

Project Abstract

College of Menominee Nation (CMN) is an accredited, tribally controlled, two-year community college. The College serves the Menominee Nation, neighboring tribal nations, and surrounding communities. The main campus is located on the Menominee Reservation in Keshena, Wisconsin, with a second campus location near the Oneida Reservation in Green Bay, Wisconsin. In 2003, ten-year accreditation was granted. In 2008, CMN was approved for a change in degree status to provide a baccalaureate program in Elementary Education, with a focus in Science and Math. CMN now offers one baccalaureate degree program, fifteen associate degree programs, five one-year technical diplomas, and three certificate programs. An Associate of Science degree program in Pre-Engineering/Materials Science is set to begin Fall 2011.

The College serves over 600 students each semester, representing over twenty different tribes. The majority are degree-seeking, Native American, non-traditional, female and part-time. Over 60% are low-income and 70% are first generation college students. Additionally, the majority of CMN's students are local residents who have been locally educated in area rural K-12 school districts.

MISD was established in 1976 by the State of Wisconsin. It is the only public school district in the state to be located almost entirely on Indian lands. The district serves over 1000 students (99% are Native American) within its schools, which include Keshena Primary, Menominee Indian Middle School and High School, and the Adult Learning Center.

MISD and Tribal School students consistently test much lower than peer students across the state. In most grades and subjects, less than 50% of students are proficient. By the time these students enter CMN, they are in dire need of remedial programs to bring their competency to a college level. Annually 60% to 70% of CMN's entering students are placed in remedial math and English due to their very low scores on the Accuplacer exam.

The objectives of CMN's Limited English Proficiency (LEP) program involve the use of data based decision making to improve postsecondary student outcomes related to enrollment, persistence, completion and career success:

1. Annually, 50% of CMN's LEP program participants will score at a proficient level or above in the writing/composition/reading components on the Accuplacer and TABE tests post service.
2. Annually, 80% of CMN's LEP program participants will increase their proficiency levels on the writing/composition/reading components of the Accuplacer and TABE tests post service.
3. Annually, the number of MISD students entering CMN with proficient reading and writing/composition levels will increase based on the Accuplacer and TABE tests.

CMN specifically developed their project objectives based on the GPRA performance measures. The table below demonstrates the CMN objectives developed and the corresponding GPRA performance measures it directly relates to.

College of Menominee Nation

CMN Objective	GPRA Performance Measures
<p>Annually, 50% of CMN's LEP program participants will score at a proficient level or above in the writing/composition/reading components on the Accuplacer and TABE tests post service.</p> <p>Annually, the number of MISD students entering CMN with proficient reading and writing/composition levels will increase based on the Accuplacer and TABE tests.</p>	<p>The percentage of LEP students served by the program who score proficient or above on the State reading assessment. The percentage of LEP students served by the program who are attaining proficiency in English as measured by the State approved English language proficiency assessment.</p>
<p>Annually, 80% of CMN's LEP program participants will increase their proficiency levels on the writing/composition/reading components of the Accuplacer and TABE tests post service.</p>	<p>The percentage of LEP students served by the program who are making progress in learning English as measured by the State approved English language proficiency assessment.</p>

The Project Coordinator and LEP committee will facilitate and implement LEP instructional strategies and curriculum revision and development workshops for CMN and MISD faculty and staff. It is anticipated that these workshops will result in the MISD school district and teachers applying these strategies and curriculum revisions and development, which will in turn increase MISD student English scores on the Accuplacer and TABE tests.

CMN's LEP program will encourage family involvement as well as parental involvement in the program. Because CMN's student population is mostly non-traditional older students, CMN will coordinate family events or workshops each semester for LEP students and their families. These family events will discuss with families how they can help their family member succeed in college. Students who enter CMN directly from high school will be recommended for the parental involvement activities.

As a novice applicant to the Native American and Alaska Native Children in School Program, CMN proposes to increase postsecondary success of high-need students who are preparing for and/or enrolling in college or other postsecondary education and training. The objectives of CMN's LEP program involve the use of data based decision making to improve postsecondary student outcomes related to enrollment, persistence, completion and career success.

College of Menominee Nation

Outcome Projections

AY Year	Expected Teachers Served	Expected LEP Students Served	# of served LEP students performing at proficient levels or above in Reading, Writing/Composition on Accuplacer/TABE	# of served LEP students increasing proficiency levels in Reading, Writing/Composition on Accuplacer/TABE
11-12	20	N/A - Program/Curriculum in development		
12-13	20	240	120	192
13-14	20	240	120	192
14-15	20	240	120	192
15-16	20	240	120	192
Total	100	960	480	768

T365C110005-11
3600 San Jeronimo Drive
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Applicant: Cook Inlet Tribal Council, Inc.

Title of Program: Parent Partners & Children in Community (P²C²)

Type of Program: Native American and Alaska Native Children in School Program

Native Language(s): Not Applicable

School(s): Anchorage School District

Grade level(s): Birth-12th Grade

Total English language learner students –

Served by the end of the project: 750

Served each year: 150

Project Description

Describe how the project will Address Competitive Priorities 2 and 3 and/or Invitational priorities

Competitive Preference Priority 2 – Increasing Postsecondary Success: As documented in Section A, no ethnicity in the Anchorage School District struggles with such disproportionate rates of low academic achievement, living in poverty, school drop-out, homelessness, out-of-home placement, or incarceration as the Alaska Native and American Indian population. *Parent Partners & Children in Community* targets this high-need population.

Competitive Preference Priority 3 – Enabling More Data-Based Decision-Making: *Parent Partners & Children in Community* will build on Cook Inlet Tribal Council, Inc.'s existing data-driven school-based drop-out prevention program, Partners for Success, by establishing a robust community-based parental involvement and supplemental language and literacy program that will address priority b) Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Invitational Priority 1 – Parental Involvement to Improve School Readiness and Success: *Parent Partners & Children in Community* is designed to provide parental involvement activities to improve school readiness and success for high-need children and students through a focus on language and literacy development. This includes parents of children from birth through third grade.

- **Proposed Professional Development Activities**

In each of its first three years, P²C² will send the Family and Community Outreach Specialist and the Language Arts Community Learning Instructor to other communities with successful community-based literacy programs. These programs are diverse and reflect the unique nature of their own communities; however, there will be much to learn from other

communities' successes – including making these community-based efforts genuinely sustainable over time.

- **Program curriculum, assessments, and features**

Please see “Proposed community and parent involvement activities”, below.

- **Program goals and annual measurable objectives**

GOAL 1: Engage in a community planning process to increase family and parental involvement in Alaska Native children’s school readiness and success in Anchorage, Alaska.

Objective 1.1: Convene a community planning board comprised of key community stakeholders within 2 months of project funding.

Objective 1.2: Conduct an assessment of community assets available to facilitate family and parental involvement within 6 months of project funding. Create a Service Plan from these findings.

Objective 1.3: Review the Community Asset assessment and Service Plan at 6-month intervals with the community planning board.

GOAL 2: Conduct community outreach services to engage Alaska Native families and parents *where they are*, in order to increase parent and family involvement with their children and their children’s education.

Objective 2.1: Conduct 2 outreach visits to community venues each month, upon completion of, and in alignment with, the Community Asset assessment.

Objective 2.2: Provide family and parent support services to 150 families per year.

GOAL 3: Provide direct literacy training to high-need students, beginning in month 6.

Objective 3.1: Provide literacy training to 150 high-need students per year.

GOAL 4: Increase Alaska Native students’ English language proficiency.

Objective 4.1: Document a statistically significant increase in participating students’ high school qualifying examination scores in Reading and Writing subtests.

Objective 4.2: Document a statistically significant increase in participating students’ Alaska Standards Based Assessment (SBA) scores in Reading and Writing subtests.

- **Describe how the project will be collecting the GPRA measures (if applicable)**

In 2002, CITC implemented *Partners for Success*, a partnership between CITC, the Anchorage School District, and the Native community at large intended to address high Native drop-out rates and low academic achievement. Since *Partners for Success* began service provision, eight years ago, CITC’s Education System Services Department has had full access to the Anchorage School District’s academic records for students participating in a CITC education program. The academic records of students participating in P^2C^2 , which contain State standardized test scores, will be available to P^2C^2 staff and the External Evaluator.

- **Expected project final outcomes--student achievement; development of curriculum, materials, and assessments; effectiveness of professional development**

P²C²'s expected outcomes include increased English language proficiency among high-need Anchorage Alaska Native students, increased parent and extended-family participation in students' education, and the creation of a Community Planning Board that will endure beyond federal funding.

- **Proposed community and parent involvement activities**

P²C² will accomplish project goals through three inter-related efforts: 1) Community Asset Assessment & Planning, 2) Parent/Family Participation, and 3) Community-Based Literacy Instruction.

1) Community Asset Assessment & Planning: Upon project funding, CITC will assemble a Community Planning Board comprised of key community stakeholders. While it is true that many of Anchorage's Alaska Native students have English language improvement needs, the Anchorage community is filled with assets that can be leveraged to meet these needs. Some of these assets are people's expertise; some of these assets are people's time; some of these assets – and ones that are anticipated to be key to *P²C²*'s success – are access to Native families in the community. The Community Asset Assessment will be a living and growing assessment of what resources are available for reaching Native families in the communities *they are already a part of*.

