

AccELerate!

The quarterly review of the National Clearinghouse for English Language Acquisition

The National Professional Development and the Native American and Alaska Native Children in School Programs

This issue of *AccELerate!* highlights two Office of English Language Acquisition (OELA) grant programs—the National Professional Development (NPD) program and the Native American and Alaska Native Children in School (NAM) program. This issue looks at some of the past, ongoing, and new projects funded through these programs and presents a variety of strategies that fall under two general topic areas—(1) professional development and (2) support for Native American and Alaska Native (NA/AN) students.

The articles are grouped by these topic areas, the first being professional development (PD). López describes the NPD program and application review process, followed by several articles that report successful implementation of NPD-funded PD projects (Huss-Lederman et al., Walker & Shafer, and He & Prater). In addition, Grassi & Castro share the effects of an innovative program for pre-service teachers.

The second group of articles addresses issues in NA/AN students' education. Torres Carrion describes the NAM program and provides a list of newly funded projects. Wilde offers a summary of facts and figures regarding NAs/ANs, Rassmussen & Romanova discuss P-16 alignment, and Lara provides key strategies for addressing the needs of NA students.

Several shorter articles (by Cook; Swinney; Cadiante-Laiti; and Romero-Little) offer creative ideas and state-of-the-art tools to support the teaching and learning of all EL students, including NAs/ANs. Finally, Tillman provides useful tips for grant writers. We hope this new issue will inspire reflection, further scholarship, and a desire to implement new ideas in educational practice.

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Title III National Professional Development Program

Samuel López

The NPD program, authorized under Title III of the ESEA of 1965, as amended, awards grants on a competitive basis, for a period of not more than five years, to institutions of higher education in consortia with State educational agencies or local educational agencies. These grants support PD activities that are designed to improve classroom instruction for ELs and assist educational personnel working with such children to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve ELs. Grants awarded under this program may be used for, but are not limited to, the following programs:

1. Pre-service professional development programs that will assist local schools and institutions of higher education (IHEs) to upgrade the qualifications and skills of educational personnel who are not certified or licensed, especially educational paraprofessionals;
2. The development of program curricula appropriate to the needs of the consortia participants involved; and
3. In conjunction with other Federal need-based student financial assistance programs, for financial assistance and costs related to tuition, fees, and books for courses required to complete a degree, or to meet certification or licensing requirements for teachers who work in language instruction educational programs or serve ELs.

Project Evaluation

Under the Government Performance and Results Act of 1993 (GPRA), Federal departments and agencies must clearly describe the goals and objectives of programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and regularly report on achievement. One

important source of program information on successes and lessons learned is the project evaluation conducted under individual grants. ED has developed the following GPRA performance measures for evaluating the overall effectiveness of the NPD program:

- 1.1: The percentage of pre-service program completers who are State- and/or locally-certified, licensed, or endorsed in EL instruction;
- 1.2: The percentage of pre-service program completers who are placed in instructional settings serving ELs within one year of program completion;
- 1.3: The percentage of pre-service program completers who are providing instructional services to ELs 3 years after program completion;
- 1.4: The percentage of paraprofessional program completers who meet State and/or local qualifications for paraprofessionals working with ELs;
- 1.5: The percentage of in-service teacher completers who complete State and/or local certification, licensure, or endorsement requirements in EL instruction as a result of the program; and
- 1.6: The percentage of in-service teacher completers who are providing instructional services to ELs.

In addition to reporting GPRA measure data, evaluations are designed to assess project effectiveness in meeting individual project goals, objectives, and measures. Grantees report GPRA measure data and report qualitative and quantitative data related to project objectives in the Grantee Annual Performance Report.

For our most recent NPD grant award competition, held in 2011, we invited applicants to address three competitive preference priorities and two invitational priorities.

Editor's Notes

The following signs and abbreviations are used in this issue.



— *Success stories* describe promising projects or ideas



— *Teachers' gems of wisdom* share effective instructional practices



— *Information pieces*

EL—English learners
 ELP—English-language proficiency
 ESEA—Elementary and Secondary Education Act
 ESL—English as a Second Language
 IHE—Institution of Higher Education
 NA/AN—Native American/Alaska Native
 PD—Professional development
 ED—U.S. Department of Education

Citations in the text are in [bracketed numbers]; the references follow each article in the same numerical order. Other notes are indicated by consecutively numbered superscripts.

Competitive Preference Priority 1— Novice Applicants

(§75.225, Education Department General Administrative Regulations [EDGAR] [34 CFR 75.225]). Under this priority, the Secretary gives special consideration to novice applicants. A novice applicant means any applicant for a grant from ED that -

- (i) Has never received a grant or subgrant under the program from which it seeks funding;

- (ii) Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129 that received a grant under the program from which it seeks funding; and
- (iii) Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.

For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group applicant is considered a novice applicant if the group includes only parties that meet the requirements listed in this priority.

Competitive Preference Priority 2—Enabling More Data-Based Decision-Making

To collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in the notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Competitive Preference Priority 3—Promoting Science, Technology, Engineering, and Mathematics (STEM) Education

To increase the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

We added competitive preference priority points to Priorities 2 and 3 only to applications that scored 80 or higher.

Invitational Priority 1—Improving Achievement and High School Graduation Rates

To accelerate learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

Invitational Priority 2—Improving Preparation of All Teachers to Better Serve English Learners

To improve a teacher education program at an IHE in order to better prepare all participants in a teacher education program to provide effective instruction to ELs. In such projects, IHEs

would collaborate with local educational agencies to provide programs such as the following:

- Professional development to improve the ability of teacher preparation faculty and content faculty at IHEs in preparing prospective teachers to teach ELs;
- The development of teacher education curricula that (a) are aligned with State content standards in academic subjects and State ELP standards; and (b) prepare all teacher candidates in an IHE to provide instruction that accelerates ELs' acquisition of language, literacy, and content knowledge.

We did not give preference to applications that met these invitational priorities.

