

ALASKA'S CULTURAL HERITAGE IN EDUCATION is VITAL for EXCELLENCE  
(ACHIEVE)

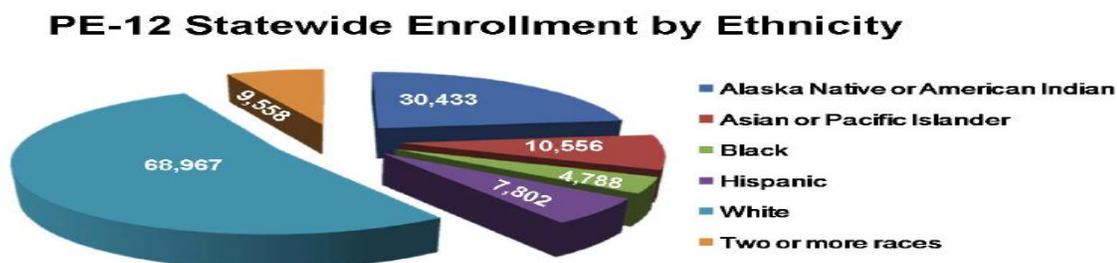
**Need for project**

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

WW IDEA, an Alaska educational nonprofit organization, in collaboration with the Alaska Native Knowledge Network (ANKN) of the University of Alaska-Fairbanks, and the Alaska Department of Education Director of Education Technology proposes to conduct a series of year-long cultural based education encounter sessions and an annual Summer Colloquium for a collegium of 100 K-12th grade teachers of Native Alaskan students from high-need schools. We will additionally partner with Tanana Chiefs Conference regional tribal organization to designate an Elder Tribal Member as member of the Management team to ensure program validity from a traditional native perspective. **(Priority 1—Alaska Native Regional Nonprofit)**. The program will serve 20 teachers in Year 1 and will add 40 teachers each in Years 2 and 3. Targeted schools will include high-need native school districts that are at not meeting Annual Yearly Progress for *No Child Left Behind*. Identified target districts include the Yukon Koyukuk, Yupiit, Galena, and the Alaska Gateway School District and others, all of which are 2011-2012 Title 1 School Improvement sites serving native students and several qualify for 2009 or 2010 as Lowest-Achieving schools for the School Improvement Grants. **(Priority 3—Turning Around Persistently Lowest-Achieving Schools.)** To strengthen the professional development opportunities, Alaska's Cultural Heritage in Education is Vital for Excellence (ACHIEVE) used a *needs assessment* to create a high-quality professional development program. This program will improve teacher and student content knowledge through cultural based education resources and using research based pedagogy strategies to address the cultural needs of the Native Alaskan student. This proposal has been developed to complement and enhance the current Alaska Native

Knowledge Network, the Department of Education’s Digital Sandbox, and the Alaska Legislative Task Force on Theme-Based Education’s efforts to develop and share culturally supportive educational resources. With today’s voluminous curricular resources, teachers in Alaska are overwhelmed with identifying and using relevant, high quality materials for their classrooms. This project would assist in streamlining the process for teachers searching for the instructional support items they need by connecting and improving culturally responsive education resource databases. Additionally, this proposal will provide critical Professional Development regarding the value of culturally relevant instruction and how to effectively convey this knowledge in their classrooms.

Although the Native Alaskan Students (NAS) represent only 24% of the state population they lead in almost all educational at risk indicators and exhibit high educational need. Below are data reflecting the significant risk factors that are challenging Native Alaskan Students:



The standard Based Assessment chart below shows significant underachievement by NAS. Scores show a statistically significant discrepancy between overall state scores and NAS scores.

2011 Standards Based Assessments (SBA)		
Percent of Students Scoring Below Proficient/ Far Below Proficient		
	Overall State Score	Native Alaskan
Reading 4th Grade	25.6	50.4
Mathematics 4 <sup>th</sup> Grade	24.5	45.0
Writing 4 <sup>th</sup> Grade	23.9	46.5
Science 4 <sup>th</sup> Grade	30.6	76.7
Reading 8 <sup>th</sup> Grade	16.6	35.1
Mathematics 8 <sup>th</sup> Grade	22.9	45.3

<b>Writing 8<sup>th</sup> Grade</b>	32.3	52.6
<b>Science 8<sup>th</sup> Grade</b>	43.5	70.6
<b>Reading 10<sup>th</sup> Grade</b>	24.8	45.5
<b>Mathematics 10<sup>th</sup> Grade</b>	37.3	55.1
<b>Writing 10<sup>th</sup> Grade</b>	26.8	46.4
<b>Science 10<sup>th</sup> Grade</b>	35.4	57.9

The National Assessment of Educational Progress (NAEP) scores also corroborate the need for additional instructional supports. These scores show a tremendous discrepancy between the overall national and statewide scores and NAS scores below the **Basic** attainment level.

<b>2011 National Assessment of Educational Progress (NAEP)</b>						
	<b>Math Below Basic Level</b>			<b>Reading Below Basic Level</b>		
	National	Alaska	Native Alaskan	National	Alaska	Native Alaskan
4th Grade	18	22	<b>50</b>	34	44	<b>74</b>
8 <sup>th</sup> Grade	28	26	<b>52</b>	25	27	<b>56</b>

Additional analysis of nonacademic data yielded similar concerns and findings. Native Alaskan student's attendance, dropout rates, and graduation rates were all startlingly disconcerting as the following charts delineate.