The Community Planning Board, led by a Family and Community Outreach Specialist funded through this grant, will complete the Community Asset Assessment within 6 months of project funding and will complete a Service Plan within 6 months of funding. The Service Plan, based on the Community Asset Assessment, will serve as a roadmap for how the Family and Community Outreach Specialist and the Language Arts Community Learning Instructor (see below for more on this position) will leverage Anchorage's assets to access Native families.

2) Parent/Family Participation: *P²C²* will employ a Family and Community Outreach Specialist who will a) work with the Community Planning Board in the development and bi-annual revision of the Community Asset Assessment and Service Plan, and b) conduct outreach to Alaskan Native families in the community *where they are*. Guided by the Community Asset Assessment, this Specialist will conduct outreach activities to parents and families in venues such as Cook Inlet Native Head Start, CITC's Tribal TANF program, CITC's Child and Family Services Department, local churches, or other community locations identified in the Service Plan.

3) Community-Based Literacy Instruction: *P²C²* will employ a Language Arts Community Learning Instructor who will provide community-based English language instruction to students. The Instructor will meet students *where they are*, whether it is working with children at Cook Inlet Native Head Start, conducting an after-church reading hour program, meeting with small groups in local community centers, working one-on-one or in small groups. The Instructor will assess students' progress by observing performance and accessing relevant data.

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Rocky Boy Public Schools
OELAP Native American & Alaska Native Children in School Program
ABSTRACT

APPLICANT:

The applicant for this Native American & Alaska Native Children in School Program (CFDA number 84.365C) is Rocky Boy Public Schools.

TITLE OF PROGRAM:

The title of the program is *Rocky Boy School Native American Children in School Program (RBS NACSP)*.

TYPE OF PROGRAM:

This program is a Native American & Alaska Native Children in School Program aiming to improve reading and English proficiency, enhance parental involvement, provide culturally appropriate staff development, increase college enrollment, and enhance institution-wide, data-based decision making.

NATIVE LANGUAGE(S):

The Native language for the *RBS NACSP* is Cree.

SCHOOL(S):

The school this program will be implemented in is Rocky Boy Public Schools.

GRADE LEVEL(S):

Grade levels to be served are 1st through 8th grades, 10th grade, and 12th grade.

TOTAL ENGLISH LANGUAGE LEARNER STUDENTS:

The total unduplicated number of students to be served by the end of the project is 244, and the total to be served each year of the project is 122.

PROJECT DESCRIPTION:

The project goals and annual measurable objectives are as follows:

RBS NACSP's goal is "To develop high levels of academic attainment in English among American Indian K-12 students in Rocky Boy's School District, of whom 24% are English learners, and to promote parental and community participation in language instruction educational programs."

To accomplish *RBS NACSP's* goal, the following measurable objectives have been established:

Objective 1- Improve English Proficiency: During the project period of September 1, 2011 to August 31, 2016, *RBS* will improve Rocky Boy's School District's K-12 student population's English language and reading proficiency by an average of at least 10% as measured by a the Montana Comprehensive Assessment System (Montana Office of Public Instruction English

Language Proficiency Test) student proficiency pass rates, as evidenced by official test results, program records, and external evaluation reports.

Objective 2-Parental Involvement: During the same project period, *RBS* will increase parental involvement within the school system by at least 5% per year as evidenced by parent sign-in sheets, teacher communication logs, program records, and external evaluation results.

Objective 3-Cultural Sensitivity Training: During the same project period, *RBS* will provide at least one (1) Cultural Support Services Cultural Sensitivity Training to the Rocky Boy's School District's K-12 teachers as evidenced by sign-in sheets, event evaluations, program records, and external evaluation reports.

Objective 4 - College Enrollment: During the same project period, *RBS* will increase college enrollment of Rocky Boy's School District's student's by at least 3% (from 37% to 52% over 5 years), as measured by the rise in alumni post-secondary institutions attendance, as evidenced by student tracking forms, program records, and external evaluation results.

Objective 5-Data-driven Decision Making: During the same project period, *RBS* will complete at least 9 external evaluation reports per year for the purpose of enhancing qualitative and quantitative data of which improve institution-wide decision making as measured by program records, on-site evaluations, and completed reports.

The *RBS NACSP* will address competitive priorities 2 & 3 and invitational priorities 1 & 2 as follows:

Competitive Preference Priority 2: We will increase the number of high-need students who are academically prepared for and enroll in college by 3% per year through comprehensive English language and reading proficiency instruction, preparation of students for MontCAS testing, and extensive college preparatory activities.

Competitive Preference Priority 3: To enable more data-based decision making, Project Staff will research and collect data from other successful programs implemented among Native American populations for the purpose of improving instructional practices. Components of the successful programs will be implemented at *RBS* for an outcome of improved instructional practices. The Project Coordinator will provide the External Evaluator with the results of the data collected, and the External Evaluator will analyze the data and provide any necessary recommendations for project improvement.

Invitational Priority 1: We will increase parental involvement by at least 5% per year through constant communication between teachers and parents, printed and electronic correspondence, and an open door policy at *RBS*.

Invitational Priority 2: To support Native American Language instruction, we will hire a teacher whose main focus will be teaching and improving reading proficiency and the English language

among 3rd through 10th grade students. The teacher will preferably be Native American, and the Cree language and culture will also be implemented into the curriculum.

We will address the three GPRA measures by comparing the baseline MontCAS CRT reading scores to the test scores each budget year during the project period (GPRA standard 1.1 the percentage of English Learners (ELs) served who scored proficient or above on the State reading assessment); comparing the baseline ELP Assessment data to the corresponding data each budget year of the program (GPRA standard 1.2 the percentage of ELs served who made progress in English as measured by the State approved English language proficiency (ELP) assessment); and comparing the percentage of students who attained proficiency in English on the baseline Montana ELP assessment to the percentage of students who attained proficiency in English during each project year (GPRA standard 1.3 the percentage of ELs served who attained proficiency in English as measured by the State approved ELP assessment).

Proposed professional development includes an annual Cultural Sensitivity Training for all teachers, to be implemented by our Tribal Cultural Support Services with the assistance of Tribal Elders. This training will introduce our non-native teachers to the cultural background of our students. In addition, the Cultural Sensitivity Training will be utilized by our teachers, both native and non-native, in understanding the unique background of our students when preparing classroom lessons and activities. The *RBS NACSP* staff (Project Coordinator and Language Teacher), as part of their professional development, will also attend the annual Montana Indian Education Association, Montana Education Association, and National Association of Bi-lingual Education conferences.

The *RBS NACSP* will promote parent involvement through a variety of activities including ongoing electronic and written correspondence, quarterly parent teacher conferences, family fun nights, and the promotion of an open door policy at the School. Additionally, we will implement our Reading to Parents program for 1st to 3rd grades and college readiness curriculum for 6th and 12th grade students. Both the college readiness curriculum and Reading to Parents program will include recognition ceremonies that will involve students, families, and the community.

We anticipate the following final project outcomes to be achieved through this program:

- ✓ 2% per year (10% total) improvement in English language and reading proficiency;
- ✓ 5% per year (25% total) increase in Parental involvement;
- ✓ Provision of annual (5 total staff trainings) Cultural Sensitivity Training;
- ✓ 3% per year (15% total) increase in college enrollment; and
- ✓ Enhancement of data-driven decision making through the completion of 9 on-site external evaluation visits and reports per year.

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Grand View School
LITERACY THROUGH LANGUAGE ENHANCEMENT
Literacy Improvement Project
Cherokee Language
Grades PK-8
CFDA No. 84.365C
Abstract

Grand View School is a Title I school located in the heart of the Cherokee Nation in Northeast Oklahoma. Native Americans make up 70% of the school's teaching staff and students. All Native American students are involved in the school's Johnson O'Malley program. Although the area is rich in our Native Culture, it has one of the highest percentages of children living at risk in the state of Oklahoma. Cherokee County ranks 64th out of 77 counties for children living at risk per the Adverse Childhood Experience indicators (A.C.E). A.C.E. risk factors include poverty, drug use, child abuse, spousal abuse, and having a family member incarcerated. The district's poverty rate is 28.34%. 79% of our students come from economically disadvantaged homes as indicated by the number that qualify for the free and reduced lunch program. 23% of the district's students have an identified disability and are on Individualized Education Programs (IEPs). An additional 13% of students that are not on IEPs have been identified as English Language Learners or ELLs. This accounts for a total of 146 of the school's 406 students. Only 46% of Grand View's students passed the Oklahoma Core Curriculum Test (O.C.C.T.) in reading in 2010. Although, Caucasian students make up a mere 18% of the school's enrollment, they consistently outscore our Native American students in all areas of the O.C.C.T. every year. Grand View School did not meet Adequate Yearly Progress (AYP) in reading based on the O.C.C.T. results for 2010. If the school does not meet AYP for the 2011 school year, the school will be placed on the Oklahoma State Department of Education's Need for Improvement list. Another major concern for the district is the graduation rate. Considering that students in the south have the lowest graduation rate in the nation, Native Americans have the second highest dropout rate by race in the nation and low income students are 6 times more likely to drop-out than their middle income counterparts, it is not surprising that

Grand View School students have a 16.6% dropout rate. Grand View serves students in grades PK-8. Our school is a dependent district. Students leaving the 8th grade from Grand View transfer into either Sequoyah High School on the Cherokee Nation Complex or Tahlequah High School.