Grant Application Review Process

A total of 276 applications were received by the closing date; of these, 14 were deemed ineligible, 12 were exact duplicates of other applications submitted under the competition, 1 was ineligible because the applicant did not apply in a consortium with a State educational agency or a local educational agency, and 1 was ineligible because it was not submitted by an IHE.

ED convened 27 G5-Reader peer review panels from June 1 through June 20. Each application was read and independently rated by two non-federal reviewers. The two reviewers discussed the scores after they independently rated them in order to compare scores and comments and to determine if either reader had overlooked or misinterpreted information in the application that may have influenced the evaluation of the application. Following the discussion, reviewers had an opportunity to change their scores, if desired, but were not required to come to a consensus in the scoring of any appli-

cation. All reviewer scores were entered into ED's G5 system and verified, and a rank order list was generated. Standardized scores were not used. This list formed the basis for the number of NPD grants awarded. The 42 applications selected for funding scored between 110 and 102. In selecting applications, OELA does not apply a geographical distribution. In addition, more than one application from an applicant may be selected for funding. For a complete list of grantees please see: <http://www.ncela.gwu.edu/files/uploads/6/2011NPDawardees.pdf>

Priorities Addressed by New Grantees

No application met Competitive Priority 1-Novice Applicants, 39 addressed Competitive Priority 2-Enabling More Data-Based Decision-Making, 37 addressed Competitive Priority 3-Promoting STEM education. In addition, 7 applications addressed Invitational Priority 1-Improving Achievement and High School Graduation Rates and 24 addressed Invitational Priority 2-Improving Preparation of All Teachers to Better Serve English Learners.

Project Monitoring

OELA program staff will monitor grants for fiscal and program effectiveness and provide technical assistance to grantee staff in order to improve the quality and quantity of grantee evaluations and performance reports and to ensure that grantees meet performance objectives and prevent high risk among grantees.

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Editor's note:

Look for this sign to identify articles written by recipients of OELA's National Professional Development Program grants.



How Professional Learning Communities Can Support High School Academic Achievement

Susan Huss-Lederman, Melanie Schneider, and Wallace Sherlock

Introduction

Although professional learning communities (PLCs) have become widespread in schools [1], few studies have examined either (a) the process of PLC development in high schools or (b) the contribution of PLCs to the school outcomes of ELs. This article reports the success of a PLC from Sandy Creek High School,¹ one team in a consortium of five school districts participating in an OELA-funded National Professional Development Grant received in 2007 by the University of Wisconsin-Whitewater. We examine both the process and the effectiveness of the Sandy Creek High School team in accelerating EL achievement.

Defining a PLC

Professional learning communities are known by different names—communities of practice, professional teams, or PLCs. Such terms may refer to one or more small groups of teachers, to mixed groups of personnel within an educational institution, or to the school itself [1]. The goal of most PLCs is to improve students' educational achievement by invigorating instructional practices. We define the PLC as a team in which teachers and administrators work together to set goals for learning, share their learning, and act on their learning [2].

The question is, how do such teams work? The following six principles have been shown to guide effective PLCs [1]:

1. *Stable Settings*—The team designates a time and place to meet regularly;
2. *Shared Values and Goals*—Team members create a focus with the goal of improved student learning;
3. *Collective Responsibility*—Team members contribute their expertise and are held accountable for improved student learning;
4. *Authentic Assessment*—The team uses student work and other assessments to evaluate student learning and

teaching effectiveness in a timely manner;

5. *Self-Directed Reflection*—The team engages in a cycle of inquiry that enables members to evaluate their progress in setting, meeting, and evaluating goals; and

6. *Strong Leadership Support*—Administrators are actively involved in leadership roles to support the team's efforts. These principles are neither hierarchical nor followed sequentially. The Sandy Creek High School PLC provides an example of these six principles in action.

The Story of the Sandy Creek High School PLC

The Sandy Creek School District is small—about 2,000 students in a town of 14,000. The district is diverse, with 70% of students reporting as white, 23% as Hispanic, and 4% as other races. Fourteen percent of all students are classified as ELs, and almost all speak Spanish as a native language. At Sandy Creek High School, the PLC consisted of four teachers from different subject areas, an administrator who began her career at the high school before becoming district EL coordinator, and a university professor.

Although participation was voluntary, the administrator invited teachers who would work well together to join the PLC. Teachers received an annual stipend for their participation. They met at regularly scheduled times throughout the school year, also taking advantage of the PD hours specified in their contract and meeting for extended time after parent-teacher conferences (Principle 1). Additionally, PLC members attended annual, consortium-wide PD conferences held at the University of Wisconsin-Whitewater. Despite external professional support, the PLC faced challenges in interpreting data and formulating goals during its first two years. Nevertheless, the PLC persevered and

set the following shared goals (Principle 2):

1. Improve EL achievement by reducing the number of course failures;
2. Increase the number of ELs taking college Advanced Placement (AP) courses;
3. Improve ELs' academic writing;
4. Determine why more ELs were not exiting the program; and
5. Increase all teachers' use of instructional strategies to support the learning of all students.

Because vocabulary subscores on the state-mandated ACCESS English proficiency test were low,² in the third year the PLC decided that a broad focus on vocabulary instruction at the high school would benefit both ELs and English-proficient students. Following this emphasis, during the third year the PLC efforts turned to improving academic reading and writing skills—note-taking, summarizing, and paraphrasing—across subject areas. Efforts supported the district-wide implementation of the 6+1 Trait[®] approach to teaching writing.³ Each year, all teachers at the high school were invited to participate in the PLC, with over half of the 45 teachers participating in the third year, and 13 participating in the fourth. Due to the focus on vocabulary development and specific elements of academic literacy, the percentage of ELs achieving greater than three on the six-point proficiency scale of the ACCESS test increased from 30% to 55%. At the same time, course failure by ELs decreased by 35%.

