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APPLICATION FOR GRANTS UNDER THE

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM

CFDA # 84.365C

PR/Award # T365C110007

Closing Date: MAR 21, 2011

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APPLICANT: Goldbelt Heritage Foundation in Partnership with Douglas Indian Association and the Juneau School District

PROJECT TITLE: Lingít Tundatánee: Language, the Pathway to Multi-Literacy
(Lingít Tundatánee - Tlingit Thought and Intelligence)

ABSTRACT

Lingít Tundatánee: Language, the Pathway to Multi-Literacy has multiple objectives as a project that will be implemented by the Goldbelt Heritage Foundation (GHF), the tribe Douglas Indian Association (DIA) and the Juneau School District (JSD).

1) The first objective is to develop curriculum materials that will be replicable in other middle and high schools throughout Alaska. Included within this objective is to incorporate Tlingit culture and Heritage Lingít language into the curricula of the target schools.

2) Our second objective is to positively improve instructional practices enhancing student language learning by providing a series of professional development opportunities to teachers.

3) The third objective is to provide direct instruction for the target students in partnership with JSD teachers to affect the goal of significantly higher level of academic achievement through intensive language development strategies, incorporation of Lingít language and culture into target schools. To meet this goal, the program will directly serve 244 sixth, seventh, and eighth-grade Native students in 4 schools in Juneau area. In years 4 and 5, we will add grades 9 and 10 as we seek to provide continued support to our identified middle school students advancing on to high school in preparation for their advancement on to college.

Members of our consortium seek to assure that our projects create a clear pathway for our Alaska Native and Native American youth to advance on to college. The schools to be served through this project include: Dzantik'i Heeni Middle School, Floyd Dryden Middle School, Yaakoosgé Daakahídi High School, Thunder Mountain High School and Juneau Douglas High School.

The target Native students, as the needs assessment will show, have achievement scores that range from 7 to 43 percent lower than their Caucasian counterparts. This achievement gap produces ever increasing dropout rates as these students move into higher grades. To achieve academic parity, *Lingít Tundatánee: Language, the Pathway to Multi-Literacy* will incorporate the *Developmental Language Process* (DLP) and apply it to the curricula currently in use for social studies, science, language arts and math. All materials to be developed by the project will adhere to the *No Child Left Behind* act and the *Alaska State Standards*.

The *Developmental Language Process* will accentuate the development of language skills and academic vocabulary through a process that promotes in-depth language comprehension and long-term language retention. All components of this academic acceleration process will likewise be culturally responsive. In addition to the basic skills necessary for reading and writing, we will place an emphasis on oral language, and more sophisticated techniques as core disciplinary concepts become more difficult and also as the demands of the language associated with subject areas need to be differentiated. The curriculum development and instruction will be guided by rules for different genres of text, vocabulary, grammar, forms and styles of communication that

is needed for student growth in math, science, language arts, and social studies. Cognitive models of learning use "prior knowledge" as the process of comparing, selecting, organizing, retaining, and reflecting on the new information to build understandings and learn. With rigorous, flexible standards-based instructional materials and technology integration, cognitive and affective approaches, ongoing PD, and attention to the affective and cultural needs of the student populations, success is assured.

The DLP will also be applied to the *Heritage Language* component of the curriculum that includes the Tlingit language instruction. All units to be developed for this component of the project will incorporate "place-based" and culturally responsive content and methodologies. The project seeks to create a set of curriculum/materials each year based upon the Developmental Language Process and English Acquisition methodologies in the subject areas of math, science, language arts, social studies, Lingít Heritage language for grades 6, 7, 8, 9, and 10 respectively each project year.

To increase the target students' motivation to succeed in school and in life, specific features promoting *high expectations* on the part of both teachers and students (the *Pygmalion Effect)* will be included in both the materials and training.

Professional Development: A series of training workshops for 11 teachers and school administrators will be conducted throughout each school year. The goal is to provide training to 55 teachers throughout the total project period affecting improved instruction for Grades 6, 7, 8, 9 and 10. This training will focus on the implementation of the *Developmental Language Process* and the materials developed through the project. Participants will be presented with motivating teaching and learning techniques that reflect the philosophy of the DLP and its application in both first and second language contexts. With a flexible instructional program, and in-classroom support by program mentor/coach, teachers will be able to differentiate instruction and engage the diversity of learning styles of students with varying levels of knowledge and skills and a variety of preferred learning styles.

The *Developmental Language Process* has a proven track record of accelerating academic achievement, as evidenced by testimonials in the Appendix*: Letters of Support.*

Assessments: Our project seeks to address the following GPRA Measure: The percentage of Alaska Native students in schools served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments. (Student Achievement Measure)

The project, consequently, anticipates that 80% of the 244 students will demonstrate at least a 12.5% pre-post gain in science, social studies, language arts and math over the project period as measured by the standardized Alaska *Standard Based Assessments* (SBA's) and MAPS testing by project year five. Pre and post testing in reading and writing through MAP assessments will guide adjustments to instruction, in addition to on-going data collection, longitudinal research, and evaluation evidence –observations, interviews, assessment reports, testing summaries, anecdotal recounts. During year five our project impact will additionally be demonstrated through student scores on the High School Graduation Qualifying Exam as our cohort of students will be eligible to participate in this exam as 10^{th} grade students.. Our goal is to affect a 2.5% improvement each year in each subject area as demonstrated through SBA, MAPS, and HSGQE testing data. Additionally, curriculum and materials developed will have built in assessments for pre and post testing to assure immediate data on the effectiveness of materials, instruction and professional development impacts. We request consideration of our efforts herein as meeting Competitive Preference Priority 3 (and awarding of 3 additional points)

as this will enable more data-based decision making for our project team to continue to refine our efforts.

Community and Parent Involvement: To promote parent and community awareness and involvement, the project will disseminate a quarterly newsletter highlighting the goals, objectives, and activities of *Lingít Tundatánee: Language, the Pathway to Multi-Literacy*. We additionally will make materials available website to be shared with community members and families. Further, our goal is to include our fluent speaking elders in professional development and student activities in addition to continually invite in our families.

Eligible Applicant: The project will be under the auspices of the Goldbelt Heritage Foundation is the non-profit branch of the Goldbelt Corporation (an ANCSA Corporation which meets the criteria for Indian Tribe as defined), founded in 2001 and receiving non-profit status in 2004 and headquartered in Juneau. One of the mandates of the Foundation is to promote the educational success and Heritage cultures and languages of the Native students within its service area. GHF is controlled by a governing board of whom all are Alaska Native, federally recognized enrolled Tlingit tribal members. Goldbelt Heritage Foundation also is recognized by the federally recognized Douglas Indian Association Tribe as an education organization by the Tribe. This project will be implemented by the Consortium comprised of the Douglas Indian Association Tribe, Goldbelt Heritage Foundation as a non-profit Native educational organization, and the Juneau School District.

