

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Native American Language Grant Program

CFDA # 84.415B

PR/Award # S415B170006

Grants.gov Tracking#: GRANT12430039

OMB No. , Expiration Date:

Closing Date: Jun 19, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/16/2017"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="Alaska"/>
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B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="92-6000078"/>	* c. Organizational DUNS: <input type="text" value="1504045230000"/>
--	---

d. Address:

* Street1:	<input type="text" value="5530 E. Northern Lights Blvd."/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Anchorage"/>
County/Parish:	<input type="text" value="Alaska"/>
* State:	<input type="text" value="AK: Alaska"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="995043135"/>

e. Organizational Unit:

Department Name: <input type="text" value="World Languages"/>	Division Name: <input type="text" value="Curriculum and Instruction"/>
--	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Brandon"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Locke"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="907-742-4848"/>	Fax Number: <input type="text" value="907-742-4581"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.415

CFDA Title:

State Tribal Education Partnership (STEP)

*** 12. Funding Opportunity Number:**

ED-GRANTS-050417-001

*** Title:**

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Native American Language (NAL@ED) Program CFDA Number 84.415B

13. Competition Identification Number:

84-415B2017-1

Title:

Native American Language (NAL@ED)

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Project Yugtun Qanerluten: Speak in Yup'ik!

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="400,852.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="400,852.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Anchorage School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? PR/Award # S415B170006 The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Anchorage School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Karen M Karsnia	Chief Academic Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
Anchorage School District	06/16/2017

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Anchorage School District

* Street 1: 5530 E. Northern Lights Blvd. Street 2: _____

* City: Anchorage State: _____ Zip: 99504

Congressional District, if known: AK-000

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: State Tribal Education Partnership (STEP) CFDA Number, if applicable: 84.415
---	--

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix: _____ * First Name: Karen Middle Name: _____

* Last Name: Karsnia Suffix: _____

* Street 1: _____ Street 2: _____

* City: _____ State: _____ Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix: _____ * First Name: N/A Middle Name: _____

* Last Name: N/A Suffix: _____

* Street 1: N/A Street 2: _____

* City: N/A State: AK: Alaska Zip: _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Karen M Karsnia

* Name: Prefix: _____ * First Name: Michael Middle Name: _____
 * Last Name: Graham Suffix: _____

Title: Chief Academic Officer Telephone No.: 907-742-4321 Date: 06/16/2017

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1239-GEPA NAL AnchorageSD.pdf

Add Attachment

Delete Attachment

View Attachment

**General Education Provisions Act (GEPA)
Native American Language Program
Anchorage School District**

Project Yugtun Qanerluten: Speak in Yup'ik! will operate under the Anchorage School District's (ASD) proactive EEO, equal access, and ADA policies, which conform to federal regulations. The ASD has strong anti-discrimination policies for students, staff, and program participants.

School Board policy supports respectful learning and working environments and states strongly that this environment must be structured to reflect diverse cultural traditions and contributions. The District values diversity among students and staff and believes that all students and staff have the right to participate in school activities free from harassment.

Project Yugtun Qanerluten will take place a school with a large concentration of Alaska Native children, many of whom are at-risk and underserved. All activities in this project will be chosen and modified to ensure equal, open, and welcoming access to all students and their families, regardless of socioeconomic or special needs status. The project is intentionally designed to give language learners full, equal, and successful access to education and a strong opportunity for success.

Examples of specific strategies to reduce barriers to access and participation are:

- All ASD and LKSD schools, meeting and training facilities; the Alaska Native Heritage Center; Cook Inlet Tribal Council; Cook Inlet Native Head Start; the Center for Advanced Research on Language Acquisition Institute Immersion are handicapped-accessible.
- The project adheres to ASD's policies for admitting students into ASD language immersion programs by impartial lottery. This system is intentionally and carefully managed so that no child is denied admission or discriminated against for any reason, including gender identity, race, national origin, ethnicity, physical handicap, developmental disability, or home school attendance area.
- All special needs students will receive special education services as needed, including but not limited to special education teachers and teaching assistants, assistive technology, interpreters for the deaf, and support services for the visually impaired.
- The Family Advocate, as part of a multi-disciplinary team at the school, will maintain contact with project families, assist them with accessing educational and social services, and support students' smooth academic and social-emotional transitions between grade levels.
- This project removes barriers to success for Alaska Native students by training teachers and school staff to infuse teaching strategies and practices that are culturally responsive and that match the learning styles of Alaska Native peoples.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Anchorage School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Michael"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Graham"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Chief Academic Officer"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Karen M Korsnia"/>	* DATE: <input style="width: 150px;" type="text" value="06/16/2017"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Mr.	First Name: Brandon	Middle Name:	Last Name: Locke	Suffix:
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County:	Alaska
State:	AK: Alaska
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Country:	USA: UNITED STATES

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907-742-4400	907-742-4581

Email Address:
Locke_Brandon@asdk12.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1238-Human Subjects NAL AnchorageSD.pdf	Add Attachment	Delete Attachment	View Attachment
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Human Subjects Exempt Research Narrative
Native American Languages Program
Anchorage School District

Project Yugtun Qanerluten: Speak in Yup'ik!

Exemptions 1 and 2:

All project activities will be conducted in commonly accepted education settings including elementary schools and school district training facilities. All activities involve normal education practices, including development and delivery of curriculum and instruction, professional development courses and workshops for teachers, and assessment of student academic achievement. The research being conducted is on educational strategies and the effectiveness of curricula and instructional techniques. Research material, such as data on test scores, will be gathered through use of student identification numbers that will not be individually identifiable. Survey data will not be individually identifiable. For any personally identifiable data, the external evaluator and the Anchorage School District will agree on the terms of sharing with a signed confidentiality agreement for educational research.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Native American Languages Program — Anchorage School District
Project Yugtun Qanerluten: Speak in Yup'ik!

ABSTRACT

Project Yugtun Qanerluten: Speak in Yup'ik! is a three-year project proposed by the Anchorage School District (ASD) in Anchorage, Alaska, an LEA (absolute priority 1). The project will create, implement and sustain the district's first indigenous language immersion program, a one-way immersion program in Yup'ik (Yugtun). Consortium partners are Cook Inlet Tribal Council (CITC), Cook Inlet Native Head Start (CINHS), and Alaska Native Heritage Center (ANHC), all nonprofit Alaska Native organizations (competitive preference priority 2). The Lower Kuskokwim School District (LKSD) will become a sister Yup'ik language immersion school with ASD, sharing Yup'ik immersion expertise and curriculum. ASD's Title VI Indian Education program will contribute project staff and professional development during and after the grant period (competitive priority 1).

Goals are to develop and implement an indigenous partial one-way language immersion program in Yupik within an ASD elementary school, to improve outcomes for students participating in the project, and to assist Alaska Native people to revitalize and maintain their languages and cultures. Measurable objectives and performance outcomes include development and implementation of a Yup'ik immersion program within an ASD elementary school, including site selection, personnel recruiting and training, curriculum development, and Yup'ik immersion instruction beginning in grades K and 1; and annual increases in percentages of project students who show growth in English Language Arts scores on district assessments, improved school attendance, gains in social-emotional competencies (invitational priority) as measured by the Devereux Student Strengths Assessment; and increased proficiency levels in the Yup'ik language as measured by the Avant STAMP 4S/4Se assessments.

Major activities in year 1 are site selection; student, teacher, and staff recruitment; curriculum development; and convening of an Alaska Native Languages Committee comprising parents and community members. The immersion model will begin in year 2 with 50 kindergarten students in two classrooms, and will expand to first grade in year 3. At each grade level, half of the instruction is delivered in English, and half in Yup'ik by a certified teacher who is a native speaker. Children acquire literacy in two languages simultaneously. The students switch teachers halfway through the school day, so each teacher works with two cohorts of students. Incoming kindergarten students will participate in a four-day immersion orientation prior to the start of school. A family advocate will provide academic and social support services.

The three-year professional development plan includes basic training in language immersion, specific knowledge and pedagogy for Yup'ik immersion, observation and curriculum sharing with other model indigenous schools and language immersion programs, training in language proficiency and social-emotional assessments, and cultural competency training.

The school site, to be determined in year 1, will be a K-5 or K-6 elementary school with a high percentage of Alaska Native/American Indian students. An initial 150 students will be served during the grant period. The school will receive incoming kindergarten students from CITC and CINHS Yup'ik Immersion Head Start programs.

Contact: Project Director Brandon Locke, 907-742-4400, Locke_Brandon@asdk12.org.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

Native American Language Program

Anchorage School District

Project Yugtun Qanerluten: Speak in Yup'ik!

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Native American Language Program—Anchorage School District

Project Yugtun Qanerlutun (Speak in Yup'ik!)

(a) Quality of project design

1. Goals, objectives, outcomes clearly specified and measurable.

Introduction: The Anchorage School District, *an LEA that meets Absolute Priority #1*, proposes to create, implement and sustain the district's first indigenous language immersion program, in consortium with Cook Inlet Tribal Council (CITC), Cook Inlet Native Head Start (CINHS), and Alaska Native Heritage Center (ANHC), all nonprofit Alaska Native organizations (*competitive preference priority 2*; Consortium Agreement attached). Additionally, the Lower Kuskokwim School District (LKSD) will partner with ASD, contributing Yugtun (also called Yup'ik or Central Yup'ik) language immersion expertise and curriculum materials (LKSD letter of commitment included in attachments). Based on community interest and need, the successes of model indigenous language immersion models, and the models of ASD's existing extensive and nationally-recognized world languages immersion programming, the district proposes an indigenous, partial, one-way language immersion program in Yup'ik, with 50% of the school day and content instruction conducted solely in Yup'ik. The program will be located in a district elementary school and operate as a school-within-school.

The geographical and cultural context of the proposed project drives the unique academic and cultural needs of ASD's Alaska Native students, as well as the design of the project to address these needs (*Invitational Priority—well-being*). Anchorage, population 299,037 (2016 estimate, AK DOL&WD), is Alaska's educational, medical, and commercial hub and the center for in/out-migration from rural and remote villages. Anchorage is Alaska's largest "Native village," with an Alaska Native/American Indian population of 23,130 (U.S. Census, 2010).

Native people comprise the largest minority group in the state at 14.9% (AK DOL&WD). ASD is Alaska's largest school system, with 48,500 students attending 130 schools and programs. It is also the 97th largest school district in the nation. The district boasts the most diverse population in the country, with students speaking over 100 languages other than English. Minority students comprise more than 50% of the student population, with Alaska Native/American Indian students making up the second highest percentage (9%). Ironically, although more Alaska Native students enroll in ASD than any other district in the state, they may feel less at home here than in any of Alaska's other smaller towns or villages. Mixed in with the multicultural masses, Alaska's Native students tend to get lost—culturally and academically.

Yugtun Qanerluten, which means “speak in Yup'ik,” is designed to respond to the unique educational needs of Alaska Native students in the Anchorage School District. As urban people culturally rooted in small village life, ASD's Alaska Native students experience great tension between their cultural heritage and the large public school format in this middle-sized, highly diverse city. Cultural dislocation (Reyhner, 2001), coupled with a host of other social issues such as poverty and transience, pile on to confront many of these young children as they enter the public school system as kindergartners. These issues result in academic struggle, with ASD's Alaska Native/American Indian students experiencing the lowest graduation rates and highest dropout rates of all ethnicity groups. To many Native students and parents, ASD's large schools seem impersonal and intimidating. Urban Native students lack opportunities to connect with their heritage, to know who they are and their place in the world. “Urban Natives often don't know their own culture . . . if you let them, they will melt into the woodwork,” notes a CITC high school teacher. The proposed project will create a small village within a school, a cultural safety zone and place of belonging that uses the tongue of the ancestral home. Inside Yugtun

Qanerluten (“speak in Yup’ik!”) classrooms, Yup’ik language immersion can replicate the kinds of academic and cultural gains seen in other indigenous language immersion programs (Reyhner, 1997).

Alaska’s Native people possess a rich linguistic heritage and diversity, with at least 20 indigenous languages represented statewide. When selecting a language to revitalize and teach, one would naturally reach for the local region. Anchorage’s regional Alaska Native language is Dena’ina, or Athabascan, but with only 50 speakers left and a classification of moribund, development of Dena’ina language immersion curriculum materials and recruitment of certified teachers with Dena’ina proficiency would not be within the scope of this grant program.

Other reasons for choosing Yup’ik include population size, teacher availability, and community interest. Given the size of the Yupik population statewide, within Anchorage and within ASD, selecting Yup’ik as the first indigenous immersion language will serve the greatest number of students. Further, the available pool of teachers with language proficiency is largest with Yup’ik. Finally, ASD recently conducted a community survey to assess the level of interest for immersion programs in new languages. Survey results put Yup’ik at the top of the indigenous language of interest. It also placed third in interest overall, a remarkable placement considering that over 100 languages are spoken at home with ASD’s student population.