#### **2010-2011 Annual Dropout Rate by Ethnicity**

Race/Ethnic Group	Enrollment		Dropout Rate by Ethnicity		Dropout Rate as a Percentage of Total Dropouts	
	Total 7-12	% of Total Enrollment 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	% of Total Dropouts Count 7-12
Alaska Native/American Indian	13,382	22.5%	1,144	8.5%	1,144	41.2%
Asian/Pacific Islander	4,953	8.3%	181	3.7%	181	6.5%
Black	2,183	3.7%	116	5.3%	116	4.2%
Hispanic	3,419	5.8%	172	5.0%	172	6.2%
White	31,826	53.6%	975	3.1%	975	35.1%
Two or more races	3,609	6.1%	191	5.3%	191	6.9%
<b>Statewide Totals</b>	<b>59,372</b>	<b>n/a</b>	<b>2,779</b>	<b>4.7%</b>	<b>2,779</b>	<b>n/a</b>

The High School Graduation Qualifying Examination (HSGQE) also provides supportive evidence that more instructional assistance must be provided for Native Alaskan Students. The NAS scores were far below the overall state scores for HSGQE exams; analysis of state scores consistently placed these scores in the lowest range of grouped scores.

<b>2011 High School Graduation Qualifying Examination (HSGQE) Percent of 12<sup>th</sup> Grade Students Scoring <u>NOT</u> Proficient</b>		
	<b>Overall State Score</b>	<b>Native Alaskan</b>
Reading 12 <sup>th</sup> Grade	52.4	67.8
Mathematics 12 <sup>th</sup> Grade	68.2	76.9
Writing 12 <sup>th</sup> Grade	53.7	64.2

Statistics overall for Native Alaskan families also reveal challenges. Tremendous discrepancies exist in graduation rates, higher education degrees, and household income for NAS from the 2011 Census data. Alaskan Native students also are exposed to social risk factors which create significant barriers to learning within their communities. At Risk factors and disadvantages of students are reflected in the Youth Behavior Risk Surveys below:

(Population 25 years and over -1999 income)	<b>U.S. Census Data</b>	<b>Alaska</b>
Percent high school graduate or higher	80.3%	27.4%
Percent bachelor's degree or higher	24.4%	13.2%
Per capita income	████████	████████

	<b>Alaskan Native</b>	<b>All Races</b>	<b>% Difference</b>
Bullied on school property	17%	12.2%	+4.8
Made a plan to commit suicide	14.6%	11.4%	+3.2
Hit, Slapped or hurt by boy/girl friend	12.5%	9.2%	+3.3
Used marijuana one or more times	60.2%	44.5%	+15.7

Twenty Alaska Native Languages are recognized by the Alaska Native Language Center and spoken by over 100,000 people. A quarter of NAS live with native language as their primary communication. Culture and language barriers make it extremely challenging for educators to address the e needs of Native students. The need for this project, as evidenced above, is critical.

**Quality of the project design**

**i. The extent to which the design of the proposed project is appropriate to and will successfully address the needs of the target population or other identified needs.**

Through participation in Alaska's Cultural Heritage in Education is Vital for Excellence (ACHIEVE) program, teachers will acquire a greater depth of knowledge about core content, culture-based education and become better prepared to expand their Native Alaskan Students' understanding of significant issues returning to the teaching and learning of art (Cajete, 2004) and the elders (Ross, 2006). They must learn about educational excellence from a variety of perspectives, especially from the learning styles' strengths of Alaska Native students. ACHIEVE proposes a high quality professional development program, based on teacher needs assessment of content /pedagogy and student state assessment data, (see needs section for specific data) that targets Alaska's Core Content Curriculum and the new Alaskan Cultural standards (see in attachments). The Core Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant, reflecting the knowledge and skills that our young people need for success in college and careers. Cultural values, such as conformity to authority and respect for elders, taciturnity, strong tribal social hierarchy, patrimonial and matrilineal clans, and an emphasis on learning, which are deeply rooted in the teachings of the elders, require culturally based education (CBE) programs to parallel with Cultural standards because strong Native language programs influence a youngster's academic, social, and cultural development including an individual's identity in a positive way (Demmert & Towner, 2003). State standards serve as the basis for statewide assessments, curriculum frameworks, and instructional materials, but acquiring professional development and techniques for instructional delivery remains the responsibility of individual educators.

During the project, teachers will be enrolled in five PD components led by preeminent partners and staff/consultants who are experienced content specialists in culturally based education. These leaders and partners have been selected because of their extensive experience

with the Native Alaskan culture, past instruction at a collegiate level, and past impact in Alaskan schools. Partners are: Alaska Native Knowledge Network of the University of Alaska Fairbanks, and the Alaska Department of Education. The *ACHIEVE* five (5) project components will provide over 10 content-rich days of PD and a web-based resource hub.

1) Culturally based education session (3 days) *Note: culturally based units will be developed with teachers during this time	18 Hours
2) Summer Cultural Colloquium Educators Institute (5 days)	30 Hours
3) Cultural Immersion Field Institute (2 days)	12 Hours
4) CMO/ Peer Mentoring (reflection and meeting)	2-4 hours
5) Resources 4 Educators Online information hub	NA
Total Hours of Professional Development Per year of the grant	62 hours

Descriptors of high quality partner activities and benefits that they will add are imbedded in the seven project components listed below: (Note: Partner Support Letters and resumes are found in appendix). Course of study charts can be found below outlining the following activities.

**1) Culturally Based Education session** (18 Hours): These sessions will be delivered online, with live interaction opportunities when possible. Sessions will focus on:

<b><i>Teachers and Students Working Together.</i></b> Joint productive activity.
<b><i>Development of Language and Literacy Across the Curriculum.</i></b> Development of the languages of instruction and the content areas is the goal of all instruction.
<b><i>Connecting Lessons to Students' Lives.</i></b> Contextualize teaching and curriculum in students' existing experiences in home, community, and school.
<b><i>Engaging Students with Challenging Lessons.</i></b> Maintain challenging standards for student performance; design activities to advance understanding to more complex levels.
<b><i>Emphasizing Dialogue over Lectures.</i></b> Instruct through teacher-student dialogue, especially academic, goal-directed, small-group conversations (known as instructional conversations), rather than lecture.
<b><i>Learning Through Observation.</i></b> Providing demonstration or models of requested performance.
<b><i>Encouraging Student Decision Making.</i></b> Involving students in the choice or design of instructional activities.