We meet Competitive Preference Priority 1 as a Novice Applicant as defined in 34 CFR 75.225. None of the three organizations comprised within the Consortium have been awarded a Native American and Alaska Native Children in School grant previously. We respectfully request our application receive 5 points as a Novice Applicant. Gunalchéesh.

We request consideration for meeting Competitive Preference Priority 2 as our project in years 4 and 5 will work with high school students with the goal of increasing their potential to advance on to college. Goldbelt Heritage Foundation and members of our Consortium have as their goal to provide early college high school (ECHS) opportunities to youth wherein course offerings are provided as both high school and college courses enabling students to earn early college credit. Through this project we will be partnering with high school teachers during years 4 and 5 and work to affect increased ECHS course offerings through both materials development, professional development and instructional support. We request consideration of being provided the 3 points for meeting Competitive Preference Priority 2.

Our Consortium does meeting Invitational Priority 2 as our work does include Lingít language instruction. We look forward to the possibility of being able to implement the *Lingít Tundatánee: Language, the Pathway to Multi-Literacy* project which will positively affect academic outcomes for our youth in core subjects while also working towards saving our heritage language and assuring that our youth may be tomorrow's future fluent speakers.

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Table of Contents

Project Abstract

Project Narrative

Project Design 2

Quality of Personnel 18

Quality of Management Plan 21

Quality of Evaluation Plan 32

Applicant Checklist:

Required Documents Submitted with Grant Proposal:

1) Application for Federal Assistance SF 424 2) Budget and Budget Narrative

3) Dept. of Education Supplemental Info. SF 424 4) ED GEPA 427 From

5) Grants.Gov Lobbying Form 6) Disclosure of Lobby Activities, SF-LLL

7) Faith Based EEO Survey 8) Student Data Certification

9) State Single Point of Contact (Not Applicable)

10) Dept. of Education Budget Information ED Form 524 Sections A and B

11) Assurances of Non-Construction Programs, SF 424

12) Eligibility; and 13) Group Certification Signed (Combined both Certifications into one .pdf)

Appendix: 1) ANCSA Establishment Resolution; 2) 501 (c) 3 Determination, December 2001 Certificate of Non-Profit; 3) Douglas Indian Association Tribal Resolution; 4) Goldbelt Heritage Foundation Board; 5) Consortium Resumes Compiled; 6) Letters of Support

PROJECT TITLE: Lingít Tundatánee: Language, the Pathway to Multi-Literacy a)

Quality of the Project Design

Introduction:

In 2001, Goldbelt Heritage Foundation (GHF), a non-profit Native organization, was formed as the non-profit arm of Goldbelt, Incorporated an Alaska Native Claims Settlement Act Corporation. GHF's primary goal is to meet the mission to sustain efforts toward economic, language, cultural, and educational improvements that will benefit its Alaska Native members and their descendants. GHF administration and staff are governed and directed by its board, all of whom are Alaska Native Leaders, to seek and manage social and educational opportunities and partnerships to fulfill this mission as set forth. The formation of our consortium comprised of the federally recognized Tribe (DIA), the Juneau School District and Goldbelt Heritage Foundation is in direct result from the shared mission to work diligently on behalf of our Alaska Native youth towards assuring their academic, social, and emotional success.

GHF and DIA have been engaged with the Juneau School District to improve this K-12 education system as a culturally responsive institution. For the past three years, the Juneau School District (JSD) has been led by a new administration, one that seeks to improve its system, instruction, curriculum, assessments, and educational opportunities so as to make these equitable for all students. The historical achievement gap between its Native and non-Native student population is of great concern to JSD. Guided by and in compliance with NCLB mandates, JSD must address in its district and school improvement plans a course of action that will increase academic achievement, student retention, graduation success for all students, and greater parent involvement. JSD's paradigm shift has been its ownership of the "achievement" gap as the

"instruction" gap. Respecting the Tribe's right of self-determination with regard to the education of tribal children, and to become culturally responsive in instruction and curriculum, the district has established partnerships with GHF, and DIA.

GHF is sanctioned as an education organization by DIA, a federally recognized Tribe, and Goldbelt, Incorporated, an Alaska Native Claims Settlement Act (ANCSA) Corporation which is recognized by Congress to represent its Tribal Members. The Tribe, GHF, and JSD recognize the urgency to be responsive to achievement data that indicates a need to focus on English language development for its middle school and high school aged Native students, and just as important, for them to be esteemed as indigenous children whose unique identity must be supported by their acquisition and fluency in their heritage language, Tlingit. It is through their acquisition of their heritage language that they perpetuate their cultural identity, history, traditions, and world view—which are foundational to their success. When this foundation is concrete, and with differentiated instruction and DLP strategies to unpack academic language in texts and assessments, student growth will accelerate.

The Consortiums shared vision has resulted in this project proposal titled, *"Lingít Tundatánee: Language, the Pathway to Multi-Literacy" The project* has multiple objectives that will be implemented by the Goldbelt Heritage Foundation (GHF), the tribe Douglas Indian Association (DIA) and the Juneau School District (JSD).

1) The first objective is to develop each project year eight units of content and standards based, culturally relevant curriculum materials to enhance learning through research based strategies. These will be replicable in other middle and high schools throughout Alaska. Included within

this objective is to incorporate Tlingit culture and Heritage Lingít language into the curricula of the target schools.

2) Our second objective is to provide professional development opportunities for project teachers to improve instructional practices that will enhance student language learning.

3) The third objective is to deliver direct instruction in partnership with JSD teachers for target students through intensive language development strategies, differentiated instruction, and incorporation of Lingit language and culture class. To meet this goal, the program will directly serve 244 sixth, seventh, and eighth-grade Native students in 4 schools in Juneau area. In years 4 and 5, we will add grades 9 and 10 as we seek to provide continued support to our identified middle school students advancing on to high school in preparation for their advancement on to college.

4) The fourth project objective is to involve 100 parents in all project activities to assure success of our students and to as best possible support parents as children's first teachers.

Members of our consortium seek to assure that our projects create a clear pathway for our Alaska Native and Native American youth to advance on to college. The schools to be served through this project include: Dzantik'i Heeni Middle School, Floyd Dryden Middle School, Yaakoosgé Daakahídi High School, Thunder Mountain High School and Juneau Douglas High School.