Yup’ik (Yugtun) and Cup’ik are a part of the Eskimo-Aleut language family. The Yupik are the indigenous peoples of the southwestern region of Alaska from Bristol Bay up to the Norton Sound. They subsist off of the sea on a diet of whale, seal, local plants and berries. Yupik artwork includes detailed ivory carvings, basketry and skin sewing. The Yup’ik people are also known for their great story-kniving and dancing, called “Yuraq.” Among the Native groups, Yupik people represent the largest group in the state, with 10,400 native speakers, and Yugtun is

one of the only Alaska Native languages still being spoken by children as a first language (www.alaskanativelanguages.org). The 2010 Census also shows that more Yupik people call Anchorage home than Bethel, the more traditional Yup'ik home village. Clearly, the Yugtun language can be revitalized with support such as language immersion programming. In keeping with NAL@ED program goals, the unique educational needs and vision of ASD and the Anchorage Alaska Native community, Yugtun Qanerluten proposes:

GOAL 1: Develop/implement indigenous partial one-way language immersion program in Yup'ik within an ASD elementary school by start of School Year 2018-2019.

Objective 1.1: Host school site ready for implementation by start of SY 2018-2019

Measures: School site selected by 12/30/2017; Classrooms prepped by 6/1/2018

Objective 1.2: Recruit key personnel

Measures: Teacher Expert on board by 11/2017; Kindergarten Yup'ik /English teacher and Teacher Assistant pairs on board for SY2018-19; First grade Yup'ik /English teacher and TA pairs on board for SY2019-2020; CITC Family Advocate on board by November, 2017

Objective 1.3: Adapt and develop Yup'ik curriculum in language arts, science and social studies for kindergarten through fifth grade by September 30, 2020.

Measures: Adapt and develop Yup'ik curriculum in Yup'ik language arts, science and social studies for kindergarten through first grade by start of SY 2018-2019; Adapt and develop Yup'ik curriculum in Yup'ik language arts, science and social studies for second through third grade by start of SY 2019-2020; Adapt and develop Yup'ik curriculum in Yup'ik language arts, science and social studies for fourth through fifth grade by September 30, 2020.

Objective 1.4: Provide partial, one-way Yup'ik immersion instruction beginning August 1, 2018, beginning prior to school year with 4-day student orientation

Measures: Enroll 50 kindergarten students in two Yup'ik immersion classes for SY 2018-2019 (cohort 1); Enroll 50 first grade students in two Yup'ik immersion classes for SY 2019-2020 (cohort 1); Enroll 50 kindergarten students in two Yup'ik immersion classes for SY 2019-2020 (cohort 2)

GOAL 2: To improve outcomes for students participating in Yugtun Qanerluten

Objective 2.1: 90% of students in kindergarten will demonstrate meaningful reading growth from fall to spring as measures by AIMSweb Letter Sound (LS).

Objective 2.2: 80% of first grade students will demonstrate meaningful reading growth from fall to spring as measured by AIMSweb Reading-Curriculum Based Measures (R-CBM).

Objective 2.3: each year, 90% of project participants will attend school 90% of the time.

Objective 2.4: 90% of students participating in the Yup'ik immersion program will score in the typical or strength range on the DESSA mini assessment (an 8-item social-emotional behavior scale to measure for invitational priority on well-being—more information in evaluation plan).

GOAL 3: To assist Alaska's Native People to revitalize/maintain their languages/cultures

Measure 3.1: After two years of instruction in Yup'ik immersion, 80% of participating students will attain Novice-High proficiency (per the national ACTFL proficiency scale) in the areas of listening and speaking as measured by the Avant STAMP 4Se assessment.

Measure 3.2: In the students' first year of Yup'ik immersion instruction, 80% of participating students will increase from Novice-Low to Novice-Mid (per the national ACTFL proficiency scale) in the areas of listening and speaking as measured by the Avant STAMP 4Se assessment.

In the students' second year of Yup'ik immersion instruction, 80% of participating students will increase from Novice-Mid to Novice-High (per the national ACTFL proficiency scale) in the areas of listening and speaking as measured by the Avant STAMP 4Se assessment.

2. *Project design ensures students progress toward high-level fluency goals in Native language.*

The proposed project design is based on both the extensive success and experience of ASD's language immersion programming coupled with the models provided by existing successful indigenous language immersion programs. Since the inception of French language immersion programs in Canada close to 50 years ago, countless research has been conducted showing the success and benefits of immersion education. Because immersion programs have the greatest amount of time dedicated to language learning, this is the program model that has the greatest success in terms of language outcomes (Curtain & Dahlberg, 2010). Immersion differs from traditional instructional approaches in which second languages are taught as separate subjects, in isolation from core content. *Immersion refers to learning core content through a second language.* As a result, students not only master subject area content, but also become bilingual while doing so. The programs in ASD are partial-immersion, where students at the elementary level spend approximately half of their school day learning in English and the other half of the day learning in the target (second) language. As language immersion students "feed" into middle school, they have two periods a day immersed in the target language, and in high school they have one period a day in the target language.

Yugtun Qanerluten builds on ASD's nationally-recognized world languages programs, with a track record of successfully institutionalizing language immersion programs dating back to the late 1980's. However, it was in the 1970s that ASD took the lead in innovation by adding Russian and Japanese to its already-existing high school offerings of Spanish, French, German and Latin. In 1989 ASD began its first immersion program, Japanese, graduating its first group of seniors in 2001. In the early 1990's two Spanish immersion programs began, one of which is a 2-Way/Dual Language program designed specifically to meet the needs of both English and

Spanish speakers. In 2004, ASD launched the nation's very first K-12 Russian immersion program, graduating its first group of seniors this spring 2017. This past fall ASD began the state's first Chinese immersion program, entering 42 kindergarten students. A grade level will be added each year until it too offers a K-12 continuum.

ASD's language immersion programs are school-within-a-school programs in five of the district's neighborhood schools. The elementary immersion programs continue into designated feeder middle and high schools. Additionally, there is also a K-8 Rilke Schule German Charter School of Arts and Sciences. Currently in ASD, approximately 2,300 students are enrolled in language immersion programs. ASD's existing language immersion programs have shown growth in both language and content proficiency above national averages (Lindholm, 1994-2002). In the spring of 2016, ASD began assessing world language and immersion students using Avant's STAMP 4S assessment. Spanish immersion students in grade 12 averaged in the Intermediate-High range compared to non-immersion students who scored in the Intermediate-Low range after four years of high school study. Similarly, Japanese immersion students in grade 12 averaged in the Intermediate-Mid range compared to non-immersion students who scored in the Novice-High range after four years of high school study. Note that we did not have any grade 12 German immersion students to assess, nor did the STAMP 4S yet exist in Russian at that time.

The creation of an indigenous language immersion program within ASD targeting Alaska Native students takes the district's immersion programming investment into a priority area of need and offers up an entirely new strength. As optional choices for parents who must provide the transportation, the existing ASD language immersion programs tend to attract the most stable and involved segment of the population who are actively steering their children's educational

journey with high academic expectations and post-secondary goals in mind from the outset. With Yugtun Qanerluten, however, as described in the proposal introduction, ASD will be targeting a primarily high-needs, at-risk student population. This is where indigenous language immersion shines. In addition to the academic gains of biliteracy that world languages have provided to immersion students, indigenous language immersion programs have been shown to help narrow academic achievement gaps for at-risk students. In fact, common outcomes for four successful indigenous language programs included decreased dropout rates, increased sense of heritage and identity, and improved test scores (Stiles, 1997).

3. Project designed to build capacity/yield results, extend beyond Federal financial assistance.

According to revered Yup'ik Elder Theresa John (2010), Yupik people traditionally observed the cyclical nature of living a hunting and gathering subsistence lifestyle, giving rise to cyclic ritual dances and other rituals. According to John, "the annual cyclic cultural rituals provided us with critical pathways to celebration, honor, dignity, and to administer the welfare for all people" (p. 2). The sustainability of Yugtun Qanerluten can be visualized in this cyclical way, with CITC and CINHS having provided the point of entry into the circle with the prekindergarten Yup'ik language immersion. If funded, Yugtun Qanerluten will continue the arc into K-1, with ASD and partners completing the development of the Yup'ik language education through elementary, middle, and high school. Given the experience of other indigenous language programs, these bilingual graduates are likely to complete the circle by returning to teach the young people (Reyhner, 1997).

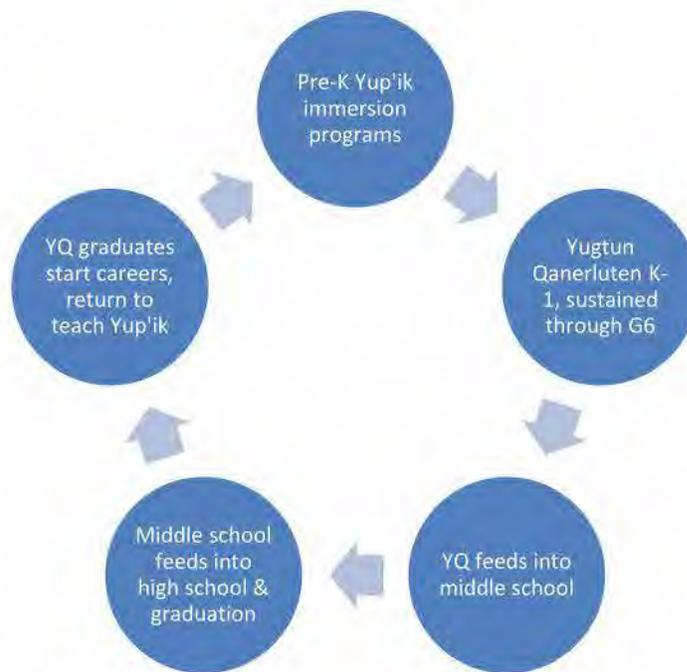


Figure 1: YQ Instructional Sustainability Cycle

The entire model is designed to be sustained, creating content-based, standards-aligned materials in Yup'ik that fit the ages and development levels of young learners. Based on the successes of past world languages programming, the ASD model layers curriculum preparation, professional development, and student recruitment in 15-month cycles to build the immersion program grade by grade, year by year, through 12th grade and graduation. ASD recognizes immersion students who complete the K-12 uninterrupted sequence during an end-of-year formal “immersion program completion ceremony,” and with an ASD Language Immersion Program Completion Cord, presented by the superintendent or designee, to be worn at their respective graduation ceremonies. Additionally, the Seal of Biliteracy at ASD is already available in Yup'ik. The Seal encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices. It takes the form of a seal that appears on the diploma of the graduating senior and is also documented on their official transcript.

As the three-year grant process unfolds, it integrates these core elements with instruction, assessment, authenticity of materials and artifacts, the importance of teachers who are proficient in Yup'ik, and Alaska Native community building. With this, the architecture of Yugtun Qanerluten spirals and links learning objectives through the grades. Yugtun Qanerluten is designed to systematically build full enrollment in the immersion program year by year while simultaneously strengthening community and parent advocacy for the long-term.

As described fully in the professional development criteria, Yugtun Qanerluten's three-year professional development plan builds capacity for long-term through four overall strategies: 1) providing basic training to teachers and administrators new to immersion; 2) providing teachers with the unique knowledge and pedagogies for Yup'ik in-depth immersion instruction; 3) teacher and administrator expert observations as models and curriculum sharing; 4) peer observation for collaborative professional development; 5) Yup'ik language proficiency test administration, scoring, data analysis, use of results to inform effective classroom practices; and 6) schoolwide and districtwide Native cultural infusion and competency training via ASD Title VI Indian Education program. See professional development plan details in Quality of Project Services, section #2.).

4. Includes data collection/reporting plan to track long-term outcomes after project is complete.

ASD has a long history of successful federal grant acquisition and implementation, including external evaluation studies. Additionally to the proposed external evaluator, ASD employs Ph.D.-level program evaluation staff who will carry forward existing AIMSweb data collection and analysis efforts. Further, many aspects of the professional development plan use a train-the-trainer model, including the Avant STAMP assessment data collection and analysis. The lead project director, as a permanent employee, will institutionalize the Yup'ik language proficiency

assessments, K-12. Should future funding for long-term evaluation become available, project evaluator Dr. Bigelow will continue to provide evaluation consultation.

(b) Quality of project services

1. Providing instruction through the Yup'ik Native language.

As described previously, Yugtun Qanerluten addresses the unique language, cultural and educational needs of the Alaska Native children in Anchorage. Based in part on our experiences with building Chinese, German, Japanese, Russian, Spanish one-way immersion and Spanish/English Two-Way immersion programs, key year 1 activities will include school site selection, student, teacher and staff recruitment, professional development, curriculum development, and convening of the parent/community Alaska Native languages committee (PCANLC).

School Site Selection: ASD will work with the Anchorage community to identify the best possible elementary school site for the proposed project. The co-project directors, teacher expert, and PCANLC will coordinate parent and community meetings to make a final selection. Criteria for selection will include: availability of sufficient school building capacity for program growth; highest percentage of Alaska Native students; highest percentage of Yupik students who are English Language Learners; closest proximity to preK immersion schools and other community resources; highest neighborhood school staff and community interest in Yup'ik immersion (surveys will be conducted); lack of other language immersion or optional school programs in the school feeder continuum; and lowest history of Native student and schoolwide transience/attendance.