Original research-based source material, books, related in-depth reading and artifacts will be available from the Alaska Native Knowledge Network (ANKN) to support ANKN participants.

Sessions will be guided by professor, Dr. Ray Barnhardt (University of Alaska Fairbanks professor)

(vita in Appendix) and experts in each cultural area. Participants will examine the content of relevant research based documents via inquiry-based interactive discussions through this professional learning community. Each session will conclude with the teachers breaking into grade level teams to facilitate integration of the seminar's content into the creation of cultural based lessons. The lessons will define how Alaska Native learning modalities and cognitive styles are affected in order to draw conclusions that serve as indicators as to how educators may provide instruction/learning opportunities that are compatible with ANS' learning styles. The resulting standards-based lessons will be published through a content/topic data-based website developed by the WW IDEA team and housed in Alaska Digital Sandbox. Teachers will then delve into institutional challenges which block students from being able to obtain a quality education such as learning disabilities. Native students in Alaska are 50% more likely to be placed in special education programs compared to other students (National Center for Culturally Responsive Education). Learning techniques such as discussion group activities, role-playing and debates will enhance lecturing and will be integrated into the session's agenda. With newfound teaching pedagogy and resources, teachers will create traveling trunks supporting culturally-based units, to include native costumes, music, art and artifacts. These trunks will be available to teachers in the Alaskan network.

**2) Summer Cultural Colloquium (30 Hours):** The University of Alaska Fairbanks and the Alaska Native Knowledge Network will host five-day Summer Colloquium camps. Participants will experience ways in which culture influences understanding of the world around their students and their role in it. Particular attention will be given to cultural processes associated with learning, especially as they are reflected in Alaska Native contexts. The Colloquium will utilize an experiential learning format and will rely primarily on participation in camp activities and group discussions led by the instructor, students, elders, and guest speakers. The class includes

traditional fish camp activities and visits to cultural sites. Students are expected to read the assigned readings and participate in the subsequent discussions. A sample reading list follows:

<b>Day 1</b>	<ul style="list-style-type: none"> <li>• Napoleon – <i>Yuuyaraq: The Way of the Human Being</i></li> <li>• Kawagley—<i>A Yupiaq World View: A Pathway to Ecology and Spirit</i></li> <li>• C. Barnhardt – “A History of Schooling for Alaska Native People”</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>• Barnhardt/Kawagley—“Indigenous Knowledge Systems . . . .”</li> <li>• Kawagley/Barnhardt, R.—“Education Indigenous to Place”</li> <li>• Barnhardt, R.—“Creating a Place for Indigenous Knowledge in Education”</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>• Ongtooguk—“Their Silence About Us” (ANE)</li> <li>• Barnhardt, R.—“Two Cultures, One School: St. Mary’s, Alaska”</li> <li>• Kawagley, et al—“The Indigenous Worldview of Yupiaq Culture” (ANE)</li> <li>• Barnhardt, R.—“Teaching/Learning Across Cultures: Strategies for Success”</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>• ANKN—“Alaska Standards for Culturally Responsive Schools”</li> <li>• Barnhardt, R.—“Culture, Community and the Curriculum”</li> <li>• Effie Kokrine Charter School—“EKCS Spiral Curriculum”</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>• Stephens—<i>Handbook for Culturally Responsive Science Curriculum</i></li> <li>• Garza—<i>Alaska Native Science: A Curriculum Guide</i></li> <li>• ANKN—“Guide for Implementing the Alaska Cultural Standards”</li> </ul>

Participants will also be required to complete the following activities:

Prepare a 1-2 page paper at the end of the first day of class will summarize participant views regarding the ways in which culture influences what goes on in schools.
Maintain a journal during the colloquium to document the topics and activities that are of particular interest and relevance to them. These “class notes” should be entered as often as necessary and should provide a running account of participant knowledge each day of the colloquium.
Complete the rubrics associated with the <i>Guide to Implementing the Alaska Cultural Standards for Educators</i> as they apply to the participants curriculum.
Prepare an 8–10 page final paper addressing a relevant topic based on experiential learning.

Participants will submit a final project for the course to be posted on the Resources4Alaska

Educators web site, followed by an audio-conference in which students present and discuss their projects. Graduate credit will be available.

**3) Cultural Immersion Field Institute (12 Hours)** Teacher participants will experience on-site field institutes to provide substantive cultural content increasing teacher’s knowledge. Alaskan Native students’ distinct learning style creates a pressing need for teachers to employ culturally responsive teaching techniques based on the everyday lives of their students. When Alaska Native students are

confronted with teachers who do not understand the Alaska Native students' learning style preferences and cultural values, the result is often "cultural discontinuity" between students and their teachers. The outcome of this pedagogy is miscommunication between students and teachers, resulting in hostility, alienation, diminished self-esteem, and eventual school failure (Halpin, & Whiddon, 1980; Pewewardy & Willower, 2003). Future teachers must have experience with Native Alaskan students during their teacher training programs. They need to understand and respect the students' cultural knowledge base including studying the history and culture of Alaska Native students that incorporate their values, stories, music, and myths (Pewewardy, 2009). The chart below projects participant goals:

<b>Year</b>	<b>Cultural Immersion Field Institutes</b>	<b>Goals: Teachers will demonstrate increased knowledge by pre/posttest on:</b>
<b>Year 1:</b>	Museum of the North	Museum Education has a large hands-on collection used in teaching and displays. Many objects are available to borrow for educational purposes. Participants will experience hands-on objects to enhance your lessons in your classroom
<b>Year 2:</b>	Alaska Humanities Forum	Participants will experience culture camps throughout Alaska. They are designed to connect Alaska Native students to their traditional culture and their environment. The camps will involve Native elders as teachers in a real-world classroom. Participants will share the roles and responsibilities of the young people in the camp by being immersed in traditional ways.
<b>Year 3:</b>	Anchorage Native Heritage Center Museum	The museum will support participant educators in their work through many on-site and outreach programs related to art, history and science. Working within Alaska education standards, the museum will provide exciting ways to reinforce lesson plans and make concepts come alive.

