

Aan Yatx'u Saani Deiyi, Noble People's Path

1. Need for Project *The magnitude of the need for the services to be provided ...*

In the last four years, the historical trend of Native students dropping out of the Juneau School District (JSD) has increased. JSD's SY 2011 Student Based Assessments of Native students in grades 3-10 show that this trend of school failure will continue unless a successful intervention occurs in the near future to change the course of education for Native students enrolled in this district. The outcome of school failure speaks to the ongoing war against poverty and an urgency to fix a failing system. Alaska Natives have the lowest per capita income of any ethnic group in the state and constitute the largest group living in poverty (US Census, 2010). The history of school failure which perpetuates poverty amongst the indigenous peoples is in sharp contrast to a traditional history that tells the story of the presence and power of a people who have for thousands of years settled and occupied this place carved out by glaciers and seas. Since western occupation in 1867 and ensuing forced assimilation and acculturation, the peoples lost traditions, language, culture and an education system that once informed them of identity, place, and balance leading to success as a people. The intention of restoring people is core to Dr. Demmert's research and the Alaska Standards for Culturally Responsive Schools (ASCERS).

The Juneau School District's current year enrollment is 5000 students with Alaska Native/American Indian (AN/AI) students representing 26% (1300) of the student population. Alaska Native students had historically been academically at risk in the Juneau School district, typically scoring the lowest in achievement among all ethnic categories. In last year's 2010/2011 Alaska State Criteria Referenced Standards Based Assessment (SBA), AN/AI students had the lowest levels of proficiency in Reading and Writing, scored 27.3% less than the non-Native students in Science, and scored 26.7% lower in Math. Alaska Native/American Indian students

are dramatically less successful than their Caucasian peers across all subjects and grades in the District. The following Table shows the gap in achievement between AN/AI and Caucasian students (2011, JSD Report Card).

All Students taking the SBA Grades 3-10, Non-Proficiency	% Reading	% Writing	% Math	% Science
Alaska Native/American Indian	34.2%	38.8%	44.1%	52.6%
Caucasian	8.7%	12.7%	17.4%	25.3%
Achievement Gap	25.5	26.1	26.7	27.3

Academic proficiency in Reading, Writing, and Math for incoming 9th graders are salient indicators of their future success across all subjects in high school, and probable graduation (Allensworth & Easton, 2001). The low achievement of AN/AI students on the SBA's is further reflected in the District Graduation and Dropout statistics. The past three years show an increasing trend in AN/AI dropout and a widening gap between AN/AI and Caucasian students—reaching a 30% disparity in 2011 (2009, 2010, and 2011 JSD Report Cards).

Student Group	4 Year Graduation Rates			Dropout Rates (grades 7-12)		
	2009	2010	2011	2009	2010	2011
Alaska Native	60.4%	50%	49.6%	8.2%	9.6%	10.5
Caucasian Students	84%	78%	79.5%	3.0%	3.6%	3.5%

Drop Out and Attendance Data: 2,001 students have dropped out since 1994

'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10
91	88	91	87	73	98	161	198	120	102	148	125	112	130	112	124

The persistence of low achievement and continuing academic struggles of the Alaska Native population within the District signifies the urgency for pedagogical culturally responsive and linguistically enriched relevant approaches to address the needs of students and their families. Parents and other caregivers need to be included in receiving tools, to maintain and extend learning in the home. ASCRS asserts that: A culturally-supportive community nurtures family responsibility, sense of belonging and cultural identity; fosters cross-generational sharing of parenting and child-rearing practices. Current literature regarding engaging Native American students with both rigor and culturally relevant education to increase their academic performance stresses: the need for academically challenging coursework to be appropriately scaffolded by teachers and, the importance of family and culture in education connected strongly to opportunities for students to master academic proficiencies (Oakes, et al 2009; Wiggins & Mctighe, 2005; Freeman & Freeman, 2004). This is necessary for student success instead of the (widespread) use of remedial-type programs which de-contextualize learning into drills of disconnected discrete skill sets that never add up to actual *depth of knowledge* and enduring understandings for the child.

