experiences | PD | 2-3 & on |

| Activities | Resp. | Month |
|---|---|---|
| in science and social studies. | | |
| Develop Student Electronic Portfolios and Individual Learning Plans | PD | 2-3 |
| Monitor participant progress using STAR and STAR Early Literacy | PD, PkC | 2 & on |
| Align preschool program and conduct pre-k assessment and program | PkC | 2 & on |
| Design training curriculum for teachers and begin professional development plan | PD, PkC | 2-3 |
| Design parent information workshops and trainings; Begin parent component | PD, PkC | 2-3 |
| Invite community members, elders, parents and grandparents to serve as local experts to share experiences | PD, PAC | 3-5 |
| Begin extended learning strategies for LEP Students | PD | 2 & on |
| Conduct monthly meeting of Literacy Coordinator and teaching staff | PD | 2 & on |
| Develop partners with local universities to develop Student Career Planning and Exploration System and to conduct career and post secondary school workshops including financial aid, SAT/ACT, and career topics. | PD, PAC | 7 & on |
| Collect and record data at intake, 3 month and 6 month intervals | PD, PkC | Ongoing |
| Develop and submit the year-end report to US Department of Education | PD, Evaluator | 12 |
| Evaluation data collection and analysis, revise program as necessary | All | All |

**(d) Quality of Project Evaluation.** A thorough and comprehensive program evaluation will be conducted as part of the LTW program under the direction of the Capacity Builders, Inc. (CBI),

an external evaluation firm. Sources used in developing this evaluation design include the US Department of Education Evaluation Reporting requirements and standards, the Southwest Educational Development Laboratory, and the National Council on Native Research and Culture. From these sources and following the requirements of the RFP, a comprehensive evaluation plan was developed by CBI with input from community stakeholders. CBI will be responsible for periodic formative and summative evaluations reports based on identified goals and objectives and established performance parameters. Primary statistical analysis software used includes SPSS (and specialized modules for power analysis & causal modeling), Excel, and HLM5 for multilevel modeling.

**(i) Methods of Evaluation are Appropriate.** The proposed evaluation was designed in compliance with the GPRA requirement to use performance indicators to set goals for the program. Both qualitative and quantitative techniques will be used to examine program progress. Pre-and post-intervention methodology and other repeated measurements will be used. A set of pre-defined outcome indicators (both academic and non-academic) will be tracked throughout the five-year program timeline. This will facilitate the feasibility of the evaluation and replication of the program evaluation by other community agencies and/or school districts.

The LTW II program uses a comprehensive evaluation plan that yields quantitative and qualitative data, not only to measure the effectiveness of improving academic achievement of participants but also to make programmatic changes. The Program Coordinator will receive on-going technical assistance from the team of external evaluators to implement this aggressive evaluation plan.

The evaluation component is designed to promote continuous quality improvement, to meet grant-reporting requirements and to include process, outcome and longitudinal assessment

of the efforts of student and parent participation. Evaluation activities will be both formative and summative and will be conducted throughout the five-year project.

The formative evaluation of the LTW program is continuous, comprehensive, and highly successful in determining the effectiveness of the services, and whether substantial progress is made toward achieving the objectives. The evaluation methodologies include stating the performance criteria for each activity, specifying the type of data to be collected, and the source of the documentation, all of which lead to accurate, appropriate, objective, quantitative and/or quantifiable outcomes for each objective and activity. Formative evaluation activities will include periodic reviews by project staff and quarterly reports detailing the number of students served, the level of services provided, client satisfaction data, level of parental involvement, problems or obstacles encountered, and progress toward meeting major program objectives. This review will include input from school district staff, teachers, parents and students.

Summative evaluation activities will include data collection and analysis from parents and students that will be measured against specific benchmarks toward meeting stated outcomes. The Literacy Coordinator will assist the external evaluator in data collection and analysis activities. A major strength of the program is the proposed student database that will be used for data collection and analysis. As a component of the evaluation system, the evaluators will establish a database for district personnel's use in record keeping and documentation.

**(ii) Methods of Evaluation Include Use of Objective Performance Measures.** Measurement procedures though which each outcome will be evaluated are explained below.