Throughout the project, the PLC took up other responsibilities to address team goals. For example, data indicated that ELs were not exiting the ESL program in a timely manner. In combination with other exit criteria, students must score at least a five on the ACCESS exam. The EL coordinator and high-school ESL/

bilingual teacher met with students before the test period, discussed their past ACCESS score reports, and encouraged them to do their best. Subsequently, the number of students receiving scores high enough to exit the ESL program increased. To boost EL enrollment in AP courses, PLC members counseled ELs to register for such courses with a friend. As a result, from 2007 to 2010, the number of EL student enrollments in AP courses increased from 0 to 54, and 90% of graduating high school students once classified as ELs enrolled in college. These efforts demonstrate collective responsibility (Principle 3); use of authentic assessment to guide evaluation and instructional improvement (Principle 4); and self-directed reflection (Principle 5), as PLC members met, revised, and coordinated each action to reach team goals. The EL coordinator facilitated this process, demonstrating her capable leadership (Principle 6).

Indicators of Achievement

At the start of this NPD project, PLCs were asked to envision their schools as they could be five years in the future and to use that image to set realistic goals. The Sandy Creek High School PLC

undertook a multi-year process to improve instruction, outreach, and support so that ELs could recognize and capitalize on their academic achievement. The improved ACCESS test scores, the increased percentage of students who exited from ESL support programs, the decline in course failures, the boost in numbers of students benefiting from AP courses to prepare for college, and high enrollment in institutions of higher education are all measures of this success. In addition, the focus on vocabulary development and academic reading and writing skills for ELs in content courses resulted in increased writing proficiency for all students, as measured by the school district writing rubric. Although PLCs usually are organized by discipline or grade level in secondary schools [3], the results of the multidisciplinary PLC show the value of attending to academic literacy across disciplines and grade levels to the benefit of all students.

Notes

1. Pseudonym.
2. The ACCESS test was developed by WIDA, a consortium of over 20 states engaged in the instruction and assessment of English language learners. For additional information, see www.wida.us.

3. The 6+1 Trait® approach to the teaching and assessment of writing was initially developed by Northwest Regional Educational Laboratory in Portland, Oregon. Since its beginnings in the language arts, the approach has been adapted for use across the curriculum. The traits are: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. For additional information, see educationnorthwest.org.

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Designing Teacher Education Programs for Rural EL Teachers

Anne Walker and Jill Shafer

In the past decade the number of ELs in rural schools has risen dramatically; it is estimated that over 50 percent of rural schools currently have at least one EL student in attendance [1]. This growth has created a significant shortage of EL teachers in rural areas. Of the 29 states that have reported EL teacher shortages for the 2011-2012 school year [2], 16 are states with significant rural EL populations, including Arizona, Idaho, Minnesota, New Mexico, and Tennessee. In Idaho, for instance, a recent study found that 72% of school districts with EL teacher vacancies reported they were “hard” or “very hard” to fill [3].

Unable to recruit EL teachers, many rural schools rely on “grow your own”

approaches in which teachers, paraprofessionals, or parents are encouraged to obtain their EL teacher credentials. However, the distance to the nearest college or university may be formidable. Moreover, EL teacher education programs in urban areas often focus on EL populations and programs that are far removed from the rural school context. For example, rural schools are typically small in size and do not enroll large numbers of ELs, making newcomer programs, bilingual programs, and sheltered English classes impractical.

In response to an EL teacher shortage in the rural state of North Dakota, the University of North Dakota wrote and received an NPD grant in 2001 to es-

tablish a graduate EL teacher endorsement program. Both the program design and the curriculum were developed to address the needs of rural EL teachers, while meeting state teacher education standards and national accreditation requirements. The program offered scholarships to rural EL teachers who were working under a state-issued waiver that allowed them two years to obtain their official EL endorsement.

This article, based upon course and program evaluations and frequent conversations with participants, details aspects of the program that the rural EL teachers found beneficial in preparing them for the challenges of rural EL education.

Program Design

The program's online course delivery allowed participants access to university study without having to drive long distances. Because rural school districts often employ only one EL teacher, a strong networking component was built into the program to help the EL teachers feel less geographically and professionally isolated. An in-person seminar, typically held in conjunction with a regional TESOL conference or a state Title III meeting, was held once a semester. The grant covered participants' travel and lodging. Participants networked with each other and with experienced EL teachers at the seminars while learning about other resources available to them.

Because the participants worked in rural schools with only pull-out or push-in EL programs, they attended a grant-funded field trip to St. Paul, Minneapolis, where they observed a newcomer's program, sheltered English classes, and a transitional bilingual education program. Although the teachers would not be working in such programs, the university instructors felt it was important that the EL teachers understand the contexts of both urban and rural EL education.

Since EL teachers in rural schools are often responsible for the entire EL program, not just the instruction of children, and rural school administrators often have little expertise in EL program design and evaluation, the program included a two-day summer workshop to help rural schools develop, evaluate, and improve their EL programs. Rural schools sent teams, consisting of the EL teacher, the school principal or district superintendent, and two other staff, to the workshop, where a consultant worked with them to develop a program improvement plan.

Lastly, the grant provided teacher stipends for a one-year leadership and mentoring program following the completion of endorsement coursework. Because participants taught in schools

where most of the staff had never received professional development in working with ELs, participants were required to lead an in-service on the topic. Participants also were required to present at the regional TESOL conference in the hope that they would become leaders and advocates for ELs in their schools and professional associations.

Curriculum Design

The graduate endorsement program consisted of seven courses required for North Dakota EL teacher endorsement, one of which, Foundations of EL Education, was designed with rural schools in mind. Because participants would likely be their school's only EL expert, this course covered federal and state EL policies, program development and evaluation, and collaboration with general-education teachers and other educational specialists. Participants were prepared with the knowledge needed to not only teach, but to administer rural EL programs.

Course assignments frequently were designed to allow participants to study aspects of EL education specific to their rural school and community needs. For example, EL teachers working with American Indian students often elected to study methods and strategies successful with long term ELs, or to learn more about native language revitalization programs. EL teachers working with Hispanic migrant students frequently elected to learn more about migrant education and the use of Spanish cognates, while participants teaching in Hutterite colonies often elected to learn more about their students' religion, history, and language.