**4) WW IDEA** will provide the Resources4Alaskan Educators lesson plan portal to support the above noted PD. Teachers will be trained to use the portal as part of the Culturally Based Education session hours. This Web-based program provides access to our partner, Alaska Department of Education's, Digital Sandbox; an online learning management system that allows teachers to create culturally relevant artifacts. (See partnership letter in attachments).

Resources4Alaskan Educators will also expedite exploration and use of online primary/ secondary

source documents along with core content information. The information is transformed into a searchable data base of and links to comprehensive cultural based classroom lesson plans and assignments. Participants will easily access exemplary lessons and engaging online resources for students. This independent exploration of technological involvement will permit teachers to guide students into areas of high interest for greater cultural experiences. The system will also house web-based program assessments, surveys and forms to efficiently collect and report program data.

**5) Cultural Mentoring and Observation (CMO) (One Hour per Observation, One Hour per Follow-up):** Peer mentoring and observation of standards-based lessons, addressing ACHIEVE's cultural based education, will provide information on changes in teacher's instructional practices. The CMO will facilitate and document the improved teacher delivery of content knowledge and instructional practices. The CMO will utilize the research strategies from the *Instructional Coaching Model*, University of Kansas, Jim Knight (**Research on Instructional Coaching**, (2008). An observation form, modeled from the Center for Comprehensive School Reform's "*Essential Elements of Teacher Observations*" (2005), will serve as a guide for observation data collection by program staff or teacher mentor up to four times per year (baseline and follow-up data collection - see Appendices for form). Program staff will use laptops to collect and synthesize observational data. The use of an electronic data base will facilitate a more timely and in-depth analysis of new instructional strategies. Observations will provide positive feedback, proactive suggestions, and guide both the observer and the observed in the transfer of Native Alaskan specific instructional strategies and content knowledge in each quest to become teacher mentor/ leaders. Teachers will meet afterwards to discuss the observation. Each year's Institute participants will have the opportunity to continue in the following year's training. Those participants with particular interests and skills will demonstrate new resources, lesson plans and

instructional techniques to new teachers in the school system and/or collegium. Participants will also continue their professional growth throughout the school year and beyond the grant period through the use of a *Web Based Training Site* that will provide access to online lessons, discussion boards, curriculum resources and interactive teaching intranet-based electronic learning platform. Participants will receive minor compensation for their time required to participate in the CMOs.

Project ACHIEVE will use the research referenced below to develop an effective professional development program that will be interactive, collaborative, and continuous. A major task facing Alaska Native communities is to create lifelong learning opportunities that allow all the members to improve their quality of life, and to meet their tribal responsibilities through meaningful contributions to the communities in which they live and interact. The greatest educational challenge for many is to build learning environments that allow each of their young children to obtain an education that “creates good people that are knowledgeable and wise. (Deloria, 2004) From a tribal and Alaska Native professional perspective, the creation of meaningful educational experiences for tribal community members requires a language and cultural context that supports the traditions, knowledge, and language(s) of the community as the starting place for new ideas and knowledge. Many Alaska tribal communities and professional Alaska Native educators believe that this cultural context is absolutely essential if one is to succeed academically and to build meaningful lives as adults (U. S. Department of Education, 1992). The interest in finding a relationship between improved academic performance and programs that include culturally based education activities, are the results of a firm belief within the Native American professional community that high achievement in academics and motivation depends upon the spiritual well-being of Alaska Natives students, early attention to cognitive development, sense of identity, and social/cultural maturity (Bruner, 2006).

Project ACHIEVE proposes to provide a sustained, comprehensive and coherent approach by adhering to the objectives, performance measures and benchmarks in the chart below. The Management Team will review and monitor activities to facilitate coherent and sustained progress, assure fidelity, and cohesively provide high quality professional development.

<b>Goals</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>Goal 1: Increase Student Achievement</b>	<b>1.1</b> – The percentage of Alaska Native students in school served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments will increase by 3% (yr. 1), 5% (yr. 2) & 7% (yr. 3) ( <b>GPRA 1</b> ).	<b>1.</b> Students will show significant gains in reading, mathematics, and science as evidenced by Post Assessment on: Alaskan Standards Based Assessment for Native Alaskan Students and NAEP Released test items for students of participating teachers
<b>Goal 2: Increase Graduation Rates</b>	<b>2.1</b> –The percentage of students in schools served by the program who graduate from high school with a high school diploma in four years will increase by 3% (yr. 1), 7% (yr. 2) and 10% (yr. 3) ( <b>GPRA 2</b> ).	<b>2.</b> Cultural Standards and Native Alaskan learning modalities/cognitive styles professional development for teaching staff will result in increased graduation rates from high school.
<b>Goal 3: Create Professional Learning Communities</b>	<b>3.1</b> - 100% of all participants will be exposed to the innovative, relevant, and culturally based modalities and cognitive learning styles for teaching Native Alaskans.	<b>3.</b> Participating teachers will show evidence of innovative culturally based learning strategies being integrated in to lessons as evidenced by lesson plans and observations.
<b>Goal4:Increase Teacher Content Knowledge of Native Alaskan Culture and Heritage</b>	<b>4.1</b> Teachers will increase knowledge concerning Native Alaskan Cultural Standards for Educators by 40% for each of the grant.	<b>4.</b> Participating teachers will show growth of knowledge about Native Alaskan Cultural Standards for Educators.

Effective professional development is vital for improvement of teaching and improving academic standards for students. Schools face an array of complex challenges; working with diverse populations of students, integrating new technology, meeting rigorous academic standards and goals. Observers have stressed the need for teachers to be able to enhance and build on their instructional knowledge (National Commission on Teaching & America's Future, 1996).