Student Recruitment/Selection: As discussed in the introduction, community interest in a Yup'ik language immersion program has been well-established and we anticipate being able to fill the

available student slots on time for implementation. Once the school site selection has been made, the ASD citywide optional program lottery protocols and procedures will be implemented. The lottery for year 2 (School Year 2018-2019) will be run in January, 2018, with parent notification of results occurring in April. ASD runs the lottery program twice a year, and “front-loads” larger class sizes in early grades to allow for attrition later and to keep the program strong. Via ASD’s immersion policy, students may enter only at kindergarten through the first semester of first grade. After that, it is too late to catch up in their language skills for communication or for content learning. Exceptions will be made for students who demonstrate Yup’ik language proficiency—these students can be enrolled at any time without the need to enter the lottery. In year 1, the lead project director will work with the ASD leadership to establish an automatic lottery acceptance for students who are entering directly from either the Cook Inlet Tribal Council Early Head Start or Cook Inlet Native Head Start full Yup’ik immersion programs (these programs are more fully described in the adequacy of resources section).

Teacher/TA Recruitment: Project directors, in consultation with the building principal, will conduct recruitment for the teacher expert position immediately upon notice and acceptance of grant award. Yugtun Qanerluten’s full-time Yup’ik Immersion teacher expert, a native or proficient Yup’ik speaker and certified elementary teacher, will work continually with staff and partners to develop the immersion program. She also will lead identification and translation of core curriculum materials for grades K and 1 immersion, drawing primarily from a combination of existing Yup’ik immersion program materials from Lower Kuskokwim School District’s Ayaprun Elitnaurvik Yugtun Immersion School and ASD’s adopted Math curriculum, hands-on kit-based science curriculum, and social studies curriculum. All are aligned with state and national standards. The Yup’ik immersion teachers will be recruited by the school principal, in

consultation with the co-project directors, on time for the school years in which they begin teaching. The English counterpart of the immersion teacher and teacher assistant (TA) pairings will likely be an internal recruitment process, identifying interested elementary teachers and TAs who want to make a transfer to the program.

Kindergarten Yup'ik Immersion Orientation: just prior to the start of the school year for students entering the Yup'ik immersion program in the 2018-2019 and 2019-2020 school years, the orientation introduces students to the immersion program staff and school and raises the comfort level of parents new to the concept of language immersion. Lessons will focus on following directions in English and Yup'ik, greetings, walking in hallways, bathrooms, colors, counting, and songs. The camp will be run by the Immersion teacher expert and lessons will be taught by the kindergarten immersion teacher pair. The CITC family advocate will connect with students and provide services as needed.

Student Well-Being (Invitational Priority): For over 15 years, CITC and ASD have collaborated to provide culturally appropriate educational services to Alaska Native/American Indian children in the district through pairing district teachers and family advocates who are hired and supervised by CITC. Yugtun Qanerluten includes a contract with CITC to hire and supervise a Family Advocate to help promote student well-being. General functions include: assisting children and youth with academics and socio-emotional transition from birth to elementary school, as well as being a point-of-contact for resources. This position will work within a multidisciplinary team to foster a partnership between family and school in addition to: providing regular contact with the students and their families, educational resources, academic counseling, and resources to students/families for appropriate academic and social services; serving as a support system to students in transition from village to urban life and districtwide;

and working together, the Advocate and CITC staff will provide educational and supportive wrap-around services to students and families.

Parent/Community Alaska Native Languages Committee (PCANLC): As outlined in the attached consortium agreement and LKSD letter of commitment, Cook Inlet Tribal Council, Inc. (CITC), Cook Inlet Native Head Start (CINHS), and LKSD will serve as liaisons to the Alaska Native community in Anchorage and statewide, assisting with coalescing the members who are most passionate about Yup'ik language and culture revitalization to guide the cultural development of the ASD Yup'ik immersion program. The committee will be formally convened in year 1 and determine the frequency of meeting on first meeting.

Professional Development (PD) Plan: as detailed in the professional development criteria section, the PD plan delivers instruction and support to: 1) prepare and maintain high quality teacher and staff capacity for Yup'ik Language Immersion delivery; 2) assess the language proficiency of students and leverage the data for ongoing instructional program improvement; and 3) infuse the school and district setting with cultural competency training and other supports for Native children.

Year 1 (FY 2018-2019) will implement kindergarten immersion in mid-August, 2018, serving 50 students in two classrooms and Year 3 (FY 2019-2020) will expand to include grade 1 immersion, serving 100 students in four classrooms. See Table 5 for project timeline/workplan.

Immersion model: At each grade level, half of the day's content is delivered in Yup'ik by a certified native speaker, and half in English. Children acquire literacy in two languages simultaneously. Languages are separate for instruction, with monolingual delivery for both. Children switch classrooms mid-day. Yup'ik thought, artifacts, and authentic cultural experience

infuse the day. The 50/50 model is illustrated in Table 1, below. The students switch teachers halfway through the school day, so each teacher works with two cohorts of student each day.

Table 1: 50/50 Partial Immersion Model Content Instruction Breakdown

Kindergarten	English	Yup'ik
	All content areas integrated	
Grades 1-6	Reading and Language Arts	Reading and Language Arts
	Mathematics	Social Studies, Science

Table 2: Sample Daily Classroom Schedule

Yup'ik Teacher		English Teacher	
9:00-10:00 Yup'ik	Language Arts	12:00-12:20	Lunch
10:00-10:30 Yup'ik	Song, Story	12:45-1:30 English	Math
10:30-11:30 Yup'ik	Social Studies/Science	1:30-2:30 English	Language Arts
11:30-12:00	PE/Art	2:30-3:00 English	Songs, Story
		3:00-3:30 English	Music/Library

Language Learning Model: Lessons integrate content around themes or concepts. Language is the medium for content instruction. In the Yup'ik half of the day, no English is allowed.

Teachers use Total Physical Response, sheltered language, cooperative learning, and other best practices.

2. Professional development and cultural competence training

Professional Development (PD) Plan: As summarized in Table 3 and further detailed below, the Yugtun Qanerluten professional development plan delivers instruction and support to: 1) prepare and maintain high quality teacher and staff capacity for Yup'ik Language Immersion delivery; 2) assess the language proficiency of students and leverage the data for ongoing instructional program improvement; and 3) infuse the school and district setting with cultural competency training and other supports for Native children. The PD plan leverages the best-of-the-best in the nation's and ASD's language immersion expertise to build capacity for creation, launch and long-term sustainability of Yugtun Qanerluten. Consequently, training costs are heaviest in year

1, with embedded teachers-observing-teachers and Title VI Indian Education providing the means to continue professional development for beyond the grant period.

Table 3: Professional Development Plan

Strategy/ Component	Content	Delivered By	Participants	Year			
				1	2	3	4+
1. CARLA Institute: Immersion 101	Basic training for teachers/administrators new to immersion	Dr. Tara Fortune and Prof. Diane Tedick	Teacher expert, school principal, immersion teacher pair, TA pair, Family Advocate	x			
2. ASDSA Language Immersion Courses	Unique knowledge and pedagogies for Yup'ik In-depth immersion instruction	Dr. Tara Fortune and Prof. Diane Tedick	Teacher expert; all immersion teachers; Family Advocate		x	x	
3. Indigenous Immersion Model School Visits	Teacher and administrator expert observations as models & curriculum sharing	Model Indigenous and Yup'ik schools	Project directors; school principal; teacher expert; Family Advocate	x			
4. Teachers Observing Teachers—ASD intra-district	Peer observation for collaborative professional development	Organized and lead by Teacher Expert	All ASD language immersion teachers; Family Advocate		x	x	x
5. Yup'ik Language Proficiency Assessment	Test administration, scoring, data analysis, use of results to inform effective classroom practices	Avant Assessment	Lead project director; teacher expert; all teachers	x			
6. Cultural Competency	Cultural competency training and assessment; embedded Native cultural enrichment; community outreach/connectedness	Title VI Indian Ed Staff	All school building teachers/staff	x	x	x	x

Center for Advanced Research on Language Acquisition (CARLA) Institute Immersion 101: CARLA is one of the U.S. Department of Education’s National Language Resource Centers, whose role is to improve the nation’s capacity to teach and learn foreign languages. In July 2018, the teacher expert, school principal, immersion teacher and TA pair, and family advocate will attend this 5-day training. The institute provides an introduction to the challenges, options, and

issues in the unique world of immersion education (K–12). The institute is distinctively organized to address the needs of a diverse audience. On the first two days the focus will be on issues of interest to new immersion teachers and administrators with facilitated breakout discussions on special topics such as secondary immersion. Administrators spend their third and final day with veteran immersion principals and address specific leadership competencies needed to develop, implement, and operate a strong language immersion program/school. During days three to five, teacher participants have extended time to plan for curricular and instructional innovation in their own classrooms. Concurrent teacher sessions led by local immersion practitioners will afford additional opportunities to differentiate professional learning opportunities by program model, language of instruction, and grade-level.

Participants will learn how to: clarify the goals and theoretical principles that define and support immersion and dual language (Imm/DL) education; reference research on Imm/DL students' academic achievement, cognitive benefits, and second language and literacy development; identify characteristics of various Imm/DL program models and support critical design and implementation practices of highly effective programs; use the 7-category observational checklist that describes best practice in Imm/DL classroom instruction to improve teaching and learning; apply the "ABC +3" approach to unit/assessment planning designed to help Imm/DL educators INTEGRATE subject matter, language, and culture learning; and design activity structures and make use of instructional techniques that promote sustained student-to-student INTERACTION and language use.

ASD Summer Academy (ASDSA) Language Immersion Courses: Dr. Tara Fortune and Professor Diane Tedick will deliver professional development sessions that encompass biliteracy development, curriculum development, and language use practices and strategies for maximizing

students' use of Yup'ik during ASDSA for the teacher expert, all teachers, and the family advocate, as described below. ASDSA's mission is to provide consolidated, collegial, and comprehensive professional learning opportunities designed to meet the needs of our educators, leaders, and paraprofessionals.

Biliteracy Development – Developing biliteracy differs in important and fundamental ways from developing literacy in one language (Escamilla et al., 2014). These professional development (PD) sessions will help Yup'ik immersion educators understand the complex phenomena of literacy and biliteracy and will equip them with a range of instructional strategies for fostering literacy and biliteracy development in the immersion classroom, for example, strategies to build vocabulary knowledge and support reading comprehension, guided reading (with modifications for second language learners), and so on. They will also focus on approaches to enhance educators' teaching of reading and writing in ways that foster cross-linguistic transfer – making connections between Yup'ik and English – while at the same time maintaining separation of languages for instruction to protect and privilege Yup'ik to enhance acquisition of the language.

Curriculum Development –Fundamental to a strong immersion program is teachers' ability to develop curriculum that integrates content instruction, language development, and cultural understandings. These PD sessions will take teachers through a process of collaborative curriculum development – they will use templates for creating strong, integrated curriculum units and lesson plans that integrate content, language, and culture. Teachers will learn how to write clear, comprehensive learning objectives for content, language, and culture and how to plan formative assessment to ensure that objectives were reached. In addition, strategies for differentiating instruction and for planning culturally relevant pedagogy will be emphasized.

Language use practices and strategies for maximizing students' use of Yup'ik – Research on immersion programs in the U.S. has demonstrated that students prefer to use English during instructional time in the second/minority language – and that English use is especially persistent as students advance in grade level (e.g., Broner, 2000; Fortune, 2001; Potowski, 2004). In addition, research shows that immersion students' language proficiency is not native-like – they lack grammatical accuracy, syntactic complexity, lexical specificity, and sociolinguistic appropriateness (e.g., Lyster, 2007, for review; Tedick & Young, 2016). With Indigenous language revitalization immersion, the stakes cannot be higher – we must equip teachers with strategies to privilege and protect Yup'ik and to maximize student language use and development. Achieving high levels of bilingualism and biliteracy requires extensive exposure to and use of the language as well as meaningful input and opportunities to produce the language for authentic, purposeful communication. These PD sessions will focus on strategies for promoting language use within interactive activity structures (getting them to use Yup'ik as much as possible) as well as pushing language development (strengthening the quality of the Yup'ik they produce). Specific topics will include: enhancing instructional input; providing corrective feedback in response to student errors; strategies for getting students to notice, raise their metalinguistic awareness of, and practice using linguistic structures in Yup'ik that can be challenging for Yup'ik learners; fostering equitable classroom interaction; formulating questions and follow-up moves (i.e., teacher responses to student answers) to maximize student language production; and structured pair and small group interaction activities.

Indigenous Immersion Model School Visits: *University of Hawaii System* hosts the National Foreign Language Resource Center (NFLRC), a nationally-recognized developer of language immersion programming and training programs, including indigenous immersion programs.