Due to the limited number of experienced EL teachers who could serve as local practicum supervisors in the rural regions of North Dakota, and because recordings of practicum teaching provided only a narrow glimpse of the classroom, the grant budget included funds for supervisors to travel to rural schools to observe practicum students.

This proved invaluable, as supervisors not only helped the students improve their teaching, but they helped improve the schools' EL programs as well. Supervisors also helped select EL materials and offered advice on intervention strategies for EL students not making adequate progress.

Program Evaluation

Program evaluation consisted of a variety of data including admissions standards, the number of program completers, teachers' test scores on the Praxis II Teaching English as a Second Language exam, course and workshop evaluations, and the number of teachers conducting in-services in their schools and presenting at EL-related conferences. Of a total 44 teachers, 43 completed the program and the pass rate on the Praxis II exam was over 90%. All the teachers participating in the leadership and mentoring program completed the requirements of conducting an in-service and presented at a regional conference. What stood out the most in program evaluation, however, was how highly the teachers valued the interactive nature of the program and the opportunities to network with faculty and colleagues. Years later, the regional TESOL conference and state Title III workshops continue to provide opportunities for the teachers to network and to maintain the professional relationships that help sustain them in their often-isolated jobs as EL teachers in rural schools.

Conclusion

Many features of the EL teacher education program described above would not have been possible without the support of an NPD grant, especially the frequent opportunities for the rural teachers to meet and interact with each other and program faculty. However, there are many cost-effective ways in which EL teacher education programs can be responsive to the needs of EL teachers either planning on or currently working in rural schools. For example, online discussion groups can be organized under urban,

suburban, and rural designations, and assignments can be altered for relevance to different teaching contexts. It is crucial that teacher education programs address the shortage of EL teachers in rural schools by providing accessible, flexible, and relevant professional development.

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Storytelling: A Community Approach to Literacy for ELs

Storytelling establishes a community in which all students can relate their own experiences to a story and to the narratives of the others in the group, share cultural identities, and strengthen their language and literacy skills [1, 2]. This article explains one way that I have successfully integrated storytelling into group work to support literacy development with ELs.

While telling *The drum: A folktale from India* [3] to a group of fifth-grade ELs, I modeled how voice intonations, gestures, and facial expressions work together to create meaning. Alexa, a fifth-grade EL, exemplified this idea when she told me, "Listening to you storytell ... whenever I read it I do not understand it good but whenever you [tell] it with expression and I know everything."

After storytelling, we had a discussion about the magic in the story. By showing kindness to others the main character of the tale gained the object of his dreams—a drum. The students created a new story based on this model that we then told as a class, with each student reciting a part. It was entitled, "The Story of the iPhone." With each retelling, the students gained confidence in their speech and added more gestures, even ad-libbing. Carmen provided positive feedback for this approach when she said, "Playing it out ... was really fun and we learn more about storytelling."

These listening and speaking activities were followed by reading and writing. Telling the story first allowed the students to hear the tale. This supported them in their comprehension and provided them with a model and a theme for a writing exercise. Before each student wrote his or her own story, we had a brainstorming session. I introduced how to use a graphic organizer, a visual map to organize ideas. The students had choices of topics and could work with a partner. The writing assignment emphasized story structure rather than writing conventions. In this way, the students first gained an overview of writing and then finalized it with the editing process. This approach also provided students with the opportunity to use individual learning styles. Lola enjoyed that, "When we had to write a story, we do it with a partner," whereas Jorgé said, "I like to come up with my own stories."

By creating their own stories, students have the opportunity to show their knowledge of story structure. Their ideas become oral and written tales to be shared with other students, and those tales provide a strong foundation for building their literacy skills.

Note

All students' names are pseudonyms.

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Using Technology to Provide PD for Educators of ELs

With the increased availability of instructional technology, we are better equipped to offer PD in a virtual setting to educators located anywhere in the world, including remote rural areas, where institutions of higher education may not be easily accessible. Here are some of the possibilities.

Program/Course Delivery Options

1. Hybrid: combines students at a distance (online) with students on site (on-ground).
2. Online: has no face-to-face (on-ground) component.
3. Blended: sometimes used interchangeably with hybrid; combines synchronous and asynchronous activities. Both hybrid and online courses can be blended.

Synchronous tools. Table 1 lists examples of synchronous tools that provide same-time communication in a virtual setting. These tools incorporate audio and video for lecture and discussion that may be recorded for playback on demand. In addition to a computer and the internet, the use of these tools requires a webcam, a headset, and/or a telephone. Some tools have free versions available for public use.

Asynchronous tools. Table 2 lists examples of asynchronous tools that allow participants to work at their own pace rather than meeting at set times or places. Asynchronous tools may be text-based or multimedia. Multimedia tools include audio and video for students to view on demand and, besides a computer and the internet, require a webcam and a headset. Text-based tools can include photos, documents, audio, and video.

Resources. Table 3 lists examples of resources that can be used to organize and provide content to students online.

Table 1. Synchronous tools

Tool	Description	Vendors/Applications
Video Conference	High quality two-way video and audio. Proprietary hardware and software at each site. Requires that participants meet in physical room with equipment.	<ul style="list-style-type: none"> • www.Polycom.com • www.Tanberg.com
Web Conference	Uses the Internet for two-way video and audio conferencing. Available at home, in the office, or in school. One-on-one or one-to-many.	<ul style="list-style-type: none"> • Adobe Connect: www.adobe.com/products/adobeconnect.html • Blackboard Collaborate: www.blackboard.com/platforms/collaborate/overview.aspx • Microsoft LiveMeeting: www.microsoft.livemeetingplace.com • WebEx: www.webex.com • Skype (free): www.skype.com
Instant Messaging	Generally on a one-to-one basis. Now available with multimedia tools and desktop sharing.	<ul style="list-style-type: none"> • Blackboard IM : www.blackboard.com/platforms/Collaborate/Overview.aspx • Windows Live Messenger (free): www.explore.live.com • Yahoo (free): www.messenger.yahoo.com
Virtual Worlds	Meet others in an animated environment. Users create an avatar (an animated representation of the user) and use a headset or keyboard to communicate with others. Universities and organizations hold classes, introduce students to their campus/organization, and present conferences and workshops.	<ul style="list-style-type: none"> • Second Life (free): www.secondlife.com • New Media Consortium Second Life (members only): http://sl.nmc.org