Goals	Major Benchmarks	To enhance Teacher knowledge and applied instructional practices using Native Alaskan Cultural Standards	Outcome Measures	Timeline
1. Student Achievement Gains	<b>1.1 Increase Student Achievement Gain in Reading, Math and Science</b> (GPRA 1)	Teacher will use newfound content knowledge and teaching pedagogy. Innovative instructional strategies will continually be introduced in Professional Development.	Pre/Post State Testing Data for schools in project and NAEP Released test items for students of participating teachers	Baseline Spring 2012 Testing Each Spring 2013 and ongoing
2. Increase Graduation Rates	<b>2.1 Native Alaskan Graduation Rates will increase each year of the project.</b> (GPRA2)	Teacher applied knowledge and new pedagogical skills will result in increased student achievement and will directly affect the rate of graduation for Alaskan Native Students (GPRA2)	District Rates of Graduation for schools in project.	Baseline Spring 2012 Testing Each Spring 2013 and ongoing
3. Infuse Professional Learning Community (PLC) into school Culture	<b>3.1 Increased Use of High Quality PD and Shared Research</b>	The continual infusion of ongoing sharing of knowledge and instructional techniques will facilitate sustainability in PLC culture	75% positively complete 62 PD hours	July 2013 and each July
	<b>3.2 Participation in Peer Coaching</b>	As an integral part of being a PLC, participants will engage in peer review and coaching to analyze student data to guide curriculum changes This too will facilitate sustainability and continued professional growth.	Analysis of teacher observations and review	April/May 2013 and each April/May
4. Increase Teacher Content Knowledge of Native Alaskan Culture and Heritage	<b>4.1 Engaging Teacher Methodologies</b>	Summer institutes on knowledge and effective instructional strategies using Native Alaskan Culture and Heritage along with year round Cultural Mentoring and Observation.	Observations and Analysis of Teacher Lesson Plans	September 2012 – June 2013 and ongoing
	<b>4.2 Teacher Increased Content Knowledge</b>	Understanding and unpacking of ADE's Native Alaskan Cultural Standards.	Pre-Post Test - Increase Teacher Knowledge on	Baseline September 2012 Posttest

			Native Alaskan Culture and Heritage	June 2013 and ongoing
	<b>4.3 Teacher Professional Growth</b>	Teachers will be exposed up to 62 PD hours during each year of the grant which includes Summer Colloquium, Field Institute studies, and CMO.	Pre-Post Test - Increase Teacher Knowledge on Native Alaskan Culture and Heritage	Baseline September 2012 Posttest June 2013 and ongoing

### **C. Quality of the Management Plan**

- (i) **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timeliness, and milestones for accomplishing project tasks.**

To ensure that the stated goals, objectives and outcomes for the **proposed project** are met, *ACHIEVE* will operate under a solid management plan with clearly defined roles, responsibilities, and timelines. The foundation of the management plan is the Management Team consisting of the Project Director, Project Assistant, a lead Curriculum Specialist, and the Financial Manager. Partner members include a Representative from the Alaska Native Heritage Center and a Representative from the Alaskan EED, and the Alaska Regional Tribal organization designated Elder to ensure program cultural validity. The purpose of the Management Team is to assure fidelity of implementation, monitor the grant for ongoing modification/improvement, oversee the budget (along with organization-established procedures), evaluate progress, develop professional development activities, and establish any new policies/procedures. The Management Team will also ensure that in each year of the project period that the necessary financial resources are provided to ensure the goals and objectives of each year are met.

WW IDEA, Inc., a nonprofit 501(c)3 organization that has successfully provided educational programs to Native Alaskan students and schools, will be the fiscal agent for the project and will follow standard accounting procedures, and will conduct independent yearly audits, and has the internal capacity needed to implement the project. The Management Team

will ensure all materials will be procured using grant-compliant procurement and bid and contracting procedures. Positions will staff according to established policy and procedures of WW IDEA, Inc. The *ACHIEVE* consortium anticipates the Project Director being the first person selected and then beginning the process of staffing the other positions for the *ACHIEVE* project. The Project Director will serve as lead facilitator in all professional development activities and serve as the principal liaisons between the project's partners, professional development, and educational partners while ensuring the cohesiveness of the project as a whole. The Curriculum Specialists will supervise content area project implementation and will be a point of contact for reading, math and science (see more responsibilities in chart below).

Staff Title	Responsibility	Qualification
<b>Project Director (0.4)</b>	WW IDEA's Jennifer Lutey: Direct all program activities and services; interviews and recommends staff; supervises and evaluate project staff at all levels; writes job descriptions for project; initiates all purchase orders; initiates all contracts; coordinates professional development activities; works with the grant partner's Fiscal Officer on all expenditures for salaries, materials, supplies and monitor of budget; tracks participant professional development hours; prepares site location for all seminars; assists with organizing professional development opportunities; attends Management Team meetings; prepares agenda and notifies members of Management Team meetings; works with partners; provides partners ongoing information, collects data for evaluator	Master's/specialist's degree ; administration/ supervision experience; evidence of leadership; knowledge of and prior experience in the provision of PD; prior experience in coordination of travel with school groups; strong interpersonal skills; prior experience with grant/contract budgets involving procurement, outsourcing and partnerships; prior experience with grant management
<b>Curriculum Specialists (3 at 0.5)</b>	Recruits elementary, middle, high school, and participants for commitment to the project; works with PD to arrange schedule with schools' principals & teachers; attends Regional Leader meetings; attends school and community meetings; assists in professional development opportunities, Models CBE and provides some direct assistance when teachers are struggling	3 years of experience working in or with Alaska Native schools; has previously been involved in successful student or adult training
<b>Project Assistant (0.5)</b>	WW IDEA's Lisa Kerscher: Manages and facilitates program communications, and scheduling; leads design of public access web-based portal ("Hub"); manages Hub content;	Prior experience with scheduling meetings, PD, experience working with grant directors, program

	collates data to a workable format for evaluator; assists in professional development design. Oversees technical development.	leaders, and evaluators; experience with relevant technologies, including website development and maintenance
<b>Fiscal Manager (0.5)</b>	Works directly with Project Director for budget administration and oversight; manages procurements and other expenses, including travel, lodging, materials, allowances, etc.; provides regular internal audit reports to Project Director; schedules independent audits	Prior experience with experience with budgets, prior experience working with grant and contract directors