Additionally, Hawaii's Department of Education created a network of public Hawaiian language immersion schools, called *Ka Papahana Kaiapuni*. Visits will be arranged to observe some of these long-standing programs. The project directors, school principal, and teacher expert will make the Hawaii visit for 2-4 days in project year 1, February, 2018. *Ayaprun Elitnaurvik* visit: located in the village of Bethel, Alaska, this elementary school has been teaching Yup'ik immersion since the mid-1980s, providing a rich source of curriculum and professional expertise. In 2002, the school saw its first sixth grade graduation of the first full-time enrollees in the then pilot immersion program. The program is still growing, continuously changing to meet the needs of the students and community. Although other Yup'ik immersion programs exist in the LKSD, *Ayaprun Elitnaurvik* provides the best model for *Yugtun Qanerluten* because, like *Yugtun Qanerluten*, it targets heritage learners rather than Yup'ik proficient students. In year 1, the teacher expert will visit the school and community for five days in November, 2017. The immersion school principal will also make a one-day visit within November 2017-January 2018, to be scheduled at mutual convenience.

ASD Teachers-Observing-Teachers: as discussed throughout this narrative, a very rich source of language immersion expertise and experience exists within our own schools among the teachers and staff of ASD's current programs, serving over 2,000 children and youth. *Yugtun Qanerluten* will sponsor intra-district teacher exchange visits during each project year, so that YQ teachers observe the teachers of existing programs at work, as well as bringing the English teachers together and the immersion teachers together into professional groups. The complexity of immersion instruction, coupled with teaching an indigenous language, creates the potential for an isolating professional experience without intentional collaborative, reflective opportunities for collegial engagement and growth. Teachers observing teachers is gaining use as a form of

collaborative, student-focused professional development. According to Education World, “this kind of observation can yield its greatest benefits when used as a means of sharing instructional techniques and ideologies between and among teachers.” Among the methods to be used are: lesson study; peer coaching; cognitive coaching; critical friends group, and learning walk.

Yup’ik Language Proficiency Assessment: The proposed project’s professional development plan also includes purchasing Avant WorldSpeak Yup’ik language proficiency assessments, as well as the training in their use, including test administration, scoring, data analysis, and use of these results for planning and effective classroom approaches. Avant Assessment was founded by Dr. Carl Falsgraf, who envisioned an online, standards-based assessment of language proficiency to shift language education from a grammar-based, rote-learning approach to a focus on developing real-world proficiency. Carl and his team at the University of Oregon’s Center for Applied Language Studies (CALs) began developing STAMP (STandards-based Measurement of Proficiency), and launched it as the world’s first online language proficiency test. Today, Avant delivers STAMP across the country and around the world. Thanks to the forward thinking of ASD’s World Languages leadership, the district has already made a significant investment in the development of an Alaskan Yup’ik language proficiency assessment tool through Avant Assessment. The existing assessment is a Standards-based Measurement of Proficiency, or STAMP. Currently it is available for students starting in grades 2-6. During grant year 1, ASD will contract with Avant Assessment to purchase and provide professional development on age-appropriate language proficiency assessment tools in Yup’ik (STAMP 4Se and 4S) for Kindergarten through grade 6 (and eventually through grade 12). For several years, ASD has found success using the Avant STAMP test to gather data for student and program development.

Because Avant STAMP gathers data at the student, class and school levels, ASD has been able to rely on this one assessment to meet several needs within the district.

Cultural Competency: ASD’s Title VI Indian Education program provides Alaska

Native/American Indian cultural competency training for staff and teachers throughout the district. Title VI supports schools as they provide opportunities for Native students to meet and exceed academic and cultural standards. The department has staff in schools across the district who serve as advocates for students while providing supplemental academic assistance and facilitating dynamic cultural enrichment activities. In addition, Title VI funds school-based community counselors offering academic assistance, career and college guidance and crisis intervention. Title VI integrates Alaska Native and American Indian values into a variety of programs to create and enriching connection for students and their families. The program also provides indirect services to all Alaska Native and American Indian students enrolled in the Anchorage School District by providing training and support for teachers, administration, and support staff; advocacy for students and families; and representatives to serve on district, community state and national committees. This ensures the voices of our families are heard, their needs are considered, and meaningful connections are made between education and culture. Extensive community engagement is leveraged through the Native Advisory Committee.

3. Services involve collaboration of appropriate partners

Table 4: Project Partner Roles

Partner	Role
Cook Inlet Tribal Council, Inc.	Operates feeder Yup’ik Immersion Early Head Start; Hire/supervise Family Advocate; Tribal representation on Native Languages Committee
Cook Inlet Native Head Start	Operates feeder Yup’ik Immersion Head Start; Tribal representation on Native Languages Committee
Alaska Native Heritage Center	Tribal representation on Native Languages Committee
Ayaprun Elitnaurvik	Sharing of Yup’ik Language Immersion curriculum; hosting of

Partner	Role
(LKSD)	model school visit
ASD Title VI Program	Cultural Competency training and assessment; embedded Native cultural enrichment; community outreach and connectedness

In addition to the proposed Parent/Community Alaska Native Language Committee, Yugtun Qanerluten will benefit from the community work of the Title VI Native Advisory Committee (NAC). The NAC is comprised of six parents/guardians of Alaska Native/American Indian students enrolled in ASD, three Alaska Native/American Indian ASD secondary students and two ASD teachers or guidance counselors of Alaska Native/American Indian students. The purpose of the NAC is to review and make recommendations to the Title VI Indian Education program and to the ASD School Board relating to the education of Alaska Native/American Indian students in grades K through 12 districtwide. The committee meets monthly.

4. Percentage of the school day instruction provided in the Native language

ASD’s elementary student body is comprised of a very small number and percentage of Yup’ik proficient language learners: 4,097 out of 24,088 (17%) elementary students are English Language Learners (ELL), while 77 out of 4,097 (1.8%) ELL elementary students’ home language is Yup’ik. Largely, then, Yugtun Qanerluten students will enter the program with little to no Yup’ik proficiency. For heritage learners like these, who may have picked up words and phrases from older language proficient family members, the partial immersion approach has been shown to be the most effective language immersion method, for both indigenous and other world languages (2010, Pearson & Dahlberg).

(c) Quality of project personnel

1. Teachers of the Native language identified as staff, have teaching experience, fluent in Yup’ik
Teacher Expert, Yup’ik Immersion, 1 FTE. New position. Essential job functions for this position include writing content curriculum for the development of primary Yup’ik instruction;

translating adopted curriculum and materials into Yup'ik as needed; providing training and informational sessions for parents and teachers on immersion instruction; developing staff proficiency in culturally responsive practices and differentiated instruction to meet the learning needs of all of our diverse populations; fostering and building relationships with all stakeholders at school and district levels to drive collaboration and student support. Job requirements include valid Alaska teaching certificate (Master's degree is preferred); three or more years of successful public school teaching. *Yup'ik native language or near native language proficiency (oral and written)*. Preferred qualifications also include: experience in curriculum development and writing; deep and clear understanding of second language acquisition; ability to establish developmentally appropriate Yup'ik curriculum based upon best practices.

Yup'ik Immersion Teacher: K-6, 1 FTE year 2; 2 FTE year 3. New position. Job requirements include a valid Alaska teaching certificate; evidence of content knowledge shown by a posted by a posted degree in the content area, or a posted minor in the content area, or passing Praxis Subject Assessments scores in the content area or an endorsement in the content area; *Yup'ik native language ability (oral and written)*. Essential job functions include establishing and maintaining standards of pupil behavior to achieve an effective learning atmosphere; teaching students with respect for their individual and cultural characteristics; knowledge of teacher's content area and how to teach it; facilitating, monitoring and assessing student learning; creating and maintaining a learning environment in which all students are actively engaged and contributing members; working as a partner with parents, families, and the community.

Teacher: K-6, 1 FTE year 2; 2 FTE year 3. Job requirements and essential functions are the same as the Yup'ik Immersion Teacher, with the exception of the Yup'ik native language ability.

2. The qualifications, including relevant training and experience, of key project personnel.

Lead Project Director, Brandon Locke, .10 FTE (in-kind), M.Ed., ASD Director, World Languages Program and Senior Director, Curriculum. Mr. Locke provides leadership and professional development for ASD's 160 world language teachers, including K-12 language immersion programs in Russian, Japanese, and German. He is currently leading the development of Alaska's first Chinese Immersion program. A specialist in second language and immersion methodologies, he is experienced in teaching theory and practice to educators of both commonly- and less-commonly-taught languages. Mr. Locke is currently working toward his Ed.D. in Literacy, Culture, and Language Education from Indiana University and serves on a variety of professional boards at the local, state, and national level, and has been involved with various national grants, such as the STARTALK program funded through the National Security Agency. The LPD is responsible for overall project management, smooth implementation of the project within ASD, attainment of objectives, grant administration, budgets, and evaluation reports. He will assist the school principal with recruitment and supervision of the Teacher Expert and project teachers (4 FTE).

Indian Education Project Director, Doreen Brown, .10 FTE (in-kind), M.Ed., Yup'ik, ASD Title VI Indian senior director, 27-year educator. Ms. Brown was appointed by President Obama to the National Advisory Commission on Indian Education in 2015. She is a lifelong Alaskan, former teacher in Anchorage and in rural Alaska. She is a respected innovator, educational leader, and role model with a strong background in project management and program development. The Indian Education project director provides oversight of integration, coordination and assessment of Title VI Indian Education funding and services with the proposed project. Well-versed in multi-grant federal management, she has overseen designed and

overseen implementation of five Alaska Native Education Program grants as well as other grant funding.

CITC Family Advocate (1.0 FTE) to be recruited in year 1: For over 15 years, CITC and ASD have collaborated to provide culturally appropriate educational services to Alaska Native/American Indian children in the district through pairing district teachers and family advocates who are hired and supervised by CITC. Yugtun Qanerluten includes a contract with CITC to hire and supervise a Family Advocate. General functions include: assisting children and youth with academics and socio-emotional transition from birth to elementary school, as well as being a point-of-contact for resources. This position will work within the project teacher/staff team to foster a partnership between family and school in addition to: providing regular contact with the students and their families, educational resources, academic counseling, and resources to students/families for appropriate academic and social services; serving as a support system to students in transition from village to urban life and districtwide; and working together, the Advocate and CITC staff will provide educational and supportive wrap-around services to students and families. The minimum qualifications include a bachelor's degree in counseling, education, or related field or year-for-year equivalent experience working with children/youth; minimum 3 years' experience working with Alaska Native families, knowledge of their values and belief systems; knowledge of ASD policies and practices. *Hiring preference will be given to eligible and qualified Alaska Native/American Indian applicants pursuant to PL 93-638.*

3. The qualifications, including relevant training and experience, of project consultants

Professional Development:

Dr. Tara Fortune is an immersion education specialist and director of the Immersion Research and Professional Development Project at the Center for Advanced Research in Language

Acquisition (CARLA) at the University of Minnesota. For more than two decades she has devoted most of her professional time to the preparation and continuing education of immersion educators throughout the U.S. and abroad. A portion of her consulting work has included working with Indigenous revitalization immersion programs in Alaska, Hawaii, Minnesota, North Carolina, Wisconsin, and Greenland, and with districts to consider ways to engage parents in supporting their children in immersion programs. Dr. Fortune's current research interests include immersion students' oral language proficiency development, the struggling immersion learner, and biliteracy development. She has published extensively in the field and is internationally recognized for her work. She consults with immersion programs targeting many different languages and program contexts locally, nationally, and internationally.

Professor Diane J. Tedick is Distinguished Teaching Professor in Second Language Education at the University of Minnesota, a program that prepares language teachers for English Learner, world language, and immersion settings as well as Indigenous language revitalization programs. She is a former immersion teacher (Spanish/English) and has been working as a teacher educator and consultant in the immersion field for over 26 years. She has provided professional development for Indigenous language communities in Alaska, Hawaii, and Greenland as well as with Ojibwe immersion teachers in Minnesota. Dr. Tedick's research focuses on student language acquisition in immersion contexts and on immersion teaching and teacher learning. She has published extensively in the field and is internationally recognized for her work. She consults with immersion programs targeting many different languages locally, nationally, and internationally.

Kyle Ennis, Vice President of Education and Assessment at Avant Assessment, brings 20 years of education experience, including classroom instruction, building level technology management

and student management and administration. As vice president of Education and Assessment, Kyle is responsible for bridging these critical competencies and leading innovation that connects education best practice, assessment and technology in the real world of the classrooms of today and the future. Kyle coordinates teacher training and professional development activities that instruct world language supervisors and teachers how to use Avant's language assessment tools and apply assessment results to their individual classrooms and programs. Kyle works directly with school administrators to identify assessment needs and then develops customized training sessions and workshops to help each program achieve their language instruction goals. Kyle holds a Bachelor of Arts degree in English-Language Arts/Japanese from Utah State University and a Master of Science degree in educational leadership and administration from Portland State University.

