

T365C160001

Fairbanks Native Association

Fairbanks Native Association Head Start Koyukon Athabascan Literacy Program

Native Language	<ul style="list-style-type: none">• Koyukon Athabascan
Partnership	<ul style="list-style-type: none">• Fairbanks North Star Borough School District
Priorities	<ul style="list-style-type: none">• Early Learning and Development• Parent, Family, and Community Engagement
Description	
Fairbanks Native Association Head Start Koyukon Athabascan Language Program will train four teachers to become successful Native language teachers. Teachers will also be trained to increase English language proficiency in students by a language specialist consultant. The program will work to increase English language proficiency and reading proficiency in up to 20 Head Start project participants each year.	
Goals	
<ul style="list-style-type: none">• Establish a Koyukon Athabascan Head Start classroom to provide effective instruction to Alaska Native/Native American students in Fairbanks who are English Learners (ELs). Our goal is to develop English proficiency and proficiency in the Koyukon Athabascan language while achieving the same challenging state/federal academic standards and achievement standards for all students.	
Objectives	
<ul style="list-style-type: none">• Train teachers to be effective language teachers starting in month 4 of Year 1.• Open a Koyukon Athabascan Head Start classroom within the Fairbanks School District.• Enroll and serve at least 15 (up to 20) Alaska Native/American Indian students by month 8 of Year 1.• Increase student's proficiency in English and their Native Koyukon Athabascan language	
Outcomes	
<ul style="list-style-type: none">• Program will be fully staffed and ready to provide language services to Native children.• Staff will be prepared to teach Koyukon Athabascan in a Head Start language classroom.• Native Elders and Head Start students will be engaged in traditions and cultures in the language.• 75% of students enrolled in the program will speak Athabascan by the end of year 2.• Data collected on proficiency measurements will be consistent throughout the project for replication purposes.	
Evaluation	
<ul style="list-style-type: none">• This project will be evaluated using various qualitative and quantitative assessment methods.	

T365C160002 Osage County Interlocal Cooperative <i>Project LAUNCH</i>	
Partnerships	<ul style="list-style-type: none"> • Bowring, Pawhuska, and Hominy Public School Districts • Osage Nation, including Osage Nation Wah-Zha-Zhi Early Learning Academy (WELA), Da-Po-Skah Ahn-Ko-Dah-Pi PK immersion school, Osage Nation PIPE program, Osage Nation Book & Resource Mobile program, and Osage Nation Language Department
Native Language	<ul style="list-style-type: none"> • Osage
Priorities	<ul style="list-style-type: none"> • Early learning and development outcomes • Indian students and parent, family and community engagement
Description	
Project LAUNCH (Language Advancement Utilizing Native Culture and Heritage) will provide opportunities for Osage language and cultural activities with participating students, parents, community members, and tribal stakeholders.	
Goals	
<ul style="list-style-type: none"> • To increase Native American children’s academic success and performance. • To encourage and support Native American language survival. • To increase parental involvement to improve early learning outcomes and success. 	
Objectives	
<ul style="list-style-type: none"> • Increase the percentage of early childhood students, K – 2 in participating sites, who make significant gains in reading. • Increase the number of Indian students who score proficient in reading on the OK OCCT reading assessment • Increase the number and percentage of students served by LAUNCH who are enrolled in Osage language instruction programs. • Increase the number and percentage of students making progress in learning Osage language. • Increase the number and percentage of students who are attaining proficiency in Osage language as determined by each grantee. • Osage Nation Community Outreach Parent Educator will serve between 15 and 20 families each month with home visits using social emotional PIPE curriculum lessons. • The number and percentage of coordination contacts between elementary schools and early learning programs to improve coordination and transition of children from preschool to kindergarten. 	
Outcomes	
<ul style="list-style-type: none"> • Children coming from LAUNCH’s PK, WELA and immersion programs will be kindergarten-ready. • Students will be able to read on grade level, reducing the need for middle and high school remediation, lowering the risk of a student dropping out. • Kindergartners will enter school with social competence. • Expand early childhood Osage language revitalization efforts. • Increase access to Osage language by children and adults. • Expand opportunities for children to hear and speak Osage language. • Improve positive parenting/caregiver and relationship skills. • Improve children’s readiness to succeed in school. • Improve children’s social-emotional, cognitive, language, and physical development. • Improve transition to kindergarten with lower number of office discipline referrals. 	
Evaluation	
<ul style="list-style-type: none"> • This project will be evaluated using various qualitative and quantitative analyses. 	