| Objectives/Outcomes | Benchmarks | |
|---|---|---|
| ***Objective 1.1:*** 10% more of LEP students that complete the project will score proficiency or advanced on the reading portion of the SBA. | Baseline | 28.1% |
| | Year 1 | 30.1% |

| | | |
|---|---|---|
| Measurement Procedures: The external evaluator will create sound and easily implemented measures to collect a data regarding the percentage of students that scores at proficiency or above on the SBA test. This data will be compared to assess the level of improvement in performance in reading. | Year 2 | 32.1% |
| | Year 3 | 34.1% |
| | Year 4 | 36.1% |
| | Year 5 | 38.1% |
| ***Objective 1.2:*** 10% more of LEP students that complete the project will score proficiency or advanced on the writing portion of the SBA. Measurement Procedures: The external evaluator will create sound and easily implemented measures to collect a data regarding the percentage of students that scores at proficiency or above on the SBA test. This data will be compared to assess the level of improvement in performance in writing. | Baseline | 29.91% |
| | Year 1 | 31.91% |
| | Year 2 | 33.91% |
| | Year 3 | 35.91% |
| | Year 4 | 37.91% |
| | Year 5 | 39.91% |
| ***Objective 2.1:*** 5% more of LEP students that complete the project will score at proficiency level, on the Alaska State English Language Proficiency Test. Measurement Procedures: The external evaluator will create a system to collect a data regarding the percentage of students that score at proficiency on the Alaska English Proficiency Test. This data will be compared to assess the level of increase in English language proficiency. | Baseline | 9.2% |
| | Year 1 | 10.2% |
| | Year 2 | 11.2% |
| | Year 3 | 12.2% |
| | Year 4 | 13.2% |
| | Year 5 | 14.2% |
| ***Objective 2.2:*** An additional 8% of students that complete the project will show progress from the previous year on the Alaska English Proficiency Test. Measurement Procedures: The external evaluator will create a system to collect a data regarding the percentage of students that make progress from the previous year on the Alaska English Proficiency Test. This data will be compared to assess the level of improvement in English language proficiency. | Baseline | 25.6% |
| | Year 1 | 26.6% |
| | Year 2 | 27.6% |
| | Year 3 | 29.6% |
| | Year 4 | 31.6% |
| | Year 5 | 33.6% |

| | | |
|---|---|---|
| ***Objective 3.1:*** 8% more LEP students that complete the program will score proficiency in the reading portion of the HSGQE.<br><br><u>Measurement Procedures:</u> The external evaluator will create a system to collect a data regarding the percentage of students that score at proficiency on the Alaska English Proficiency Test. This data will be compared to assess the level of improvement in English language proficiency. | Baseline | 40% |
| | Year 1 | 41% |
| | Year 2 | 42% |
| | Year 3 | 44% |
| | Year 4 | 46% |
| | Year 5 | 48% |
| ***Objective 3.2:*** An increase of 10% more LEP students will graduate from high school in four years.<br><br><u>Measurement Procedures:</u> The external evaluator will create a system to collect graduation data and student records over the four years. This data will be compared to assess the level of increase in graduation rates. | Baseline | 42.5% |
| | Year 1 | 44.5% |
| | Year 2 | 46.5% |
| | Year 3 | 48.5% |
| | Year 4 | 50.5% |
| | Year 5 | 52.5% |
| ***Objective 3.3:*** An increase of 5% more LEP students will enroll in post-secondary institutions.<br><br>**<u>Measurement Procedures:</u>** The external evaluator will create sound and easily implemented measure to be used by school staff and the university staff to collect a baseline data regarding student enrollment. The baseline percentage will be compared annually to the percentages in the preceding year to ascertain whether an increase of 10% of the students enter post-secondary school. | Baseline | --- |
| | Year 1 | +1% |
| | Year 2 | +1% |
| | Year 3 | +1% |
| | Year 4 | +1% |
| | Year 5 | +1% |

**(iii) Methods of Evaluation Provide for Examining Effectiveness.** The project staff and the CBI consultant will collaborate on the formative evaluation strategies to determine if programmatic changes are needed. The program staff will make needed changes as a result of the

evaluation. The evaluation employs multiple lines of evidence to assess issues pertaining to the design and delivery, impact and success of the program. Specific items collected for formative evaluation purposes will include: Services report (activity, number participating, date, etc.), documented from professional development workshops (topic, attendance roster, satisfaction, etc.); and academic progress reports (reports from teachers, instructional program assessments, student grades, promotion rate, dropout rate, graduation rate, SBA test results). In addition, all parties integral to the success of the program will complete a comprehensive set of evaluations. Through questionnaires, focus groups and site visits, participant's rate of satisfaction with each specific service will be established. A final evaluation report will be prepared outlining program strategies and outcomes in the fifth year of the project. This report will be made available to any school, school system, or organization wishing to implement a similar project. A summary of the outcomes will be posted on the school district website to maximize public access to the project results. Results of the programs will also be presented at local, state, and national conferences.

**(iv) Methods of Evaluation Provide Performance Feedback.** Evaluation reports will serve an accountability function by demonstrating the outcomes associated with the project. Implementation challenges and obstacles will be identified and specific approaches that were successful in overcoming them will be examined as a foundation for learning about effective strategies for replication in other settings. To provide feedback for continuous program improvement, evaluation results will be continuously reported on a bi-monthly basis and aggregated into annual evaluation reports for use by critical stakeholders including project managers, Federal Program officers, and the Project Advisory Board.