Grand View School will address literacy, O.C.C.T. scores, graduation rates and Cherokee Language enhancement and development through the **Literacy through Language Enhancement (LTLE)** project. The LTLE project is a comprehensive multifaceted program that will address the following objectives: (I) To improve children readiness for school by increasing parent knowledge of early childhood development and improve parenting practices, providing early detection of developmental delays and health issues, and prevent child abuse and neglect. The goal of this portion of the project is to involve 80% of all Native American district families with pre-school aged children in the Parents as Teachers portion of the project. (II) To increase the number of Native American students scoring proficient or higher on the O.C.C.T. by 10% per year and to improve reading scores for Grand View School to meet Oklahoma's AYP by the end of the first year of the project. This will be accomplished through the implementation of a comprehensive literacy improvement program which will include the staffing and creation of a reading lab and the provision of reading materials and assessments for the classrooms. (III) To improve teachers' capacity to impact literacy by having 100% of reading teachers trained in Literacy First and Triumph Learning each year of the 5 year grant period. (IV) To create a community focused on educational success through the implementation of monthly evening classes for parents and community members. Evening sessions will address risk factors, developmental and academic success, care-givers' impact on education and establish college bound goals. The goal is to impact 50% of Native American students as indicated by their family's attendance at evening classes each year of the project. (V) To enhance our Native American student's mastery of the Cherokee language and culture through the implementation of Cherokee Language classes, presentations and hands-on activities in the after school program. The goal of this portion of the project is to involve 90% of all of the district's Native American students in the after-school program during each year of the project. (VI) To establish a collection of assessment data using multiple

resources to create a data driven plan to support individualized instruction and impact the effectiveness of classroom instruction. The success of this element will be measured by the creation of a database that tracks no less than 3 different language assessments per student while providing each teacher with their class's trends in reading skills, fluency, comprehension and speed.

The LTLE project has been designed to address a variety of issues that will positively impact our Native American students' abilities to improve literacy and thereby enhance their opportunity for long-term academic success. The project will attack the language issue from a variety of angles to improve the propensity for success. One of the fundamental issues that negatively impact our students' success is the high number of children being raised in poverty and low income environments. Although the poverty rate will not be impacted during the first five years of implementation of this initiative, it is reasonable to infer that improving the literacy level among the student population will ultimately impact the graduation rate and in-turn income levels.

APPLICANT: Goldbelt Heritage Foundation in Partnership with Douglas Indian Association
and the Juneau School District

PROJECT TITLE: Lingít Tundatánee: Language, the Pathway to Multi-Literacy
(Lingít Tundatánee - Tlingit Thought and Intelligence)

ABSTRACT

Lingít Tundatánee: Language, the Pathway to Multi-Literacy has multiple objectives as a project that will be implemented by the Goldbelt Heritage Foundation (GHF), the tribe Douglas Indian Association (DIA) and the Juneau School District (JSD).

1) The first objective is to develop curriculum materials that will be replicable in other middle and high schools throughout Alaska. Included within this objective is to incorporate Tlingit culture and Heritage Lingít language into the curricula of the target schools.

2) Our second objective is to positively improve instructional practices enhancing student language learning by providing a series of professional development opportunities to teachers.

3) The third objective is to provide direct instruction for the target students in partnership with JSD teachers to affect the goal of significantly higher level of academic achievement through intensive language development strategies, incorporation of Lingít language and culture into target schools. To meet this goal, the program will directly serve 244 sixth, seventh, and eighth-grade Native students in 4 schools in Juneau area. In years 4 and 5, we will add grades 9 and 10 as we seek to provide continued support to our identified middle school students advancing on to high school in preparation for their advancement on to college.

Members of our consortium seek to assure that our projects create a clear pathway for our Alaska Native and Native American youth to advance on to college. The schools to be served through this project include: Dzantik'i Heeni Middle School, Floyd Dryden Middle School, Yaakoosgé Daakahídi High School, Thunder Mountain High School and Juneau Douglas High School.

The target Native students, as the needs assessment will show, have achievement scores that range from 7 to 43 percent lower than their Caucasian counterparts. This achievement gap produces ever increasing dropout rates as these students move into higher grades. To achieve academic parity, *Lingít Tundatánee: Language, the Pathway to Multi-Literacy* will incorporate the *Developmental Language Process* (DLP) and apply it to the curricula currently in use for social studies, science, language arts and math. All materials to be developed by the project will adhere to the *No Child Left Behind* act and the *Alaska State Standards*.

The *Developmental Language Process* will accentuate the development of language skills and academic vocabulary through a process that promotes in-depth language comprehension and long-term language retention. All components of this academic acceleration process will likewise be culturally responsive. In addition to the basic skills necessary for reading and writing, we will place an emphasis on oral language, and more sophisticated techniques as core disciplinary concepts become more difficult and also as the demands of the language associated with subject areas need to be differentiated. The curriculum development and instruction will be guided by rules for different genres of text, vocabulary, grammar, forms and styles of communication that

is needed for student growth in math, science, language arts, and social studies. Cognitive models of learning use “prior knowledge” as the process of comparing, selecting, organizing, retaining, and reflecting on the new information to build understandings and learn. With rigorous, flexible standards-based instructional materials and technology integration, cognitive and affective approaches, ongoing PD, and attention to the affective and cultural needs of the student populations, success is assured.

The DLP will also be applied to the *Heritage Language* component of the curriculum that includes the Tlingit language instruction. All units to be developed for this component of the project will incorporate “place-based” and culturally responsive content and methodologies. The project seeks to create a set of curriculum/materials each year based upon the Developmental Language Process and English Acquisition methodologies in the subject areas of math, science, language arts, social studies, Lingit Heritage language for grades 6, 7, 8, 9, and 10 respectively each project year.

To increase the target students’ motivation to succeed in school and in life, specific features promoting *high expectations* on the part of both teachers and students (*the Pygmalion Effect*) will be included in both the materials and training.

Professional Development: A series of training workshops for 11 teachers and school administrators will be conducted throughout each school year. The goal is to provide training to 55 teachers throughout the total project period affecting improved instruction for Grades 6, 7, 8, 9 and 10. This training will focus on the implementation of the *Developmental Language Process* and the materials developed through the project. Participants will be presented with motivating teaching and learning techniques that reflect the philosophy of the DLP and its application in both first and second language contexts. With a flexible instructional program, and in-classroom support by program mentor/coach, teachers will be able to differentiate instruction and engage the diversity of learning styles of students with varying levels of knowledge and skills and a variety of preferred learning styles.

The *Developmental Language Process* has a proven track record of accelerating academic achievement, as evidenced by testimonials in the Appendix: *Letters of Support*.

Assessments: Our project seeks to address the following GPRA Measure: The percentage of Alaska Native students in schools served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments. (Student Achievement Measure)

The project, consequently, anticipates that 80% of the 244 students will demonstrate at least a 12.5% pre-post gain in science, social studies, language arts and math over the project period as measured by the standardized Alaska *Standard Based Assessments* (SBA’s) and MAPS testing by project year five. Pre and post testing in reading and writing through MAP assessments will guide adjustments to instruction, in addition to on-going data collection, longitudinal research, and evaluation evidence –observations, interviews, assessment reports, testing summaries, anecdotal recounts. During year five our project impact will additionally be demonstrated through student scores on the High School Graduation Qualifying Exam as our cohort of students will be eligible to participate in this exam as 10th grade students.. Our goal is to affect a 2.5% improvement each year in each subject area as demonstrated through SBA, MAPS, and HSGQE testing data. Additionally, curriculum and materials developed will have built in assessments for pre and post testing to assure immediate data on the effectiveness of materials, instruction and professional development impacts. We request consideration of our efforts herein as meeting Competitive Preference Priority 3 (and awarding of 3 additional points)

as this will enable more data-based decision making for our project team to continue to refine our efforts.

Community and Parent Involvement: To promote parent and community awareness and involvement, the project will disseminate a quarterly newsletter highlighting the goals, objectives, and activities of *Lingít Tundatánee: Language, the Pathway to Multi-Literacy*. We additionally will make materials available website to be shared with community members and families. Further, our goal is to include our fluent speaking elders in professional development and student activities in addition to continually invite in our families.

Eligible Applicant: The project will be under the auspices of the Goldbelt Heritage Foundation is the non-profit branch of the Goldbelt Corporation (an ANCSA Corporation which meets the criteria for Indian Tribe as defined), founded in 2001 and receiving non-profit status in 2004 and headquartered in Juneau. One of the mandates of the Foundation is to promote the educational success and Heritage cultures and languages of the Native students within its service area. GHF is controlled by a governing board of whom all are Alaska Native, federally recognized enrolled Tlingit tribal members. Goldbelt Heritage Foundation also is recognized by the federally recognized Douglas Indian Association Tribe as an education organization by the Tribe. This project will be implemented by the Consortium comprised of the Douglas Indian Association Tribe, Goldbelt Heritage Foundation as a non-profit Native educational organization, and the Juneau School District.

We meet Competitive Preference Priority 1 as a Novice Applicant as defined in 34 CFR 75.225. None of the three organizations comprised within the Consortium have been awarded a Native American and Alaska Native Children in School grant previously. We respectfully request our application receive 5 points as a Novice Applicant. Gunalchéesh.

We request consideration for meeting Competitive Preference Priority 2 as our project in years 4 and 5 will work with high school students with the goal of increasing their potential to advance on to college. Goldbelt Heritage Foundation and members of our Consortium have as their goal to provide early college high school (ECHS) opportunities to youth wherein course offerings are provided as both high school and college courses enabling students to earn early college credit. Through this project we will be partnering with high school teachers during years 4 and 5 and work to affect increased ECHS course offerings through both materials development, professional development and instructional support. We request consideration of being provided the 3 points for meeting Competitive Preference Priority 2.

