

**NARRATIVE****(A) NEED FOR THE PROJECT (25 points)****(i) Physical Context**

Currently, the Lower Kuskokwim School District (LKSD) is the only school district that is officially partnering with this grant, consequently in this section data are provided for this district and the Yup'ik language, which is the language spoken in that region. Situated in Alaska's southwest, LKSD covers approximately 22,000 square miles, an area roughly equal to the state of West Virginia. Approximately 3,900 students are enrolled in the district. Yup'ik Eskimos predominate the population (approx. 95%).

Transportation within the region is limited to plane and boats, as the villages are not connected by road. The isolation imposed by this lack of ready access to the world outside dominates every aspect of daily life, limiting availability of services and products, and restricting economic opportunities, while acting as a protective barrier against the final erosion of cultures and languages that until recently thrived in this often harsh environment. As a people, Yup'ik Eskimos are caught between two worlds: traditional subsistence hunting and fishing, and the cash economy, which remains limited in these remote villages. Approximately 47% of students are classified as economically disadvantaged, the unemployment rate is 13.8% in Bethel, and higher in the surrounding villages (for example 21.7% in Toksook Bay). In the Lower Kuskokwim School District, 67 % of students are classified as Limited English Proficient.

**(ii) Language Status: Yup'ik & English**

In LKSD, 67% of all students may be classified as bilingual (coming from a background where there is some contact with a second language); however fluency in Yup'ik becomes more rare each year. At the present time there are approximately 21,000 central Alaskan Yup'iks, some 10,000 of whom speak their ancestral language. Children still grow up speaking Yup'ik as

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their first language in approximately one-quarter (1/4) of all Yup'ik villages, fourteen of these are within LKSD. In the other Yup'ik villages most children grow up speaking English as their first language and only the older generation still speaks Yup'ik.

Standard English speaking skills among young Yup'ik Eskimos are limited. Village English is the non-Standard English dialect spoken in rural Alaska. Born just over a century ago, when English-speaking immigrants and indigenous Yup'ik Eskimos struggled to communicate, it combines patterns from both languages. Today, young Yup'ik Eskimos find themselves caught between two languages, speaking neither their native tongue nor Standard English proficiently. The results are reflected in their district's academic indicators (as discussed below).

**Table 1: LKSD Student Achievement Data**

% Yup'ik Students	Students Proficient or Advanced in		Graduation Rates
	Language Arts	Math	
95%	34%	32%	41%

*Note: Data based on 2010-2011 AYP data, (grades 3-10) published by the state of Alaska at: <http://www.eed.alaska.gov/tls/Assessment/ayp/2011/2011DistrictAYPWorksheets.pdf>*

In 2009 LKSD started making plans to implement the Gomez & Gomez Dual Language Program, a data-based program that has shown significantly better academic achievement for diverse populations. This Dual Language Program presents a research-based alternative to other forms of bilingual education. Not only do bilingual students in this model close the achievement gap to their English-only peers, but by grade 10 they score higher on measures of academic achievement (Thomas & Collier 2000).

While this program holds significant promise to improve academic achievement of students in LKSD, full implementation poses challenges in terms of curriculum/materials and teacher professional development. Efforts to address the curriculum and materials needs of the model

have already begun. Since 2009, Siekmann and her collaborators on the *Piciryaramta Elicungcallra* grant (USDoE S356A090066) have been working on developing a K-6 standards-based Yup'ik Language Reading Curriculum to be used in Dual Language sites. Both the Dual Language Model and the Reading Curriculum will be supported by and improved through the use of the CALL applications to be developed through the *Improving Alaska Native Education through Computer Assisted Language Learning* grant proposed here. Furthermore, teachers need to be appropriately prepared to teach in language immersion contexts, such as the Dual Language Model. The M.A. in Applied Linguistics (SLATE) with an emphasis in CALL, proposed as part of this project, is ideally situated to address both of these needs.

**(iv) Status of Graduate Programs in Language Education and CALL**

In order to strengthen existing Alaska Native language and English language programs, partners believe it is essential to develop local expertise in both Alaska Native and English language teaching and Computer Assisted Language Learning. To achieve this, program partners will build on the strengths of UAF M.A. in *Applied Linguistics*. In 2004 UAF established the M.A. in Applied Linguistic. In 2008 the *Second Language Acquisition and Teacher Education* (SLATE) specialization was established within the M.A. in Applied Linguistics (S356A060055). Grant partners propose to add a CALL component to the existing program through specific coursework and through integrating CALL projects in the majority of the courses. At the end of their degree program, each student will design and implement a CALL project tailored to the needs of their students. These materials will be culturally and linguistically appropriate and meet state standards in reading, writing, and/or social studies.

Research in the field of minority language education has shown that teaching based on students' Funds of Knowledge (cultural background knowledge) results in higher overall

learning outcomes (Gonzalez, Moll, Lipka). Within this orientation, current educational technologies can be valuable tools to make learning more meaningful to Alaska Native students, because they provide opportunities to a) bring the culture to life in the classroom through the use of multimedia, b) increase opportunities for learners to engage in spoken and written language production, leading to higher levels of language acquisition, c) connect students who are normally quite isolated to the larger community in Alaska and the world, in part through meaningful distance learning applications, d) improve motivation, and e) meet technology standards for 21st century students.