Need for Project

The ultimate goal of this project is to provide rigor and relevance in content and instruction for Alaska native students which will accelerate their growth from grade-to-grade, and from grade-to-graduation in order to reduce school failure and dropout rates. According to the latest figures available from the U.S. Department of Education, Alaska's dropout rate, at 8 percent, was double

the national average in the 2009-2010 school year. The Alaska Department of Education reports that in the school year 2009 to 2010, statewide graduation rates for Alaska Native students stood at only 46%. (Alaska Department of Education, *Report Card to the Public 2009-2010)*

According to the Alaska Commission on Post-Secondary Education, 38 percent of today's ninth-graders will have no high school diploma in three years. Alaska Natives represent a disproportionately high percentage of State dropout rates. Dropping out is, in large part, a result of cumulative English-language deficiency that begins early in each Native child's school life. Studies have consistently shown that American Indian and Alaska Native students begin to recede from average academic proficiency scores beginning in Grade 4. The deficiency gap widens as students move through the grades. Education psychologists theorize that this phenomenon has its roots in a child's pre-school life that may not include rich language or literacy experiences (Chen and Siegler, 2000). This seems to be confirmed by the academic achievement slowdown that begins in Grade 4. It is apparent that the inability to score at proficiency levels on standardized tests is due, for the most part, to the lack of adequate language and, hence, literacy skills. It is critical then to provide transitional support for students from elementary school to middle school, and middle school to high school.

This project, proposed by the non-profit Goldbelt Heritage Foundation, intends to accelerate language enrichment skills for approximately 244 Native students in two middle schools in Juneau. Materials produced through this project will also be available in digital format to other middle schools in Southeast Alaska and throughout the state.

The intervention will focus on students in Grades 6-7-8 since the project:

- provides academic acceleration prior to the high-school dropout surge

- addresses the achievement decline for Native students
- targets previously underserved grade levels
- chooses grade levels where "graduation motivation" can best be addressed
- prepares the schools to adopt an effective language process for other grade levels

Population to be Served: 244 Native students in two schools (Grades 6-7-8)

Dzantik'I Middle School – 127 Native students

Floyd Dryden Middle School – 117 Native students

This project additionally seeks to support our students as they advance on to 9th and 10th grades in Yaakoosgé Daakahídi High School, Thunder Mountain High School and Juneau Douglas High School. The project will additionally serve more students in each school as the nature of its delivery is not a student *pull-out* format. Additional students in other demographic groups will be served within classrooms. Additionally, as new students begin the 6th grade each year, trained teachers will continue to provide instruction informed by project methodologies and utilization of project resources with new groups of students demonstrating the sustainability of this project over the long term.

JUNEAU S.D. *Dropout percentages* SY 2008 & 2009

	SY 2008	SY 2009
Caucasian	3.4%	5.1%
Native American	10.2%	9.5%

Note: Alaska Natives make up 24% of the total Grade 7-12 population.

JUNEAU S.D. *Graduation Rate percentages* SY 2008 & 2009

	SY 2008	SY 2009
Caucasian	62.4%	69.7%
Native American	47.8%	50%

JUNEAU S.D. *Overall Achievement percentages* SY 2007 & 2008

READING

	Advanced	Far Below
Caucasian	92%	9.6%
Native American	68%	32%

Note: percentages include Grades 6-8 *using Alaska Standards Based Assessments* (SBA)

WRITING

	Advanced	Far Below
Caucasian	90%	8%
Native American	65%	35%

Note: percentages include Grades 6-8 *using Alaska Standards Based Assessments* (SBA)

The overall achievement percentages for the 2009 Yearly Progress Report for the Juneau Borough Schools indicates that **91%** of Caucasian students achieved proficiency, while only **67%** of Alaska Native students achieved similar proficiency.

JUNEAU Middle Schools LANGUAGE ARTS COMPOSITE

	Language Proficient	
	Dzantik'i M. S.	**Floyd Dryden M. S.**

Caucasian	93%	90%
Native American	62%	70%

Note: percentages include Grades 6-8 *using Alaska Standards Based Assessments* (SBA)

Project Features

The academic achievement intervention is based on the following activities supported in Section 7304 of the *No Child Left Behind Act*: 1) Implementing methods and strategies to improve the education of Alaska Natives; 2) Development of educational programs that address the needs of Alaska Native students; 3) Enrichment programs to help Alaska Native students perform at a high level on standardized tests

The project has crafted four objectives to meet the NCLB goals:

1. Academic Acceleration (Curriculum / Materials Development and Delivery)

Developmental Language Process (75%)

Place-Based & Culturally Responsive Emphasis (20%)

Motivational Enhancement (5%)

2. Heritage Lingit Language Program Development (Curriculum / Materials Development and Delivery)

3. In-Depth Language Development Training (Professional Development)

4. Parent and Community Involvement and Project Dissemination

1. Academic Acceleration. (Curriculum, Resource Development and Delivery)

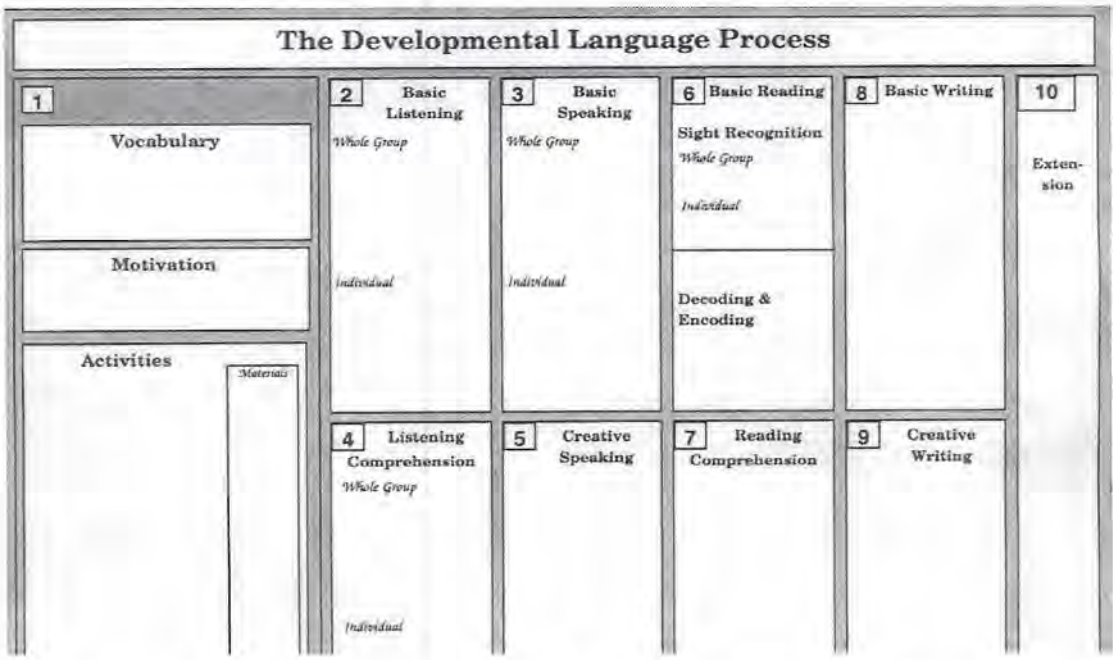
A review of the academic needs of the target students outlined in the previous section points to a common denominator: a deficiency in language skills across the entire spectrum of middle school subjects. Therefore, the greatest promise of increasing academic success will be found in

accelerating the target students' language skills. This will be accomplished by incorporating the *Development Language Process* (DLP) into the existing curricula for social studies, science, language arts and math. The DLP is a process that will enhance rather than replace the current curriculum. It will expand the target students' language skills in each of the key subjects.