Our Consortium does meeting Invitational Priority 2 as our work does include Lingít language instruction. We look forward to the possibility of being able to implement the *Lingít Tundatánee: Language, the Pathway to Multi-Literacy* project which will positively affect academic outcomes for our youth in core subjects while also working towards saving our heritage language and assuring that our youth may be tomorrow's future fluent speakers.

Gunalchéesh.

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ABSTRACT

Applicant: Turtle Mountain Community College
Box 340, Belcourt, ND 58316

Title: Zhaabwii Learning Center

Type of Program: Summer Bridge for entering students coupled with a Learning Center which will provide the means for LEP students to accelerate English language acquisition.

Language: English language acquisition formed around the Seven Teachings of the Anishinaube

School(s) Turtle Mountain Community College

Grade Level(s) College level including bridge and English remedial and English college level courses

Total English Language Learner Students: End of Project 325 Per Year 65

Project Description

Turtle Mountain Community College (TMCC), a tribally controlled college chartered by the Turtle Mountain Band of Chippewa Indians, seeks funding under the Native American and Alaska Native Children in Schools Program. TMCC provides an environment which reinforces the rich Chippewa cultural heritage while maintaining the academic quality to be expected of an institution of higher education. Established in 1972, the college's fall 2009 enrollment was 717 students with 93% being Native American. TMCC awards certificates of completion, associate degrees and bachelor degrees (elementary education and secondary science education). The college provides higher education services primarily targeted to the Turtle Mountain reservation in north central North Dakota. TMCC is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The Zhaabwii project responds to identified needs including:

- 1) students entering college who are underprepared for college level English coursework. More than 60% of incoming students are placed in remedial English courses based on the entry placement tests.
- 2) One fourth of the local school children are identified as LEP by the schools (503 students of the 2063 enrolled at the two largest schools).
- 3) identified difficulties or underachievement in reading which impacts the ability of students to read complex materials. The TMCC instructional experience has noted students with the most serious English deficiencies also demonstrate reading weaknesses which inhibit their ability to complete the reading material for the college level English course.
- 4) the need to expand remedial services so students can address English language acquisition which are currently restricted to only two remedial courses by the financial assistance programs. The expansion needs to include the means to accelerate English language acquisition beyond what is available in a traditional remedial class offering 45 hours of instruction in a semester. More than 70% of the TMCC students are low income which limits the resources available for family support for college.

Competitive Preference Priority 1 – TMCC has not been funded by the Native American and Alaska Native Children in Schools Program either individually or through a group application.

Competitive Preference Priority 2 – The TMCC project focuses on ensuring high need students are academically prepared to succeed at postsecondary education.

Competitive Preference Priority 3 – TMCC will collect data related to postsecondary enrollment, persistence, and completion outcomes and will utilize this data to improve local outcomes.

Program curriculum, assessments and features

TMCC proposes a project with the elements necessary for effective student intervention with its targeted student population including newly graduated seniors, LEP students entering college and students who have previously dropped out of college. The elements of the project include outreach/recruitment; a bridge program for high school graduates transitioning to college; a computer assisted learning center to provide assistance in English language acquisition; tutorial services to help students; tracking to identify student needs at early stages; and the development of learning cohorts to build traditional support for students.

The bridge program targets graduated seniors who intend to enter college in the fall. It provides an intensive summer program to increase English language competencies prior to undertaking college coursework. Coursework is based on the Seven Teachings of the Anishinaube to create a culturally relevant model which aids students in understanding their cultural heritage.

The learning center fills two key roles. It offers LEP students an opportunity to focus on English language acquisition in a more intensive setting than is possible in a three credit remedial course. Again, the Seven Teachings are incorporated into the English language acquisition. Secondly, it provides on going support to ensure students receive the extra assistance necessary to persist in higher education. Included within this component is continued English language acquisition coursework, tutorial support for college courses, and a computer assisted instruction program to allow students to address English deficiencies without time restrictions inherent in regular classes.

Throughout the course of the project, TMCC will maintain an evaluation model which combines both mainstream and indigenous models to create an evaluation which is appropriate to the project. The two produce an evaluation which not only produces quantifiable data, but also tells the story. Data from the evaluation will be used to continually refine the services available to students using level of intervention compared to student success. The project is expected to allow TMCC to create an English language acquisition program with proven strategies and interventions.

Student assessments will include pre and post testing for bridge students using the PLAN test which is a retired ACT test. Pre and post testing for English language acquisition for college students using the college's English placement test with assessment intervals to include 1) entry into college, 2) end of each semester of English language acquisition, and 3) after each college level English course for comparison with students who did not participate in the remediation program. Students who continue to utilize the learning center after attaining college level English skills will be tested at the end of the academic year to assess continuing gains and/or impact of assistance.

Program goals and annual measurable objectives

Goal 1: To increase student proficiency in English language.

Objective 1: Fifteen students will participate in the summer program each year with 60% having an English proficiency gain of at least 30% based on pre and post test performance.

Objective 2: Each year, 40 first time/first year/high need students will be admitted to TMCC with at least fifty percent of the cohort completing a college level English course within three semesters of entry.

Goal 2: To promote postsecondary retention and completion.

Objective 3: Each year, 10 high need students will be readmitted to TMCC with at least 70% maintaining satisfactory progress (2.5 GPA) in current courses.

Objective 4: A minimum of 60% of each cohort will persist to the second semester.

Objective 5: A minimum of 45% of each cohort will persist from year to year.

Objective 6: Twelve percent of program participants will complete a two year degree with three years of enrolling.

Collection of GPRA measures

All students to be served by this project will have completed high school by the time they enter the program as a result, TMCC is not required to collect GPRA information as they are serving only post-secondary students

Expected project final outcomes

Student achievement

- 1) 15 students/year admitted in the summer program for a total of 75 with 45 demonstrating gains of 30% or more.
- 2) 40 students/year (or 200 students over the five years) admitted as first time/first year/high need students with at least fifty percent of the cohort completing a college level English course within three semesters of entry.
- 3) 10 high need students/year (50 over the five years) who have previously dropped out will be readmitted to TMCC with at least 70% maintaining satisfactory progress (2.5 GPA) in current courses.
- 4) At least 100 students will persist to the second semester of college.
- 5) 45% will persist from year to year.
- 6) 12% of program participants will complete a two year degree with three years of enrolling.

Development of curriculum, materials and assessments

English language acquisition coursework will be developed using the Seven Teachings of the Anishinaube as a base. This will provide a culturally relevant program for students need to increase their English language proficiency.

TMCC will create an evaluation/assessment model which combines both a mainstream and an indigenous framework for this project. This assessment will facilitate a rounded evaluation of the project, effectiveness of services and impact of the project.

Community and parent involvement activities

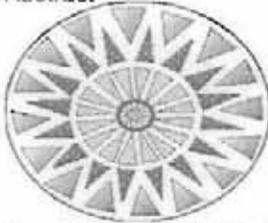
Almost all TMCC students are over 18 when entering. As a result, TMCC is prohibited under the FERPA regulations from sharing student attendance and progress information with any person other than the student without the student's written consent. This makes it difficult for the project to attain significant parental involvement. TMCC will provide information to parents during recruitment activities at the high school. The college proposes to build on its existing status within the community to encourage parental support for participants. The college sees parental involvement as means of encourage maximum attendance and effort by participants.

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**CIRCLE Project**

The CIRCLE Project is a five year program submitted under the Title III Native American and Alaska Native Children in School Program (NAANCSP), CFDA 84.365C to the Office of English Language Acquisition (OELA) in the United States Department of Education by the Missouri River Educational Cooperative (MREC) in collaboration with the Mandan, Hidatsa, and Arikara Nation and the Standing Rock Sioux Tribe in North Dakota. The term CIRCLE, stands for Cultural and Interdisciplinary Resource Centers for Language Enhancement. It represents both the cultural heritage of the Native American students to be served and the circular, interdisciplinary approach used in the program design. The program will use resource centers to provide supplemental instructional, career building and cultural activities for the target students.

The CIRCLE Project will **serve approximately 652 Native American English Learners (EL) secondary students in four school districts** per year. Indirect services will be provided for students who leave the target districts because of graduation, transfer and drop-out. Thus, it is estimated that the total amount of students impacted by the project could total up to 1000. All four target districts belong to the MREC, which is a consortium of school districts established to provide better services to member districts. These school districts; Selfridge Public School, Solen & Cannon Ball Public School, Standing Rock Cooperative and White Shield Public School encompass a distance of over 200 miles between the furthest districts, but coordinate and collaborate on educational programs as part of their membership in MREC.

The students targeted for the purposes of this project come from a variety of Native American language backgrounds. The primary home languages include; Arikara, Hidatsa, Mandan and Dakota/Lakota. The students are categorized as EL through school district identification process, which involve home language information gained through enrollment, initial screening and annual English language proficiency assessment.

The CIRCLE Project meets the requirements of all three competitive priorities for NAANCSP as published in the invitation for applications in the Federal Register. It also includes objective that address both invitational priorities.