Evaluation: *Professor Martha Bigelow* is Professor in Second Language Education at the University of Minnesota, a program that prepares language teachers to work in ESL, world language, and immersion settings. She has taught Spanish and ESL and has been working as a teacher educator and consultant in the language education field for 18 years. Dr. Bigelow's research focuses on the linguistic and cultural processes, inclusive educational practices, and policy advocacy for language minority K-12 children. She has published extensively in the field and is internationally recognized for her work, particularly in the area of teaching immigrant and refugee-background youth with limited or interrupted formal schooling.

(d) Adequacy of resources

1. Applicant /partner experience in operating a Native language program

ASD: As discussed previously, ASD has operated nationally-recognized partial language immersion and dual-language immersion models extensively in other world languages. Since

2010, *Yup'ik instruction using the Foreign Language in Elementary School (FLES) model* has been provided within the Alaska Native Cultural Charter School for grades 3-6 with funding provided by ASD's Title VI Indian Education program. Partner: Yugtun Qanerluten will become a "sister" Yup'ik language immersion school to *Ayaprun Elitnaurvik*. Having evolved into its current charter elementary school status as a Yup'ik immersion school in Bethel, Alaska (a rural Yup'ik "hub" village), Ayaprun Elitnaurvik has been providing indigenous language immersion instruction since the mid-1980s. As described in the commitment letter included in the other attachments section, the school saw its first sixth grade graduation of Yup'ik immersion students in 2002. Consortium Members: *Cook Inlet Tribal Council Clare Swan Early Head Start* launched in March, 2017. Three classes in the Center offer Yup'ik language immersion following the Language Nest model through funding from the Administration for Native Americans. Originating in New Zealand as part of the Maori language revival, language nests are an immersion-based approach to language revitalization, where the indigenous language is the primary language of instruction. *Cook Inlet Native Head Start* is a Native nonprofit organization with a mission of building strong foundations with Alaska Native families through Alaska Native cultures and education. Serving children birth to five years old, CINHS uses a full Yup'ik language immersion model.

2. Costs of the project are reasonable in relation to the objectives/design

Every budget item is directed to project objectives. Costs are allocated for maximum impact locally. Grant costs are levered by significant in-kind and train-the-trainer components that will continue to grow the program.

3. Potential for continued support of the project after Federal funding ends

As it has with other language immersion programs, ASD intends to continue developing the continuum of Yup'ik immersion from grade 1 of this project through 12th grade. With the success of this project the potential is very strong for institutionalization. Partial institutionalization comes with the in-kind project contributions, including the co-project directors, the English partner immersion teachers and TAs, and the school principal. Title VI funding is committed to fund the Yup'ik TA through the life of the project and beyond, as well.

Quality of the management plan (up to 15 points)

4. *Adequacy of management plan*

Yugtun Qanerluten will be led by a team of qualified staff and teachers, as described in the quality of project personnel section. Staffing levels, timelines for carrying out activities, and budget items and amounts are based on ASD's extensive language immersion and other federal grant program experiences, and are sufficient and appropriate for the project.

Table 5: Timeline/Workplan

Activity/Milestone	Personnel	Yr 1	Yr 2	Yr 3
Recruit teacher expert	School principal with Lead PD; IEPD	x		
Contract with evaluator	Lead PD	x		
Conduct school interest surveys and community presentations	Lead PD; school principal	x		
Select school	All	x		
Recruit kindergarten teacher pair	Lead PD; teacher expert; school principal	x		
Prepare two new classrooms	Clerical support	x		
Conduct lottery and inform parents		x		
Develop, buy, gather/adapt existing curriculum	Teacher expert	x	x	
Convene PCANLC	Fam Adv; consortium reps	x	x	x
Conduct 4-day Kindergarten orientation	Teacher expert, teachers, TAs	x	x	
Begin Yup'ik instruction, kindergarten	Teacher pair and all	x		
Recruit Grade 1 teacher pair	LPD; school principal		x	
Begin Yup'ik immersion instruction Grade 1	Teacher pair and all			x
Summer student orientation		x	x	

Activity/Milestone	Personnel	Yr 1	Yr 2	Yr 3
Evaluation site visits	Evaluator	x	x	x
Implement prof. dev. Plan (see Table 3)	PD contractors; teacher expert; all teachers; fam adv	x	x	x
Data collection, analysis, reporting	Evaluator with all	x	x	x
Annual performance reports	Lead PD and all	x	x	x
Begin Yup'ik immersion instruction, Grade 2	Grade 2 teacher pair			x

5. Time commitments of project director/other key project personnel appropriate/adequate.

Every year, ASD successfully manages an average of \$6.5 million in federal, state, and private restricted funding. The Title VI Indian Education department is particularly experienced and adept at the stewardship of federal funding while meeting intended student outcomes. Given this deep experience base with restricted federal funding as well as language immersion program experience combined, ASD project directors Locke and Brown are confident that the staffing pattern proposed in the project personnel section is appropriate and adequate.

(e) Quality of the project evaluation (up to 20 points)

1. Performance target ambitious/achievable, compared to the baseline

Academic and well-being (social emotional learning) performance targets were set by the project directors and internal and external evaluators using baseline data that ASD already collects, such as the attendance rate, AIMSweb academic scores, and DESSA scores and targeting above the academic growth seen without the project interventions. Yup'ik language proficiency targets are based on the research that indicates that proficiency gains in the early grades are small.

2. Plan to collect and report reliable, valid, and meaningful performance data

The formative and summative components of the Yugtun Qanerluten evaluation described in the sections below draw on a mixed methods approach for the study with the most substantial emphasis on a quasi-experimental research design and qualitative/descriptive exploration of program implementation and effectiveness. The evaluation team will rely on mixed data types

and sources throughout the data collection, data analysis, and data interpretation stages – an integrated mixed methods approach (Adato, 2011; Bazeley, 2012; Greene, Benjamin, & Goodyear, 2001; Guest, 2012; Jang, McDougall, Pollon, Herbert, & Russell, 2008).

Two quasi-experimental design (QED) studies will be employed to address the evaluation questions related to program effectiveness. The first QED study will focus on examining the program outcomes related to the DLI-C program, and the second QED study to the DLI-PP program. For both studies a QED was chosen because assignment to conditions through a random process was deemed not possible. As such, the studies will compare the program outcomes for program participants (i.e., the intervention group) to those of a comparison group. Because the characteristics of the intervention and comparison groups will likely differ, pre-intervention data on project outcomes and participant characteristics will be collected to establish baseline equivalence between the intervention and comparison groups. If the effect size comparing the intervention and comparison groups at baseline is between 0.05 and 0.25 for any measure, the analyses of program effectiveness will include a statistical adjustment for differences in baseline characteristics on those measures. Baseline equivalence will be estimated for each outcome/characteristic separately, and will be based on the final analytic sample. We acknowledge that establishing baseline equivalence on observable characteristics does not guarantee equivalence between the groups on unobservable characteristics, which could bias the estimate of the effect of the intervention.

Qualitative analysis will provide an in-depth look at how the program was developed, its progress, its organizational supports, and changes in participant experiences taking into account other data points identified in collaboration with program staff. Built into the process are

formative feedback mechanisms to make the evaluation immediately useful to the project.

Information gathered from program documents, interviews, and surveys will be summarized.

Throughout each year the evaluation team will collect, analyze, and report on the success and efficacy of program activities for each of the programs as described below.

Goal 1 of this proposal is to develop and implement an indigenous partial one-way language immersion program in Yup'ik within an ASD elementary school by start of School Year 2018-2019. This goal engages ASD leadership in a series of logistical, administrative, and infrastructure processes in order to begin teaching in SY 2018-2019. The evaluation team will work with ASD to establish regular check-ins on their work toward the following milestones: Select school site; Prepare the school site for opening; Recruit key personnel; Adapt and develop Yup'ik curriculum in language arts, science and social studies for kindergarten through K-1 grade; and Provide partial, one-way Yup'ik immersion instruction by day 1. In order to evaluate this goal, the evaluation team will connect with ASD leaders on a monthly basis, and review the K-2 curriculum maps at the end of SY 2018-2019. In subsequent years, the evaluation team will revisit the outcomes of Goal 1 by verifying the maintenance and expansion of the school site, assess the quality of the personnel, and gather enrollment numbers for each classroom. The team will also carry out annual evaluations of the emerging curriculum for grades 3-5.

GOAL 2: The second goal of the project is to improve participating student outcomes within the Yup'ik language immersion classes. This goal involves measuring participating students' reading growth in English using the AIMSweb Letter Sound (LS) assessment, and the AIMSweb Reading-Curriculum Based Measures (R-CBM). ASD has identified benchmarks for achieving these goals at 90% of kindergarteners demonstrating meaningful reading growth on the LS, and 80% of first graders demonstrating meaningful reading growth on the R-CBM. The evaluation

team will assist in gathering and analyzing these data and comparing them to the comparison group of Yup'ik children not enrolled in Yugtun Qanerluten. In addition, Goal 2 includes an analysis of student attendance records and, likewise, will compare Yugtun Qanerluten student outcomes to other Yup'ik children not enrolled in the immersion program. The benchmark for attaining this goal is that 90% of the children will attend school 90% of the time. The final measure of Goal 2 is the scores of the Yugtun Qanerluten students on the DESSA mini assessment.

In sum, Goal 2 will be evaluated based on regular progress check ins, and engaging QED to compare Yugtun Qanerluten children's progress compared to other Yup'ik children's progress on measures in English language development (i.e., LS, R-CBM, DESSA Mini).

Goal 3 focuses on assisting Alaska's Native People to revitalize and maintain their languages and cultures using measures of proficiency in Yup'ik.

Measure 3.1: the number and percentage of participating students who attain proficiency in Yup'ik as determined by each grantee through pre- and post-assessments of Yup'ik proficiency. After two years of instruction in Yup'ik immersion, 80% of participating students will attain Novice-High proficiency (per the national ACTFL proficiency scale) in the areas of listening and speaking as measured by the Avant STAMP 4Se assessment.

Measure 3.2: the number and percentage of participating students who make progress in learning Yup'ik as determined by each grantee through pre- and post-assessments in Yup'ik proficiency. In the students' first year of Yup'ik immersion instruction, 80% of participating students will increase from Novice-Low to Novice-Mid (per the national ACTFL proficiency scale) in the areas of listening and speaking as measured by the Avant STAMP 4Se assessment. In the students' second year of Yup'ik immersion instruction, 80% of participating students will

increase from Novice-Mid to Novice-High (per the national ACTFL proficiency scale) in the areas of listening and speaking as measured by the Avant STAMP 4Se assessment.

As noted previously, the formative and summative components of the evaluation described in the sections above draw on a mixed methods approach for the study with the most substantial emphasis on a quasi-experimental research design and qualitative/descriptive exploration of program implementation and effectiveness. The results of the QED studies will provide more objective evidence about the programs' effectiveness, and are designed to meet the WWC standards of evidence with reservations. The results of the data analysis will provide rich information about program development, program implementation, and participant outcomes. The evaluation team intends to meet with project staff regularly and to provide interim and annual reports related to the data collection activities and program goals, objectives, and outcomes as well as a detailed, final report at the end of the grant period.

3. Data collection and reporting methods to track long-term student academic outcomes

ASD has a long history of successful federal grant acquisition and implementation, including external evaluation studies. Additionally to the proposed external evaluator, ASD employs Ph.D.-level program evaluation staff who will carry forward existing AIMSweb data collection and analysis efforts. Further, many aspects of the professional development plan use a train-the-trainer model, including the Avant STAMP assessment data collection and analysis. The lead project director, as a permanent employee, will institutionalize the Yup'ik language proficiency assessments, K-12. Should future funding for long-term evaluation become available, project evaluator Dr. Bigelow will continue to provide evaluation consultation.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Attachment: Applicant Information for NAL@ED program

Note: This document is required for all applicants. An applicant must include this information in Part 6 of its application as an uploaded document.

Applicant Name Anchorage School District

Instructional language

Name of the Native American or Alaska Native language for instruction: Yup'ik

School information

Select the name of the governing entity of the school in which the project will take place:

local educational agency

Organizational information

School's accreditation status: Accredited by AdvancED

a. If applicable, list any partnerships with institutions of higher education.

University of Alaska Anchorage: dual enrollment programs; federal grant evaluations
Alaska Pacific University: Early Honors program

b. If applicable, list any indigenous language schooling and research cooperatives.

Proposed project partnership with Ayaprun Elitnaurvik
Ongoing partnership with Cook Inlet Tribal Council, Inc.

Grade level

Grade level(s) for targeted students in proposed project: K-1

Pre- and Post- assessments.

1. Is a pre- and post- assessment of Native language proficiency available? Yes No In-process for K-1 grade levels

2. Will grant funds be used for developing a pre- and post- assessment of Native language proficiency? Yes No

Program Participants

Total number of students attending the school	Number of students to be served by the project
354	150

Instructional Hours

Total number of instructional hours per week at the school	The number of hours of instruction per week in which the Native American or Alaska Native language will be taught (as a language).	The number of hours of instruction per week in which the Native American or Alaska Native language will be used to teach content classes.
30	15	15

Project Description

Provide a description of how the applicant will use the funds provided to support Native American or Alaska Native language education and development, and provide professional development to staff, in order to strengthen the overall language and academic goals of the school(s) that will be served by the project; ensure the implementation of rigorous academic content; and ensure that students progress toward high-level fluency goals in the Native language.