**(v) Indigenous Ph.D.s**

In order to strengthen University programming intended to serve the language program needs of Alaska Native students and communities, partners believe it is essential to foster Alaska Native Ph.D.s in language and education, and promote Alaska Natives into positions of authority within the University system, the school districts and state wide decision making bodies (such as the *Alaska Native Language Preservation and Advisory Council* being proposed in Senate Bill 130 which is currently awaiting the Governor's signature).

Grant partners propose to build in the success of the SLATE grant (S356A060055), which graduated 3 Ph.D.s in 2011, with one additional scheduled to defend this September. Two of these new Ph.D.s will be part of this effort as faculty advisors. As a result of the SLATE grant, Dr. Walkie Charles was promoted to a tenure track position in Yup'ik Eskimo at UAF. He is now in a position to chair Ph.D. committees, and would lead one of the Yup'ik Collaboratives. Dr. Theresa Arevgaq John was promoted to Associate Professor in the College of Rural and Community Development and would lead the other Yup'ik Collaborative. Dr. April Laktonen Counciller has been hired as term Assistant Professor of Alutiiq Studies by Kodiak College and

is one of the individuals who might lead Cohort 3 (as of yet TBD). As the result of the project proposed here, four additional Alaska Native Ph.D. candidates will be graduated in UAF's Indigenous Studies Ph.D. program. Upon completion of their Ph.D.s, those candidates will be ready to enter tenure track positions within the University of Alaska, leadership positions in school districts and other leadership positions state wide (for example the Advisory Council mentioned above).

**(B) QUALITY OF PROJECT DESIGN (30 points)**

**(i) Specific, measurable goals, objectives and outcomes**

The proposed project encompasses five related goals in the area of Alaska Native Education. Each of these goals (including specific measurable objectives and outcomes) is briefly described in this section.

**Goal 1: Graduate Collaboratives**

An integral part of the *Improving Alaska Native Education through Computer Assisted Language Learning* program will be the establishment of graduate collaboratives (GC). Each GC will be headed by a faculty member and consist of one Ph.D. student and up to five M.A. students (Marlow & Siekmann 2008). The collaboratives will be instrumental in facilitating degree completion as they engage students in collaborative work supported by a faculty member and mentored by a Ph.D. student. The projects to be developed will be negotiated between the faculty, students, and program partners, thereby recognizing the voices of both the teachers and the local community in defining projects. Applications and materials will therefore be directly applicable to local needs, goals, and desires.

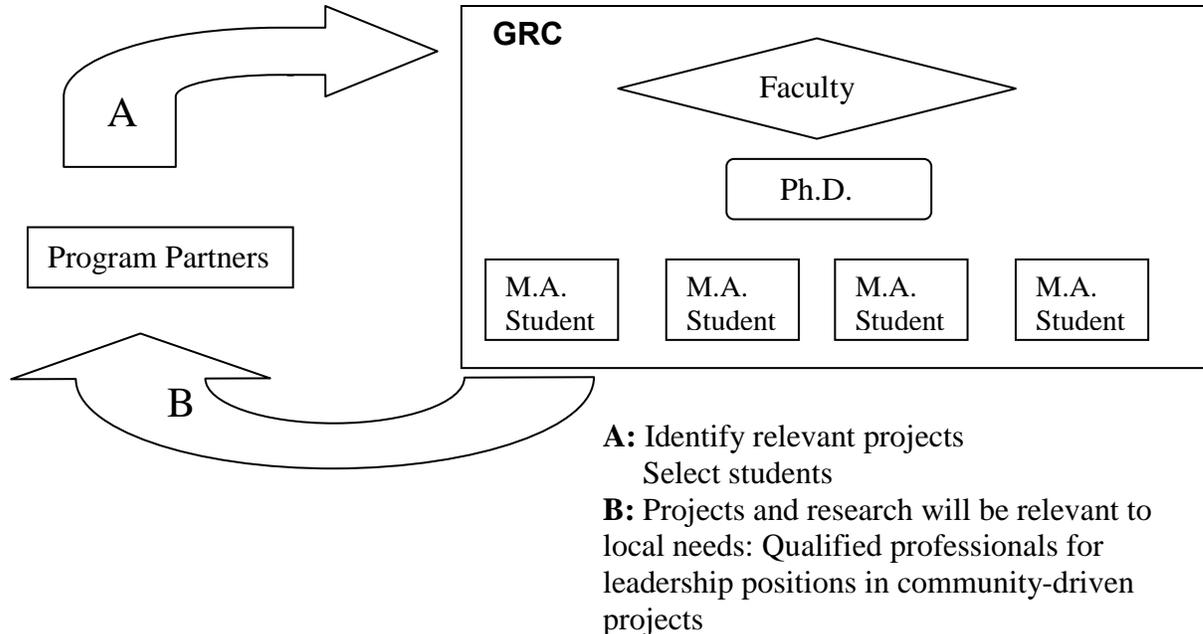
Ph.D. students will have a key role in these collaboratives. They will enter into a mentoring relationship with the faculty member on the one hand, while also mentoring M.A.

students directly themselves. In this way, the Ph.D. students will be brought into the academic environment in a highly engaged way and be prepared to take on leadership positions upon graduation.