- Competitive Priority 1 – Novice Applicants
MREC has never received funding or been a member of a group application that received funding under NAANCSP.
- Competitive Priority 2 – Increasing Postsecondary Success
Goal 1 of the CIRCLE Project focuses on the increasing post secondary success of target students in the grant. This goal is the primary goal of the program, including five objectives and a number of activities with measurable outcomes.
- Competitive Priority 3 – Enabling More Data-Based Decision-Making
The second goal of the CIRCLE Project is to improve the Capacity of School Districts in the Missouri River Educational Consortium to Develop Data Collection Systems for Project Students. The goal also includes four objectives, with activities that will allow for better use of data in educational decision-making.
- Invitational Priority 1 – Parental Involvement to Improve School Readiness and Success
The CIRCLE Project meets this priority in several ways. The third goal which involves home and school connections includes Objective 3.b which requires the development of

a parent advisory committee. Parent involvement is woven throughout the project in other ways, though, because of the emphasis on incorporating local Native American culture, values and language into the curriculum.

- Invitational Priority 2 – Supporting Native American Language Instruction
As in Invitational Priority 1, addressing parental involvement, Native Language Instruction is also addressed in several ways throughout the CIRCLE Project. Specifically, this priority is addressed in Objective 3.c under Goal 3. It is also woven throughout the grant in other areas. For example, the professional development and materials development activities related to the state English language proficiency standards will include culturally appropriate activities that include the Native language.

The CIRCLE Project includes professional development activities that support the overall goals and objectives of the grant. The fourth goal specifically addresses professional development. The professional development activities proposed include both intense summer workshops and ongoing activities throughout the school year, consistent with research and best practices. The activities will include training on state English language proficiency standards and assessment, instruction that works for Native American English Learners (EL), data-based decision-making and information on local Native American culture and language. Experts in the field will be used, including a World Class Instructional Design and Assessment (WIDA) certified trainer for the training on the standards since North Dakota has adopted the WIDA standards and assessments.

The CIRCLE Project, as stated, uses an interconnected program design and curriculum that is research based. State English language proficiency standards in collaboration with the local Native American culture will serve as the basis for the curriculum that is to be developed. EL strategies, such as content-based and sheltered instruction, that have shown to be effective with Native American and other long term ELs will be used.

The overall project goals address post secondary success, improvement of data collection, connecting home and school and professional development for the educational staff. Each goal has specific objectives and activities that address the goals. All objectives and activities have measurable outcomes. A project timeline, with milestones, is included for all activities.

The objectives included under Goal 1 include Government Program Results Act (GPRA) indicators. Thus, data related to the GPRA indicators for this program will be collected. This data includes academic achievement rates in reading, English language proficiency progress and attainment for target students.

Along with the outcomes related to the GPRA indicators, the CIRCLE Project has a number of expected results and outcomes related to the overall goal of increased success for students after graduation. These results include student impact outcomes and system impact outcomes. The student impact results are of greatest significance since the focus of the project is to meet student needs. These needs cannot be met without improving the educational system, though. Thus, the system impact outcomes are also significant because they are designed to support the student expectations for increased success.

The program includes expectations of increased student achievement and English language proficiency in high school since research shows that students who excel in elementary and secondary education have a greater chance of graduating and experiencing success in post secondary institutions. Data on achievement, language proficiency, graduation and post

secondary activities will be collected for the five years of the project. The overall goal is for the graduation rate to increase, enrollment in post secondary institutions to increase and retention in post secondary institutions to increase.

The outcomes related to system improvements include the activities involving data collection, curriculum development, professional development and home and school collaborative efforts. The data collection and warehousing systems will be improved to better meet the needs of Native American ELs. An online portfolio is proposed that will include information about students that support focused, student based instructional plans. This online portfolio will be especially beneficial to the students that transfer from school to school. The portfolio will be available immediately to the new instructional staff. Training will be provided on the new information available through the data collection items added to the system, along with the online portfolios. The professional and curriculum development activities also lead to system improvement since the staff is better prepared to meet student needs. A stronger connection between the community and the school also will lead to a more robust educational system that can fully educate a student, allowing him or her to develop an identity as a young Native American member of a tribal community, along being a high school graduate with a bright future.

In summary, the CIRCLE Project proposes a program that addresses student, teacher, school and community needs through a cohesive, research based design. Goals and outcomes are clearly defined. A strong evaluation plan is included, allowing both formative and summative information to be collected. Activities are included to benefit target students, along with improving the system for future students. It is hoped that the CIRCLE Project will lead to success for students during the project period and for students who come afterwards.

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Abstract: It is our mission to develop students who are proficient in, and can apply, core academic concepts per the state standards. Proficiency and true mastery of English language, oral and written, will provide project participants with the conceptual knowledge, vocabulary and comprehensions skills to be successful in college and career. Higher order thinking skills such as application, analysis, and synthesis instruction will promote successful transference of skills from High School to College. Each LEP High School student that is not making progress toward these objectives, as measured by benchmark assessments, will receive an individualized education plan that identifies specific barriers to achievement and plans for improvement. Present opportunities for our LEP children to address language based differences in content area classrooms will be increased and intentionally applied. Our students will be more actively engaged in their own education, and parental involvement increased. Activities, curricula, and methodologies to be used under this project are based on a scientifically based three tier model.

We have analyzed the needs of our students and the resulting project design. Needs analysis is based on the Hawkins/Catalano risk factor research that forms the basis for our existing reforms:

Need 1: Community detachment - detachment from heritage culture and language: Over 95% of our students are Native American or Alaska Native. Coast Salish is the most prevalent heritage language; however, many other native heritage languages are represented among our diverse Native American population. The local Puyallup Salish dialect, Twel-Shoot-Seed, is specifically taught as part of our language revitalization program, however very few students have much more than a rudimentary knowledge of their heritage language. Many have relocated from rural reservations where the indigenous language is or has recently been spoken in the home. Many are of mixed Hispanic heritage. An analysis of 8th and 9th grade student population data indicated that approximately 15% come from backgrounds in which other languages are spoken by them or

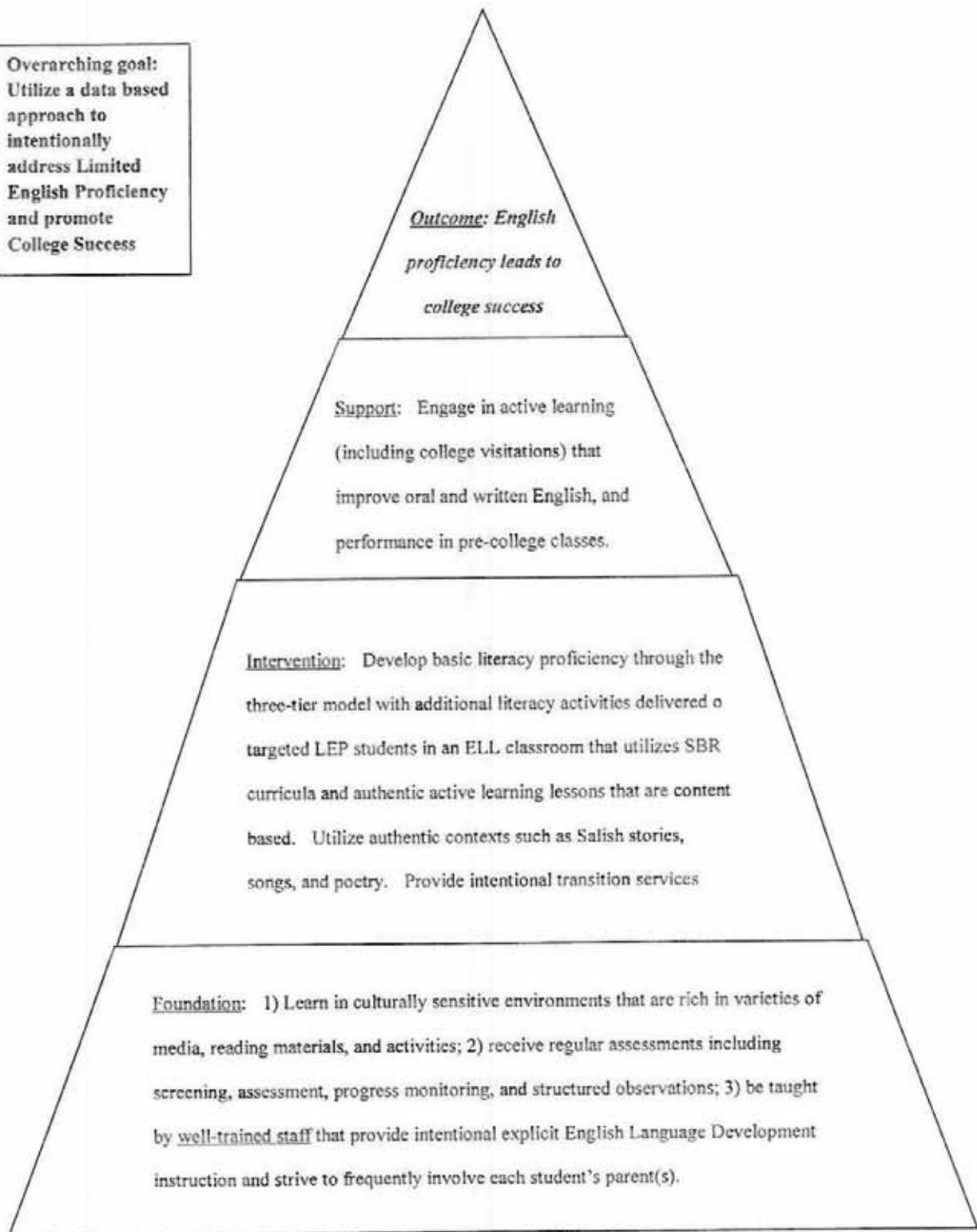
immediate family members at home. In that survey, both Spanish and tribal (e.g., Navajo) languages were spoken. While some students are in the "speech emergence" stage of English language development, most are the intermediate level. Therefore, most of our students are "English dominant", but many are not "to standard" with written and oral language per State academic content standards. Our families are proud of their oral traditions. However, the influence of "indigenous vernaculars" affects proficiency in standard "academic" English.