Yugtun Qanerluten will use the funds to develop and implement an indigenous, partial, one-way language immersion program in Yup'ik. The program will be located in an Anchorage School District elementary school and operate as a school within a school. The project's professional development plan delivers instruction and support to: 1) prepare and maintain high quality teacher and staff capacity for Yup'ik language immersion delivery; 2) assess the language proficiency of students and leverage the data for ongoing instructional program improvement; 3) infuse the school and district setting with cultural competency training and other supports for Native children.

Program Assurance

The applicant assures that—

(a) the school in which the project will be located is engaged in meeting State or tribally designated long-term goals for students, as may be required by applicable Federal, State, or tribal law;

(b) the school provides assessments of students using the Native American or Alaska Native language of instruction, where possible;

(c) the qualifications of all instructional and leadership personnel at such school is sufficient to deliver high-quality education through the Native American or Alaska Native language used in the school; and

(d) the school will collect and report to the public data relative to student achievement and, if appropriate, rates of high school graduation, career readiness, and enrollment in postsecondary education or workforce development programs, of students who are enrolled in the school's programs.

Signed by the following authorized representative of the applicant:

Name (b)(6) Date: 6-15-17

Title: Michael Graham, Chief Academic Officer

Consortium Agreement
for
Anchorage School District Yup'ik Language Immersion Project: Yugtun Qanerluten
among
Anchorage School District (ASD)
and
ASD Title VI Indian Education Program
Cook Inlet Tribal Council, Inc.
Cook Inlet Native Head Start
Alaska Native Heritage Center

This agreement establishes collaboration and describes a consortium of the Anchorage School District (ASD), ASD Title VI Indian Education Program, Cook Inlet Tribal Council, Inc., Cook Inlet Native Head Start, and Alaska Native Heritage Center. The purpose is an interagency initiative to serve Alaska Native students through the implementation of Yugtun Qanerluten, the ASD Yup'ik language immersion project.

This consortium agreement complies with the NAL@ED Program Competitive Preference Priority 2 requirements, including 34 CFR 75.127 through 75.129. This consortium also includes Indian organizations, as described, below.

Cook Inlet Tribal Council, Inc. (CITC) is a regional Native non-profit organization that was established under Alaska Statutes and associated with the tribal authority of Cook Inlet Region, Inc. CITC provides education, training, vocational rehabilitation, child welfare, employment, and related services to the Native community. *CITC operates a Language Nest grant from the Administration for Native Americans that offers three Yup'ik language immersion classes for children six weeks to 3 years old.*

Cook Inlet Native Head Start (CINHS) is a Native nonprofit organization with a mission of building strong foundations with Alaska Native families through Alaska Native cultures and education. *Serving children birth to five years old, CINHS uses a full Yup'ik language immersion model.*

Alaska Native Heritage Center (ANHC) Preserves and strengthens the traditions, languages, and art of Alaska's Native People through statewide collaboration, celebration, and education. Committed to addressing the rapid pace of language loss by creating language immersion programs in Yup'ik, Inupiaq, Koyukon and Gwich'in Athabascan. These language programs promote culturally-based fluency, through teacher training and development of multigenerational immersion classes and activities. Throughout the last three years the immersion programs have had over 350 participants for Yup'ik, Inupiaq, Sm'algyax, Tlingit, Koyukon Athabascan and Gwich'in Athabascan.

Effective dates of this agreement are October 1, 2017 through September 30, 2020.

Anchorage School District, an LEA, agrees to:

1. Serve as applicant and fiscal agent for Yugtun Qanerluten;
2. Provide overall project implementation, management, oversight, and fiscal accountability;
3. Coordinate and implement project activities;
4. Develop and submit all grant reports as required by the funder, the U.S. Department of Education's Native American Languages Program (NAL@ED);
5. Provide data and information for the external evaluation of the project; and,

- 6. Submit project progress reports and final report to, and seek feedback and recommendations from, all consortium partners during quarterly Parent and Community Alaska Native Languages Committee (PCANLC) meetings.

ASD Title VI Indian Education Program agrees to:

- 1. Lead and coordinate Yugtun Qanerluten Alaska Native cultural enrichment and cultural competency training and assessment activities;
- 2. Create and participate in communitywide Alaska Native Languages Committee.

Cook Inlet Tribal Council, Inc. agrees to:

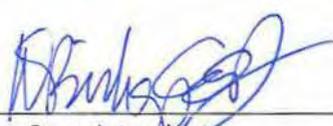
- 1. Recruit and co-supervise the project's Family Advocate position.
- 2. Help to create and participate in communitywide Alaska Native Languages Committee.
- 3. Network with the Native community at large to help identify and recruit the Elders, parents, and others who are most passionate about Yup'ik language/culture preservation and revitalization to participate in the communitywide Alaska Native Languages committee.
- 4. Coordinate with ASD to transition children and families participating in CITC Early Head Start and Head Start Yup'ik immersion programming to ASD's program.

Cook Inlet Native Head Start agrees to:

- 1. Help to create and participate in communitywide Parent and Community Alaska Native Languages Committee.
- 2. Network with the Native community at large to help identify and recruit the Elders, parents, and others who are most passionate about Yup'ik language/culture preservation and revitalization to participate in the communitywide Alaska Native Languages committee.
- 3. Coordinate with ASD to transition children and families participating in CINHS Yup'ik immersion programming to ASD's program.

Alaska Native Heritage Center agrees to:

- 1. Help to create and participate in communitywide Alaska Native Languages Committee.
- 2. Network with the Native community at large to help identify and recruit the Elders, parents, and others who are most passionate about Yup'ik language/culture preservation and revitalization to participate in the communitywide Alaska Native Languages committee.



Deena Bishop, Superintendent
Anchorage School District

6-14-17

Date

(b)(6)

Doreen Brown, Supervisor
ASD Title VI Indian Education

6-14-17

Date

(b)(6)

Ethan Petticrew, Director
Cook Inlet Native Head Start

6/14/17
Date

(b)(6)

Annette Evans Smith, President and CEO
Alaska Native Heritage Center

6/13/17
Date

(b)(6)

Gloria O'Neill, President and CEO
Cook Inlet Tribal Council, Inc.

6/13/17
Date



Carlton Kuhns
Assistant Superintendent
Instructional Programs
PO Box 305 • Bethel, AK 99559
907.543.4858

June 8, 2017

Michael Graham
Chief Academic Officer
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK 99504

Dear Mr. Graham,

As the Assistant Superintendent of the Lower Kuskokwim School District, I am writing to express enthusiastic support for Anchorage School District's (ASD's) proposal to NAL@ED to begin a partial Yup'ik language immersion program.

As you know, LKSD has led Alaska and the Nation in Yup'ik language immersion instruction since the 1970's. The mission of our charter school, Ayaprun Elitnaurvik, is to provide a high quality Yugtun (Central Yup'ik language) immersion education: empowering our diverse students by strengthening their knowledge, use, and understanding of Yup'ik core values language and culture. We welcome the opportunity to help advance that mission for Alaska Native people in the urban Anchorage environment by providing professional development opportunities for the teachers and staff of the ASD Yup'ik immersion program.

Ayaprun Elitnaurvik will commit to providing professional development for the Anchorage NAL@ED project teachers and staff in the following ways:

1. Sponsoring observation visits to the school by ASD teachers and staff, at least once per year during the three-year grant program (ASD will provide the funding for travel and lodging).
2. Sharing our existing curriculum materials with ASD. We have successfully developed the immersion language materials for K-6th grades.
3. Providing representation on the Yup'ik Language Immersion Consortium to be formed by the ASD project in year 1, sharing expertise and experience with the project consortium members in Anchorage through participation in consortium meetings/activities, as appropriate and available.

We very much look forward to working with ASD and the Yup'ik Language Immersion consortium to meet their goals of improving educational opportunities and student outcomes within the Alaska Native communities of the target school and assisting Alaska's Native people to revitalize and maintain their languages and cultures. We believe this work is critically important for the complex cultural urban environment of the Anchorage area.

Sincerely,

(b)(6)

Carlton Kuhns
Assistant Superintendent/Instructional Programs

Twin Cities Campus

*Department of Curriculum and Instruction
College of Education and Human
Development*

*125 Peik Hall
159 Pillsbury Drive S.E.
Minneapolis, MN 55455-0208
Office: 612-625-6372
Fax: 612-624-8277*

June 15, 2017

To whom it may concern:

I am writing with enthusiastic support of the Project Yugtun Qanerluten (Speak in Yup'ik!) proposal for the Anchorage School District (ASD). I have been working in language (teacher) education for almost 30 years and it is my assessment that this project is feasible to carry out, relevant for the state of Alaska, and an act of hope and solidarity with the Yup'ik communities of Anchorage. ASD is uniquely positioned to design and implement this project given the local and urban Yup'ik population interest and need, coupled with the existing expertise in ASD in world language and immersion programs.

I have been involved in curriculum design and redesign for many different foreign and second language programs. I have worked as a FLAP grant program evaluator for Chinese and Arabic K-12 programs and appreciate the effort it takes to develop new language programs for less commonly taught languages. Through this work, I also gained extensive experience supervising teachers in elementary settings, in addition to many years of supervising K-12 student teachers in language programs in the state of Minnesota. Given this experience, it is very clear that this proposal has been crafted by experts with knowledge in immersion language education which is brilliantly coupled with local knowledge of the Anchorage community and ASD.

As faculty at the University of Minnesota in Second Language Education in the College of Education and Human Development, it is very exciting to see APD deepening its programming for language learning and particular exciting to see that Yup'ik language and culture as their next and visionary step. I am certain that this program will be of the highest quality, sustainability and integrity.

Sincerely yours,

(b)(6)

Dr. Martha Bigelow, Professor
mbigelow@umn.edu; 612-940-0974
Second Language Education
University of Minnesota



*Twin Cities Campus**Curriculum and Instruction
College of Education and Human Development**145 Peik Hall
159 Pillsbury Drive S.E.
Minneapolis, MN 55455-0208**Office: 612-625-6372
Fax: 612-624-8277*

June 9, 2017

Michael Graham, Chief Academic Officer
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK 99504

Dear Mr. Graham,

I am writing to express my enthusiastic support of the project titled “Yuntum Qanerluten,” which is being proposed by the Anchorage School District for funding through the Native American Language Program (NAL@ED). The aim of the project is to support the development and implementation of a 50:50 (partial) Yup’ik language immersion program and to provide sustained professional development for the teachers, administrators, and other educators involved. This proposed project aligns exceptionally well with the key purposes of the NAL@ED funding.

I have extensive experience and expertise within the field of immersion education, and have worked with the design and implementation of programs as well as immersion educator professional development all over the U.S. and internationally. I have also worked previously with Yup’ik immersion educators in Alaska (Ayaprun Elitnaurvik, another partner for this proposed project), providing a week-long series of workshops for immersion teachers. Additionally, I have worked extensively with immersion and Native Hawaiian language programs in Hilo, HI, and with Ojibwe immersion teachers in Minnesota. I am knowledgeable about the unique challenges that face Indigenous language revitalization immersion programs and Native communities. I am very excited about this proposed project and am qualified to work closely with its implementation.

If this project is funded, I will be working with my colleague, Tara Fortune, to provide sustained professional development to educators involved in the project. Professional development will focus on curriculum design, biliteracy development, and strategies for maximizing student language production in the immersion classroom. These topics are critical for educators involved in a start-up program. We will also be addressing cultural revitalization and cultural competence as well as family engagement.

In sum, the Yuntum Qanerluten aligns extremely well with the purposes that underlie the funding and involves knowledgeable educators and Alaska Native community members. I fully support the proposed project – it is thoughtfully planned and do-able and holds every promise for success.

Sincerely,

(b)(6)

Diane J. Tedick, Professor
Second Language Education



June 13, 2017 Avant Assessment Letter of Commitment

Michael Graham
 Chief Academic Officer
 Anchorage School District
 5530 E. Northern Lights Blvd.
 Anchorage, AK 99504

Dear Mr. Graham,

I am providing this letter of commitment for Anchorage School District's (ASD's) proposal to NAL@ED, called Yugtun Qanerluten, to begin a partial Yup'ik language immersion program. We are excited to see this plan moving forward and to expanding our partnership with ASD to provide age-appropriate language proficiency assessment tools in Yup'ik (STAMP 4Se and 4S) for Kindergarten through grade 6 (and eventually through grade 12). For several years, Anchorage School District (ASD) has found success using the Avant **ST**Andards-based **M**easurement of Proficiency (STAMP) assessment to gather data for student and program development. Because Avant STAMP gathers data at the student, class and school levels, ASD has been able to rely on this one assessment to meet several needs within the district.

This spring Avant completed development of an online Yup'ik Speaking and Writing assessment for grades 7-12. This Yup'ik WorldSpeak assessment has been delivered to students in the Lower Kuskokwim School District and demonstrates that Avant can successfully develop language proficiency assessments for Yup'ik.

