American Indian, Alaska Native and Native Hawaiian English Learners

RESEARCH AND PROGRAM EVALUATION

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Native American and Alaska Native Children in School (NAM) Directors meeting
U.S. Dept. of Education
400 Maryland Ave. SW, Room 1W105/108
Washington, D.C.

September 9-10, 2015
Overview

- Welcome and introductions
- Forming the American Indian English Learner Research Alliance (AIERA)
  - What is AIERA?
  - How did we get to this point?
  - What are the research areas and questions?
- Program evaluation activity
The Story of AIERA... How This Initiative Began

Exploring a Research Partnership
Proceedings of the American Indian English Learner Research Alliance (AIERA) Meeting
October 7-9, 2014, Albuquerque, New Mexico

Should state and local education agencies and American Indian, Alaska Native and Native Hawaiian representatives form a research group with the Wisconsin Center for Education Research (WCER) to explore areas of mutual interest to American Indian, Alaska Native and Native Hawaiian English Learners?

Proceedings of the exploratory meeting
October 7-9, 2014, Albuquerque, New Mexico
American Indian English Learner Research Alliance Prospectus
The American Indian English Learner Research Alliance (AIERA) is committed to initiating research that advances the linguistic, cultural and academic proficiency of American Indian, Alaska Native and Native Hawaiian English Learners (hereafter, American Indian ELs).

Proficiency in these areas is needed to succeed in school and for students to function as effective members of their nations and communities, moving fluidly among the languages and cultures relevant to their lives.
How will AIERA respect American Indian culture?

How will AIERA operate?

Why do we need AIERA?
The Three AIERA Research Areas

- Interpreting and implementing the federal government definition for identifying American Indian ELs
- Identifying and disseminating successful programs and practices
- Cultural perspectives and Native languages throughout College and Career Readiness Standards (CCRS)
Math Grade 4, 2007-2011
American Indian/Alaska Native & Non-Native (NAEP)
Average Composite English Proficiency Levels
American Indian ELs & Spanish-Speaking ELs

<table>
<thead>
<tr>
<th>Year</th>
<th>American Indian</th>
<th>Spanish-speaking</th>
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<tbody>
<tr>
<td>2007</td>
<td>3.37</td>
<td>3.10</td>
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<tr>
<td>2008</td>
<td>3.81</td>
<td>3.51</td>
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<td>2009</td>
<td>3.83</td>
<td>3.62</td>
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<td>2010</td>
<td>3.80</td>
<td>3.72</td>
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<td>2011</td>
<td>3.77</td>
<td>3.73</td>
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<td>2012</td>
<td>3.90</td>
<td>3.73</td>
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<tr>
<td>2013</td>
<td>3.81</td>
<td>3.70</td>
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<tr>
<td>2014</td>
<td>3.77</td>
<td>3.69</td>
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</tbody>
</table>
Cumulative Completion Rates of Being Proficient in English
American Indian ELs & Spanish-Speaking ELs

2007 Cohort

2008 Cohort

2009 Cohort

2010 Cohort

2011 Cohort

2012 Cohort

2013 Cohort

American Indian ELs
Spanish-speaking ELs
Missing Data Rates of Being Proficient in English
American Indian ELs & Spanish-Speaking ELs

- **2007 Cohort**
  - 2008: 31%
  - 2009: 42%
  - 2010: 54%
  - 2011: 62%
  - 2012: 66%
  - 2013: 69%
  - 2014: 73%

- **2008 Cohort**
  - 2009: 41%
  - 2010: 50%
  - 2011: 55%
  - 2012: 61%
  - 2013: 66%
  - 2014: 69%

- **2009 Cohort**
  - 2010: 28%
  - 2011: 38%
  - 2012: 43%
  - 2013: 48%
  - 2014: 53%

- **2010 Cohort**
  - 2011: 21%
  - 2012: 28%
  - 2013: 33%
  - 2014: 38%

- **2011 Cohort**
  - 2012: 14%
  - 2013: 21%
  - 2014: 25%

- **2012 Cohort**
  - 2013: 13%
  - 2014: 18%

- **2013 Cohort**
  - 2014: 13%

**Legend**
- **American Indian ELs**
- **Spanish-speaking ELs**
NAM Authorized Activities

- Professional development
- Curriculum development
- Evaluation
- Assessment designed for Native American students

By courtesy of the U.S. Department of Education
Definitions

- Theory of action
  - A set of underlying assumptions about how we will move our organization, program, or project from its current state to its desired future *
  - It is often characterized by a series of IF/THEN statements

- Logic model
  - Graphic representation of a program showing the intended relationships between investments and results **
  - Logic models help us plan, implement, evaluate, and communicate more effectively. Many funders and organizations require logic models.

* Adapted from http://www.slideshare.net/dianelauer/theory-of-action
** Adapted from http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf
Theory of Action

Logic Model

Inputs

Outputs

Outcomes
Theory of Action Statements—General*

- **IF** we have professional learning communities, **THEN** student learning will improve.
- **IF** we adopt a new literacy program, **THEN** our students will be stronger readers and writers.
- **IF** we emphasize teacher evaluation, **THEN** student learning will improve.

* Adapted from http://www.slideshare.net/dianelauer/theory-of-action
Theory of Action Statement—Detailed*

- **IF** we have *professional learning communities*, **THEN** we will have a scheduled time for teachers to discuss their work and the work students produce.
- And **IF** teachers share their work and the results with each other, **THEN** they will be able to learn from each other’s successes and draw upon the expertise of their colleagues around common challenges.
- And **IF** teachers draw upon the expertise and successes of their colleagues around common challenges, **THEN** teachers will be able to incorporate new and successful strategies into their practice with support from their colleagues.
- And **IF** teachers incorporate successful strategies into their practice, **THEN** students will benefit from more effective teaching.
- **AND THEN** *student learning will increase.*

* Adapted from http://www.slideshare.net/dianelauer/theory-of-action
Logic Model

Inputs
- What we invest
  - Staff
  - Volunteers
  - Time
  - Money
  - Research base
  - Materials
  - Equipment
  - Technology
  - Partners

Outputs
- Activities
- Participation

Outcomes - Impact
- Short Term
- Medium Term
- Long Term

What we do
- Conduct workshops, meetings
- Deliver services
- Develop products, curriculum, resources
- Train
- Provide counseling
- Assess
- Facilitate
- Partner
- Work with media

Who we reach
- Participants
- Clients
- Agencies
- Decision-makers
- Customers

What the short term results are
- Learning
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinions
- Aspirations
- Motivations

What the medium term results are
- Action
- Behavior
- Practice
- Decision-making
- Policies
- Social Action

What the ultimate impact(s) is
- Conditions
- Social
- Economic
- Civic
- Environmental

Assumptions

External Factors

Enhancing Program Performance with Logic Models, University of Wisconsin-Extension, Feb. 2003

Taken from http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidedecomplete.pdf
The Process: Designing an Evaluation Small Group Discussion

1. Select an AIERA Research Area, one question within that area, and hypothesize a NAM grant project that could be created from it (10 min.).

2. Discuss how you might create a theory of action and logic model from your project. Summarize your conversations (30 min.).

3. Report out (20 min.).
10 minutes to go!
Synthesize Key Findings....
Time to Share
Closing Thoughts...
Questions and further information

American Indian English Learner Research Alliance (AIERA)
Sign-up Sheet
If you are interested in learning more about the American Indian English Learner Research Alliance, being a part of it, or contributing in any way, please provide your contact information below. We appreciate your support of this important project. We are planning our first meeting for July 19-22, 2016.

Name __________________________ Address ________________________________
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Thank you