### **Project ACHIEVE Timelines and Milestones**

<b>Proposed Project Period by Month</b>	<b>Timelines, continuous improvement strategies and <u>milestones</u></b>	<b>Responsible partners</b>
<b>Aug 2012</b>	Inform partners and staff of award. Employ grant personnel. First meeting of (ACHIEVE) Management Team.	Project Director
<b>Sept 2012</b>	First joint meeting of (ACHIEVE) Management Team and Curriculum Specialists. Determine dates for participant recruitment. Establish linkage and contracts with all partners begin identifying potential student mentors, procure (programs, software, and materials), and begin development of instruments for evaluation (surveys, PD evaluations, and training).	Project Director & Partner leaders with support from External Evaluator  <b>**All letters of commitment are located in APPENDIX</b>
<b>Sep-Oct 2012</b>	Alaska Digital Sandbox standards-based enhancements built	EED Technology Director and Online Coach
<b>Sept 2012 – Feb 2013</b>	Resources4AlaskanEducators development	Project Director and Assistant Director
<b>Oct 2012</b>	Identification of teacher participants for year one. Using the updated school calendar, set definite timelines for staff development activities.	Project Director, Curriculum Specialists
<b>Nov 2012</b>	Management Team meeting to monitor implementation progress – Quarterly update report on implementation timelines. PD training begins for staff, parents, and administration Cultural based education, courseware utilization, academic curriculum alignment, and CMO.	Project Director, Curriculum Specialists, Partners
<b>Dec 2012</b>	Management Team meeting with External Evaluator; meeting to review implementation status. Teacher participants all identified, initial training and assigned, new curriculum used.	Management Team, External Evaluator

<b>Jan 2013</b>	Second Professional Development session conducted for staff, and administration on CBE and CMO.	Project Director, Curriculum Specialists, educators, and administration.
<b>Feb 2013</b>	Management Team meeting with external evaluator for process evaluation – 2 <sup>nd</sup> Quarterly update report on implementation timelines.	Project director, Management Council members
<b>Mar 2013</b>	Review of attendance, academic and status on assessment from Alaskan Standards Based Assessment for Native Alaskan Students and NAEP Released test items for students of participating teachers	Project Director, Management Council, Teacher participants
<b>May 2013</b>	Management Team meeting with external evaluator for process and summative evaluation data collection and review; 3 <sup>rd</sup> Quarterly update report on implementation timelines.	Management Team and External Evaluator
<b>Summer 2013</b>	Summer Colloquium, Culturally Based Education (CBE) session, Culturally based Education Immersion Field Institute	Project Director, Management Council, Teacher participants
<b>Aug 2013</b>	Second joint meeting of ( <i>ACHIEVE</i> ) Management Team and Curriculum Specialists. Debrief on Year 1 implementation and collect data; Plan for Summer Colloquium: reflections and discussions regarding considerations for next year.	Management Team & Curriculum Specialists
<b>Aug 2013</b>	Annual Performance Report (APR) is completed in August of 2013	Project Director, External Evaluator, and Partners
<b>July 2013 - June 2015</b>	Teacher participants for year two are recruited and selected for year 2 implementation; Cycle begins again for program implementation and review. Where program had concerns or issues, modification to project <i>ACHIEVE</i> are made based upon APR review. Year 3 continues same cycle	Project Director, Curriculum Specialists, External Evaluator and Partners

**(i) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Project *ACHIEVE* procedures and organizational structure will provide for ongoing feedback to the Management Team and will ensure that continuous improvement occurs. The organizational structure shown below in graphical format sets up a process for continual feedback to the Management Team to recommend continual modifications and improvements. Additional input from formative assessments, status reports, historian updates, and APR will give the

Management Team input that will result in continuous improvement.

### Continuous Improvement Feedback Flow Chart



Additionally, quarterly and annual reporting will be held to assist all partners in effectively monitoring benchmarks, milestones and work toward sustainability.

#### **(d) Adequacy of resources**

**(i) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.**

The per-student cost for project *ACHIEVE* is projected to average at [REDACTED] per year for the three-year program based on cumulative teachers receiving training with estimated 15 students per trained teacher's classroom. Given the significant impact of the project and challenges of significant at-risk population in extremely remote locations, the cost is considered very reasonable. There is a **sustainability** factor in this project that will over time significantly lower the cost and greatly expand the impact. The train-the-trainer model will result in school climate/culture change and an avenue to train new teachers in following years. The Resources4Alaskan Educators system will provide access in perpetuity for districts participating in the project. A Professional Learning Community will emerge with a new understanding of the critical need for adult mentors and higher expectations in regards to graduation rates. *ACHIEVE* will not only change the pedagogical systemic instructional process but the procurement of instructional materials, courseware, and assessments to be used long post-grant cycle concludes.

The 2011 census tells us that average dropout makes [REDACTED] less per year. If this project positively impacts the many students that are likely dropouts based upon current rates for Alaskan Native students in targeted districts, then the programs cost are very reasonable. Collectively, if the project improves the graduation rates at the goals set, approximately 600 students will graduate that would have been dropouts. This would equate to over [REDACTED] plus earnings differential in the life of these earners.