Given the ongoing success of Anchorage's various immersion programs, as well as having a large percentage of secondary students enrolled in a world language course, the ASD selected the Avant STAMP assessment to provide data for a variety of reasons. Finally, the district has been able to ascertain and provide concrete data to teachers, parents, principals, district administrators, and school board members in terms of students' proficiency levels, based on national proficiency guidelines. The ASD has also implemented several of our other assessments, namely PLACE and WorldSpeak, in conjunction with our STAMP 4S, to determine proficiency levels of students who have qualified for the district's Seal of Biliteracy, launched for the first time in the spring of 2016.

Should the proposal project receive funding, Avant Assessment commits to providing the following products and services:

Yup'ik STAMP 4Se and 4S assessments for grades K-12	240 @ \$25/test
Professional Development training for Yugtun Qanerluten teachers and staff on test administration, scoring, data analysis, and use of these results for planning effective classroom approaches	30 hours @ \$200 per hour
TOTAL	\$12,000

Best wishes for a successful grant competition. We are looking forward to hearing the outcome.

Best regards,

(b)(6)

A large rectangular box with a black border, used to redact the signature of David Bong. The text "(b)(6)" is written in the top-left corner of the box.

David Bong
CEO and Co-Founder

Attachment: Tribal Certification

Note: This document is required for non-tribal applicants. An applicant described below must include this information in Part 6 of its application as an uploaded document.

Directions: An applicant that is an LEA (including a public charter school that is an LEA), a school operated by the BIE or a nontribal for-profit or nonprofit organization must attach this certification, signed by an authorized representative of one of the following, on whose land the school or program is located, or that is an entity served by the school, or whose members are served by the school: an Indian Tribe or Tribal organization, a TCU, an Alaska Native Regional Corporation or an Alaska Native nonprofit organization or a Native Hawaiian organization.

Applicant Agency Name: Anchorage School District

Applicant Type:

- A local educational agency, including a public charter school
- A school operated by the Bureau of Indian Education.
- A nontribal for-profit or nonprofit organization.

I hereby certify that:

a. The school in which the project will take place, or the applicant organization, has the capacity to provide education primarily through a Native American or an Alaska Native language.

b. There will be sufficient speakers of the target language at the school or available to be hired by the school or applicant organization.

c. If the applicant is an LEA that is subject to the consultation requirements of ESEA section 8538, the Tribe also certifies that it has been consulted on the contents of this application as required under ESEA section 8538.

The entity signing below is (check one):

- an Indian Tribe or Tribal organization
- a Tribal College or University
- an Alaska Native Regional Corporation or an Alaska Native nonprofit organization
- a Native Hawaiian organization

The entity signing below is connected to the applicant by the following (check all that apply):

- the school or program is located on our land
- our organization or members are served by the school

Signed by the following authorized official representative of the Tribe or organization:

Ms. Gloria O'Neill, President/CEO
Name and Title

Cook Inlet Tribal Council, Inc.
Organization

6/5/17
Date

(b)(6)


Signature
57

Attachment: Competitive Preference Priority One

Note: This document is only required if requesting consideration for Competitive Preference Priority 1. An applicant must include this information in Part 6 of its application as an uploaded document.

Competitive Preference Point One: Five points are awarded to an application for a project in which either the lead applicant or a partner receives, or is eligible to receive, a formula grant under title VI of the ESEA, and commits to use all or part of that formula grant to help sustain this project after conclusion of the grant period.

Name of entity with Title VI grant Anchorage School District

Title VI formula grant to LEAs Identification: PR# S060A1 70504

Current Application Cycle for SY 2017-2018:

- Single-Year Application
- Multi-Year Application
- Continuing Multi-Year Application (Year ___ of 4)

Does your application type require a Parent Committee?

- Yes
- No

Describe the following:

1) What school year will the applicant begin using the Title VI formula grant funds to help support this project? SY 2018-19

2) What percentage of the Title VI grant will be used for this project? approximately 2%

3) If parent committee input and approval will need to be obtained, how will you communicate this to the parent committee, and what is the timeline for obtaining approval for the change in activities on the Title VI application?

We will place this on the parent committee agenda as a standing agenda item so monthly updates are provided, beginning in 2017, when the Native American Language Program grant is awarded. This will also provide an opportunity for ongoing dialogue and planning for the 2018-19 school year.

Anchorage School District
School District Certification and Request for Authorized Indirect Rate
As submitted to the Department of Education & Early Development
FY2018 Federal Indirect Rate

I certify that the information contained herein has been prepared in accordance with the instructions issued by EED and conforms with the criteria in OMB Circular A-87, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for review and/or audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 4.75%

Superintendent's Certification

Date

1-25-17

EED USE ONLY

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 4.75%

This rate becomes effective July 1, 2017 and remains in effect until June 30, 2018 and will apply to all eligible federally assisted programs as appropriate.

Federal law or grant conditions may limit the amount of indirect cost or the indirect cost rate. For example, if the approved restricted rate is five percent and the law allows only a three percent rate of recovery, then only indirect cost equal to three percent of the direct costs for that program may be recovered.

(b)(6)

Alaska Department of Education & Early Development

Date

3/30/17

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

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Budget Narrative - Anchorage School District - Project Yugtun Qanerluten: Speak in Yup'ik

	Year 1
	10/1/2017 - 09/30/2018
1. Personnel	
Salaries	
<i>ASD salaries, health and life insurance, and personal leave benefits are based on current employee bargaining unit agreements. For budget periods beyond bargaining unit agreement periods, we use an estimated increase based on previous years' increases (historical). Each budget period includes salary increases that occur in July each year, when the ASD's fiscal year begins.</i>	
1.0 FTE, Yup'ik Immersion Teacher Expert. Works 7.5 hrs./day, 182 days/school year. This is a new position. Provides curriculum and instructional support for the startup and ongoing development of a new one-way Yup'ik language immersion program at an ASD elementary school. Leads identification and translation of core curriculum materials. Coordinates parent and community meetings to select school site. Provides instructional classroom support through recommending, demonstrating or modeling appropriate materials, technology, and resources to help meet learning needs of immersion students. Reports to Lead Project Director Brandon Locke. Salary is for a high-level, experienced teacher with a Masters level education.	
<u>Teacher Expert salary:</u> Year 1: \$447.07/day x 150 days (Oct-May) + \$460.43/day x 32 days (Aug-Sept) = \$81,787; Year 2: \$460.43/day x 150 days (Oct-May) + \$474.24/day x 32 days (Aug-Sept) = \$84,241; Year 3: \$474.24/day x 150 days (Oct-May) = \$71,136	\$81,787
2.0 FTE, Yup'ik immersion teachers for a new one-way Yup'ik language immersion program in an elementary school: 1.0 FTE for kindergarten starting in 2018-19 school year (Year 2) and 1.0 FTE for first grade starting in 2019-20 school year (Year 3). Works 7.5 hrs./day, 182 days/school year. These are new positions, recruited by the school principal. Each Yup'ik immersion teacher pairs with the English immersion teacher to provide instruction for the Yup'ik half of immersion class, serving approximately 50 students per year. (The English partner immersion teachers will be current staff from the school or other schools, provided by ASD in-kind.) Reports to principal. Salary is for a high-level, experienced teacher with a Masters level education. This is based on salaries of other immersion teachers in the ASD.	
<u>Kindergarten Yup'ik immersion teacher salary:</u> Year 1: \$447.02/day x 32 days (Aug-Sept) = \$14,734 Year 2: \$460.43/day x 150 days (Oct-May) + \$474.24/day x 32 days (Aug-Sept) = \$84,241 Year 3: \$474.24/day x 150 days (Oct-May) = \$71,136	\$14,734
<u>First grade Yup'ik immersion teacher salary:</u> Year 2: \$474.24/day x 32 days (Aug-Sept) = \$15,176 Year 3: \$474.24/day x 150 days (Oct-May) = \$71,136	

Budget Narrative - Anchorage School District - Project Yugtun Qanerluten: Speak in Yup'ik

	Year 1
<p>Added duty for Kerri Wood, current Administrative Assistant for ASD Title VI/Indian Education to provide clerical support to the project, 104 hours/year. Ms. Wood has many years of experience working with grants. Duties for this project include setting up and monitoring grant budget; ordering supplies, materials, equipment, and furniture; processing staff added duty and contracts; arranging travel and processing travel expenses; and working with immersion school principal and clerical staff to plan the receipt of classroom supplies and furniture. Reports to Indian Education Project Director Doreen Brown. This clerical work will be additional work beyond the regular work day, paid at an overtime rate of time and a half. This is an administrative cost (including fringe benefits) that is less than 2% of the project budget.</p>	
<p>Hourly at \$23.89 x 1.5 = \$35.84 x 104 hrs. in Year 1; \$24.61 x 1.5 = \$36.92 x 104 hrs. in Year 2; \$25.35/hr. x 1.5 = \$38.03 in Year 3</p>	\$3,720
<p>Added duty for staff to conduct four-day Kindergarten Yup'ik Immersion Orientation just before the start of the school year for students entering the Yup'ik immersion program in the 2018-19 and 2019-2020 school years. The camp will serve 50 students: 25 students in the a.m. session and 25 students in the p.m. session at 2.5 hours per session (10 hours/student). The orientation introduces students to the immersion program staff and school and raises the comfort level of parents new to the concept of language immersion. Lessons will focus on following directions in English and Yup'ik, greetings, walking in hallways, bathrooms, colors, counting, and songs. The camp will be run by the Immersion Teacher Expert and lessons will be taught by the kindergarten immersion teacher pair, assisted by a teacher assistant. The CITC Family Advocate will connect with students and provide services as needed and serve as an integral part of the instructional team. The school principal will be on-site for supervision of camp. Teachers will be paid for four days at orientation plus one day for preparation at per diem rate for work outside their work year. The CITC Family Advocate will attend as part of his/her work year.</p>	
<p>Teacher Expert and kindergarten immersion teacher pair at \$460.43/\$474.24 x 5 days x 3 staff</p>	\$6,900
<p>Teacher Assistant at \$17.09/\$17.77/hr. x 7 hrs./day x 5 days</p>	\$598
<p>Added duty for Teacher Expert and four immersion teachers to attend after-school and evening project meetings or events that are outside of regular work hours, such as family nights, and parent and community meetings. Rate of \$21 is based on ASD's teacher added duty addenda rate of \$21 for Level 1 duties.</p>	
<p>\$21/hour x 1 staff (Teacher Expert) x 8 hours in Year 1; \$21/hr. x 5 staff (Teacher Expert and 4 teachers) x 20 hours in Years 2 and 3</p>	\$168
<p>Added duty for Principal, Teacher Expert, and kindergarten immersion teacher pair to attend the annual Center for Advanced Research on Language Acquisition (CARLA) Summer Institute for Language Teachers "Immersion 101: An Introduction to Immersion Teaching" training, in July 2018 in Minneapolis, Minnesota. This institute provides a basic introduction to the challenges, options, and issues that are unique to immersion education (K-12). Teacher sessions take place over the whole five days and administrator sessions are for the first three days of the institute. ASD staff are paid at per diem for required work or training in the summer.</p>	

Budget Narrative - Anchorage School District - Project Yugtun Qanerluten: Speak in Yup'ik

	Year 1
Principal at \$521/day x 3 days	\$1,563
Teachers at \$460.43/day x 3 staff x 5 days	\$6,906
<p>Added duty for immersion Teacher Expert, kindergarten and first grade immersion teacher pairs, the two kindergarten teacher assistants, and CITC Family Advocate to attend a 2-credit course on language immersion, over four days at the ASD Summer Academy (ASDSA), in summer of 2019 and 2020 (Years 2 and 3). Staff will learn the unique knowledge and pedagogies to ensure their effectiveness with the Yup'ik immersion program. Courses will cover biliteracy development, curriculum development, and language use practices and strategies. Instructors of the courses will be Diane Tedick, Professor, Second Language Education, University of Minnesota and her colleague Dr. Tara Fortune.</p>	
Teachers at \$185 per two-credit course x 5 staff	
Teacher assistants at \$185 per two-credit course x 2 staff	
Stipend for CITC Family Advocate at \$185 per two-credit course	
<p>Substitute teachers for the Yup'ik immersion teacher teams to observe other immersion programs in ASD during the school year, two days per year, in Years 2 and 3: Substitutes at \$150/day x 2 days x 2 kindergarten teachers in Year 2; 2 first grade teachers in Year 3.</p>	
<p>Substitute teachers for the Chinese immersion English partner teacher from ASD's Scenic Park Elementary School's Chinese Immersion Program to visit the Yup'ik English partner's classroom to share his/her experience in immersion instruction: Substitutes at \$150/day x 1 day for kindergarten in Year 2 and 1 day for 1st grade class in Year 3.</p>	
TOTAL PERSONNEL	\$116,389
2. Fringe Benefits	
Benefits for Teacher Expert and teachers (certificated personnel):	
Group Life Insurance \$108; Personal leave at 3 days/year; Worker's Compensation 1.070%; Unemployment Insurance .1445%; Medicare 1.45%; Certificated Retirement 12.56% and Group Medical per school year: \$19,740/\$20,556/\$21,396	
Teacher Expert, Years 1-3	\$33,295
Kindergarten Immersion teacher (Yup'ik)	\$6,000
First grade immersion teacher (Yup'ik)	
Benefits for added duty for clerical and teacher assistant (classified staff):	
Worker's Compensation 1.070%; Unemployment Insurance .1445%; Medicare 1.45%; Social Security 6.2%; and Classified Retirement at 22.00%	
	\$1,335