The proposed measurable outcome for the academic intervention is that 80% of the target students will show at least a 2.5% annual increase in their social studies, science, language arts and math scores as measured by the normed Alaska *Standards Based Assessments* with an overall goal of 12.5% by year 5. This is a realistic goal and the project team will strive to exceed the proposed measurable outcome.

Developmental Language Process. The DLP is designed to provide an alternative and creative approach to teaching and learning, using existing programs and materials at any grade level and in any subject area. A detailed listing of the scientific research that underlies the DLP can be found in the bibliography of *Replacing Thing-a-ma-jig: The Developmental Language Process,* a 353-page book authored by Jim MacDiarmid. The object of DLP is to help students attain in-depth language comprehension and long-term language retention through a process that takes students through the natural progression of language acquisition. A student's ability to comprehend well in listening and reading and to be creatively expressive in speaking and writing is dependent upon how much language he or she has in long-term memory. "The achievement gap between students of differing socioeconomic levels is one of the most persistent and frustrating problems that educators confront. Researchers have examined this problem extensively and have identified limited vocabulary as an important factor in the underachievement of children from economically disadvantaged homes." (Becker, 1977;

Bicmillcr, 2004; Chall, 1983; Chall, Jacobs, & Baldwin, 1990; Hart & Risley, 1995, 2003; White, Graves, SL Slater, 1990). The DLP as a method identified to help counter the difficulties students are experiencing consists of eight steps starting with *Basic Listening* and culminating with *Creative Writing*. The chart below illustrates these steps and the structure of the *process*.



On February 4-5, 2009, an introductory training session on the DLP was held in Juneau. Some 65 participants attended, mostly first and second-language teachers from the entire southeast panhandle. 100 percent of participants gave the workshop very high marks. Overall evaluation scores for the workshop, on a scale of 1-5 (5 being the highest), averaged between 4.8 and 5.0. One respondent wrote: "The DLP workshop would be invaluable for all teachers in public schools." Public-school teachers and Native language teachers at the workshop overwhelmingly supported the adoption of the DLP for the proposed Heritage Language program as well as the achievement acceleration program for social studies, science, language arts and math at the middle-school level.

Further evaluation of the DLP will be found in the attached letters of support from educators such as Beverly Williams, Director of Curriculum for the Lower Kuskokwim School District (Bethel, AK) for 23 years. "In this position…I became very familiar with and strongly supportive of the *Developmental Language Process* as developed and implemented by Jim MacDiarmid. … Schools where the program/model has been used consistently throughout the curriculum over a number of years have shown significant growth, particularly in the areas of reading and math in both Yup'ik and English." The complete evaluation by Bev Williams can be found in the Appendix: *Letters of Support*.

The *Developmental Language Process* will be applied to the subjects of social studies, science, language arts and math for Grades 6-7-8 in the two targeted schools and 9 and 10 as our students progress to higher grade levels. These grade levels were selected because, as the author of DLP writes, "A middle-school student who has an enriched language base upon entering high school is more likely to experience success in subsequent grade levels."

The units to be developed and delivered are as follows. Each unit consists of 10 lessons.

Project Year 1		**Year 2**		**Year 3**
Grades 6 Units		**Grades 7**		**Grades 8**
Developed / and		**Developed / Delivered**		**Developed / Delivered**
Delivered to 80 6th		**to 80 7th Grade**		**to 80 – 8th Grade**
Grade students		**students (PY 1 Units**		**students (PY 1 and 2**
		Delivered to new		**Units Delivered to new**
		group of 6th grade		**group of 6th and 7th**
		students)		**grade students)**

Social Studies (2 units), Science (2 units), Language Arts (2 Units), Math (2 Units)		Social Studies (2 units), Science (2 units), Language Arts (2 Units), Math (2 Units)		Social Studies (2 units), Science (2 units), Language Arts (2 Units), Math (2 Units)
(Unit Development uses 8 steps from *Developmental Language Process* (see chart page 7)				
Year 4: Grades 9 **Developed / Delivered to 80 – 9th Grade students (PY 1, 2, and 3 Units Delivered to new groups of 6th, 7th, 8th grade students respectively)**		**Year 5** Grades 10 **Developed / Delivered to 80 – 10th Grade students (PY 1, 2, 3 and 4 Units Delivered to new groups of 6th, 7th, 8th, and 9th grade students respectively)**		(Unit Development uses all eight steps of the *Developmental Language Process* (see chart page 7)
Social Studies (2 units), Science (2 units), Language Arts (2 Units), Math (2 Units)		Social Studies (2 units), Science (2 units), Language Arts (2 Units), Math (2 Units)		

The development of all subject area units will follow the *Alaska Standards.*

Place-Based and Culturally Responsive Emphasis (PBE/CBE). "Place-based education" (PBE) immerses students in local heritage, language, culture, landscapes, and experiences as a

means to effectively engage you in learning. As this approach effectively addresses different learning styles and engages youth, it will be incorporated with DLP in the development of curriculum and resources in the areas of social studies, science, math, and language arts. The incorporation of PBE/CBE necessitates the involvement of elders and community in the development of curriculum and materials resulting in a collaborative effort to support youths learning. GHF and DIA'S Tlingit cultural and language experts will additionally support this component of the project.

Differentiated Instruction.

Teacher training workshops and mentoring/coaching for project staff will be led by Project Lead Barbara Nelson and Haifa Sadighi, an esteemed educator who has coordinated the district's intervention and extension courses for English Language Learners (ELL), English as a Second Language (ESL), and Extended Learners (EL). In addition to the DLP and basic skills necessary for reading and writing, Ms. Sadighi will guide project teachers to place an emphasis on oral language, more sophisticated techniques as core disciplinary concepts become more difficult and also as the demands of the language associated with subject areas need to be differentiated. She will assure that curriculum development and instruction will be guided by rules for different genres of text, vocabulary, grammar, forms and styles of communication that is needed for student growth in math, science, language arts, and social studies. With a flexible instructional program, and in-classroom support by program mentor/coach, teachers will be able to differentiate instruction and engage the diversity of learning styles of students with varying levels of knowledge and skills and a variety of preferred learning styles. Cognitive models of learning use "prior knowledge" as the process of comparing, selecting, organizing, retaining, and

reflecting on the new information to build understandings and learn with rigorous, flexible standards-based instructional materials and technology integration, cognitive and affective approaches, ongoing PD, and attention to the affective and cultural needs of the student populations, success is assured.