**(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.**

Based on the identified needs of the ACHIEVE targeted district's comprehensive improvement plan, each of the collaborating partners and consultants was selected for his or her ability to provide High Quality PD and their specific content and expertise outlined below:

<b>Partners</b>	<b>Rational for Selection</b>	<b>Specific Activities and Contribution</b>
<b>WorldWide IDEA</b> Applicant ** <b><u>Novice Applicant per Priority 4.</u></b>	501(c) (3) Charitable Education Organization providing innovative technical and education improvement programs and collaboration assistance between partners and Alaska Native schools.	WorldWide IDEA will host the project, provide collaboration, and oversight between the grant partners. WorldWide IDEA will provide a Web-based content delivery platform: Resources4 Alaskan Educators.. This Web-based program allows teachers to explore and create online primary/ secondary source documents and search and use data from multiple locations for comprehensive cultural based lesson plans and assignments. Grant project assessments and data collection and reporting tools will also be developed in the above noted database. Cultural resources will also be linked to WW IDEA's online Lesson Planning system, "ClassBright" currently in use by 16 Alaska Native schools to increase culturally responsive resources to Alaska teachers.
<b>University of Alaska Fairbanks</b>  *Vitas in	Dr. Ray Barnhardt, Professor of Cross-Cultural Studies , was selected because of his influence, knowledge, and pedagogy in the area of Cultural Based Education. He will present a Unique and fresh approach the teaching d	Dr. Ray Barnhardt, Professor of Cross-Cultural Studies, will provide in excess of 80 hours per year of direct service time to the project. He will be actively engaged in the project's Cultural sessions, and the CMO. Based on his vast Alaskan contacts with area

Appendix	Native Alaskan students. Dr. Ray Barnhardt will be actively engaged in all facets of the project.	historians, Dr. Barnhardt will be the area contact person for the Immersion site visits. He will engage the key people and work with the project director in confirming, through contracts, the participation of those key presenters at each I Encounter meeting. These presenters will focus on increasing content knowledge, the concepts, and context of the culturally based theme related topic being studied improving instructional strategies; and developing a greater appreciation for the Alaskan native student.
<b>Alaska Native Knowledge Network</b> Letter of Commitment Attached	The current Alaska Native Knowledge Network's efforts to develop and share culturally supportive educational resources to schools serving Alaska's native populations. With today's mounds of curricular resources, teachers in Alaska are overwhelmed with finding, sorting and using relevant, quality materials for their classrooms. This project would help streamline the process for teachers to search for the items they need in an efficient manner.	ANKN will support the collaborative project with the Department of Education's Digital Sandbox to increase access to theme-based learning resources. The Alaska's Cultural Heritage in Education is Vital for Excellence (ACHIEVE ) is designed to serve as a resource for compiling and exchanging information related to Alaska Native knowledge systems and ways of knowing. It has been established to assist Native people, government agencies, educators and the general public in gaining access to the knowledge base that Alaska Natives have acquired through cumulative experience over millennia.
<b>Alaska Department of Education (EED)</b>	Roxy Mourant, Director of Education Technology will be a member of the Management Team and Robert Kuhn will serve as online coach for lesson plan submission. EED oversees education in Alaska provides professional development opportunities to Alaskan educators. EED hosts the Digital Sandbox, a distance learning repository and learning management system and which will interact with the Resources4AlaskanEducators system. * Letter of Commitment Attached	The Department of Education will assist with the development of a Cultural Based, and standards-driven Education "Sandbox" where all units are easily searchable through a collective database. Updates to the Digital Sandbox will allow current resource artifacts to be aligned to education and cultural standards for more relevant and easy access by Alaska Teachers. The Resource4AlaskaEducators will interact with the Digital Sandbox to offer full online services for program participants.

**(iii) The extent to which the budget is adequate to support the proposed project.**

Budget resources are adequate to support the project. There are sufficient personnel to provide direction to the grant and accomplish the goals and objectives. There are ample funds to provide

professional development to all mentors, to obtain and analyze data in the form of surveys, PD evaluations, achievement monitoring/testing, graduations rates, and post-secondary activities related to school and employment. Additionally, there are sufficient funds for the procurement of programs, consultants, evaluation personnel, and materials that are essential to the implementation of initiatives and monitoring of objectives/milestones.

**(e) Quality of project evaluation**

**(i) The extent to which methods of evaluation are thorough, feasible and appropriate to the goals, objectives, and outcomes of the proposed project.**

**(See description of evaluative design responses to 5, 6 and 7 below chart.)**

<b>(1) Types of Data to be collected</b>	<b>(2)Data collection timeline</b>	<b>(3 &amp; 4) methods used to collect and Instruments</b>
1.)The percentage of Alaska Native students in school served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments will increase by increase by 3% (yr. 1), 5% (yr. 2) and 7% (yr. 3)( <b>GPRA 1</b> ).	Baseline spring 2012 and each June of project	Alaskan Standards Based Assessment for Native Alaskan Students and NAEP Released test items for students of participating teachers
2.)The percentage of students in schools served by the program who graduate with a high school diploma in four years will increase by 3% (yr. 1), 7% (yr. 2) and 10% (yr. 3) (Retention Measure) ( <b>GPRA 2</b> ).	Baseline spring 2012 and each June of project	Graduation rate statistics for Native Alaskans provided to Alaska Department of Education
3.) Increased number of trained school staff participating in professional learning community.	Baseline spring 2012 and each June of the project	-Sign-in sheets/surveys at each professional development opportunity will be used to determine participation level and PD evaluation forms Cultural Mentoring Observation Forms
4) Increase Teacher content knowledge of Native Alaskan Cultural Education Standards	Baseline fall of 2012 Each June of the project year	Pre/post testing -High Quality teacher lesson plans

**(5) How will data be analyzed?** For academic achievement and graduation rates each year, an analysis of the results will be compared to see if statistical significant progress has been achieved.

*Qualitative data* such as responses to evaluation forms/feedback from peer reviews will be summarized and main ideas presented in a brief narrative. Responses to surveys will be summed across participants per training session and across years. A database with teacher and student data will be developed and updated annually. Project *ACHIEVE* evaluators will use variance (ANOVA) and multivariate (MANOVA) statistical analysis to evaluate progress toward key goals.