As part of their academic preparation and to share answers to research questions and projects with the larger academic community, all students will be required to present their work at a relevant national or international conference. Ultimately, all Ph.D. students, in collaboration with M.A. students, will also be required to submit a research paper for publication in a relevant journal.

This model was established through the SLATE grant (S356A060055), which resulted in the graduation of 18 M.A.s/M.Ed.s in 2010 and 3 Ph.D.s in 2011. We will build on this model by having at least 2 Alaska Native Faculty Advisors (Marlow, et al. under review).

**Figure 1: Collaboration between Graduate Collaboratives and Program Partners**



*Measurable Outcomes for Goal 1*

- By the end of Year 1,
  - program partners and faculty will recruit four Ph.D. students;

- program partners, faculty, and Ph.D. students will identify appropriate mentoring and instructional models
- By the beginning of Year 2, successful M.A. applicants will begin defining projects relevant to the general research area.
- By the end of the grant period, all program participants (Ph.D. and M.A. students) will
  - present their research/projects at a relevant national or international conference;
  - submit a research article to a relevant journal.

## **Goal 2: Improve Alaska Native Language Education**

Of the four cohorts, Cohorts 1, 2 and 3 will focus on Alaska Native Language Education. Cohorts 1 and 2 will focus on Yup'ik language education. Cohort 3 will focus on an Alaska Native Language to be determined.

*Delivery Model:* In order to accommodate the needs of our target audience, who are in-service teachers in the fields of *Alaska Native Language* and *English Language*, and to enable students to graduate within a two-year program, a combination of delivery strategies will be employed. Half of the classes will be taught in summer sessions, or as workshops via on-site course delivery in Bethel, and regional villages. During the regular academic year, courses will be offered via distance through audio-conferencing, and web-based course delivery. Each student will benefit from one-on-one mentoring as well as bi-yearly face-to-face progress meetings with his or her committee. In addition, students will be clustered into graduate collaboratives (see goal 1), which facilitate Master's students, Ph.D. students and faculty members in working together to structure, conduct and present jointly defined projects and resultant research.

As part of their academic preparation, all students will be required to present their work at a relevant national or international conference, and each collaborative will submit a paper for publication in a relevant journal.

*Measurable Outcomes for Goal 2*

- By the end of Year 1, program partners and faculty will recruit Cohorts 1, 2, and 3 (15 students total) to pursue an M.A. in SLATE with a specialization in teaching *Alaska Native Languages and Computer Assisted Language Learning*.
- By the end of the grant period, Cohorts 1, 2 and 3 (15 students total) will graduate with an M.A. with a specialization in teaching *Alaska Native Languages and Computer Assisted Language Learning*.

**Goal 3: Improve English Instruction for English Language Learners**

Cohort 4 will consist of 5 students focusing on teaching *English Language Learners*. In a two-year course sequence (see Delivery Model under Goal 2), they will gain knowledge about Second Language Acquisition, language pedagogy and CALL, as it pertains to issues of teaching English to English Language Learners. Students will be able to apply that knowledge to their teaching and to research relevant to their classrooms and communities.

As part of their academic preparation, all students will be required to present their work at a relevant national or international conference, and each collaborative will submit a paper for publication in a relevant journal.

*Measurable Outcomes for Goal 3*

- By the end of Year 1, program partners and faculty will identify Cohort 4 (5 students) to pursue an M.A. in SLATE with a specialization in teaching *English Language Learners and Computer Assisted Language Learning*.

- By the end of the grant period, Cohort 4 (5 students) will graduate with an M.A. in SLATE with a specialization in teaching *English Language Learners and Computer Assisted Language Learning*.

#### **Goal 4: Build Capacity for Leadership in Language Programming**

As a result of the partnership proposed here, fifteen (15) new M.A.s and four (4) new Ph.D.s with a specialization in *Native Language Education and CALL* will be prepared to enter leadership roles in language programming—within the University, in school districts and statewide (for example as members of the Alaska Native Language Preservation Advisory Council discussed above). Upon completion of their graduate degrees, all will be qualified to teach within the existing AAS and BA programs. Five (5) new M.A. with specialization in *English Language Education and CALL* will be prepared to enter leadership roles in language programming. Furthermore, Ph.D. students will become eligible for tenure track positions, for example in the *Alaska Native Language Center* and in the *B.A. in Yup'ik Language and Culture* or other appropriate B.A. programs and *the M.A. in Applied Linguistics (SLATE)* program. While the required coursework prepares students on an academic level, the mentoring relationships and research activities formalized in the Collaboratives (see goal 1) prepare students to fully participate in the scholarly community.

##### *Measurable Outcomes for Goal 4*

- By the end of the grant period, four (4) new Alaska Native Ph.D.s will be eligible
  - for tenure-track positions within the University of Alaska system;
  - for leadership roles within community, school district, and statewide programs
    - to teach within the Certificate and AAS programs in *Native Language Education and Yup'ik Language Proficiency*; the *B.A. in Yupiit Nakmiin*

*Qaneryaraat* and other relevant B.A. programs; the M.A. in *Applied Linguistics* (SLATE).