The results

In a 7 week period, students' reading fluency increased at 7 times the rate considered normal for that period of time. After 7 months, students gained almost two years of reading comprehension.

Motivational Enhancement. An explicit component of the project will be to consciously promote *greater expectations* for academic achievement on the part of both students and teachers. Extensive research shows that high expectations exert powerful influences on both student and teacher behavior. (Ross Miller, "Greater Expectations to Improve Student Learning," Association of American Colleges) Encouraging high expectations usually results in enhanced achievement. To promote higher student expectations and lower dropout rates for Native students, several motivational features will be incorporated into the project. For example:

- Adopt activities from the KIPP program: *Knowledge is Power Program* (cf. Jay Matthew's *Work Hard, Be Nice. How Two Inspired Teachers Created the Most Promising Schools in America, (*e.g. classroom banners: "Class of 2015 to 2017!).
- Encourage motivational field trips to college campuses to talk about pathways to college.

A goal of our project to create a clear pathway for all students to advance on to college. Through our project implementation and activities, we will encourage youth's success and work towards providing opportunities for them to see themselves as future college students. Additionally, Consortium members will partner with the middle school and high school programs to support

providing students with the annual Day on Campus at the University of Alaska Southeast.

2. Heritage Lingít Language Program Development. (Curriculum / Materials Development and Delivery) Instructional materials will be produced for the Heritage Language program using the *Developmental Language Process.* The main objective of the program will be to strengthen instruction in the Lingít language. During *Year One*, the project will develop a total of 40 Units for Books 1 and 2 – Basic Level. *Year Two* will see the development of 20 units for Book 3 – Basic Level. *Year Three* the project will develop Book 1 Advanced. During *Year Four*, Book 2 Advanced will be developed and during *Year Five*, Book 3 Advanced will be completed. Each program will include student support materials and unit assessments.

Year 1 **Grades 6-7-8**		**Year 2** **Grades 6-7-8**		**Year 3** **Grades 6-7-8**
Book 1B – Basic Level Book 2B – Basic Level		Book 3B – Basic Level		Book 1A – Advanced Level
1B:(Basic Listening, Basic Speaking, Basic Reading & Basic Writing); and 2B:(Basic Listening, Basic Speaking, Reading & Writing)		3B:(Basic Listening, Basic Speaking, Basic Reading & Basic Writing)		1A: (As per 1B + Listening Comprehension, Creative Speaking, Reading Comprehension, and Creative Writing)
Year 4 **Grades 9-10**		**Year 5** **Grades 9-10**		

Book 2A – Advanced Level	Book 3A-Advanced Level
2A: (As per 2B + Listening Comprehension, Creative Speaking, Reading Comprehension, and Creative Writing)	3A: (As per 3B + Listening Comprehension, Creative Speaking, Reading Comprehension, and Creative Writing)

The systematic progression of language growth in the DLP components is based on varied learning styles and, thus, is a culturally responsive teaching methodology. A holistic approach that recognizes varied language, culture, and learning styles to teach language skills will be followed.

The project highlights a model that is articulated from middle school grade levels to on to high school. It has been requested by the Native community that the district embrace a culturally responsive model in all schools to engage students in learning that will support improvements in their academic success while additionally increasing language learning opportunities to remedy the loss of language from historical western education models. The Lingít Tundatánee model includes culturally rich curriculum that is standards based for grades 6 – 10 and which respectfully and responsibly includes Lingít language.

3. In-Depth Language Development Training (Professional Development).

Teachers expressed need for professional development has been identified as a necessary component to overcome difficulties with expansion of culturally responsive curriculum and incorporation of new methodologies and curriculum materials. Professional Development

opportunities improve instructional practices within the classroom. Additionally, in order to feel comfortable with a culturally rich curriculum that includes Lingit language, the project will offer professional development opportunities that help teachers to become knowledgeable of Alaska Native cultures and languages. The project proposes a strength-based culturally enriched professional development approach in response to the request for "Undoing Racism" workshops. This is a first step to bridging a cultural divide that has existed and created a barrier between teachers and students including their families.

Training will be provided in a series of workshops each year for teachers and administrators for the academic acceleration program (social studies, science, math and language arts curriculum/ materials) in the two Juneau middle schools expanding on to high school in years 4 and 5. This training will include an introduction to the DLP material, training in their use, and demonstrations of lessons with students, in addition to an introduction to Lingít Language Curriculum Materials and Resources. Training will take place both in workshop settings and hands-on with teachers in classrooms with students.

4. Parent and Community Involvement and Project Dissemination

A significant barrier that has led to past struggles is a barrier of mistrust between Alaska Native people and the education system. This can be characterized as historical trauma. Most Alaska Native families have within their history a true account of grandparents being punished for speaking Lingit within a formal school setting as well as parents who have experienced racism within these same schools. Research additionally has shown that as students get older, parental participation in their education decreases. (Chavkin & Williams, 1993; Roderick & Stone, 1998). Lingít Tundatánee aims to assure that all students families from 6-10 feel that they are valued

and provided abundant opportunity to be involved in their child's education especially at these higher grade levels. Increased Parent Involvement as noted from research will: Improve Academic Performance, Improve Attendance, Improve Student Emotional Well-being and Enhance Parent Connections with School Mission and School Staff. (Epstein et al., 2002; Fan & Chen, 2001; NMSA, 2003; Sheldon & Epstein, 2002; Van Voorhis, 2003). The project necessarily identifies supports for parents as a key component to assuring Alaska Native student success. As required, parents of limited English proficient children will be notified within 30 days of identification that their students are selected to participate in this project and we will provide the background information on the project goals in addition to all information as required by law in coordination with JSD staff.

Lingít Tundatánee seeks to accomplish something remarkable, incorporating within the classroom Lingit language and culturally responsive rich language education that has traditional education embedded while also meeting standards for math, science, social studies and language arts. The project will produce and distribute three illustrated newsletters each year. The purpose of the newsletters is multifold: (1) to introduce parents and community members to the goals and activities of the project; (2) to illustrate students actively engaged in DLP and Heritage Language activities; and (3) to invite parents to encourage higher expectations for their children. Parents and community members will also be invited to observe all DLP and Heritage Language training sessions. The newsletter will also be one of the tools used to promote project dissemination.

b) Quality of Project Personnel

Consortium Advisory Group comprised of representatives from Goldbelt Heritage Foundation, the Douglas Indian Association (Tribal Council Membership) and the Juneau School District

Administration. Regular quarterly meetings will occur involving Consortium Advisory Group members with program staff, elders, parent representatives, community members, youth and their parents will meet to discuss the implementation of project strategies and meeting of anticipated results. The Advisory Committee will review progress toward objectives, offer solutions and review evaluator reports.