The Aan Yatx'u Saani Deiyi, Noble People's Path seeks to address the academic difficulties as being experienced through addressing the key areas as identified through Demmert's research noted here in addition to including components for early childhood education, providing support and professional development to teachers to enhance instruction and the use of curriculum, supporting the development of student success characteristics through culturally responsive linguistically rich curriculum development and implementation that creates opportunities for students to be successful. Through this project, we will include high quality culturally relevant education programs characterized by the six critical elements: 1. Recognition

and use of Native American languages; 2. Pedagogy that stresses traditional cultural characteristics, and adult-child interactions; 3. Pedagogy in which teaching strategies are congruent with the traditional culture and ways of knowing and learning; 4. Curriculum that is based on traditional culture and that recognizes the importance of Native ways of knowing; 5. Strong Native community participation (including parents, elders and other community resources) in educating children and in the planning and operation of school activities; and, 6. Knowledge and practice of the social and political mores of the community (Demmert & Towner, 2003). One of the researchers of these findings is of Tlingit descent (Dr. Demmert). In 1998, an assembly of highly qualified Alaska Native Educators adopted Alaska Standards for Culturally Responsive Schools in five areas: students, educators, curriculum, schools, and communities. These standards were designed to complement state standards and as an instrument for stakeholders to use to identify gaps of instruction in terms of content, delivery, and use of local resources (including indigenous peoples).

Culture and ways of knowing and learning are contained in language. The power and influence of heritage language is profound. Heritage Language promotes and perpetuates traditional values, customs, culture, worldview, concepts, history, ways of knowing and learning. Languages become endangered when they stop being learned by children from their parents and elders in the traditional way (Fishman, 2001). This trend signals a disconnect between teaching and learning from one generation to the next resulting in a negative impact and inclusion of families in the learning systems established for their children. Research revealed that between 2006 to 2008, 13% of the population of Tlingit birth speakers had died. In the past 3 years, the number of Tlingit fluent speakers has fallen by about 50%. In a very real sense, Indigenous language loss is terminal (Warner, 1999, p. 72). “When an indigenous group stops speaking its

language, the language disappears from the face of the earth” Hinton (2001, p. 3). For the Tlingit language, the youngest fluent speaker is over the age of 55 highlighting this growing disconnect between the older and younger generations. It is exactly this disconnect between generations that must be mended in order for students, families and communities to work collectively together to reverse the negative academic trends. This project seeks to establish the pathway addressing both the congruency of traditional education systems with western education models inclusive of best practices and shifting this growing threat of language loss resulting in education models that better meet the needs of Alaska Native students and their families.

This Aan Yatx’u Saani Deiyi, Noble People’s Path project additionally includes literacy enhancements. Literacy is a key element to scholastic success and this program will stress both academic literacy and Heritage Language literacy. The Alaska Native community in Juneau shows consistent involvement in their children’s education and the Juneau School District when their children are authentically being served and education and events are relevant to the learning styles and values community. Surveys administered at JSD elementary schools revealed parents and students request for increased cultural and language education within the schools enhancing both student engagement and learning.

Following is the Juneau School District’s current status in meeting Advanced Yearly Progress (AYP) for elementary, middle and high schools:

Schools:	Met AYP	AYP Level:	Years at Level 5	# of Alaska Native students to be served
6 Preschools	N/A	N/A	N/A	60
Auke Bay	YES			30
Glacier Valley	YES			30

Gastineau	NO	3		55
Harborview	NO	5	2 nd	55
Mendenhall	NO	1		30
Riverbend	NO	4		30
Middle Schools:				30
Dzanti K'heeni	NO	5	5 th	30
Floyd Dryden	NO	5	3 rd	30
High Schools:				
Juneau Douglas	YES	1 st Year Mtg.	Prior Years at 5: 4	30
Thunder Mountain	NO	3		30
Yakoosgee	N/A			30
Summer				
Academies				
Elementary				70
Middle School				40

The heartbreaking aspect of this data is that it results in administrators and teachers negating the importance of culturally responsive education efforts in favor of core subject teaching only, i.e. teaching to the test. Our youth are becoming the scapegoat for instructional gaps. The Aan Yatx'u Saani Deiyi program will increase the capacity and efficacy of District administrators and teachers, in the knowledge and implementation of Culturally Relevant Pedagogy combined with best practices and academic rigor to include: Philosophy; Learning and Theory and Practice; Diversity; Content; Instruction and Assessment; Learning Environment;

Family and Community Involvement; and, Professional Growth (1999, Alaska Native Knowledge Network). The program will model instruction mediated by the collaboration of teachers with The Heritage Language team, Traditional Curriculum Specialists and Traditional Knowledge Teachers. Working together, the educators, students, and parents/families will demonstrate the empirical results of successful instructional scaffolding for rigorous *and* culturally relevant standards based curricula to arrange successful student achievement for Alaska Native children and their families.