T365C160003

Mississippi Band of Choctaw Indians (MBCI)

Annopa Tikbishtiya (Carry the Language Forward): Choctaw Language in the Choctaw Tribal Schools

Partnerships	<ul style="list-style-type: none">• Bogue Chitto Elementary School, Conehatta Elementary School, Red Water Elementary School, Standing Pine Elementary School.
Native Language	<ul style="list-style-type: none">• Choctaw
Priorities	<ul style="list-style-type: none">• Support the teaching, learning and studying of the Choctaw language while increasing English language proficiency.• Strong focus on Early Learning and Development outcomes.• Strong parent and community involvement components.
Description	
Annopa Tikbishtiya (Carry the Language Forward) is a 60-month sequential, communication-based Choctaw language program in four target tribal elementary schools. Each participating school will provide classroom space and a minimum of 30 minutes of instructional time daily. Schools and classrooms will also support all family based programs.	
Goals	
<ul style="list-style-type: none">• Reduce language barriers in Mississippi Choctaw households.	
Objectives	
<ul style="list-style-type: none">• Choctaw language instructors will provide sequential Choctaw language instruction in four tribal elementary schools.• Comprehensive outreach programming for all participating language learners.	
Outcomes	
<ul style="list-style-type: none">• Mississippi Band of Choctaw Indians (MBCI) communities will see increases in Choctaw language proficiency levels for Pre-K through 3rd grade in each target school.	
Evaluation	
<ul style="list-style-type: none">• This program will be evaluated using Outcome-Focused Empowerment Evaluation (OFEE) data analysis procedures.	

T365C160004 Rocky Boy Public Schools <i>Rocky Boy School Native American Children in School Program</i>	
Partnerships	<ul style="list-style-type: none"> Rocky Boy Schools, grades K-12 with emphasis on preschool - 6th grade
Native Language	<ul style="list-style-type: none"> Cree
Priorities	<ul style="list-style-type: none"> Supporting the teaching, learning, and studying of Native American Languages while also increasing English language proficiency. Early Learning and Development Outcomes. Parent, Family, and Community Engagement.
Description	
<p>The major activities of the Rocky Boy School Native American Children in School Program (RBS NAM) include an annual Kindercamp, coordination of meetings and teacher observations, monitoring of English and Cree language proficiency, the development of a new Cree Immersion preschool, as well as developmental and cognitive screening.</p>	
Goals	
<ul style="list-style-type: none"> Support the teaching, learning, and studying of Native American languages while also increasing English language proficiency. Improve early learning and development outcomes to promote school readiness for children from preschool through 3rd grade. 	
Objectives	
<ul style="list-style-type: none"> Improvement of 10% in English language proficiency. Increase of 25% in students making progress in English language proficiency. Increase of 10% in number of students attaining proficiency. Enroll 75 students in Cree language instruction. Ensure 75% of students make progress in Cree language proficiency. Ensure 15% of students attain proficiency in Cree language. 110 children between the ages of 3 and 4 will receive developmental and cognitive screening. Enroll 75 students in the new preschool. Conduct 50 Rocky Boy School and Rocky Boy Head Start coordination meetings. Maintain 50 teacher coordination contacts. 	
Outcomes	
<ul style="list-style-type: none"> English language proficiency of Rocky Boy School Students will increase. Early learning and development outcomes to promote school readiness will improve. 	
Evaluation	
<ul style="list-style-type: none"> This program will be evaluated with various formative and summative evaluations. 	