The *Lingít Tundatánee* project will be staffed by qualified educators, traditional scholars/language teachers, grants administrators additionally receiving strong support from parents/ community representatives.

Project Staff and Contractors (Complete résumés are provided as an "other attachment").

Project Director/Grants Manager:

Dionne Cadiente-Laiti (Tlingit) is the Executive Director of Goldbelt Heritage Foundation. She will provide over-all leadership for the project. She has spent her career in cultural education and projects management benefitting Alaska Natives. She has a BA in Cultural Anthropology/ Sociology and is an MBA Candidate with 1 credit to complete towards her graduation. She will coordinate overall project planning, budget monitoring, and implementation with a strong attention to assuring that project activities meet the strategies as outlined in this proposal. She has a background in analyzing student data which will support the project's evaluative component and assure that the project is results driven. She has 20 years experience with project design, implementation, providing direct services to families /children, grants financial and project management, federal qualitative/ quantitative project and financial reporting. Her past experience and training in grants management from Dept of Educ. and Admin. for Native Americans will lend to this project.

Curriculum Specialist: *Jim MacDiarmid* brings 45 years of northern cross-cultural education experience with particular emphasis in the field of curriculum and language development. He will be responsible for coordinating the development of all curriculum materials and providing training to project participants.

Native Student Success Coordinator/Project Team Leader: The grant strategies will have oversight from Barbara Nelson (Tlingit/Filipino). She is one of the few Alaska Native educators in Juneau, Alaska with a Master's Degree in teaching and a language arts endorsement. She has an extensive knowledge of place-based cultural based curriculum development which will be advantageous to her providing leadership to the project team comprised of teachers and cultural specialists (elders). Her experience and guidance will ensure that the project will be responsive to the needs of Native students, parents, teachers, community and her experience will be invaluable in communicating these concerns to school administrators and teachers.

Cultural Language Materials Developer (Tlingit): Fred White has over 25 years experience researching, documenting and teaching the Lingít language. He will be key in the development of Lingít language curriculum and instruction.

Cultural Language Education Specialist (Tlingit): Paul Marks brings over 15 years experience supporting schools with learning and incorporating culturally responsive models and Lingít language instruction. He will support language curriculum development and instruction within the classrooms.

English Language Acquisition Coach/Coordinator: Haifa Sadighi has over 15 years experience providing youth instruction in English Language Acquisition and supporting youth's language development. She has experience supporting the education of Alaska Native students

and is knowledgeable of effective teaching methods.

Middle School Curriculum Developer: Elissa Borges has over 15 years experience in teaching, curriculum development and professional development. This project will be supported by **Elders** who are fluent Lingít speakers who will be invited to share their traditional knowledge with students, families and educators. Goldbelt Heritage Foundation works on a continuous basis with the 11 elders as mentioned within this proposal. They support the instruction of our youth, work towards culturally responsive teaching and survival of the Lingít language. Goldbelt Heritage Foundation seeks to prioritize Alaska Native students through the successful implementation of the *Lingít Tundatánee* project. This proposal will serve as a clear plan of action to which the necessary strategies will be implemented with full support of the Goldbelt Heritage Foundation administration and our Consortium partners, the Douglas Indian Association and the Juneau School District.

c) Quality of the Management Plan

Goldbelt Heritage Foundation prioritizes education for students with parent and community involvement. It is the mission of Goldbelt Heritage Foundation to support the intellectual and cultural health of Alaska Native families. The organization seeks to prioritize Alaska Native students through the successful implementation of the *Lingít Tundatánee* project in collaboration with the Tribe, Douglas Indian Association and our consortium partner, the Juneau School District. As a commitment to this effort, this proposal will serve as a clear plan of action to which the necessary strategies will be implemented with full support of the Goldbelt Heritage Foundation administration. GHF focuses on educational, cultural, and social programs related to the Native cultures and languages of Southeast Alaska. The staff's expertise includes broad

experience in educational development and delivery programs. The goal of this project is to harmonize that expertise with that of regional teachers, parents, and elders to produce an effective, academic-acceleration program and a Heritage Language program for middle-school students in the target schools.

The Project Director will assure that this plan is adhered to while the Native Student Success Coordinator provides full oversight of the curriculum development and implementation endeavors. The Project Director is responsible for assuring the project is on task, managing the project budget and submitting project reports. The following is a management play with expected timelines:

Project Year One to Five		
Implementation Tasks	**Who Responsible**	**Dates**
Project implementation meetings with consortium partners. Outline criteria for each project component. Examine development of assessment tools. Continuous project meetings held each quarter throughout project. Project Year 1 focusing on 6th grade, year two – 7th, year 3 – 8th, year 4 – 9th grade, and year 5 - 10th grade.	Native Student Success Coord./ Curric. Developers/ Teachers, Proj. Dir., Tribal Council Members, Eval., School Admin	Sept-11 meeting, quarterly meetings to Aug 2016
Curriculum Materials Delivery/Instruction continues on an on-going basis. Coaching is provided in classrooms. Lingít Language Instruction is taught on a regular basis at each target school extending into high school during years 4 and 5.	Curriculum Developers/Teachers	On-Going

Parent involvement. Parents are invited to professional development opportunities in addition to teachers.	Project Team	On-Going
Assessment tools developed, reviewed, implemented. Test results analyzed and shared with district administrators, teachers, students and parents.	Native Student Success Coord., Proj. Mgr., Evaluator, Admin.	Oct-11 to August 2016

Management Plan

The management plan provides a blueprint for ensuring that the project objectives are achieved in a timely and professional manner. They indicate the progress points for each of the objectives, the timeline for completion, and the persons responsible for the relevant activity. To include all elements of the plan on a single tracking sheet, the following abbreviations will be used to identify project staff:

CS – ELA Coach/Coordinator; Curriculum/Resource Developers, Jim MacDiarmid, Haifa Sadighi, Elissa Borges

PD – Project Director, Dionne Cadiente-Laiti

PL – Professional Development Lead, Barbara Nelson

TL – Tlingit Specialist(s) Fred White and Paul Marks

EE -External Evaluator Ronalda Brown

Year One (Measurable performance outcomes are presented in the next section)