2. Quality of the Project Design

The program will carry out the following objectives:

Aan Yatx'u Saani Deiyi, Noble People's Path project is a pre-K -10th grade program to be carried out in six elementary schools and two middle schools, three high schools, and will entail teachers at each grade level carrying out programming—it is important to include pre-K as it helps to bridge the current gap between school readiness and kindergarten—for a total of 42 teachers, 2 to 3 at each of the 17 preschool, elementary, middle school and high school sites. The teachers will be invited and provided professional development to ensure the necessary level of collaboration for a successful project. The areas of need to be addressed can be grouped into three categories: 1. The need for *place-based Indigenous models of curriculum*, to include the teaching of Tlingit Heritage Language connected to core subjects supporting student academic success; 2. The need for *Professional Development and Mentoring services* in place to train teachers in culturally responsive teaching methodology, develop culturally relevant curricula and deliver curricula with academic rigor at each school; and, 3. The need for *Increase of academic opportunities—to include the families of students and Elders in the schools*. This entails: engaged parent, family and community program components to include student families in the

student learning and establishing Parents as Teachers opportunities; pre-K level Heritage Language modules for early literacy and language learning in the home as extension to the classroom curriculum; and, including Elders in school programming.

Together, these three components will arrange and ensure academic success for students and include their families in the learning community. Demmert and Towner's (2003) Best Practices for AN/AI students as mentioned corresponds with the project objectives and the three area of needs to be addressed by the project. The professional development on culturally responsive curriculum and teaching methodology, which includes heritage languages will increase academic opportunities—to include the families of students and Elders in the schools.

1. The need for *place-based Indigenous models of conceptual curriculum that is academically rigorous culturally relevant and includes* the teaching of the Heritage Language will be addressed by the following program elements and activities delineated by program objectives 1, 2, 4, 5, 6 and 7:

Tlingit people have a traditional education system that informs their identity as a people and strengthens them. It is imperative that while working toward establishing pathways for student success in western education models that we integrate this traditional education system. Our youth currently are not engaged in the current education system as is evident in the academic performance and high dropout rates. Our goal through this project component is to help to remedy this disengagement and assure that curriculum delivery and instruction is relevant to Alaska Native youth.

Academic rigor and culturally relevant practices will be developed together. Educational research has identified the need for improved cultural competence as a primary means to mitigate and alleviate the academic underachievement of AN/AI students and has shown that academic

rigor and culturally relevant practices are mutually compatible (Fletcher, Parkhill, Harris, 2011; Lee, 2010; Oakes & Maday, 2009; Klug & Whitfield, 2003).

Culturally relevant curricula will be produced by our Traditional Curriculum Specialist and our Traditional Knowledge Teacher, who will work in conjunction with our Middle School Instructional Coach—who is also a curriculum writer—and our Elementary Instructional Coach and a cadre of selected elementary, middle school and high school teachers (one from each grade) from each school. Teachers will be invited to develop lessons that will be interwoven into overall curriculum units as being developed by the project team. The selected teachers will also help support their building colleagues to implement the curricula as the program grows and more teachers wish to become involved. Each quarter there will be a culminating activity of the themes with the help of the Elders, to solidify knowledge and celebrate learning. The quarterly learning events will become part of the curricula.

The produced curricula will be infused into subject areas by the elementary, middle and high school Instructional Coaches working with classroom teachers in each building. The Instructional Coaches will provide direct instruction to students in the classrooms, which will be structured on a regular weekly basis and model instruction for the teacher. Classroom teachers will eventually carry out the culturally relevant curricula on their own with support from the Instructional Coaches. The “field-tested” culturally relevant lessons will be documented in unit and lesson plan format by the Instructional Coaches, working with the classroom teachers, and compiled at the end of each semester to be published for access by all District teachers.