T365C160005 Farmington Municipal Schools 65 <i>Strengthening Teaching and Learning of the English and Diné (Navajo) Languages</i>	
Partnerships	<ul style="list-style-type: none"> N/A
Native Language	<ul style="list-style-type: none"> Diné (Navajo)
Priorities	<ul style="list-style-type: none"> Support teachers to implement scientifically based TESOL instruction. Provide support, supplies, materials, and information for targeted Diné children ages 3-5 and their parents. Increase parental involvement by offering Navajo language instruction to parents.
Description	
<p>Strengthening Teaching and Learning of the English and Diné (Navajo) Languages will increase TESOL endorsed teachers in all content areas and add additional teacher supports with an English Language (EL) Coach. In addition, the project will monitor and coach Diné bilingual teachers by emphasizing an instruction, assessment, and analysis cycle to ensure that the curriculum is taught with a focus on student learning. By focusing on preschool-age children, the program will familiarize them with early reading and school readiness skills. Additionally, through newsletters and/or pamphlets, parents will learn about simple strategies to use at home before their child(ren) enter kindergarten prepared. . Lastly, providing Diné language classes for parents will empower them to begin to or enhance their ability to read, speak, and write their own language to better educate their children.</p>	
Goals	
<ul style="list-style-type: none"> Support teachers to implement scientifically based TESOL instruction while increasing the number of highly qualified TESOL endorsed personnel. Strengthen the implementation of the revised K-12 Diné Curriculum Framework with strategic emphasis on instruction, assessment, and analysis. Establish a preemptive approach to failure of Diné students in grades 6-12 who, through class and short cycle assessments, are demonstrating need of immediate targeted skills specific support. Provide support, supplies, and information for targeted Diné children ages 3-5 and parents to introduce school readiness and pre-reading skills while meeting the unique linguistic and cultural needs of Diné children. Increase parental involvement by offering Navajo language instruction to parents to establish support at home for Diné children. 	
Objectives	
<ul style="list-style-type: none"> By the end of the program year, at least 20% of Native American students will make progress in English as measured by ACCESS. By the end of program year, at least 10% of students will attain English language proficiency as demonstrated by ACCESS. 	
Outcomes	
<ul style="list-style-type: none"> Instruction will improve in classrooms for English Learners (ELs) across the district as measured by the 2016 ACCESS assessment. An expectation that 25% of Native American students taking the ODLA will demonstrate growth. The number of students failing a course or more will decrease by twenty-five percent. One-hundred percent of Navajo children will have access to culturally relevant early reading materials at home and at school. One-hundred percent of preschoolers will have access to early learning books. Twenty parents will be equipped with basic Diné language skills and strategies and activities to use with their children to begin to revitalize the Diné language. 	
Evaluation	
<ul style="list-style-type: none"> Evaluation of this project will consist of various quantitative and qualitative measures. 	

T365C160006

Chief Tahgee Elementary Academy (CTEA)

Development, Design, and Implementation of Shoshoni Language Acquisition Digital Software for use in a Shoshoni Language Immersion K-6 Elementary Blended Learning Academy

Native Language	<ul style="list-style-type: none">• Shoshoni
Partnerships	<ul style="list-style-type: none">• N/A
Priorities	<ul style="list-style-type: none">• Support the teaching, learning, and studying of the Shoshoni language and increase of English language proficiency of elementary Native students.• Inclusion of parents, family, and community engagement at all levels, including community organizations and Tribal entities.
Description	
Chief Tahgee Elementary Academy (CTEA) is adding a digital Shoshoni language acquisition blended learning model. This software will assist with Shoshoni language acquisition, fluency, and proficiency at school and at home, where parents and community members will be able to access Shoshoni lessons online. CTEA's goal is to design and implement a Shoshoni language digital blended learning program for grades K-6 to provide all students with the "Power of Two" or the ability to speak, read, and write in both Shoshoni and English.	
Goals	
<ul style="list-style-type: none">• Closing the history of low academic achievement in the Fort Hall community.• Revitalizing the Shoshoni language.	
Objectives	
<ul style="list-style-type: none">• N/A	
Outcomes	
<ul style="list-style-type: none">• Increased understanding and use of technology by teachers and students.• Effective use of data to keep students on track.• Meet performance expectations in achievement through Shoshoni language proficiency.• Close achievement gaps as measured by ISAT and IRI scores.• Demonstrate grade level proficiency in academics and fluency in Shoshoni language.	
Evaluation	
<ul style="list-style-type: none">• This project will be evaluated by analyzing student data and various qualitative analyses.	