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Table 2. Asynchronous tools

Tool	Description	Vendors/Applications
<i>Audio/Video Tools</i>		
Presenter	Records audio for PowerPoint presentations. Also video, quizzes, and interactive links. Plays as a Flash file through any Web browser.	• www.Adobe.com
Captivate	Records what is being displayed on the computer screen, including narrated instructions. Can be used to familiarize students with an application, to teach website navigation, or to facilitate use of a Learning Management System (LMS) for coursework. Plays as Flash video using any Web browser.	• www.Adobe.com
Jing	Similar to Adobe Captivate but free. Five-minute recording limit. Can be used to give feedback to students or quick tour of a new program.	• Jing (free): www.techsmith.com/jing
Podcasting	Audio form of a discussion or a lecture/presentation. Students can listen to the recording using Windows Media Player or Quicktime, or download to any mobile device.	• Audacity (free): http://audacity.sourceforge.net • Garageband (Mac only): http://www.apple.com/ilife/garageband • Wimba Voice Board: www.wimba.com
Lecture Capture	Records live presentations and lectures for playback at a later time (on-demand viewing). Some products include hardware and some are software-based.	Software only • www.tegrity.com • www.Panopto.com Software & hardware • www.medisite.com • www.echo360.com
<i>Text-based Tools</i>		
Blog	Combination of “web” and “log.” Can be used for posts and comments or as a private journal between instructor and student. Users can post messages any time; the most recent post appears at the top of the blog and posts proceed in reverse chronological order. Can be used as a private journal between the instructor and students.	• LMS Tool (a component of most Learning Management Systems) • www.Blogger.com (free) • www.Wordpress.com (free)
Wiki	From a Hawaiian word meaning “fast” or “quick,” allows users to write and edit a Web page collaboratively. The Wiki includes a history of what was posted, by whom, and when. To see an example of how a Wiki can be made into a complete website with many pages and entries, go to www.wikipedia.com .	• LMS Tool (a component of most Learning Management Systems) • www.Wikispaces.com (free)
Discussion Forum	Can be used to post messages and discuss coursework online. Different from a blog in that it is organized by topic (threads) and maintains a linear structure following the posts and replies to the topic.	• LMS Tool (a component of most Learning Management Systems) • www.delphiforums.com (free) • www.bulletinboards.com (free)
Ning	Ning is a platform for creating community websites and social networks to learn and socialize.	• www.ning.com

Table 3. Resources

Tool	Description	Vendors/Applications
MERLOT	Multimedia Educational Resource for Learning and Online Teaching: online community, free and open to faculty, staff, and students. Links to learning materials posted by educators worldwide. Members can post resources and join discussions with colleagues.	• http://merlot.org (free)
Learning Management System (LMS)	Web-based system; vendors offer blogs, Wikis, content storage, grade book, roster, e-mail, quizzes, discussion forums, assignments, and/or media files. Students enroll in courses and interact online. Can be a closed, password-protected site.	• www.blackboard.com • www.desire2learn.com • www.moodle.org (open source) • www.sakaiproject.org (open source)

Learning from Our Neighbors: Teachers “Studying Abroad” in the Neighborhood with Local Immigrant Families

Elizabeth Grassi and Obdulia Castro

The Community-Based Spanish-English exchange program (CB-SEEP) at Regis University in Denver, Colorado, based on the program developed by Ethel Jorge [1; 2], immerses pre-service teachers in a new culture and language by having them study “abroad” with local Hispanic immigrant families. Families teach our students the Spanish language during these visits, and our teachers become aware of what it means to be an immigrant in the United States, witnessing the struggles, barriers, joys, and frustrations immigrant families face on a daily basis. Our program introduces a paradigm change by placing the families in positions of power as their knowledge and assets are accentuated. By increasing awareness of the *strengths* of the Hispanic families surrounding the university, we anticipated that students would begin to break down stereotypes and perceive our Hispanic neighbors, and Hispanic students and their families, as people who have much to offer—in and out of the classroom [3].

The CB-SEEP involves 10-15 weekly visits to the homes of Hispanic immigrant families. Pre-service teachers, in groups of three, are matched with families hand-picked by the local school administrator, or by a program coordinator who lives in the neighborhood. These ‘promotoras’ volunteer to participate in the program and determine the schedule and activities for each visit.

The CB-SEEP program is a required portion of the Multicultural Perspectives in Education course. Utilizing research indicating positive effects of ethnographic studies in language education [4; 5; 6], students engage in participant-observation, write up field notes after each visit, and translate these notes into four reflective essays.

Data from student essays collected over two years (in spring 2007 and spring 2008) from 40 participants indicates a number of recurrent themes. Below we have listed the themes with supporting remarks from a variety of student participants, and a summary of what participants have learned about teacher education.¹

Themes

1. Facing the unknown: A disorienting experience

“I literally left the house with a headache and feeling sick to my stomach. I believe I felt this way because I was out of my comfort zone—I didn’t know what to say (because I don’t know Spanish that well) I didn’t know how to act (because I don’t know their customs) and all I wanted to do was cry because I was so frustrated.”

—Student participant, first reflective essay

We expect teachers to understand and empathize with ELs who are recent immigrants, yet the majority of teachers have never experienced similar feelings of disorientation. When our teachers experience feelings of frustration, anger, exhaustion, and fear after the first visit (and oftentimes find themselves unable to pay attention during the visit), we compare these feelings to those of a newcomer EL who must sit through class for five hours a day, five days a week. Our class discussion includes the stages of cultural acquisition and typical EL student behaviors. We also discuss the challenge of coming to a new country and needing to find work, health care, and schools.