Heritage Language Teachers collaborating with our Traditional Curriculum Specialist and our Traditional Knowledge Teacher will develop Heritage language extensions based upon the previously developed Scope and Sequence that outlines beginning to advanced level

vocabulary. Tlingit language and literacy will be taught at in each of the participating classrooms, grades pre-K through 10 for 30 minutes each week at school sites.

Tlingit language and literacy curriculum will be created for early childhood learning environments at the six pre-K sites, at each elementary school respectively, by our Heritage Language team. Curricula will be adapted to be used in a regularly scheduled family learning gathering for each academic level. The family gatherings will provide opportunities for parents to be supported by the classroom teachers and the Heritage Language team in working with their children—Parents as Teachers.

The Heritage Language team, collaborating with our Traditional Curriculum Specialist and our Traditional Knowledge Teacher, will create modules for early literacy and language learning in the home, as extensions to the classroom curriculum, and support parents to use the modules. The classroom teacher and Heritage Language team will collaborate with engaged student's families to recruit families of pre-K students who are not receiving services.

The comprehensive pre-K through 8 culturally relevant curricula will be published at the end of the Grant Project.

2. The need for *professional development and mentoring Programs* in place to provide professional development opportunities and mentor teachers to deliver curricula at each school will be addressed by the following program elements and activities delineated by program objectives 1, 5, 6 and 7:

The Traditional Curriculum Specialist and Traditional Knowledge Teacher, Heritage Language team, Instructional Coaches at the elementary and middle schools will provide on-going professional development for the 42 classroom teachers participating in the program via direct instruction of their students, using culturally responsive teaching methodology, in

culturally relevant curricula—delivered with academic rigor in academically challenging coursework, i.e. Language Arts, Math, Science, Social Studies.

The Heritage Language team, Traditional Curriculum Specialist and Traditional Knowledge Teacher will provide professional development for the selected teachers who help produce the Culturally Relevant Curriculum. This will also establish a shared ownership among participating teachers and buy-in of curriculum that is essential towards assuring that the units are embraced and implemented. The project team will also provide professional development to participating classroom teachers—and for all interested building instructors and administrators—every quarter in a workshop setting.

Teacher Professional development in cognitive, meta-cognitive and affective strategic instructional programming, using the SpringBoard program, will be offered for a total of 20 of the 42 teachers from grades 6 to 10. SpringBoard is published by the College Board, is research based and has a high success record in US schools. The program builds upon research in cognitive learning theory as it embeds well-researched strategic approaches to learning in a rigorous curriculum in English Language Arts and Mathematics. Attachment. The SpringBoard training will provide teachers with robust tools for improving their instructional planning and delivery of every subject. And, as a *component* of the culturally responsive training, will align and blend Best Practices and culturally responsive curriculum/instruction.

Summer cultural immersion enrichment programs will be offered for 70 elementary and 40 middle school students each year. These summer programs will provide an opportunity for students to apply and “live” the cultural and linguistic knowledge acquired over the regular school year in a community supported setting. The summer program will make available an empirical culmination of cultural learning, as students are engaged in authentic activities and

communicating in the Heritage Language with intergenerational community members. The summer program will support students academically during the school break, and very importantly in the summer, when learning loss is a more likely to occur for lower SES students and is directly linked to literacy development during elementary school years (Gottfried, 2011). The summer program will also be a key element to provide elementary students with the preparation necessary to take more academically challenging and advanced coursework in the fall, and prepare middle school students to take more academically challenging and advanced coursework in the fall—and for those advancing, in high school.

The summer programs will be carried out by the Project Team as well as additional contract curriculum writers. The program will include a further field-testing and piloting of curriculum units developed in the culminating activities, and will include review and refinement after implementation. The summer program will be included in the comprehensive curriculum publication at the end of the Grant Project.