T365C160007

Hunters Point Boarding School

"Tsilkéí dóó Ch'íkéí Baa Hózhóogo Yigáál"

Diné Child Development through A Two Way Dual Language Program

Native Language	<ul style="list-style-type: none">• Diné/Navajo
Partnerships	<ul style="list-style-type: none">• N/A
Priorities	<ul style="list-style-type: none">• Supporting the teaching, learning, and studying of Native American languages while also increasing English language proficiency.

Description

The purpose of *"Tsilkéí dóó Ch'íkéí Baa Hózhóogo Yigáál"* is to develop and implement a two-way dual language immersion program for grades Kindergarten through 5th using a Heritage Model to revitalize Navajo language and culture and to build English proficiency in all our students. Revising and implementing a comprehensive Navajo culture based curriculum aligned to Arizona State standards will help Hunters Point Boarding School, Inc (HPBSI) students improve reading, writing, and speaking in both Navajo and English. This will be accomplished by building onto the academic strengths of students with the integration of a coordinated set of curriculum materials. In the process, two project funded education specialists will refine existing curriculum and develop teaching units with associated activities (student materials and teachers' guides with student activities) in all content areas.

Goals

- By the end of each project year, the total number of students in grades kindergarten through 5th enrolled in the project will demonstrate an increase of 10% gain in proficiency in both reading and math on the NWEA assessment compared with their previous year's scores, using the developed culturally based curriculum.
- By the end of each project year, the total number of students in grades Kindergarten through 5th enrolled in the project will demonstrate an increase of 10% gain in proficiency in the Navajo language based on the Oral Diné Language Assessment provided by the Navajo Department of Education Office of Education Research and Statistics, using the developed culturally based curriculum.

Objectives

- A culturally-based Navajo curriculum will be developed for grades K-5th using the Arizona Common Core Standards and the Diné Department of Education Content Standards specifically for language, culture, history and government.
- Materials and teachers' manuals and assessments will be developed for immersion teachers to use at the beginning of year 2 of the project.
- One-hundred percent of immersion teachers will be trained on the culturally based curriculum for implementation to take place at the beginning of year 2 of the project.
- At least 60% of the estimated 60 parents/guardians enrolled in the family education component of the project will have participated in the parenting skills classes that emphasize literacy and positive reinforcement of children by the end of each year.

Outcomes

- Students will be meeting state standards.
- The created curriculum will have performance based outcomes.
- The curriculum will entail critical thinking skills and involve process oriented activities rather than being sequential and product oriented.

Evaluation

- The evaluation of this process will entail various qualitative and quantitative analyses.