Note: SSM = Student Support Materials and Assessments

Objective 1: Academic Acceleration in Social Studies, Science, and Math	

Project Activity	Persons Responsible	Timeline
Create and Support Delivery through Professional Development and Coaching of Developmental Language Process Units: Grades 6: Social Studies, Science, Math, Language Arts: 2 units each subject (20 lessons + Student Support Materials and Assessments (SSM))	PD, CS, PL	Sep – Oct (Language Arts); Nov – Jan (Social Studies) Feb- March (Math) April – May (Science)
Proofread Resource Books	PD, EE	On-going
Objective 2: Heritage Language Program Development		
Create Developmental Language Process Units: Tlingit : Book 1B – Basic: 20 units (200 lessons + SSM)	PD, CS, TL	Sep –Dec
Book 2B – Basic: 20 units (200 lessons + SSM)	PD, CS, TL	Jan – Apr
Proofread Resource Books	PD, EE	On-going
Objective 3: In-Depth Language Development Training		
DLP Training: Social Studies, Science, Language Arts & Math	TL, CS, PD, PL	Oct & Jan
DLP Training: Heritage Language	TL, CS, PD,	Sep & Feb

Lingít: Introduction to Materials Developed	PL	
Objective 4: Local Involvement and Project Dissemination		
Produce / Disseminate Three Newsletters	PD, CS, TL	Sep – Dec – Mar
Digitize Instructional Materials	PD, TL	Ongoing

Year Two (Measurable performance outcomes are presented in the next section)

Objective 1: Academic Acceleration in Social Studies, Science, and Math		
Project Activity	**Persons Responsible**	**Timeline**
Create Developmental Language Process Units: Grades 7 Social Studies, Science, Math, Language Arts: 2 units each subject (20 lessons + Student Support Materials and Assessments (SSM))	PD, CS, PL	Sep – Oct (Language Arts); Nov – Jan (Social Studies) Feb- March (Math) April – May (Science)
Create and Support Delivery through Professional Development and Coaching of Developmental Language Process Units: Grades 7: Social Studies: 2 units (20 lessons + Student Support Materials and Assessments	PD, CS, PL	Sep – Oct

Proofread Resource Books	PD, EE	On-going
Objective 2: Heritage Language Program Development		
Create Developmental Language Process Units: Tlingit Book 3B – Basic: 20 units (200 lessons + SSM)	PD, CS, TL	Sep – Apr
Proofread Resource Books	PD, EE	On-going
Objective 3: In-Depth Language Development Training		
DLP Training: Social Studies, Science, & Math, Language Arts	PD, CS, PL	Oct & Jan
DLP Training: Heritage Language Lingít: Introduction to Materials Developed	PD, TL, CS, PL	Sep & Feb
Objective 4: Local Involvement and Project Dissemination		
Produce/ Disseminate Three Newsletters	PD, CS, TL	Sep – Dec – Mar
Digitize Instructional Materials	PD	Ongoing

Year Three (Measurable performance outcomes are presented in the next section)

Objective 1: Academic Acceleration in Social Studies, Science, and Math	

Project Activity	Responsible	Timeline
Create and Support Delivery through Professional Development and Coaching of Developmental Language Process Units: Grades 8: Social Studies, Science, Math, Language Arts: 2 units each subject (20 lessons + Student Support Materials and Assessments (SSM))	PD, CS, PL	Sep – Oct (Language Arts); Nov – Jan (Social Studies); Feb-March (Math); April – May (Science)
Proofread Resource Books	PD, EE	On-going
Objective 2: Heritage Language Program Development		
Create Developmental Language Process Units: Tlingit		
Book 1A – Advanced: 20 units (200 lessons + SSM)	PD, TL, CS	Sep – Apr
Proofread Resource Books	PD	On-going
Objective 3: In-Depth Language Development Training		
DLP Training: Social Studies, Science, & Math, Language Arts	PD, CS	Oct & Jan
DLP Training: Heritage Language Lingít: Introduction to Materials Developed	TL, CS, PD	Sep & Feb

Objective 4: Local Involvement and Project Dissemination		
Produce/ Disseminate Three Newsletters	PD, CS, TL	Sep – Dec – Mar
Digitize Instructional Materials	PD	Ongoing

Year Four (Measurable performance outcomes are presented in the next section)

Objective 1: Academic Acceleration in Social Studies, Science, and Math		
Project Activity	**Responsible**	**Timeline**
Create and Support Delivery through Professional Development and Coaching of Developmental Language Process Units: Grades 9: Social Studies, Science, Math, Language Arts: 2 units each subject (20 lessons + Student Support Materials and Assessments (SSM))	PD, CS, PL	Sep – Oct (Language Arts); Nov – Jan (Social Studies); Feb-March (Math); April – May (Science)
Proofread Resource Books	PD, EE	On-going
Objective 2: Heritage Language Program Development		
Create and Support Delivery through Professional Development and Coaching of Developmental Language Process Units: Tlingit Book 2A – Advanced: 20 units (200	PD, TL, CS	Sep – Apr

lessons + SSM)		
Proofread Resource Books	PD	On-going
Objective 3: In-Depth Language Development Training		
DLP Training: Social Studies, Science, & Math, Language Arts	PD, CS	Oct & Jan
DLP Training: Heritage Language	TL	
Lingít: Introduction to Materials Developed	TL, CS, PD	Sep & Feb
Objective 4: Local Involvement and Project Dissemination		
Produce and Disseminate Three Newsletters	PD, CS, TL	Sep – Dec – Mar
Digitize Instructional Materials	PD, TL	Ongoing

Year Five (Measurable performance outcomes are presented in the next section)

Objective 1: Academic Acceleration in Social Studies, Science, and Math		
Project Activity	**Responsible**	**Timeline**
Create/ Support Delivery through Professional Development/ Coaching of Developmental Language Process Units: Grades 10: Social Studies, Science, Math,	PD, CS, PL	Sep – Oct (Language Arts); Nov – Jan (Social Studies);Feb-March (Math); April –

Language Arts: 2 units each subject (20 lessons, Student Support Materials, Assessments		May (Science)
Proofread Resource Books	PD, EE	On-going
Objective 2: Heritage Language Program Development		
Develop DLP Units: Tlingit		
Book 3A – Advanced: 20 units (200 lessons + SSM)	PD, TL, CS	Sep – Apr
Proofread Resource Books	PD, EE	On-going
Objective 3: In-Depth Language Development Training		
DLP Training: Social Studies, Science, & Math, Language Arts	PD, CS	Oct & Jan
DLP Training: Heritage Language		
Lingít: Introduction to Materials Developed	TL, CS, PD	Sep & Feb
Objective 4: Local Involvement and Project Dissemination		
Produce and Disseminate Three Newsletters	PD, CS, TL	Sep – Dec – Mar
Digitize Instructional Materials	PD, TL	Ongoing