3. The need for *Increase of academic opportunities—to include the families of students* and develop and foster engaged students, parent, family and community program components to include families in the student learning will be addressed by the following program elements and activities delineated by program objectives 2, 3, 4, 5 and 7:

Ensure opportunities for informed and supported involvement of parents in their children's education through school/community activities and events, to be offered quarterly at each education site for students and families. The goal is to provide family activities as related to educational coursework being provided and engage families and children in the learning process.

The Heritage Language team will offer Tlingit language learning activities on a monthly basis via family/community events for all grade level students and their families. The team will train parents to use the pre-K literacy and language materials to be developed for home use.

A Literacy Coach will be hired specifically to provide family literacy services and instructional support for the pre-K to 5 Tlingit language materials to be used at home. The Literacy Coach will additionally develop a newsletter that will be provided to families on a monthly basis sharing strategies for teaching reading and writing for youth at different age and grade levels. They will additionally be responsible for planning and facilitating a literacy event at each school and informing culturally responsive and language curriculum development through the incorporation of literacy strategies and best practices.

Elders will be invited to schools to participate in classroom activities. They will help teach heritage language, correct pronunciation, share about traditional education, add cultural infusion, and provide historical context. Their presence will reassure students and add a crucial element of the traditional way of educating—learning in multigenerational contexts—which informs youth identity as a people and strengthens them. With the inclusion of the Elders we integrate our tradition while working toward establishing pathways for student success in western education models. The Elders will be a part of a quarterly culminating community event (necessarily included in curriculum units), wherein students and their families and other community members engage in cultural and language activities which have been taught throughout the term. An Education Project Associate will be hired to plan and coordinate and facilitate the inclusion of Elders in the schools.

Through regular family and community events, support and education for parents and caregivers of Alaska Native children to enhance their teaching strategies as their children's first

teachers, and the inclusion of Elders in the schools, the project will provide literacy and heritage language and culture resources to parents at all grade levels on a regular basis. A Koo.eex' Children's Celebration will be implemented each project year enabling all students and teachers from the schools served to join together to celebrate youth accomplishments and share project successes with elders, families and community.

The following table relates to project component implementation, evaluation assessment timing and student success indicators.

Project Component/ Objectives	Goal	Evaluation Instrument/Methodology	Assessme nt Timing
1. Prepare students to take more academically challenging and advanced coursework—to include Heritage Language through culturally responsive education instruction in classrooms. Develop 11 Cultural Education Units each grade level K-10 annually.	Increase by 3% annually percentage of K-10 students in schools served by program who <i>meet or exceed proficiency</i>	Measures of Academic Progress (MAP) test, Criterion Referenced Test (SBA) Reading, Writing, Math, Science; Report on curriculum delivery and # of students being served.	Quarterly and 4 th Quarter
2. Reverse Language Shift (loss of Tlingit Heritage Language) among pre-K-10	# of Language sessions delivered each	Tlingit Heritage Language Instruction Delivery and Northwest Indian Language	Quarterly

through regular instruction and sharing of materials developed including presented at family gatherings	age group; Pre and Post test language gain results, # of materials developed	Institute Assessment (Attachment); 12 Tlingit Heritage language Units developed (3 for each academic level). Goal is for participants to advance up 1 level in NILI Benchmark	
3. Develop and foster engaged parent, family and community engagement with annual school sharing event, “Koo.eex”	Report # of Gatherings at each site and resources shared	Family and Community Heritage language activities and cultural education events and parents as teachers presentations, 3 per year at each site	Quarterly
4. Develop and Carry out an Early Learning Initiative	Increase school readiness 10% annually as demonstrated by scores on pre- and post-tests	Tlingit language and literacy curriculum 6 pre-K level modules for the home developed	Quarterly
5. Include Elders in the Schools Integrating the Tlingit Heritage Language	Strengthen students socially,	Elders in the Schools, Report Number of visits/presentations Report student retention	Quarterly

and traditional education system, which informs youth identity as a people	emotionally and intellectually	improvements. Goal 3% improvement each year.	
6. Increase the Efficacy and Capacity of District Administrators and Teachers in the knowledge and implementation of culturally relevant pedagogy with 42 teacher participants completing 4 professional development sessions each year;	Report on professional development presentations and # of participants	Culturally responsive Teaching Methodology Report on schools meeting <i>Alaska State Standards for Culturally Responsive Schools</i> Quarterly Site Visits by Evaluator	Quarterly
7. Expand culturally responsive teaching and culturally relevant curriculum—to include Heritage Language with Summer Enrichment program for 70 elementary and 40 middle school students	Report on curriculum delivered, # of teachers delivering curriculum and # of students attending summer program.	Comprehensive Review of Program Including 11 Units (Noted above in Objective 1) Culturally Relevant Curriculum Developed and Refined	Quarterly and 4 th Quarter