- By the end of the grant period, ten (15) new Alaska Native M.A.s (Cohorts 1, 2 and 3) will be eligible
  - for leadership roles within community and school district programs
  - to teach within the Certificate and AAS programs in *Native Language Education* and *Yup'ik Language Proficiency*; the B.A. in *Yup'it Nakmiin Qaneryaraat* and other relevant B.A. programs

#### **Goal 5: Create and implement CALL materials**

As a result of this partnership, program partners will design and implement CALL materials and applications that are culturally and linguistically appropriate to Alaska Native students. Current educational technologies can be valuable tools to make language learning more meaningful to Alaska Native students as they provide opportunities to a) bring the culture to life in the classroom through the use of multimedia, b) increase opportunities for learners to engage in spoken and written language production, leading to higher levels language acquisition, c) connect students who are normally quite isolated to the larger community in Alaska and the world, in part through meaningful distance learning applications, d) improve motivation, and e) meet technology standards for 21st century students.

In order to support CALL course delivery in the M.A. program and to support teachers throughout the state, a *Computer Assisted Language Teaching and Learning Center* will be established in the *Alaska Native Language Center* at UAF, technology will be placed in participating classrooms, enabling teachers and students to engage in meaningful ways with the

language and with other learners, and designing and implementing CALL materials in participating classrooms.

*Measurable Outcomes for Goal 5*

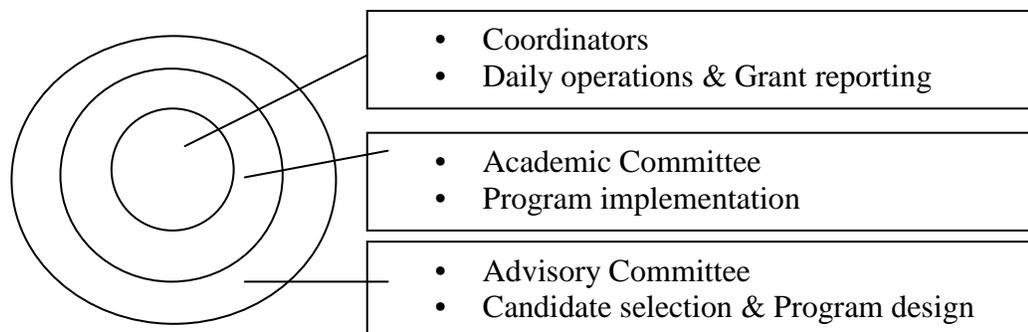
- By the end of year 1 a *Computer Assisted Language Teaching and Learning Center* will be established in the Alaska Native Language Center at UAF including 1 Mac and 1 PC suitable for audio and video recording and editing as well as CALL application authoring, a SmarBoard for training purposes, and a set of 3 i-pads.
- By the end of year 2 classroom technology will be distributed to participating teachers' classrooms including, 1 SmartBoard per classroom and 5 i-pads per classroom.
- By the end of grant period
  - CALL applications will be implemented in classrooms in partnering school districts
  - 20 M.A. in Applied Linguistics projects about CALL in Alaska Native Language/ English Language Education will be published on the ANLC website and will be distributed to partnering school districts and AVCP.

**(ii) Appropriateness of the design to the needs of the target population**

The target populations for this stage of the project include four primary groups: (1) certified Alaska teachers teaching Alaska Native Languages, (2) certified Alaska teachers teaching English Language Learners, (3) Alaska Natives interested in pursuing an academic career requiring a Ph.D. (5) K-12 Alaska Native Students in partnering school districts (see Table 2).

**Table 2: Needs of the Target Population, Appropriateness of the Design to the Needs**

Population	Needs	Design Elements
Certified Alaska Native Language Teachers/Teachers or English Language Learners	<ul style="list-style-type: none"> <li>• Expertise in Second Language Teaching and Learning in Alaska Native contexts</li> <li>• Skills to develop meaningful computer assisted and distance language programs</li> <li>• Access to CALL resources and expertise</li> <li>• Support to enable degree completion</li> </ul>	<ul style="list-style-type: none"> <li>• M.A. in Applied Linguistics with CALL focus;</li> <li>• Computer Assisted Language Teaching and Learning Center</li> <li>• Graduate Collaborative;</li> <li>• Intensive and place-based mentoring;</li> <li>• Alaska Native Advisors</li> <li>• Nontraditional delivery</li> </ul>
Ph.D. Students	<p>All of the above, plus:</p> <ul style="list-style-type: none"> <li>• Career advancement opportunity;</li> <li>• Conducting independent research</li> <li>• Access to the academy</li> </ul>	<p>All of the above, plus:</p> <ul style="list-style-type: none"> <li>• Ph.D. in Indigenous Studies;</li> <li>• Conference presentations and publications</li> </ul>
K-12 Alaska Native Students	<ul style="list-style-type: none"> <li>• Teachers who have expertise in Second Language Teaching and Learning in Alaska Native contexts.</li> <li>• Linguistically and culturally appropriate materials that meet state standards in reading, writing, social studies and technology</li> <li>• Access to technology for student generated language and distance education</li> </ul>	<ul style="list-style-type: none"> <li>• M.A. in Applied Linguistics with CALL focus;</li> <li>• Computer Assisted Language Teaching and Learning Center</li> <li>• M.A. CALL projects implemented in classrooms</li> <li>• SmartBoards and i-pads distributed to classrooms</li> </ul>