We ask our students what they can do as teachers to make their EL students feel more comfortable in their classrooms, and we connect this to their experiences as family visits progress: *“My relationship with the family has developed from the initial awkward greeting of trying to use the proper cultural norms, to letting my-*

self in to help A. set the table for dinner. It is strange to think that after only two months of weekly visits, I have connected with this family because we both have openly welcomed each other into our lives. I have learned more about their history, values, and personalities in our relaxed setting than I ever would have through a formal and instructional method.”

We unpack the actions or words the families use to make our teachers feel more comfortable and then help our teachers connect this experience to their classrooms.

2. Finding a deeper understanding

“I’ve never studied abroad, so this is the closest I have ever felt to ‘culture shock.’ I can’t imagine how nerve racking it must be to come to another country, not knowing the language, not knowing the societal rules, and not knowing how you were going to support your family. Visiting with my family gave me a very real understanding of how difficult it is to come into this country and try to live.”

—Student participant, third reflective essay

Teachers understand that immigrant students and their families experience various struggles, including financial difficulties. Teachers often read about these struggles in their education classes or hear about them from students who experience them. But for the most part, unless teachers have made regular home visits or developed meaningful relationships with the immigrant families, they will not know the extent of those struggles. In the CB-SEEP program, students visit the families *regardless of the situation*. When children are sick, our students visit the families in the hospital and witness their attempts to communicate with doctors who do not speak Spanish. When family members are deported, or cannot return to the states after visiting Mexico, our students witness terrible grief. Because the families “adopt” our teachers, our students are given the opportunity

to experience what it means to try to survive in a language and culture different from one's own.

3. From theory to practice

"I feel I have gained something much more valuable than a foreign language. And that is knowing how my students feel if their culture or language is any different than the majority. I have been taught about it for the last four years but got the opportunity to experience it first hand for the last ten weeks."

—Student participant, fourth reflective essay

"As the family has shown me, I need to live as a type of cultural broker. It becomes my responsibility to reach out to families and make sure that they know they can come to me with questions."

—Student participant, third reflective essay

We can provide readings, in-services, and PD to teachers on the linguistic and cultural struggles immigrant children will face in schools. However, until teachers have experienced these challenges for themselves, and have witnessed their own reactions to linguistic and cultural stress, it is hard for them to truly understand the behaviors of their students—especially those who exhibit language and culture shock in the form of 'not paying attention,' 'anger,' or 'depression.' Teachers who have participated in the program empathize more with EL students and meet their needs in the classroom more successfully.

4. Changing beliefs

"I think back on all the cultural walls and language differences that separated 'me' from 'them.' Now the words 'me' from 'them' sound harsh and cold because the family is no longer the other, rather they are an intricate part of the culture that makes America so great. This experience gave me a perspective on another culture that I commonly critiqued and allowed me to look at my own culture and critique it."

—Student participant, last reflective essay

In this program, teachers come face to face with their own biases and stereotypes about immigration and must examine them in order to prevent possible negative repercussions for their students [7]. When teachers visit the fami-

lies and get to know them better, many of their previously held stereotypes are shattered and they may experience confusion. We believe this stage is an important part of learning: As we adapt to new things (new knowledge, new ideas, new environments), we become confused, but it is through trying to resolve this conflict that actual learning happens and we find ways to advance.

5. Rules of the college game

"They asked us what we would have to do to get P. into our university when he was old enough."

—Student participant, fourth reflective essay

"J. always tells us, 'Talk to my kids about college and tell them how hard they have to work.'"

—Student participant, third reflective essay

We often talk to our teachers about discussing the options of college with students starting as young as possible. We want our teachers to hold high expectations for all students, and one component of these expectations involves the possibility of college. Our teachers are surprised when their family has seniors in high school and no one in the family understands the "rules of the game" for entering college. The college admissions process is navigated most successfully by those who can afford to purchase a 'cultural broker' or who have ready access to a high-school counselor. Children whose families do not speak English as a first language, and are economically disadvantaged, generally do not realize that there are ways for them to attend college as well. When our teachers are approached by the families and asked basic questions about college applications and admissions, they better understand the role they can play as teachers in informing all families about opportunities after high school.

Final thoughts

"I hope I am doing as much for them as they are doing for me."

—Student Participant, interview

Preliminary data suggest that our pre-service teachers were transformed by their immersion experiences. They reported a deeper understanding of immigrant families in the university neighborhoods and were better able to articulate the struggles immigrants face in the U.S. in general and in classrooms specifically. A small percentage of students reported how stereotypes they once held were challenged through participation in the program. The data also indicate that our students are able to reflect on their experiences with the families and translate them into better classroom practices. Many students reported that they would change aspects of their teaching to make immigrant students more comfortable and to help them access academic content. An unanticipated benefit of the program was the role model our university students provided to the children of the households. The families valued the university presence in their households. Families asked our students about university life, the rules for entering the university, the relationship between grades and admission to a university, and financial aid/scholarships. Students brought families on campus to see the facilities, eat in the cafeteria, and observe dorm life. Through informal conversations and observations, we find that our students are more willing to teach in "high risk" districts, and our students tend to reach out to the families of Hispanic students in their classrooms.

It is crucial that universities begin to train teachers who are comfortable with and knowledgeable about involving families and communities in their classroom. Participation in the CB-SEEP is one step in this direction. A program such as CB-SEEP, which has the potential to reverse negative stereotypes and beliefs and increase relationships with Hispanic families and communities, merits further evaluation.

"Every time we have had the fortune of participating in this program our family has had a beautiful experience. We learn a lot from

the students. This time especially the students shared with us some of their goals, dreams, and wishes. They opened the doors of their heart to us since they entered our home, now their home. Now we can say we have new members in our family.”