3. Quality of the Management Plan (i)

Major program activities, time frames and the person responsible are delineated in the following table. Plans will be carefully reviewed each year to incorporate recommendations indicated by the results of systematic and explicit data feedback and program evaluation. The following abbreviations will be used inside of the Management Plan Table.

Instructional Coaches Team = Elementary Instructional Coach and curriculum writer Elissa Borges; and, Middle School Instructional Coach and Curriculum writer Anya Carlson Van Dort
Heritage Language Team = Heritage Language Curriculum Development and Instructional Coaches: Fred White, Jessica Chester

Traditional Knowledge Team = Traditional Knowledge Curriculum Writer: David Katzeek;
Cultural Knowledge Teachers; David Katzeek and Paul Marks

Timeframe	Activity	Responsibility
July 2012	Hire program staff:	Program Director
July/August 2012	Meeting of principle personnel to review program design, data collection protocols and schedule meetings and activities for the year. Planning/Training Heritage Lang. Program Planning/Training for Traditional Knowledge Planning/Training for Instructional Coaching Planning Training for Elders in the Schools	Program Director, Principals, Native Success Coordinator Evaluator Heritage Language Team Traditional Knowledge Team Instructional Coaches Team Project Associate

Weekly	<p>Director, and Teams meet regarding program activities and activity coordination</p> <p>Heritage Language taught in classrooms</p> <p>Instructional Coaching in the classrooms</p> <p>Curriculum develop. in collaboration w/Teams</p> <p>Elders in the classrooms</p>	<p>Director, Native Success Coordinator</p> <p>Heritage Language Team</p> <p>Instructional Coaches Team</p> <p>Traditional Knowledge Team</p> <p>Project Associate</p>
Monthly	<p>Profession Development offered to classroom teachers and other personnel</p> <p>Family/Community Literacy Event</p>	<p>Program Director, Bldg Principals</p> <p>Native Success Coordinator</p> <p>Teams</p>
Quarterly	<p>Evaluator quarterly site visit</p> <p>Grant Performance Report preparation</p> <p>Student achievement tracking</p> <p>Meeting of principle personnel to review program & data, ensure feedback & continuous improvement, schedule meetings/events.</p> <p>Meetings with partners, families.</p>	<p>Evaluator</p> <p>Director, Native Success Coordinator, Teams, Project Associate</p>
Annually	<p>End of Year Comprehensive Evaluation</p> <p>Meeting of principle personnel-review program and make recommendations for next year.</p>	<p>Evaluator</p> <p>Program Director</p> <p>Native Success Coordinator</p>

The subsequent years 2-3 will entail similar programming with modifications being made as a result of performance feedback and continuous improvement review.

3(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the...

The Program Director will ensure feedback and continuous improvement in the operation of the proposed program through regular communication with program personnel according to the above diagrammed management plan. From the inception of the Grant Program, the Program Director, Native Success Coordinator, Teams and other program personnel providing services will meet and schedule regular meetings for communication, planning and continuous assessment of services delivery. During the weekly meetings, information will be shared and appropriate modifications and delegation of services—which will be data and need driven—will be made. Each objective is closely tied to assessment tools to assure the project is effectively implemented and working towards successful student outcomes and achievement.

The Aan Yatx'u Saani Deiyi, Noble People's Path project through scheduled quarterly meetings will ensure that a diversity of perspectives are considered in operating the program through the planning meetings which include: Program Director; Native Student Success Coordinator; Building Principals; Classroom Teachers Heritage Language Team; Instructional Coaches Team; Traditional Knowledge Team; Project Associate; and, Community members—Parents and Elders. Students, parents, and teachers will be included to provide input throughout the evaluation process. Results, suggestions, and comments from these parent and community groups will be collected, considered and acted upon in the quarterly evaluations.