**(C) QUALITY OF MANAGEMENT PLAN (20 points)****(i) Organizational Structure****Figure 2: Schematic Diagram of Project Organizational Chart**

Administrative and academic support necessary to coordinate this project will be provided by the *Applied Linguistics* program. The project as a whole will rely on a three-tiered structure. The two project *coordinators* (Sabine Siekmann and Patrick Marlow) will retain primary responsibility for the project (see personnel below). An *Academic Committee*, consisting of the project coordinators and program faculty, will be responsible for implementing the program (including advising students; overseeing and teaching program classes, leading graduate collaboratives). An *Advisory Committee*, made up of representatives from all program partners, will have direct input on issues of candidate selection and program design (scheduling and sequencing). A schematic diagram of the organizational model follows.

**(ii) Qualifications and Responsibilities of Key Project Personnel**

Dr. Sabine Siekmann is Associate Professor of Linguistics and Foreign Languages. She received a Ph.D. in Second Language Acquisition and Instructional Technology from the University of South Florida in 2004. Before starting her position in the M.A. in Applied Linguistics program, she directed the Language Resource Center at Gettysburg College. Dr. Siekmann has teaching experience in Second Language Acquisition Theories, Language

Pedagogy, English as a Second Language, and Computer Assisted Language Learning. Since her arrival in Alaska she has been involved in projects relating to Alaska Native Education, including directing the *Second Language Acquisition and Teacher Education* (SLATE) grant (S356A060055), and the *Piciryaramta Elicungcallra* (Teacher our Way of Life through our Language) grant (S356A060066). As **Program Coordinator**, Dr. Siekmann will perform the coordinator duties described below, teach courses in Second Language Acquisition Theory, Second Language Teaching Methods and Computer Assisted Language Learning, and head the *English Language Learners* graduate collaboratives including advising and mentoring students. Her commitment to the program is budgeted as 40% based on a 10-month appointment.

Dr. Patrick Marlow has been a faculty member at ANLC since 1998. He has held a joint appointment with the School of Education since 2002. As a faculty member in both units, Dr. Marlow is responsible for development of programming for Native language teacher training. Toward this end, he has been involved in the development of programming for both Alaska's Athabascan and Yup'ik regions. Since 2001, Dr. Marlow has worked closely with program partners on the development of both graduate and undergraduate programs in Native Language Education and Yup'ik Language Proficiency. Dr. Marlow was PI/co-PI on several Alaska Native Education grants, including *Yup'it Nakmiin Qaneryaraat* (S356A050047), *SLATE* (S356A050055) and *Preparing Teachers of Yup'ik Language & Culture* (S356A080043). As **Graduate Collaboratives (GC) coordinator**, Dr. Marlow will perform the coordinator duties described below, teach courses in Linguistics and Language Policy and Planning and head one of the guided research collaboratives including advising and mentoring students. His commitment to the program is budgeted as 15% based on a 10-month appointment.

The two coordinators (Dr. Sabine Siekmann and Dr. Patrick Marlow) will work with the

program partners to ensure the project's success, while retaining overall authority and responsibility for the project. The coordinators are responsible for day-to-day project operation and performance, and the achievement of stated goals. Specific duties include: (a) working with all parties to ensure goals and timelines are met, (b) scheduling and facilitating the summer session, regional workshops, and distance delivery of courses, (c) monitoring expenditures to assure compliance to budget, (d) designing and directing quantitative evaluation of the project's performance, and (e) reporting on project outcomes, performance, and the achievement of stated goals.

Other program faculty include Dr. Walkie Charles, Dr. Theresa Arevgaq John and one additional program faculty member (to be named) who will each head one of the Graduate Collaboratives. Each of the Faculty Advisor's commitment to the project is estimated at 30% based on a 10-month appointment. All program faculty will teach courses in their area of expertise and head one of the graduate collaboratives including advising and mentoring students.

Dr. Steven Thorne will act as the **CALL Coordinator** for the grant. Dr. Thorne is a nationally and internationally recognized scholar in the field of Computer Assisted Language Learning and will teach class on CALL and serve on graduate committees. His commitment to the project is estimated at 15% based on a 10 months contract. Dr. Joan Parker Webster will act as the **External Evaluator** on the grant. Dr. Parker Webster has extensive expertise in program evaluation. Her commitment to the project is estimated at 20% based on a 10 months contract.

#### **PH.D. ASSISTANTSHIPS** (4 full-time positions – 10-month appointments)

Ph.D. assistants will co-teach courses with program faculty in the student's area of interest and expertise (e.g., Second Language Acquisition, ELL Methods, Alaska Native Languages, Research Methods). They will conduct independent research in Computer Assisted Language

Learning as well as mentor M.A. students in project design and implementation.