**(6) When information will be available?** Formative reports will be developed monthly to allow for timely reviews of progress and continuous monitoring. These reports will consist of quantitative and qualitative data such as; pretests data, graduation rate, survey data, summations of teacher observations, summative data on lesson plan reviews, summative data from professional development evaluations, financial data, and overall implementation status reports. For the Management Team, formative data will be shared quarterly. Annual summative reports and APR will be submitted by required dates to Management Team and U.S. Department of Education.

**(7) Accountability and Replication in other settings:** An ongoing utilization-focused evaluation (Patton, 2002) will provide the Management Team and key personnel the information they need in an ongoing, timely manner to enable them to make real-time decisions about the varying grant-related activities. This formative evaluation approach provides users with summary data on implementation fidelity and preliminary outcomes so that mid-course revisions can be made. Specifically, the evaluators will review meeting minutes; PD training evaluations, graduation rates, achievement scores, agendas and sign-in sheets for training, logs of mentoring activities. The evaluation team will conduct phone, Web conference or face-to-face conferences quarterly with the Management Team to **monitor progress and denote successes for future sustainability and replication**. At each meeting, interview and survey data will be presented and discussed.

Recommended intervention strategies for each program will be made. Recognizing that ongoing project evaluation is a key component to the success and ongoing monitoring of any project, in the

addition to the project evaluator, the *ACHIEVE* project will also devote the needed time of the Project Director towards collecting and maintaining evaluative data.

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

Benchmarks to monitor progress	Project Objectives	Outcome Measures	Methods used to collect and Instruments	Timeline
<b>1. Increase Student Achievement</b>	<b>1.1</b> –The percentage of Alaska Native students in school served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments will increase by 3% (yr. 1), 5% (yr. 2) & 7% (yr. 3) ( <b>GPRA 1</b> ).	Students will show significant gains in reading, mathematics, and science as evidenced by Post Assessment on: Standards Based Assessment and NAEP Released test items	Alaskan Standards Based Assessment for Native Alaskan Students and NAEP Released test items for students of participating teachers	Baseline spring 2012 and each June of project
<b>2. Increase Graduation Rates</b>	2.1 Native Alaskan Graduation Rates will increase by 3% (yr. 1), 7% (yr. 2) and 10% (yr. 3) -Retention Measure ( <b>GPRA 2</b> ).	Teacher applied knowledge and new pedagogical skills will result in increased student achievement and will directly affect the rate of graduation for Alaskan Native Students ( <b>GPRA2</b> )	District graduation rate statistics for Native Alaskans provided to Alaska EED	Baseline spring 2012 and each June of project
<b>3. Infuse Professional Learning Community (PLC) into school Culture</b>	<b>3.1 Increased Use of High Quality PD and Shared Research</b>	The continual infusion of ongoing sharing of knowledge and instructional techniques will facilitate sustainability in PLC culture	75% positively complete PD hours 62 hours  Teacher Survey hours	July 2013 and each July
	<b>3.2 Participation in</b>	As an integral part of	Analysis of	April/May

	<b>Peer Coaching</b>	being a PLC, participants will engage in peer review and coaching to analyze student data to guide curriculum changes This too will facilitate sustainability and continued professional growth.	teacher observations and review	2013 and each April/May
<b>4. Increase Teacher Content Knowledge of Native Alaskan Culture and Heritage</b>	<b>4.1 Engaging Teacher Methodologies</b>	Summer institutes on knowledge and effective instructional strategies using Native Alaskan Culture and Heritage along with year round Cultural Mentoring and Observation.	Observations and Analysis of Teacher Lesson Plans	September 2012 – June 2013 and ongoing
	<b>4.2 Teacher Increased Content Knowledge</b>	Understanding and unpacking of ADE’s Native Alaskan Cultural Standards.	Pre-Post Test - Increase Teacher Knowledge on Native Alaskan Culture and Heritage	Baseline September 2012 Posttest June 2013 & ongoing
	<b>4.3 Teacher Professional Growth</b>	Teachers will be exposed up to 62PD hours during each grant year which includes Summer Colloquium, Field Institutes & CMO.	Pre-Post Test - Increase Teacher Knowledge on Native Alaskan Culture and Heritage	Baseline September 2012 Posttest June 2013 and ongoing

The summative evaluation will be consistent with the standards of the Coalition for Evidence-Based Policy (“Key items to get right in conducting a controlled trial in education,” Dec. 2005). Formative evaluation will assess implementation fidelity as well as teachers’ attitudes about the project and the Management Council’s lived experiences in implementing the project. An external evaluator with expertise in prior Federal grant evaluations and implementation will

work with director and Management council to ensure that the project is implemented with fidelity. Quantitative and qualitative performance measures and evaluations will be used to determine whether the project is actually implemented as intended and to provide feedback to project staff to help them keep on track. The quantitative and qualitative evaluation data will be collected and reported to the Management Council quarterly:

<b>Quantitative:</b>	1) Teacher pre/post assessment data on knowledge on Alaskan Cultural Standards
	2) Student pre/post achievement test data
	3) Graduation Rate
	4) Number of Professional Development hours
<b>Qualitative:</b>	1) Analysis of Cultural Mentoring Observation forms
	2) Teacher Surveys of professional development
	3) Analysis of Teacher Culturally Based Units/Lesson Plans

Ed Evaluation, LLC staff will be on board with project staff from day one of award through the final evaluation report. Ed Evaluation, LLC staff has over 15years of providing successful comprehensive evaluative services and federal Annual Performance Reporting and data collection. They have evaluated numerous Department of Education federal grants including: Teaching American History, Student Drug Testing, Math and Science Projects, Counseling grant, Drug and Alcohol Prevention, and Safe Schools and Healthy Students. The use of an external evaluator will improve the fidelity of implementation and the ability to maintain objectivity in the analysis of the project data. Ed Evaluation staff will participate as an active member of the Management Council that will be in place to assure all goals, objectives, and benchmarks are met. The project's external evaluator, Ed Evaluation, LLC staff will meet periodically with the Management Council to discuss collected data and progress toward the project's goals and objectives.