4. Adequacy of resources (15 points). The Secretary considers the following factors:

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

The program costs are more than reasonable in relation to the number of persons to be served. The program will serve 550 students, at 17 educational sites and will address the needs of

Alaska Native and American Indian students in the Juneau School District, by engaging them in their regular classrooms with the instructional scaffolding for rigorous *and* culturally relevant standards based curricula, in order to increase their academic performance on the SBA tests. Notably, Alaska Native students at each site are represented in several different classes. They are not all in one class together. Therefore, approximately 500+ additional students above the 550 Alaska Native youth will be served through these project initiatives resulting in culturally responsive schools and teachers.

The program also promises to serve 550 students in the teaching of the Tlingit Heritage Language and culturally responsive curriculum. The resurgence of language requires that intergenerational members of the community work together. Collectively, educators, students, and their parents/families will help to *reverse the language shift*. The program will engage families and provide culturally relevant information and training and support for parents and elders that is another way of saying the program will afford “meaning making” and access for families to make the educational journey with their children. We estimate the number of parents, elders and other family members to be served is 570. Through regular family and community event we will provide literacy and heritage language and cultural educational resources to caregivers of Alaska Native Children at all grade levels on a regular basis.

4(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project (5 points).

Goldbelt Heritage Foundation is partnering with Juneau School District teachers and administrators as evidenced in our letters of support to serve students in JSD preschools and K-10 classrooms. The project seeks to expand efforts for culturally responsive education and language teaching through these partnerships. As our students and families require these

services, our partners additionally wish for this knowledge and support that this project promises to provide. We have an additional partnership with the University as evidenced by Alice Taff's commitment which will assure that heritage language materials developed are multi-media and appropriate for varied student learning styles.

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

The budget proposed to carry out the project objectives is sufficient. It has been based on actual costs or projected costs based on prior activities and experience. GHF is confident that it can successfully attain project goals within the parameters of the proposed budget. The rationale and justification for each budget item is explained in the *Budget Narrative*. The program budget includes adequate time dedicated for the following positions to which individuals are committed: Project Director, Dionne Cadiente-Laiti, Native Student Success Coordinator, Barbara Cadiente-Nelson, Project lead for curriculum development, delivery and professional development, Heritage Language curriculum development and instructional coaches, Fred White and Jessica Chester, Traditional Curriculum Writer and Teacher David Katzeek and Traditional Knowledge Teacher Paul Marks, Elementary Instructional Coach and Curriculum Writer Elissa Borges, and Middle School Instructional Coach and Curriculum Writer Anya Carlson Van Dort; Education Project Associate/Instructional Support Deena LaRue. Finally, the program will fund an expert Ph.D. Evaluator consultant who will work closely with the Project principals to create the evaluation protocols necessary for data-driven decision making to ensure feedback and continuous improvement in the operation of the proposed program. (Resumes Attached)

We anticipate significant results from the implementation of program elements, which will be empirically measurable. Carried out together they contain all seven elements of high quality culturally relevant education ascertained by Demmert and Towner (2003) in their seminal

Review of the Research Literature on the Influence of Culturally Based Education on the Academic Performance of Native American Students, and will increase the percentage of Alaska Native K-8 students in schools served by the program who meet or exceed proficiency standards for reading, mathematics, and science on state assessments.

The benefits of the program, while being empirically measurable, are at the same time *immeasurable*. Our Language contains generations of wisdom going back into antiquity. When a language is lost, much of the knowledge that language represents is also gone (Reyhner, 2007). The benefits of saving this precious knowledge will be known and assessed by future generations to come.

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

Evaluation will be an integral part of the management and operation of the Grant Program. The methods of evaluation will be both goal-based and outcome-based and include quantitative and qualitative data collection and interpretation. The quantitative measures that are utilized by this program align with and fully support the Government Performance and Results Act (GPRA).

Assessment tools which will be created by Dr. Martinez and principle program staff using the Alaska State Standards for Culturally Responsive . The District Information and Technology (IT) Director is able to run data queries for the SBA and MAP performance measures. The Evaluator, Program Director, and Native Student Success Coordinator will collaborate in conjunction with the Heritage Language and Traditional Knowledge Teams and Education Project Associate to create the data queries and evaluation protocols for the Heritage Language Curriculum, Culturally Relevant Curriculum, and Parent and Community Involvement

performance measures. Baselines of all measures will be established during the first program year.