Expected qualifications are: M.A. in Education, Applied Linguistics, or other related field. Experience in teaching an Alaska Native Language or ELL. In addition, they must be able to work cooperatively with Alaska Native communities, and willing to travel extensively in rural Alaska.

**Graduate Assistant:** In order to assist the director and the UAF Linguistics department with the day-to-day organization of the grant one graduate research assistant will be funded. The GRA will be a student in the M.A. in Applied Linguistics. Duties will include: scheduling, keeping minutes, compiling materials, web publishing, coordinating travel, duplicating materials, organizing data, etc.) Priority will be given to students proficient in an Alaska Native language represented in the grant.

### (iii) Timelines and Milestones

This section includes a timeline for each of the goals specified in the proposal. In these tables, milestones are indicated by bold text on a grey background. The following abbreviations will be used to refer to the persons responsible: C (Coordinators), ACC (Academic Committee), ADC (Advisory Committee), E (Evaluator).

**Table 3: Timeline and Milestones for Administration and Evaluation**

Month	Activities	Person Resp.
1	Inform partners of receipt of grant.	C
1	Establish language focus for Cohort 3	C, ADV
2	Partners name representatives to Advisory Committee.	GP
2	Draft Memorandum of Agreement for review by Advisory Committee	C
3	Review, revise, approve MOA	C, ADC
<b>5</b>	<b>Advertise <i>Applied Linguistics</i> M.A. with CALL focus to prospective students</b>	<b>C</b>
6	Schedule summer classes	C, ADC

8	Student selection: Partners make nominations; Advisory Committee makes selections	ADC
9	Students participate in pre-program interviews	E
<b>9</b>	<b>Delivery of first summer courses</b>	<b>ACC</b>
10-36	Delivery of SLATE program	ACC
21	Students participate in progress interview	E
34	Students participate in post-program interview	E
36	Faculty review students' final portfolio as part of program evaluation	ACC, E

**Table 4: Timeline and Milestones for Graduate Collaboratives (Goal 1)**

Month	Activity	Person Resp.
3	Identify CALL projects of interest to partners	C, ADC
4	Select Ph.D. students	ACC, ADC
<b>5</b>	<b>Ph.D. students start coursework and mentoring relationship with faculty mentor</b>	<b>C, ADC</b>
6	Select M.A. students for Cohorts 1-4	ACC, ADC
9-12	Students identify appropriate CALL projects	ACC
13-18	Students start literature review for their CALL projects	ACC
24-25	Students design and develop CALL projects	ACC
25-28	Students implement CALL projects	ACC
<b>25-33</b>	<b>Students present projects at national or international conferences</b>	<b>ACC</b>
33-36	Each GC submits paper for publication	ACC

**Table 5: Timelines and Milestones for Improving Alaska Native/English Language****Education (Goals 2 and 3)**

Month	Procedures	Person Resp.
3	Set student selection procedure for Cohorts 1-4.	ADC
3	Program partners and faculty determine delivery schedule	C, ADC
5	Advertise CALL focus in <i>Applied Linguistics</i> M.A. to prospective students	C, ACC
8	Partners nominate potential students for Cohorts 1-4. Advisory Committee makes selections	ACC, ADV

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<b>9</b>	<b>Deliver first courses in the course sequence.</b>	<b>ACC</b>
12-36	Course Delivery continued: Audio–conferencing & on-line delivery of courses and summer sessions	ACC
12-36	Students design, develop and implement CALL projects	ACC
<b>34</b>	<b>Students take comprehensive exams</b>	<b>ACC</b>
<b>36</b>	<b>Students in cohorts 1-4 graduate with M.A.</b>	<b>ACC</b>

**Table 6: Timeline and Milestones for: Build Capacity for Leadership in Language**

**Programming – Ph.D. students (Goal 4)**

<b>Month</b>	<b>Procedures</b>	<b>Person Resp.</b>
4	Select Ph.D. students (Cohort 5)	ACC, ADC
5	<b>Ph.D. students start coursework and mentoring relationship with faculty mentor</b>	<b>C, ADC</b>
9-36	Ph.D. students conduct research	ACC
9-36	Ph.D. students are mentored by faculty members and provide mentoring to M.Ed. and M.A. students	ACC
<b>25-33</b>	<b>Ph.D. Students present preliminary findings at national or international conferences</b>	<b>ACC</b>
33-36	Ph.D. Students submit research findings for publication in professional journals	ACC
<b>36</b>	<b>Students in Cohort 5 graduate with Ph.D.</b>	<b>ACC</b>

**Table 7: Timeline and Milestones for: Create and implement CALL materials (Goal 5)**

<b>Month</b>	<b>Procedures</b>	<b>Person Resp.</b>
1-3	Design CALLT Center	C
4-8	Equip CALLT Center	C
<b>9</b>	<b>CALLT Center used as training facility during summer session</b>	<b>C, ACC</b>
13-16	Technology distributed to participating classrooms	C, ADC
16-20	Teachers and students implement CALL class projects	ACC
<b>21</b>	<b>CALLT Center used as development facility during summer session</b>	<b>ACC</b>
24 - 27	M.A. students implement CALL projects	ACC

27-30	M.A. students troubleshoot and revise CALL projects	ACC
<b>34</b>	<b>M.A. CALL projects published and distributed</b>	ACC

**(iv) Procedures for ensuring feedback and continuous improvement of the project**

The procedures outlined above involve regular and structures involvement of all stakeholders throughout the grant process to make sure procedures are reviewed and adjusted if necessary. The key mechanism for continuous improvement are a) partner meetings at least twice each year, b) yearly reports submitted to school districts and AVCP, c) yearly presentations at local conferences and d) twice yearly de-briefing sessions with external evaluator.