—Participating family

Note

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Collaborating in Heritage Language Development

Ye He and Kathryn Prater

Introduction

With the growing linguistic and cultural diversity of the U.S., there are more and more students who speak a home language other than English in K-12 settings. For many of these students their first language was “first in the order of acquisition but was not completely acquired because of the individual’s switch to another dominant language” [1, p. 369]—their first language is a Heritage Language (HL). Researchers have noted that while first-generation immigrants tend to be able to maintain their HL, second- and third-generation immigrants tend to lose their literacy skills in their HL and become English monolingual in the U.S [2].

It is important for educators to facilitate learners’ HL development beyond encouraging the use of HL at home, because HL students’ academic success can be supported by leveraging their home or first language (L1) in classroom instruction [3,4], by building on students’ funds of knowledge [5], and by supporting the integral relationship between learners’ L1 and cultural identity development [6, 7]. Further, the close connection between students’ HL development, their family life, and their

community context allows educators to consider HL development efforts as an alternative way to promote school-home connections.

This project was supported by a 5-year NPD grant that allowed the University of North Carolina at Greensboro and a local school district to work together to develop an HL program for ELs who are Spanish HL learners in elementary schools. In this article, we describe the process of teacher collaboration and the impact of the HL program on the students, teachers, and parents involved.

Heritage Language Program Context

The HL program was initiated three years ago in the Asheboro City Schools district in North Carolina, where teachers received ESL PD from university faculty. In this school district, among the 1,499 students who speak a language other than English at home, 1,413 (94%) speak Spanish. A total of 899 students were identified as ELs. The majority of them were second-generation immigrants born in the U.S.

Building upon the students’ HL background in Spanish and the ESL teachers’ bilingualism, the HL program was

developed as a university-school collaboration with the aim of encouraging HL learners’ use of Spanish and English in reading and math, and to prepare them better for the End-of-Grade (EOG) standardized test. ESL teachers consulted with the university teacher educators for the program curriculum, conducted research into heritage language and bilingual development, and invited teacher educators to conduct observations and facilitate focus groups with parents. The program started with a focus on third-grade ELs with low proficiency in reading. Three bilingual (English/Spanish) ESL teachers worked together to host the HL program on Saturdays during the spring semester. The positive outcome of the first two years’ implementation of the HL program led to the expansion of the program in 2011 to involve two elementary schools. In addition to third graders, kindergartners and parents were also involved. Over the last three years, a total of 80 students, including 70 third graders and 10 kindergartners, have participated in the HL program.

While students practiced reading and math skills in both languages, the curriculum for parents focused on computer literacy skills.

Heritage Language Program Effect

In order to measure the effect of the HL program on students' academic achievement in English, we re-viewed student EOG test scores. We also conducted interviews and focus group discussions with teachers and parents. After completing the first-year HL program, 75% of the participating third graders met the EOG standards, compared to the district-wide average of 40% of third-grade ELs who passed the EOG. All of the participating students improved their test scores.

While all teachers had predicted that the use of students' first language would facilitate their English development and allow them to perform better on the EOG test, they later reflected on the effect of the program beyond enhanced test scores. Teachers mentioned students' deepened understanding of their first language and culture, increased family involvement, and stronger school-home connections as the main effects of the program. One teacher, for example, commented at the beginning of the program, "I've noticed that at the beginning [students] were maybe embarrassed to speak Spanish at home, or they didn't want to say that they speak Spanish at home." After the HL program, parents reported that their children were more motivated to read Spanish at home, "Le gusta más para poder o sea ... se motivó más a leer más español para saber qué es lo que dice en inglés. [He likes it more, so he can ... that is, he is motivated to read more Spanish so he would know what it says in English.]"

As a result of the HL program, teachers reported that parents of both kindergarten and third-grade students started to work on literacy activities and read Spanish at home with their children because "[n]ow

they understand even though English is not their first language, they transfer that (reading in L1) into English." Describing how she works with her child at home on literacy activities, one mother stated, "Yo diciéndole el significado en español, él sabe la palabra en inglés, él ya va a comprender mejor y ... mejorá su lectura. [By telling him the meaning in Spanish, he knows the word in English (he is going to understand better) and improve his reading.]" Many parents expressed their appreciation of the bilingual language-development opportunity for their children: "La verdad es que los niños están más ha más y más entusiasmados porque...mi interés siempre ha sido que sean bilingües. [The truth is that the children are more enthusiastic because ... my interest has been for them to be bilingual.]"

Conclusion

Developing ELs' Heritage Language is an important yet challenging task. Through collaborations among the university, schools, and families, we were able to sustain and expand the HL program and demonstrate its impact beyond student English-proficiency development. The HL program highlighted the linguistic capital of students and their parents and addressed community needs. Students' appreciation of their HL, parents' enhanced understanding of bilingual development, and increased bilingual literacy practices at home all speak to the potential of programs such as HL to engage HL learners' parents in teaching and learning and to serve students from diverse cultural and linguistic backgrounds. Building upon the success of the HL program, we hope to inspire more collaborations among teachers, families, and communities that will facilitate ELs' academic development by highlighting their strengths, assets, and heritage.

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Title III Native American and Alaska Native Children in School Program

Trini Torres Carrion

The Title III Native American and Alaska Native Children in School (NAM) program, authorized under Title III of the ESEA of 1965, as amended, assists American Indian and Alaska Native English learners in attaining ELP and meeting the same challenging State academic content and student academic achievement standards that all students are expected to meet. The program may support the teaching and study of Native American or Alaska Native languages, but must have, as a project objective, an increase in ELP for participating students.

Eligible Applicants

The following entities, when they operate elementary, secondary, and post-secondary schools primarily for NA children (including Alaska Native children), are eligible applicants under this program:

- Indian tribes, tribally sanctioned educational authorities;
- Native Hawaiian or Native American Pacific Islander native language educational organizations;
- Elementary schools or secondary schools that are operated or funded by the Department of the Interior/Bureau of Indian Education (BIE), or a consortium of such schools;
- Elementary schools or secondary schools operated under a contract with or grant from the BIE in consortium with another such school or a tribal or community organization; and
- Elementary schools or secondary schools operated by the BIE and an IHE in consortium with an elementary school or secondary school operated under a contract with or a grant from the BIE or a tribal or community organization.