Need 2: Academic and English language deficiency: Leap (1986) describes the condition where students are proficient in neither their tribal language nor English as "semilingualism". Data from academic proficiency measures (e.g., MAPs), and language surveys indicate that the majority of our students fall on that continuum. Our reform efforts have resulted in significant basic literacy gains. However, student proficiency on the higher levels of academic content, e.g., higher order vocabulary, is not fully supported by basic literacy programs and the standard curriculum. Our students face barriers that impede college success described by (Frasier, 1995):

- An environment that is dissimilar to any of their experiences
- A disconnection between home and life outside the home - a sense of alienation
- Curriculum and instructional methods that seem irrelevant to their lives and their needs
- An assumption that because they are limited in English proficiency, they are less able

Many of our students enroll in our tribal school with reports that they felt "alienated" in their previous school experience, often a "mainstream" public school. They have frequently been placed in unsuccessful remedial programs or special education programs that have not addressed the linguistic and cultural base of their learning challenges. Many have dropped out or received disciplinary sanctions, and have enrolled in our school as a "last chance" alternative. The following graph shows a "success pyramid" that describes our project at a glance:

**Overarching goal:
Utilize a data based
approach to
intentionally
address Limited
English Proficiency
and promote
College Success**



ABSTRACT

The Mescalero Apache School (MAS) is located on the Mescalero Apache Reservation in south-central New Mexico. It is funded by the Bureau of Indian Education (BIE) and operated by the Mescalero Apache Tribe. The Mescalero Apache School requests \$947,561 over five years for its Mescalero Apache School Language Proficiency Project.

Our project has three fundamental goals. We seek to: (1) increase the English language proficiency of MAS students, (2) increase the Apache language proficiency of MAS students, and (3) increase the preparedness of MAS students for post-secondary education and training. We establish our need to accomplish these goals primarily by presenting our students' scores on standard tests given in the State of New Mexico. Our students' scores are significantly lower than the scores of other New Mexican students. Our students' scores are also lower than most other American Indian students in the state.

We designed our project based on the premise that MAS students' English and Apache language competencies are intimately related and mutually supportive. We will improve English language competency, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, by enhancing those same features in Apache. Conversely, we will improve Apache language competency by improving English language skills. In this regard, we believe that bilingualism is extraordinarily beneficial for students, as research confirms.

Our proposed strategy has nine interrelated components. We will: (1) hire an additional Apache Language Teacher to improve our student/teacher ratio; (2) hire an Apache Language Resource Specialist to assist in all program activities; (3) incorporate additional reading, writing, and grammar in Apache language instruction; (4) develop additional Apache language educational materials; (5) provide additional education and training for Apache Language Program personnel, developing our human resources; (6) increase parent and guardian participation at MAS; (7) enhance cooperation, communication, and coordination of effort between the Apache Language Program, the MAS Reading Program, and other programs and departments in the MAS Professional Learning Community; (8) objectively and regularly evaluate our program focusing not only on our students' proficiencies, but also on the effectiveness of project implementation and on progress toward achieving project outcomes; and (9) incorporate data-based decision-making.

The Mescalero Apache Reservation includes roughly 720 square miles in Otero County in south-central New Mexico. The Tribe has approximately 5,400 members, about one-half of whom are under the age of eighteen. Most tribal members live on the reservation. The reservation is rural with approximately 1,200 residents living in the town of Mescalero and approximately 3,000 in the 88340 zip code area. Accurate demographic data are hard to obtain for the tribe, but characteristics of the residents of Mescalero Reservation zip code area are available and provide a reasonable sense of socioeconomic conditions. Estimated median household income in 2007 was \$28,803 compared to \$41,452 for the state of New Mexico. Approximately 36% of persons lived below the poverty level and 18.2% lived below 50% of the poverty level. According to the tribal census, per-capita annual income on the reservation is \$4,603 (compared to \$14,305 for Otero County). 92% of children live in households that are below the poverty level and 27% of children are classified as abused or in need of intervention. Extended families often live together in households that are miles from neighbors. Mescalero is isolated socially, geographically, and economically, which contributes to high unemployment, high poverty levels, and low educational proficiencies. One hundred percent (100%) of Mescalero children qualify for the USDA school lunch program.

Approximately 500 students attend the MAS and Native American students comprise 100% of the MAS student body.

ENROLLMENT AT THE MESCALERO APACHE SCHOOLS, 2010-2011												
K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
71	34	47	41	36	36	44	40	47	79	40	49	26

We establish our need for funding from the Department of Education (DOE) to improve the English and Apache language proficiencies of our students primarily on the extremely low scores of our students on the state-wide New Mexico Standards Based Assessment (NMSBA). The following table documents the low scores:

MESCALERO APACHE SCHOOLS, NMSBA RESULTS TOTAL SCHOOL PERCENTAGES: READING (2009-10)								
Grade	Tested #	Valid Scores #	Beginning Step %	Nearing Proficiency %	Proficient %	Advanced %	No Score %	Proficient or Above %
3 rd	38	37	58%	26%	13%	0%	3%	13%
4 th	49	49	29%	55%	16%	0%	0%	16%
5 th	36	36	22%	67%	8%	3%	0%	11%
6 th	22	22	45%	55%	0%	0%	0%	0%
7 th	28	27	29%	46%	21%	0%	4%	21%
8 th	20	20	10%	65%	25%	0%	0%	25%
11 th	26	26	31%	46%	19%	4%	0%	23%

The BIE funds 184 elementary/secondary schools. It serves 50,000 students, 63 reservations, 238 tribes, and 23 states. Among all these schools, the BIE has classified MAS as one of 19 "Prioritized-Target Tier III Schools" performing in the bottom quintile (20%) of all BIE schools based on combined proficiencies in reading and mathematics. We include here the BIE Report Card for MAS.

MESCALERO APACHE SCHOOLS STUDENT ACHIEVEMENT: READING						
	Number Students	Participation Rate %	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	221	99.55	84.5	14.55	0.91	15.45
Males	112	99.11	86.49	12.61	0.90	13.51
Females	109	100	82.57	16.51	0.92	17.43
IEP	40	100	100	0.00	0.00	0.00
LEP	206	99.51	85.85	14.15	0.91	15.45

MAS 2009-2010 results on the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS For ELLs) are as follows:

T365C I10014-11
POB 190
Batesland, SD 57716

Project Abstract

Applicant--Shannon County School District 65-1 (SCSD), POB 109, Batesland, SD 57716

Title of Program--*A Cross-Content, Culturally-Congruent, Supplemental Balanced Literacy Program: Empowering Teachers and Empowering Students: (ETES)*

Type of Program--Native American and Alaska Native Children in School Program, which focuses on facilitating curriculum development and delivery, professional development, and collaborative teaching.

Native Language--Lakota

Schools--Wolf Creek School, Red Shirt School, Batesland School, and Rocky Ford School

Grade Levels--K-8

Total English Language Learner Students--

- Served by end of project: 450-1500
- Served each year: 250-999

Project Description--

Addressing Competitive Priority 2—post-secondary success: Research demonstrates that elementary Native American students who participate in a high-quality curriculum that integrates their native language and culture are more likely to have success in high school and college.

Addressing Competitive Priority 3—data-driven decision-making: SCSD has over 15 years experience with data-driven decision making. Formative data (work sampling, for example) are currently used to differentiate instruction, summative data are used to inform student academic achievement. These along with demographic data are used to drive the strategic planning process. In addition, this project seeks to give “voice” to students by collecting efficacy and disposition data on culture-based learning that can be added into the myriad of data already available to the decision making process.

Addressing Invitational Priority 1—parent engagement for school readiness and success. SCSD already has a very active parent engagement program. At a recent parent engagement night at Rocky Ford School, we had more parents (over 400) participating than we have students enrolled (305). The research documents the impact of parent engagement on school readiness and student success. Project resources will be used to recruit parents of preschoolers to parent activities, especially those that focus on literacy.

Addressing Invitational Priority 2—Native language instruction: We are proposing the alignment of Lakota language and culture into the district’s balanced-literacy program.

Proposed Professional Development Activities—

- The *ETES* project will use an external consultant, Dr. Sandra Fox, to train five project staff in the use of a culture-based, cross-content (social studies and science) balanced-literacy curriculum (*Creating Sacred Places for Students*).
- In turn, project staff will collaborate with classroom teachers, model, and co-teach using these integrated culture-based curricula.
- The project staff and the project consultant will enable peer sharing (through video taping, for example) across classrooms and among schools.
- Project resources will be used to sponsor an annual ten-day Summer Institute, facilitated by Dr. Sandra Fox and project staff to develop additional Pine Ridge-specific cross-content units.
- The *ETES* project will support a “grow you own” teacher development program for teacher aides.