This process is designed to provide on-going “reflective” feedback to the project partners for their decision-making while simultaneously gauging the quality of the program delivery. Partners believe that the evaluation will help them to make program adjustments throughout the project. As adjustments are made (i.e., new strategies introduced, original strategies discarded, etc.), the reasoning behind these decisions will also be documented as a cumulative log of “lessons learned” and incorporated in the findings and conclusion section(s) of project reports.

**(D) ADEQUACY OF RESOURCES (15 points)**

In collaboration with project partners, the Coordinators will jointly retain overall authority and responsibility for the project. UAF departments, such as Finance, Purchasing, and Human Resources, will provide internal support as needed to manage fiscal and human resources. The Coordinators will be guided by this project’s detailed goals and objectives and by the timelines established for this project. In addition, the Coordinators will work directly with the *Academic Committee* and *Advisory Committee* (see Figure 1 above) to refine and achieve all program goals. Partners will meet monthly by audio, and twice annually face-to-face in order to achieve this.

(See section *Quality of Project Design* above for further discussion of the projects collaborative administrative structure.)

**(i) Adequacy of Budget**

Personnel needs are those necessary to advise and deliver programming for 20 Master's level and 4 Ph.D. level students (see *Responsibilities and Qualifications of Key Personnel*, and *Budget Narrative*). Under this proposal all students will receive full tuition and fees during the grant period (see *Budget Narrative*). The delivery model (including distance delivery, intensive summer sessions, workshops, and face-to-face advising meetings) is necessary in order to overcome barriers (distance, family and job responsibility, etc.) that traditionally prevent Alaska Native students from degree completion. This model necessitates significant travel (see *Budget Narrative*) and audio conferencing. Further, as we anticipate qualified Ph.D. students to hold salaried positions within the University, and these same students will be expected to take on significant mentoring and research responsibilities, salary and benefits support is provided. Finally, in order to develop and implement meaningful CALL materials, it is necessary to purchase hardware both for the establishment of the Computer Assisted Language Teaching and Learning Center at UAF as well as SmartBoards and i-pads for each participating classroom (see *Budget Narrative*).

**(ii) Institutional Resources**

*M.A. Program in Applied Linguistics*

The M.A. in *Applied Linguistics* at the University of Alaska Fairbanks (UAF) is an interdisciplinary program drawing on faculty from Linguistics, Foreign Languages, Alaska Native Languages, and the School of Education. As an interdisciplinary program, *Applied*

*Linguistics* is designed to serve a broad range of student goals and needs, including K-12 Alaska Native and English Language education. Program faculty have expertise in Computer Assisted Language Learning and will further develop that expertise through the course of this grant.

#### *Alaska Native Language Center*

Established in 1972 as a center for documentation and cultivation of the state's 20 Native languages, Alaska Native Language Center (ANLC) faculty have always been involved in Native language program development and teacher training. ANLC is committed to supporting CALL for Alaska Native Languages, and are making a space available to house the CALLT Center. ANLC faculty and staff were instrumental in the development of regional programs offered through the University's Kuskokwim Campus. These programs include certificate and AAS programs in *Yup'ik Language Proficiency* and *Native Language Education: Yup'ik Option*, and a B.A. in *Yup'it Nakmiin Qaneryaraat*.

#### *Association of Village Council Presidents*

The Association of Village Council Presidents (AVCP) is a regional non-profit Native association serving fifty-six (56) Federally Recognized Tribes in Alaska's Yukon-Kuskokwim Delta. Established in 1964, AVCP provides social services, human development and culturally relevant programs for people throughout the region to promote self-determination, protection and enhancement of cultural traditions and language through a working partnership with member villages.

### **(E) PROJECT EVALUATION (15 points)**

#### **(i) Feasibility of evaluation, appropriate to goals, objectives, and outcomes of the project.**

The evaluation design will serve a formative, or process feedback focus, as well as a summative, or outcome focus. The design will be implemented by the external evaluator, Dr.

Joan Parker Webster in collaboration with the two coordinators, Dr. Sabine Siekmann and Dr. Patrick E. Marlow.

The formative component of the evaluation is designed to provide on-going “reflective” feedback (see section iv under *Management Plan*). The summative evaluation is designed to examine outcomes associated with project activities addressing the overall goal and objectives set for this project. Questions to be addressed by this evaluation component are based directly on the measurable outcomes defined for each goal.