T365C160008 Red Lake Band of Chippewa Indians <i>Red Lake Tribe - Growing Ojibwe and English Demonstration Project</i>	
Native Language	<ul style="list-style-type: none"> Ojibwe
Partnerships	<ul style="list-style-type: none"> Red Lake Independent School District -38, Red Lake Head Start Program, Red Lake Tribal College, Red Lake Children’s Healing Center, Grassroots Indigenous Multimedia, University of Minnesota –Minneapolis, MN
Priorities	<ul style="list-style-type: none"> Supporting the teaching, learning, and studying of Native American languages and English language proficiency. Early learning and development outcomes. Parents, family, and community.
Description	
<p>The project will implement a comprehensive bilingual education program and create more language rich environments at school and at home in ways that can be sustained and shared with other Ojibwe Tribes in the state of Minnesota (MN). The project will serve RLT Head Start students, Kindergarten students and high need RLT middle school EL students who are not meeting the MN state standards in reading and English language. The project will ensure that Ojibwe language on the Red Lake Reservation thrives and remains relevant for future generations. Parental involvement is a primary strategy in Red Lake Head Start and Kindergarten programming.</p>	
Goals	
<ul style="list-style-type: none"> To support young children’s and middle school students’ language and literacy development in Ojibwe and English. To build teacher capacity in working successfully with emergent bilingual, bi-literate students. To increase early learning supports and positively impact development outcomes for the Ojibwe language immersion program. To increase family and community engagement in building literacy and language-rich environments at home and in the community. 	
Objectives	
<ul style="list-style-type: none"> To increase oral language and print pre- and early literacy skills in English and Ojibwe for 75 Head Start students each year. To increase oral language and print pre- and early literacy skills in English and Ojibwe for 75 Kindergarten students each year. To increase oral language and print pre- and early literacy skills in English and Ojibwe for 50 Middle School students each year. To improve teacher classroom Ojibwe language skills based on current best practices for student growth. To improve teacher practices in promoting meaningful engagement with print materials. To increase the number of children participating in Ojibwe language immersion programs. Enhance measures of student development relative to non-participating peers. Enhance parental assessment of child engagement and positive participation in school. To increase parental participation in family language and literacy activities at all school/community sites. To increase family engagement with language and literacy rich activities at home. 	
Outcomes	
<ul style="list-style-type: none"> Increase in the number of and proficiency levels of English learners on the WIDA ACCESS assessment. Increase in the number of and proficiency levels of Ojibwe learners on local language assessments. Increase in the number and percentage of English learners (ELs) served by the program who score proficient or above on the state reading assessment. Increase in the number and percentage of Ojibwe learners served by the program who score proficient or above on local reading assessments. Twelve multi-media books per year will be developed collaboratively with the Red Lake community. Twelve sets of curriculum materials (one set per book) will be developed collaboratively with the Red Lake community. Comparative (pre/post) analysis of teacher talk and classroom discourse. Track the number and percentage of coordination contacts between elementary schools and early learning programs. 	
Evaluation	
<ul style="list-style-type: none"> This project will be evaluated using WIDA ACCESS, state reading assessments and other locally developed assessments. 	

T365C160009 Grand View Public School <i>Project Early Learning</i>	
Native Language	<ul style="list-style-type: none"> • Cherokee
Partnerships	<ul style="list-style-type: none"> • Cherokee Nation, KiBois Community Action Head Start, Northeastern State University
Priorities	<ul style="list-style-type: none"> • Support the teaching, learning, and studying of Native American languages, while also increasing English language proficiency. • Early learning and development outcomes • Parent, family, and community engagement
Description	
<p>The goal of Project Early Learning is to implement a comprehensive bilingual education program designed to enable the EL PK-4 students to acquire the appropriate language skills which will enhance their levels of proficiency in the Cherokee and English languages and to improve their English Language Arts skills. The program will increase the English language proficiency skills of all EL Native American students, support Cherokee language instruction, support focused, on-going teacher and professional development activities, and provide a parent, family, and community involvement program to improve learning outcomes.</p>	
Goals	
<ul style="list-style-type: none"> • Improve reading skills for EL Native American students. • Increase the English proficiency of Native American students. • Support Cherokee language instruction. • Support the development of preschool children, ages 3 and 4. • Support focused, on-going teacher and professional development activities. • Provide a parent, family, and community engagement program to improve early learning outcomes. 	
Objectives	
<ul style="list-style-type: none"> • 75% of project students will show a 5% gain in reading. • 75% of 3rd & 4th grade EL students will show proficiency or above on the state reading assessment. • 75% of students will make progress towards English proficiency. • 20% of students will attain proficiency in English. • 50% of students will show a 5% gain in speaking the Cherokee. • 5% of students will attain proficiency in Cherokee speaking. • 100% of students will be screened for developmental and/or cognitive delays. • 50 contacts will be made between the school and the Head Start Program. • 100% of program staff and school teachers will receive 30 hours of professional development training. • 50% of parents will have participated in two training activities. 	
Outcomes	
<ul style="list-style-type: none"> • Program staff and classroom teachers will implement effective curriculum and intervention strategies. • Native American children will increase their proficiency of Cherokee language. • 100% of preschool children will have been screened for development and/or cognitive delays. • Participants will develop effective instructional practices to improve teaching and learning for ELs. • Parents and families will increase their involvement in their children's education. • Students receive more instructional time in English language arts. • Student reading scores increase. • Student English proficiency increases. • Students will leave the preschool program ready for kindergarten. • Data-based instructional activities & professional development will be implemented. • Increased parent, family, community engagement. 	
Evaluation	
<ul style="list-style-type: none"> • This project will be evaluated based on various qualitative and quantitative analyses. 	