Measurable Performance Outcomes — Years One to Five

Objective	Performance Indicator
1. Academic Acceleration Social Studies: 2 units developed and delivered + Support Materials and Assessments (SSM) per yr. Language Arts: 2 units developed and delivered + SSM per yr. Science: 2 units developed and delivered + SSM per yr. Math: 2 units developed and delivered + SSM per yr. Proofreading	Each year support delivery of instruction materials through the training of 11 new teachers each year (for a total of 55 in 5 years). Instructional support for a new group of 80 students each year for a total of 244 by year three and continued instruction support in years 4 and 5 as students advance to higher grade levels. 80% of participating students will show a minimum 12.5% gain / 2.5% annually in social studies, science, language arts and math, as measured by the Alaska *Standards Based Assessments.* Published resource books: Project documentation
3. DLP Training: Social Studies, Science, & Math **Heritage Language Training** Lingít Instruction delivered with pre and post tests administered related to lessons	Year 1: Beginning Linít Instruction at Both Middle Schools; Year 2: Beginning and Advanced Beginner; Year 3: Beginning to Intermediate: Year 4: Beginning to Advanced Intermediate; Year 5: Beginning to Advanced (Total Students served: 244 by year 5) Oct & Jan: Training & Evaluations

4. Community & Parent Involvement Produce three newsletters Newsletter distribution	Oct – Jan –April: Printed Newsletters Participation Logs
Project Dissemination	Produced CDs – Ongoing Years 1,2,3

To help support the goals of the project, GHF Executive Director, Dionne Cadiente-Laiti, will monitor project progress towards outcomes and share emerging results with the GHF board and Consortium partners. The five participating school sites will provide facilities and staff time for training, as well as any support technology required for the training.

The budget proposed to carry out the project objectives is adequate. It has been based on actual costs or projected costs based on prior activities and experience. GHF is confident that it can successfully attain project goals within the parameters of the proposed budget. The rationale and justification for each budget item is explained in the *Budget Narrative.*

d) Quality of Project Evaluation

Evaluation is thorough, feasible and appropriate:

Through a comprehensive approach, the evaluation component of the *Lingít Tundatánee: Language, the Pathway to Multi-Literacy (LT)* will address the development, quality, delivery, and effectiveness of the four project objectives: DLP curriculum, teacher training in differentiated instructional and culturally appropriate strategies, direct student instruction in content areas, and parent/community activities. Our evaluator Ronalda Brown, an Alaska Native educator who has 27 years of experience in education leadership, will collect data on teacher and student interactions to determine the degree to which implementation of project

strategies is achieved at each site, and gather anecdotal information on student progress which will complement statistical data. She is involved in reviewing all project materials, resources, instruments, and activities to measure success of implementation through observation, collection/ analysis of data resulting in comprehensive reports, and to assure that all the components of the project are culturally appropriate.

At the start of the project, the evaluator will access district student profiles and assessment data so as to identify students, and to develop a baseline to measure their academic growth in language arts, math, and science using the Alaska *Standards Based Assessments* (SBAs). To ascertain if the proposed 2.5 % annual gain by 80% of participating students in each of the targeted subjects is attained annually, pre-post SBA comparisons will be made, using a *t*-test to determine significance. The overall results will determine how effective the implementation of the *Developmental Language Process* has been in promoting equal educational outcomes for Alaska Native students. The evaluator will solicit teacher feedback after the two major DLP training sessions during each year of the project, and for other professional development in differentiated instruction and content learning strategies. This data gathering can be done efficiently using an e-mail questionnaire.

On a monthly basis, evaluator will observe classrooms noting teacher and student interactions, teacher and mentor/coach engagements, the degree to which student services are delivered, and gather anecdotal information on student progress. The evaluator will review and summarize pre-post testing data, including classroom based performance measures. The evaluator will participate in a number of family activities and other out-of-school events. She will also participate in the development and field testing of assessments of Tlingit language fluency.

The evaluator's monthly reports relative to grant goals/objectives, and classroom/program-based reflections will be presented to the Project Director, and the Project Director will inform the teachers, other program staff, LT Advisory Committee and agency partners of project progress quarterly and as necessary. These reports can help facilitate adaptations and changes to curriculum and instruction during the grant period, as well as keeping all stakeholders focused on grant goals and anticipated results. In addition, given the District's enduring interest in data driven decision making, the evaluator will gather and present in appropriate formats student achievement data and other information requested by the Juneau Board of Education, Board of Education Native Program Evaluation Committee, and other agency partners.

At the end of the five year grant period results of the project impact will be disseminated at the state's Bilingual/Multicultural Conference, which attracts a very high number of Native educators and at one national conference focused on minority student success.

(?) Methods of evaluation include the use of objective performance measures, producing qualitative, quantitative data: Unobtrusive observations, individual and small group interviews, anecdotal records, and "family friendly" reporting are appropriate ways to insure that staff and parents clearly understand the goals and outcomes of the grant.

The formative evaluation will describe and document actual activities in relation to the original timelines and tasks on the Management Plan, satisfaction of parents with activities, opinion of teachers, students and administrators, and reflections of staff and advisory committee on the strengths and weaknesses over time. Regular reflections on the project in action, through classroom observations, advisory committee meetings, and family events are all part of the formative evaluation process.

The process evaluation will also regularly document student performance over time. Two primary types of objective performance measures will be collected and analyzed as soon and as often as they are made available: (l) Student achievement data taken from district, state, and/or federal assessments (ELP, SBAs, Terra Nova, NAEP, MAP, HSGQE) respective to grade level and content; (2) District objective data collected by staff, including attendance records. Informed by the MAP (Measuring Academic Progress) data collected in the fall and spring, the project teachers and mentor/coach will be able to determine the instructional level and range of one subject area, determine the class/individual strengths, areas of concern in goal areas, and set goals in subject areas. Through MAP instructional resources and reports—DesCartes, Lexile Reports, Student Goal Setting Worksheets—project teachers and staff will develop appropriate instructional strategies and modifications. The evaluator will be provided MAP data and reports generated by the project classroom teachers so as to track the fidelity and timely responsiveness in the adjustment of curriculum and instruction.

The summative evaluation will examine the degree to which overall grant goals have been met. Of central importance is the accumulated student assessment data at each grade level, noting trends and patterns over time. A comparative summary of student achievement will examine performance in relation to other Grade 6-10 students in the district and in the state. The summative evaluation will include a five-year picture of parent/family participation in classroom events and activities, and parent perceptions and attitudes toward schooling in Juneau.

The Goldbelt Heritage Foundation with Consortium partners will make all significant findings available to the Department of Education.