Project Curriculum, Assessments, and Features—The project will systematically introduce the supplemental curriculum, *Creating Sacred Places for Students K-8 (South Dakota Edition)*, developed by reservation teachers and staff and compiled by Dr. Sandra Fox. The curriculum is designed not to add to teacher workload but to demonstrate the advantages of integrating the curriculum across content areas (social studies and science) into the existing balanced literacy program, and, at the same time, to integrate Lakota culture and language into process.

Program Goals and Measurable Objectives—The overarching **Goal** of the *ETES* project is to improve the academic performance of LEP Native American students, K-8, attending Shannon County School District.

- **Objective 1:** Each year of the project, 10% of the SCSD Native American EL students, K-8, will move from below basic or basic to proficient or advanced in reading, as measured by the Dakota State Test of Academic Progress (DSTEP). (Responds to GPRA Indicator 1.)
- **Objective 2:** Each year of the project, 75% of all SCSD Native American EL students will demonstrate progress in English proficiency on the state-required English language proficiency assessment (WIDA-ACCESS). (Responds to GPRA Indicator 2.)
- **Objective 3:** Each year of the project, 10% of all SCSD Native American LEP students will move from below basic or basic to proficient or advanced in English proficiency, as measured on the state-required English language proficiency assessment (WIDA-ACCESS). (Responds to GPRA Indicator 3).
- **Objective 4:** Each year of the project, the number of SCSD eighth grade graduates who actually enroll in high school and complete their ninth grade year will increase by 10%, as measured by reservation-wide enrollment data. (Responds to Competitive Priority 2. SCSD is a preK-8 district, but if we can't get students into high school, they're probably never going to have post-secondary success.) (Competitive Priority 2)
- **Objective 5:** Beginning in Year 1, and continuing over the course of the project, additional project data will be added to the data-driven decision making strategies already in place throughout the district and will be used to create longitudinal data to support continuous improvement and reflection as measured by annual reports

to the superintendent, the school improvement team, various district PLCs, and parents. Each year of the project the staff and student efficacy in relation to project strategies will increase by 10%, based on baseline data collected during the first year. (Competitive Priority 3)

Collecting data on GPRA measures—The primary sources for data on the GPRA measures are two state-required assessments. The Dakota State Test of Educational Progress (DSTEP) measures academic (reading) progress of students on Core State Standards. The Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners is used to measure progress on English language proficiency. Both assessments are administered in the spring of the year and data are usually available late in the fall.

Project and Student Performance Outcomes--Project Outcomes: 1) Lakota Studies staff trained in use of the *Creating Sacred Places for Students*; Lakota Studies staff prepared to model, collaborate, and co-teach with classroom teachers; 3) teachers integrating Lakota language and culture into existing balanced-literacy program and across content (science and social studies, especially); 4) opportunities for peer-to-peer professional development opportunities are increased; 5) *Creating Sacred Places for Students* is expanded by at least fifteen units per year; 6) over the course of the project the “grow you own” strategy will produce at least ten additional “home grown” teachers fully prepared to provide a culture-based curriculum for students; and 7) teacher (dispositions about the integration of Lakota language and culture) and student efficacy (dispositions toward school and about themselves as students) will increase over time; 8) the number of SCSD students who successfully transition from eighth grade to high school and complete their ninth grade year on time will increase by 10% a year; 9) an evaluation report that articulates the successes and failures of the project activities; 10) project data on language, culture, and cross-content integration will be used to inform and enhance the district’s data-driven decision making processes; and 11) Students who have developed a voice, who have been heard, and who are better prepared for living sacred lives, on or off the reservation. **Student Performance Outcomes:** 1) The number of EL students proficient or above in reading will have increased. 2) The number of EL students making progress on English Language Proficiency will increase. 3) The number of EL students proficient or above will have increased.

Proposed community and parent involvement—Parent engagement nights are held bimonthly at each of the four project schools. In addition, other parent engagement activities occur throughout the school year. The project will so special outreach to ensure that parents of EL students are involved as well as parents of pre schoolers. Parents and community members will also be used as language and culture consultants in the classroom.

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PROJECT ABSTRACT

Applicant: North Slope Borough School District
Title of program: Preparing Students for Success
Type of program: Credit Recovery and Intensive Reading Intervention Program
Native Language(s): Iñupiaq
School(s): Title 1: Alak School, and Meade River School Non-Title 1: Kali School, Nuiqsut Trapper School, and Nunamiut School
Grade level(s): 9-12
Total English language learner students

- Served by the end of the project: 105
- Served each year: 65

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The North Slope Borough School District is proposing to implement a Native American and Alaska Native Children in School Program for Alaska Native limited English proficient students as well as other high-needs students and their families. The educational program proposed, Credit Recovery and Intensive Reading Instruction Program, is designed to increase the number and proportion of high-needs students who are academically prepared for and enroll in college or other postsecondary education and training. The project teacher will work with students from the participating schools utilizing video conferencing capabilities and village based mentors. The teacher would be available both during and after-school and offering and supporting "extra" hour courses, this teacher would also teach three sections of Basic Reading and Writing, an intensive intervention course. For credit recovery courses, students will meet the State Standards and Grade Level Expectations (GLEs) for courses in which they previously were not successful, enabling these high-needs students to graduate on time and be prepared for postsecondary education and training. Credit recovery course plans will be designed using the SIOP lesson planning design to include Achieve 3000 and/or texts that are reading level appropriate, to meet state standards and GLEs. Students will acquire English language skills embedded within these credit recovery course plans.

Geography and Demographics

The North Slope Borough School district encompasses 89,000 square miles across the top of the state of Alaska, above the Arctic Circle. Its population density is measured in square miles per person (13) rather than the other way around. The distance between Tikigaq School in Point Hope and Kaveolook School in Kaktovik is the equal to the distance from Washington DC to Chicago.

The North Slope Borough School District has an enrollment of 1,879 students in grades pre-K to 12, with 80.1% of K-12 students being American Indian or Alaska Native. 33.2% of K-12 students have been identified as English Learners (EL). Our enrollment in grades 9 – 12 is 456 students, with 127 of these students (28%) being deficient in credits and at risk of not graduating on time and at risk of not graduating. The EL population in grades 9-12 is 151 students (33%). The graduation rate for the 2009-2010 school year is 62.3% for all students, 59.5% for Alaska Native students, and 50.9% for EL students.

Proposed professional development activities

The project teacher will work with site administrators on the credit recovery committee to ensure that the district wide initiative is consistent across the district. The professional development (PD) will consist of peer mentoring (with content area teachers and the district literacy coach and EL District Facilitator); SIOP training (a model to facilitate high quality instruction for ELs in content area teaching); PD in assessment tools including Achieve 3000, AIMSweb and MAP; video conferencing and distance delivery software training and; training in developing Individual Learning Plans and Credit Recovery plans.

Proposed goals and annual measurable objectives

Objective 1.1: to increase the proficiency level of students in reading in grades 9 and 10 by showing a 10% improvement in the percent proficient in reading for the EL subgroup, on State Standards Based Assessment (SBA) results. Objective 1.2: to increase the proficiency level of students "making progress" in English by showing 10% improvement in the percent proficient in students making progress in the state of Alaska English language proficiency (ELP) assessment. Objective 1.3: to increase the level of students who attained proficiency in English by showing 10% improvement in the percent of students who attained proficiency in the state of Alaska English language proficiency (ELP) assessment.

Enabling More Data-Based Decision Making

Objective 2.1: The percentage of high school students that complete high school with a diploma (passing the HSGQE and meeting credit requirements) will increase from 84% of high school completers (the previous three year average) to 94% of students that complete high school per year starting in the 2011/12 school year. Objective 2.2: At least 17% of high needs students (or were high needs students when in grades 9, 10, 11, or 12) will enroll in post-secondary education or training within 5 months of earning a high school diploma or certificate. Note the baseline data: 17% all of students earning either a diploma or certificate over the past three graduating classes enrolled in or entered into post secondary education or training.

Objective 2.3: Based on beginning of the school year compared to end of the school year assessments, 70% of high-needs students will increase their Achieve3000 Lexile Scores in reading by the equivalent of at least 1.5 years of reading growth. 30% of high-needs students will increase their Achieve3000 Lexile Scores by the equivalent of 1 year to 1.5 years of reading growth.

Improving Post Secondary Success

Objective 3.1: Each of the *Preparing Students for Success* schools will meet the Graduation Rate Indicator threshold for Adequate Yearly Progress starting in the 2011/2012 school year; each school will increase the graduation rate by 10 percent per year or to be higher than the state of Alaska graduation rate for all students. Objective 3.2: By the end of the 2011/2012 school year, there will decrease by 20% the number of students that are behind in credit, with a 10% decrease in the number of students that are behind in credit in subsequent years. Objective 3.3: To increase the proficiency level of students in reading in grades 9 and 10 by showing a 10% improvement in the percent proficient in reading for the schools as a whole and the following subgroups: Alaska Native, Economically Disadvantaged, and Students with Disabilities. Objective 3.4: By the end of the 2011/2012 school year, establish a district wide procedure for students to recover credit including procedures for a 10 day grade change, credit recovery, and extra day courses and have six (6) approved Credit Recovery course plans.