A combination of evaluation mechanisms will be employed: 1) partner meetings (see *Appendix A* for preliminary questions); 2) pre-progress-post program interviews (see *Appendix B* for preliminary questions); 3) university-wide IAS forms 4) bi-yearly face-to-face committee meetings; 5) comprehensive exams (subject matter knowledge as well as critical evaluation of issues as they relate to the Alaskan context); 6) learning/teaching portfolios 7) conference presentations; 8) journal submissions, 9) M.A. CALL projects. **Partner meetings** will be held via audio-conference at least twice each year during the grant period. The agenda for these audio conferences will address both administrative and instructional issues (see *Appendix A* for preliminary list of questions). Each student will participate in a **pre-program interview** before or during the first summer session, a **progress interview** during the second summer session and a **post-program interview** conducted during the final summer session of the grant period. These semi-structured interviews focus on student philosophy of second language teaching and learning and Computer Assisted Language Learning. In combination, these three interviews will allow the evaluators to identify any changes in students’ knowledge and attitudes (see *Appendix B* for preliminary questions). In accordance with university policy, students will complete **IAS forms** for each course within the SLATE program. Student answers on these questionnaires will

provide feedback about the course content as well as instructional strategies. Furthermore, each student will participate in a **face-to-face committee meeting** each semester he or she is enrolled in the M.A. program. These meetings will give the committee the opportunity to assess each student's progress towards degree completion. The student and the committee can also discuss any questions relating to program requirements, research projects as well as any concerns or questions the student might have. Toward the end of the program, students will take a set of **comprehensive exams**. These examinations test both subject matter knowledge as well as the ability to critically evaluate issues relating to the Alaskan context. In addition to this degree-final examination, students will also be required to compile a **learning/teaching portfolio** throughout their course of studies. This reflective portfolio will include representative assignments from each of the courses in the program as well artifacts showcasing how students have incorporated their new knowledge into classroom practice. Each student will design, implement and publically defend a **CALL project** as part of the M.A.in Applied Linguistics. The quality of these projects will illustrate students' mastery of content knowledge and integration into classroom practice. Finally, each student in the program is required to present his or her project at a professional conference and to submit an article to a professional journal. Through these mechanisms, students' research will be evaluated by the outside scholarly community.

**(ii) Objective performance measures clearly related to the intended outcomes of the project that will produce quantitative and qualitative data to the extent possible.**

The evaluation mechanisms briefly described in the previous section provide objective performance measure directly linked to each of the project goals.

**Table 11: Overview of Evaluation Tools and Project Goals**

Evaluation Tool	Measured Sub goals	Goals
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Partner meetings	Identify and recruit M.A., Ph.D. students Define relevant projects	1,2,3,4
Interviews	SLA and CALL content knowledge	2,3,4
University-wide IAS forms	Quality of instruction	1
Bi-yearly face-to-face committee meetings	Quality of instruction	1
	Appropriateness of delivery model	1
	Student progress toward degree completion	2,3,4
	Progress on research and projects	5
Comprehensive exams	SLA and CALL content knowledge	2,3,4,5
Learning/teaching portfolios	SLA and CALL content knowledge	2,3,4
	Quality of projects	5
Debriefing sessions	Quality of instruction, appropriateness of delivery model	1
M.A. projects	SLA and CALL content knowledge	2,3,4,5
Conference presentations, Journal submissions	Quality of student projects and research	2,3,4,5
	Student scholarly preparation	

### **Goal 1: Graduate Collaboratives**

The ultimate measure of the effectiveness of the Collaboratives will be the school districts' and scholarly community's response to projects and research presented at conferences and submitted for publication. Achieving this goal depends to a large extent on successful recruitment of Alaska Native Ph.D. students and the identification of projects relevant to the program partners and students. The bi-yearly face-to-face advising meetings will serve as the primary mechanism to ascertain whether or not students are making satisfactory progress towards degree completion. Interviews with students and debriefing sessions with faculty will also provide evaluative feedback. All these measures will also give students the opportunity to actively participate in determining the direction of their studies.

### **Goals 2 &3: Improve Alaska Native/English Language Education**

One of the major components within this goal is to improve students' knowledge in the areas

of Second Language Learning and Teaching and Computer Assisted Language Learning. The results on the comprehensive exams, interviews and M.A. projects will be the primary means by which improved content knowledge will be measured. The learning/teaching portfolios will be the instrument used in gauging success in terms of integrating content knowledge into the classroom. Ultimately, the number of students graduating with their M.A. specializing in *Native Language Education* or *Teaching English Language Learners* will serve as a summative assessment of achieving these goals.

#### **Goal 4: Build Capacity for community-defined University programming**

Grant partners are committed to promoting both Master's level and Ph.D. graduates into leadership positions. It is anticipated that M.A. graduates will enter educational leadership positions appropriate to their level of education, e.g., adjunct University lecturer; bilingual/ESL/CALL program coordinator. Ph.D. graduates will enter educational leadership positions appropriate to their level of education, e.g., University faculty or administrative positions; school district administrative positions; members of statewide bodies influencing language policy and programming. The ultimate success of this goal will in all likelihood be known only after the grant period.

#### **Goal 5: Create and implement CALL materials**

A special emphasis in this partnership is to create research based materials that are immediately useful in classrooms, the major measures of success for this goal will be the students' M.A. CALL projects, which they will design and create as part of their university course work and which they will implement in their classrooms. Results on comprehensive exams, review of the teaching/learning portfolios and response to scholarly presentations and publications will also provide evaluative information regarding goal completion.