Clara Martinez, Ph.D. has been identified to serve as the Evaluator of the program. She is Native American (Yaqui), a Stanford graduate and has extensive experience evaluating and reporting for Federal and State programs. Dr. Martinez will work closely in a collaborative style with the Project Director, will assist with the program start up by helping to establish evaluation protocols, will schedule to monitor the District program sites quarterly, attend key Grant Program meetings and be in contact via e-mail and telephone as needed. Dr. Martinez is accessible, involved and informed. Her professional record speaks to accurate and on-time reports, which have assisted in maintaining consistent, clear and timely communication between Grantor Agencies and the Federal agencies of other projects she has evaluated. Dr. Martinez discloses her statistical formulas and brings transparency to the evaluation and reporting for utmost accountability.

(ii) The extent to which the methods of evaluation include the use of objective performance measures ...

The table in section 2 Project Design as related to student success goals identifies the evaluation instruments to be utilized, and the instrumentation to be created for the program, and the timeline in which they will be used and the benchmarks for monitoring progress.

The methods to be employed in the Grant Program evaluation model will yield sufficient quantitative and qualitative data to evaluate the effectiveness of the program implementation strategies: The MAP test will provide regular monitoring of student's instructional level; The SBA (yearly criterion-referenced test) will provide quantitative data with regard to the efficacy of program strategies to increase student achievement in the core academic subjects; Metrics will

be developed by Dr. Martinez and principal program staff at the start of the program for Tlingit Heritage Language Instruction Delivery and the Tlingit Heritage language instructional materials to be developed, including the Tlingit language and literacy curriculum pre-K level modules for the home; Metrics will be developed by Dr. Martinez and principal program staff at the start of the program using The Alaska State Standards for Culturally Responsive Schools to assess Culturally responsive Teaching Methodology and Culturally Relevant Curricula; Metrics will be developed by Dr. Martinez and principal program staff at the start of the program to assess Family and Community Heritage language activities and events and Elders in the Schools.

Dr. Martinez will make quarterly site visits to work with the principle program personnel to monitor, encourage, and help trouble-shoot programmatic issues which arise as the program is instituted and implemented. The program data will be collected and made accessible via internal agency quarterly Grant Performance reports. Dr. Martinez will organize the cumulative quarterly data into the ANE format to be submitted for April and August yearly review. The yearly Comprehensive Review of the program will entail the documentation of all quantitative and qualitative measures of program workings and the improvements made for increase in effectiveness of the program implementation.

The program models and implementation and the adjustments made for improvement will be carefully studied and articulated in the quarterly and yearly performance reports over the three years of the grant, and the final report will be a complete document, which describes in detail a replicable model of the grant program.

The historical era of widespread industrial and military boarding schools for Native Americans established the idea of assimilation and remediation as adequate education for Alaska Native and American Indian children. This innovative and comprehensive grant program will

assist in remedying this erroneous and historically embedded thinking by recognizing, cultivating and supporting efforts to help meet the unique needs of Alaska Natives. The program will provide the means—school-by-school—to scaffold student success, and ensure the active involvement of parents in their children’s education and, will be carried out within Heritage cultural and language contexts.

Project Meets Competitive Preference Priority 1 for Alaska Native Regional Non-Profit Organization. Eligibility Attached. Project Meets Competitive Preference Priority 2 for Improving the Effectiveness and Distribution of Effective Teachers or Principals through teacher involvement in resource development and professional development for curriculum implementation and serving Alaska Native student populations which are additionally characterized as including members from groups that are impoverished. Project Meets Competitive Preference Priority 3 for Turning Around Persistently Lowest Achieving Schools through enhancing instruction delivery, curriculum and resource availability at schools that have consistently performed poorly and failed to meet Advanced Yearling Progress (AYP) in addition to implementing initiatives towards engagement of students and families that counter cycles of blaming the families and students. We respectfully request awarding of an additional 6 Competitive Preference Priority Points.