Description of how data will be collected on GPRA measures

Data will be collected and analyzed that documents the percentage of English learners served who scored proficient or above on the State of Alaska Reading Standards Based Assessment (SBA) in grades 8, 9 and 10. The percentage of ELs served that made progress in English as measured by the State of Alaska approved English Language Proficiency Test (ELP) will be collected, as will the percentage of ELs served who attained proficiency in the ELP. Baseline data will be gathered from the spring 2011 SBA assessment in reading and the Spring ELP results. We will also be monitoring the lexile scores from the ACHIEVE 3000 assessment for all students that are high-risk and will disaggregate the data for ELs and students that are behind in credit. The baseline data will be collected during the Fall of 2011 Achieve 3000 level set assessment and reported after the Spring Achieve 3000 level set is administered. Other measures will include collecting and reporting graduation rates and number of students that are behind in credit as well as the number of courses that students are behind that place them at-risk of on-time graduation. The baseline for these other metrics will be at the end of the 2010-2011 school year.

Proposed community and parent involvement activities

The North Slope Borough School District has Individual Learning Plans for all students pre-K through grade 12. High-risk students that are behind in credit (ELs and non-ELs) will have an additional individual credit recovery plan developed with the parent, student and the district credit recovery teacher and/or school mentor that includes commitments from the school as well as the parent/students. This specific plan will be reviewed and/or adapted at semester and at the end of the school year by the parent, student and teacher

Expected project final outcomes

Through intensive intervention, students will improve their reading and writing skills and be prepared for the challenge of entering post-secondary education or training. Students will recover the credits in which they are behind and graduate on time. These high-risk students will experience success in high school and be academically prepared for post-secondary education or training. Students and parents will be engaged in the Individual Learning Plan that will map out student success. Students will also be able to further their Iñupiat language development by taking courses through Iñisagvik after school hours, or through traditional high school courses offered during the school day.

The credit recovery course plans that are developed as a result of this grant will build capacity for further course development and alignment plus the NSBSD will have the capacity to offer these courses after the grant period. These are a significant long-term impacts that will extend beyond the grant.

Capacity will be built in the NSBSD as a result of this grant that will last after the grant is complete, primarily in training and course development. Staff members that are trained in SIOP, course development, distance learning strategies, Achieve3000, and AIMSweb will be able to build on this staff development in subsequent years through refresher training and/or through daily use of the trained strategies and skills. The expertise in distance courses via video conferencing will develop capacity within the district that will last after the grant is complete.

T365C110021-11

P. O. Box 49

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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 Equivalency 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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T365C110024-11
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ISLETA ELEMENTARY SCHOOL
PROJECT ABSTRACT

Originally established circa 1300's, the Isleta Pueblo is centrally located on about 13 square kilometers in the Rio Grande Valley, approximately twenty (20) miles from downtown Albuquerque, New Mexico. The native language that is spoken is Tiwa, however, most tribal members speak English. Although the English language is prevalent in the community, school age children enter school with great deficiencies in academic language. Isleta's current membership population is approximately 3,000, many of which live in the Pueblo.

Isleta Elementary School (IES) is located on the south end of the Pueblo. Although it primarily serves students from the Isleta Pueblo, Native American students from the surrounding communities are also enrolled. IES is a BIE operated K-6th grade school which serves 180 students. Of the those students, 100% are Native American, 100% qualify for Free & Reduced Lunch, 49% are identified as limited English proficient, and 12 % qualify for Special Education. This project is designed to serve 86 students who are identified as English Learners (EL).

IES is applying as a NOVICE APPLICANT and the proposed project would address PRIORITY 3 – "Enabling More Data-Based Decision Making. IES will not be addressing a Native Language priority. The Isleta Pueblo Tribe provides all the Native Language and Cultural training in the pueblo. IES does not have a Native Language component. In an effort to reduce any duplication of services, IES will concentrate its efforts in the improvement of English language acquisition and the increase of reading proficiency.

IES is currently in its second year of RESTRUCTURING and has been making significant changes within its instruction program. If awarded this project, a much need component would be integrated in the over schoolwide restructuring effort. The overriding goal of this project is to increase the English language proficiency and reading performance levels of students by providing high-quality reading instruction and English language development programs. IES proposes to integrate the research-based Sheltered Instruction Observational Protocol to develop English language proficiency, increase teacher skills and knowledge to better address the academic and language needs of EL students (Professional Development) , increase the quality and frequency of parent involvement activities (Parent Involvement), and to implement a rigorous evaluation process that will ensure ongoing monitoring and measurement of project implementation and student language and academic performance (Evaluation). The following GOALS and OBJECTIVES will guide this project.

GOAL A: To Increase the quality of core instruction by integrating a researched-based English language development program that will increase the **English language proficiency** levels of IES students, thus, enabling students to acquire the academic language needed for classroom & school success.

- **Measurable Objective 1:** By May 2012, the number of students scoring at the proficient level will increase by 10% from the current rate of 49% to 59% as measured by the NM ACCESS for ELLS Assessment; a 10% increase each year of the project.

GOAL B: To Increase the quality of instruction so that all students, including students with limited English proficiency perform at high levels of academic achievement in **reading**.

- **Measurable Objective 1:** The number of K-2 grade students scoring at the proficient level in **reading** will increase by 15% from the current rate of 43% as measured by the NWEA-MAPS, spring 2012; an annual increase of 15% for each year of the project.
- **Measurable Objective 2:** The number of 3-6 grade students scoring at the proficient level in **reading** will increase by 10% from the current rate of 54% as measured by the NM Standards – Based Assessment, spring 2012; an annual increase of 10% for each year of the project.

GOAL C: To provide high quality **professional development** opportunities to increase the knowledge base and skill level of teachers and instructional assistants to better address the academic and language needs of IES students; increase the number of teachers holding NM ESL endorsements.

- **Measurable Objective 1:** By October 2012, and annually thereafter, the number of teachers and instructional assistants demonstrating appropriate use and integration of the eight SIOP model elements into core will increase by 20% from the current level of 0% as measured by pre and post SIOP Observation Form.
- **Measurable Objective 2:** By October 2012, and annually thereafter, the number of teachers holding NM ESL endorsements will increase by 25% from the current 0% as measured by NM Certification.

GOAL D: Increase the quality and frequency of parent involvement activities, thus increasing the capacity of parents to better participate in the educational process and to better assist their children with academic endeavors.

- **Measurable Objective 1:** By May 2012, the frequency of meaningful parent involvement will increase 25 % from the current 0% as measured by anecdotal (identified in Restructuring Plan) and perception (parent surveys).
- **Measurable Objective 2:** By May 2012 and annually thereafter, the number of parents participating in monthly training activities will increase by 20% from the current level of 0% as measured by attendance records.

The proposed strategies and changes in current practice to improve the quality of the core instructional program will include:

- **Sheltered Instruction Observational Protocol- SIOP Model** – this model will be used to facilitate the acquisition of academic English language for all K-6 students.
- **Direct Instruction-** as a BIE Reads (Reading First) school, IES is using **this approach** for reading instruction, although students at the K-3 levels have made significant gains, the approach does not address the language proficiency needs of students. The SIOP model will be used to supplement and support this reading approach.
- **Response to Intervention (RTI) this approach is currently in use and facilitates the use of data to monitor and measure student progress;** teachers use this strategy to

guide their lesson planning and to make the necessary adjustments to addressing the changing needs of their students.

- **Use of Data to facilitate student groups and to guide instruction.** Teachers review performance data to group students and plan for intervention instruction.
- **Data Collection, Student Performance Monitoring and Teacher Collaboration.** The action of using data promotes both teacher collaboration and collective responsibility for student academic performance. The support structures that are in place allow for teachers to monitor student progress and to collect and use data as a daily practice.

The proposed Professional Development component of this project will use the following models of professional learning and will conduct the following activities.

- **Professional Learning Communities** The PLC framework will be used to organize teachers to work more focused and collaboratively to improve learning opportunities for all students. This model will provide the support structures and the protocols for team make-up and operation. IES will contract with Solution Tree for these training services.
- **Sheltered Instruction Observation Protocols – The SIOP Model** will be the core of the professional development component. On-line coursework will be the primary strategy for the implementation of this model. Two courses will be completed each year. Teacher learning -wrap around” activities will be conducted before and after the on-line work. A local on-site facilitator will work with teachers prior to the on-line course work and follow up training session will also be conducted. Coaching and Modeling will be provided by the facilitator (Project Coordinator). Each teacher in collaboration with the Project Coordinator will develop an Individual Learning Plan. IES will contract with Pearson Publishing for these services.
- **University of New Mexico- ESL Summer Institute-** Teachers will be provided the opportunity to enroll in a six week- 5 days a week summer session that will provide them with the necessary coursework to secure a NM ESL endorsement. IES will partner with the University of New Mexico to provide this coursework at a local site.
- **As part of this project, a Teachers’ Professional Development Resource Center would be established;** center would provide teachers a specific plan for their learning. Materials and supplies to support training and individual work would be made available.

As part of this project, the Parent Involvement component will be guided by the Joyce Epstein Parent Involvement framework. It will provide a variety of activities, with the training of parents in the educational process as being the primary focus.

- Conduct monthly training activities relative to reading instruction, family literacy, language development and effective child rearing strategies; other areas as needs arise.
- Establishment of a Parent Resource Center will serve as training center, information and dissemination center. Parent Involvement Liaison will operate the center.

Ongoing monitoring and monthly site visits by the Evaluator will ensure the project implementation; all required reporting and measures will be completed.

The proposed project would support two half time (.5FTE) staff, the Project Coordinator and the Parent Involvement Liaison. Other funding resources would also be used support these positions.