T365C160017

Lower Kuskokwim School District

Developing Culturally Responsive Native Language Assessment Systems

Native Language	<ul style="list-style-type: none">• Central Yup'ik Eskimo
Partnerships	<ul style="list-style-type: none">• WIDA Consortium, Wisconsin Center for Education Research, University of Wisconsin–Madison
Priorities	<ul style="list-style-type: none">• Support teaching, learning, and studying Native American languages while also increasing the English language proficiency of the children served• Early learning and development outcomes• Parent, family and community engagement

Description

LKSD works with the WIDA Research Team to develop a Yup'ik Language Proficiency Test that provides culturally relevant, valid and reliable data for PreK–6 students. A Community Based Participatory Research model (CBPR) will be used to assure stakeholders share ownership of language being developed and tested. WIDA researchers will assist the district's Expert Group build capacity to assess students' Yup'ik language proficiency. Members of LKSD's Expert Group will then share their experiences in immersion and dual language curricula, language standards, and assessment development with other indigenous educators. A joint WIDA-LKSD Study Group will be established to provide a network and support system for indigenous groups working on similar goals.

Goals

- Community-based Participatory Research (CBPR) principles and practices will be used to develop and successfully implement a culturally responsive, valid and reliable Yup'ik language PreK–6 assessment system that can be used to determine if students are becoming increasingly proficient using Yup'ik language..
- The Yup'ik language proficiency test (LPT) will provide critical data to examine relationships between Yup'ik and academic English language proficiency and academic content achievement for PreK–2 students. This work will continue after the project ends for Grade 3–6 students.
- Lessons learned from the LKSD's experiences will benefit a group of tribal and nontribal educators wishing to initiate and expand native language programs that reflect different educational, linguistic and cultural contexts.

Objectives

- Enact an indigenous research and development paradigm that meets the needs of the local Alaska Native community and LKSD.
- Within the first 3 months, develop a joint WIDA-LKSD Study Group with inter-state and inter-tribal members to explore and develop understanding of Native language assessment programs by building on lessons learned from LKSD's experiences and other Native language and education experts.
- Every 6 months, the Study Group will convene a 2-day, face-to-face meeting with a field trip selected by the group during regular online conference calls.
- Every 6 months and at end of project, the Steering Committee and Study Group members will produce a report of deliberations.
- By end of project, LKSD will have at least 3 years of data about Yup'ik language proficiency to examine relationships between Yup'ik and English language proficiency and academic content achievement for all PreK–2 students.
- At end of project, LKSD will have guidelines, including information on test construction, data analysis, and technical infrastructure, for maintaining a valid, reliable, culturally responsive PreK–6 Yup'ik language assessment system.

Outcomes

- Stakeholders develop a shared understanding of the aims and expectations of the Yup'ik LPT project.
- Staff have the expertise to fully implement the Yup'ik LPT system for whatever grades required by the LKSD School Board.
- Within the first 3 months, the WIDA-LKSD Study Group will be established.
- The Study Group has had biannual face-to-face meetings and field trips and regular online conference calls.
- Every 6 months and at end of project, Study Group and Steering Committee members will endorse reports.
- By end of June 2019, the Yup'ik LPT data and reporting system will be fully operational and linked to other management systems, as required, for all PreK–2 students.
- At end of project, three cycles of Yup'ik LPT, English language proficiency and academic content data will be available..

Evaluation

- Evaluation for the project consists of various qualitative and quantitative analyses.