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	Year 1
Benefits for added duty for Teacher Expert, principal, and teachers (certificated personnel): Worker's Compensation 1.070%; Unemployment Insurance .1445%; Medicare 1.45%; and Certificated Retirement at 12.56%	\$2,368
Benefits for substitute teachers/stipends for CITC Family Advocate: Worker's Compensation 1.070%; Unemployment Insurance .1445%; Medicare 1.45%; and Social Security 6.2%	\$
TOTAL FRINGE BENEFITS	\$43,008
3. Travel	
<i>Costs for per diem, lodging, and incidental expenses are based on the federal CONUS and OCONUS tables. Airfare is based on current online fare estimates; taxi/shuttles are online estimates.</i>	
Project directors meeting. Lead Project Director Brandon Locke and one project staff or key partner member will attend the two-day project directors meeting in Washington, DC, each year.	
Airfare: Round-trip at \$917/\$930/\$940 x 2 people	\$1,834
Lodging at \$182/night x 3 nights x 2 people	\$1,092
Meals and Incidentals: \$69 per day x 4 days x 2 people	\$552
Transportation: taxi at \$60/round trip/person home-airport-home x 2 staff; Airport shuttle (shared) at \$68 round trip airport-hotel-airport	\$184
Observation visit to Ayaprun Elitnaurvik, an elementary Yup'ik immersion school in Bethel, Alaska, a school in the Lower Kuskokwim School District (LKSD), in Year 1. The Teacher Expert, CITC Family Advocate, and principal will observe this established Yup'ik immersion school and consult with immersion staff on the best instructional practices and curriculum for developing and implementing a successful Yup'ik immersion program. The Teacher Expert and CITC Advocate will visit for five days in November of 2017. The Principal will visit for one day between November 2017 and January 2018.	
Airfare: RT Anchorage-Bethel, Alaska at \$265 x 3 people	\$795
Lodging: \$219/night x 5 nights x 2 people + \$219/night x 1 night x 1 person	\$2,409
Meals and incidentals: \$108/day x 5.5 days x 2 people + \$108/day x 1.5 days x 1 person	\$1,359
Local transportation: Taxi round-trip from home to Anchorage airport at \$60 + Bethel cab at \$10/day x 5 days = \$50 + \$14 RT airport \$34 = \$124 x 3 people	\$372
CARLA (Center for Advanced Research on Language Acquisition) summer institute course "Immersion 101: An Introduction to Immersion Teaching" in Minnesota in July of Year 1. The principal, Teacher Expert, and kindergarten immersion teacher pair will attend this professional development training on the challenges, options, and issues that are unique to immersion education (K-12). Teacher sessions take place over the whole five days and administrator (principal) sessions are for the first three days of the institute.	

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	Year 1
Airfare RT Anchorage to Minneapolis, MN at \$810 + baggage at \$25 = \$835/person x 4 people	\$3,340
Lodging at \$145/night x 6 nights x 3 staff + 4 nights for Principal	\$3,198
Meals & Incidentals at \$64/day x 7 days x 3 staff + \$64/day x 5 days for Principal	\$1,664
Local transportation round-trip rates: Taxi home to Anchorage airport at \$60 + Minneapolis airport Super Shuttle at \$32 = \$92/person x 4 people	\$368
Registration for teacher's 5-day institute: \$500 per teacher x 3 people	\$1,500
Registration for administrators 3-day institute: \$400 per administrator x 1 principal	\$400
<p>Observation visits to Hawaiian immersion schools within a network of public Hawaiian language immersion schools called <i>Ka Papahana Kaiapuni</i>, and a visit to the University of Hawaii's National Foreign Language Center (NFLC), for four days in February of Year 1. Lead Project Director Brandon Locke, Indian Education Project Director Doreen Brown, Teacher Expert, principal, CITC Family Advocate and external evaluator will visit long-standing Hawaiian language immersion schools and consult with their staff and experts on best curriculum and instructional practices for indigenous immersion programs. They also will visit the NFLRC, a nationally-recognized developer of language immersion programming and training programs, including indigenous immersion programs, to consult with staff on indigenous immersion.</p>	
Airfare RT Anchorage to Hawaii at \$992.48 + baggage at \$50 = \$1,042/person x 6 people	\$6,252
Lodging at \$177/night x 5 nights x 6 people	\$1,062
Meals & Incidentals at \$123/day x 6 days x 6 people	\$4,428
Local transportation round-trip rates: Taxi home to Anchorage airport at \$60/person + rental car in Oahu (includes airport shuttle to car) at \$39/day x 2 cars x 5 days = \$390 total	\$750
TOTAL TRAVEL	\$31,546
<p>4. Equipment <i>Technology and software purchases and prices are based on the "ASD Approved Technology List" and "ASD Recommended Software Purchases for Computers" which provide best prices, compatibility with the ASD's computer network and operating systems, and ensure that newly purchased technology will be supported by ASD staff and building infrastructure. Equipment and supplies are ordered in the spring or summer before the start of the school year in August.</i></p>	
Apple laptop computers for Yup'ik Immersion Teacher Expert, CITC Family Advocate, and four immersion teachers: computer at \$1,199 + superdrive for CDs/DVDs at \$79 + wireless mouse and keyboard at \$178 = \$2,256 x 4 staff in Year 1 and 2 staff in Year 2.	\$9,024

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	Year 1
Classroom furniture for a new kindergarten Yup'ik immersion classroom, which begins in Year 2 and a new first grade Yup'ik immersion classroom which begins in Year 3. Basic classroom setup is estimated at \$23,130, based on <i>Community Playthings</i> "Sample B Kindergarten B" classroom layout which includes student chairs and tables, activity tables and centers, storage shelves, storage areas and cubbies, teacher desk and work area, library shelves, area rug and storage cabinet.	\$23,130
Kitchen playset for a new kindergarten Yup'ik immersion classroom which begins in Year 2 and a new first grade Yup'ik immersion classroom which begins in Year 3. Playsets are used in younger students to help them learn through play. Price is estimated at \$1,165, based on <i>Community Playthings</i> pricing for a stove, sink, refrigerator, and cupboard.	\$1,165
TOTAL EQUIPMENT	\$33,319
5. Supplies	
Office supplies: Yup'ik Immersion Teacher Expert: paper, toner, file folders, CDs. At approximately \$500 in Years 1 and 2.	\$500
Instructional materials: Social studies student textbook <i>Picturing Anchorage</i> , Yup'ik version, to be used in the Yup'ik immersion program's social studies classes. This case bound text with local photos will be used to teach the project's young Yup'ik immersion students about the culture, geography and people of Anchorage, Alaska. The original was produced by ASD in 2013, translated into several languages, including Yup'ik, and published. Currently there are no Yup'ik copies available and the book will have to be reprinted. We estimate that we will need 200 copies for the immersion program. The cost of reprinting this case bound book by the original publisher is 200 case bound books is \$5,670 + \$850 shipping to Alaska from Minnesota.	\$6,520
Instructional materials: startup teaching and classroom supplies for one kindergarten Yup'ik class which begins in fall 2018 and one new first grade class which begins in fall 2019. Supplies support curriculum and activities, such as books, manipulatives, learning center supplies, toys and games, posters, art and writing supplies and materials, DVDs, paper. Startup costs are estimated at \$2,000 per classroom. Cost is based on past documented classroom startup costs for ASD immersion programs.	\$2,000
Instructional materials: replacement books and consumables for Yup'ik immersion classrooms, estimated at \$750 in Years 2 and 3.	

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	Year 1
Assessment materials: Avante STAMP (Standards-based Measurement of Proficiency) 4Se and 4S assessments in Yup'ik to be used by immersion teachers to measure age-appropriate language proficiency for student and program development. \$25/test x 240 tests	\$6,000
Devereux Student Strengths Assessment-mini (DESSA Mini) for grades K-8. This is an 8-item, social-emotional behavior rating scale done by teachers to measure the well-being of their students. The project's immersion teachers will use this assessment as a project pre- and post-test. We estimate that we will need 100 tests (paper copy). Online rate at \$9 for a pack of 25 tests x 4 packs.	\$900
TOTAL SUPPLIES	\$15,920
6. Contractual	
<i>ASD will use its own procurement procedures which reflect applicable State and local laws and regulations and which conform to applicable Federal law and the standards under 34 CFR Parts 74.40 - 74.48 and Part 80.36.</i>	
External Evaluator, Dr. Martha Bigelow, associate professor at the University of Minnesota in Second Languages and Cultures Education. To provide evaluation services for the entire grant period. Participates in quarterly 90-minute conference calls with Lead Project Director and other key project staff. Prepares the annual and final evaluation reports. Provides 2-day onsite visits to the program, two visits in Year 1 and one visit in Years 2 and 3. Hourly fee starting at \$55/hr. x 200 hours/yr. + leave at 13.7% and fringe benefits at 28.7%. Includes an annual increase of 2.5%.	\$21,000
Travel for onsite visits: Travel, lodging and per diem: Airfare RT Wisconsin to Anchorage at \$860; Lodging at \$339/night (OCONUS rate) x 3 nights; Meals & incidentals at \$114/day (OCONUS rate) x 4 days; Local transportation at \$120.	
CITC Family Advocate, 1.0 FTE, Cook Inlet Tribal Council (CITC), 43 weeks/year. This is a new position housed at the school, to be recruited by and supervised by CITC. Provides a planning, implementation and sustainability school/community bridge to ensure culturally competent practices and wraparound support for the project's participating children and families. Fosters a partnership between family and school. Provides regular contact with students and their families, educational resources, academic counseling, and resources to students/families for appropriate academic and social services. Serves as a support system to students in transition from village to urban life and districtwide. In Year 1 assists with startup activities, primarily community outreach, recruitment of students, site selection and setup of site; conducts surveys; and develops the family advocacy program. Works collaboratively with project staff as an integral part of the immersion program. Attends professional development trainings with immersion staff. Contract includes .10 FTE CITC Manager time for supervising the Family Advocate, as well as telephone service, and bus passes and clothing vouchers for students.	\$115,290
Program Manager, .10 FTE: \$6,500/\$6,760/\$7,030	

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	Year 1
Family Advocate, 1.0 FTE: \$55,000/\$57,200/\$59,488	
Fringe Benefits at 39%: \$23,985/\$24,305/\$25,277	
Bus passes and clothing vouchers for students: \$3,000/year	
Telephone service: \$480/year	
Indirect Rate at 29.59%: \$26,325/\$27,147/\$28,192	
<p>Diane Tedick, Professor, Second Language Education and Dr. Tara Fortune, both from the University of Minnesota, Curriculum and Instruction, College of Education and Human Development, to instruct four-day, two-credit professional development course for project staff on teaching language immersion. Courses will be offered during the ASDSA Summer Academies in 2019 and 2020. These professional development courses will focus on curriculum design, biliteracy development, and strategies for maximizing student language production in the immersion classroom, as well as cultural revitalization, cultural competence, and family engagement. The project's Teacher Expert, immersion teacher pairs, Family Advocate, and two teacher assistants will attend and immersion teachers from other ASD immersion programs will be invited to attend.</p>	
<p>Professional fee at \$1,500/person/day x 4 days x 2 people = \$12,000; Travel, lodging and per diem: Airfare RT Minneapolis to Anchorage at \$810 + baggage at \$50; Lodging at \$339/night (OCONUS rate) x 5 nights; Meals & incidentals at \$114/day (OCONUS rate) x 6 days; Local transportation at \$120 = \$3,359/person x 2 people = \$6,718</p>	
<p>Avant to provide training in Year 1 on the Avant Yup'ik STAMP 4Se and 4S assessment for gathering data for student and program development, for Lead Project Director Brandon Locke, the kindergarten teacher pair and CITC Family Advocate. Training will cover the administration of the test, scoring, data analysis, and use of results for planning effective language immersion classroom approaches. Mr. Locke will be trained as a trainer to provide in-house training on the assessment for project staff in subsequent years. Training will be via webinar or may be onsite, depending on program needs. Fee at \$200/hr. x 30 hours.</p>	\$6,000
TOTAL CONTRACTUAL	\$142,293
7. Construction	\$
8. Other	
Postage for language immersion curriculum and materials mailed from other immersion sites outside the local area, such as Bethel, Alaska: \$200/year	\$200
TOTAL OTHER	\$200
9. Total Direct Costs	\$382,675

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	Year 1
10. Indirect Costs <i>(See cost rate agreement in Appendix)</i>	\$18,177
11. Training Stipends	\$0
12. TOTAL COSTS	\$400,852
TOTAL ALL YEARS	