Charter schools meeting the eligibility requirement are eligible to apply for a grant under the NAM program. Public

schools serving primarily NA/AN children are eligible to apply if the school is tribally sanctioned, is operated under a contract from the BIE, or has secured a grant or funds from the BIE, such as a grant under the Johnson O'Malley Act.

Under section 9501 of the ESEA, Participation by Private School Children and Teachers, an entity that receives a grant under the NAM program must provide for the equitable participation of private school children and their teachers or other educational personnel.

Performance Measures

Under the Government Performance and Results Act of 1993 (GPRA), Federal departments and agencies must clearly describe the goals and objectives of funded programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and regularly report on achievement. The project evaluation conducted under individual grants measures successes and identifies lessons learned. ED has developed the following GPRA performance measures, which are based on the Title III annual measurable achievement objectives (AMAOs), for evaluating the overall effectiveness of the NAM program:

- The percentage of ELs served by the program who score proficient or above on the state reading assessment;
- The percentage of ELs served by the program who are making progress in learning English as measured by the state-approved ELP assessment;
- The percentage of ELs served by the program who are attaining proficiency in English as measured by the state-approved ELP assessment; and
- Programs serving only postsecondary students are not required to re-

port on GPRA; however, projects will develop their own assessments to measure students' proficiency levels in English and reading.

GPRA data also are used to design the NAM program technical assistance plan, which helps grantees address programmatic issues and detect exemplary projects.

Selection Criteria and Priorities

NAM is a competitive, discretionary grant. Peer reviewers of the applications are experts in English language programs for ELs, Indian Education, professional development, parental involvement activities, and other areas such as early childhood and higher education programs. These experts judge how well the applicants respond to published selection criteria related to program design, quality of key personnel, management plan, and evaluation. The selection criteria for this program are from 34 CFR 75.210 of EDGAR. For fiscal year (FY) 2011, the Administration requested \$5,000,000 in new awards for the NAM grant competition. The invitational notice¹ included three competitive preference priorities and two invitational priorities. Under this competition NAM invited applicants to address the following competitive preference and invitational priorities.

Competitive Preference Priority 1— Novice Applicants

To meet this priority, an applicant must be a novice applicant, as defined in 34 CFR 75.225.

Competitive Preference Priority 2— Increasing Postsecondary Success

To increase the number and proportion of high-need students who are academically prepared for and enroll in college or other postsecondary education and training.

Competitive Preference Priority 3—Enabling More Data-Based Decision-Making

To collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with *privacy requirements* in one or more of the following priority areas:

- Improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success and
- Improving instructional practices, policies, and student outcomes in elementary or secondary school.

Privacy requirements refers to the requirements of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and its implementing regulations in 34 CFR part 99, the Privacy Act, 5 U.S.C. 552a, as well as all applicable federal, state, and local requirements regarding privacy.

Under Competitive Preference Priority 1 the NAM program awarded 5 points to applicants that met the definition of Novice Applicant as defined in the notice, and up to 3 points each for Competitive Preference Priorities 2 and 3, depending on how well the application met each priority. The program added competitive preference priority points for Priorities 2 and 3 only to applications that scored 75 or higher.

Invitational Priority 1—Parental Involvement to Improve School Readiness and Success

To provide parental involvement activities to improve school readiness and success for high-need children and high-need students from birth through third grade through a focus on language and literacy development.

High-need children and high-need students means children and students at risk of educational failure, such as children and students who are living in poverty, who are ELs, who are far below grade level, or who are not on track to becoming college- or career-

ready by graduation, who have left school or college before receiving, respectively, a regular high school diploma or a college degree or certificate, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

Invitational Priority 2—Supporting Native American Language Instruction

To support the teaching and study of Native American languages.²

NAM did not give an application that met these invitational priorities a competitive preference over other applications.

Review

A total of 24 applications were received by the closing date (March 21, 2011); 1 application was ineligible and 1 was a duplicate.

ED convened six G5-Reader peer review panels from April 18 through April 27, 2011.³ Each application was independently read and rated by two peer reviewers who then compared their scores and comments, considering any information they might have overlooked or misinterpreted. Following the discussion, reviewers could change their scores. Reviewers were not required to come to a consensus on the scoring of any application. All scores were entered into the ED's G5 system and verified, and a rank-order list was generated.

Of the 22 applications read, 13 scored between 86 and 105 and 8 scored between 13 and 73. The cut-off score was 75. The awards ranged in size from \$177,945 to \$299,996 per year. The total awarded for the 13 new grants was \$2,752,654. A total of 3,090 NA/AN ELs will be served by these new grants. Table 1, based on NAM application abstracts, shows the 13 new funded projects in rank order.⁴

Special activities proposed by these projects include heritage language and culture-based curriculum development, alignment of native language and culture with the districts' literacy programs, research-based literacy model programs, community-based literacy instruction, summer camps for families, PD leading to Bilingual-ESL teacher certification, parent education college programs and improved parent practices, and cultural sensitivity training for all teachers.

Projects use technology as a tool for PD through video conferencing, distance delivery software training, online college level courses, and the design of program websites. Projects address PD through a variety of approaches including Sheltered Instruction Observation Protocol (SIOP), professional learning communities, and teachers' resource centers.

Some programs support early learners and facilitate the early detection of developmental delays and health issues, while others include student intervention strategies to prepare former dropouts for college.

This is the first cohort of grants to include postsecondary institutions. Elements of projects targeting newly graduated seniors, ELs entering college, and students who have previously dropped out of college may include outreach/recruitment, a bridge program for high school graduates entering college, computer-assisted instruction in English language acquisition, tutorial services, and early identification of students' needs.

Tribal college partners will encourage parent and family involvement in the program by coordinating family events and workshops to discuss how they can help students succeed in college. Since 100% of new NAM-funded projects are located in rural areas, the use of technology is fundamental to these projects.

To learn more about NAM-funded projects and future funding opportunities, visit <http://www.ncela.gwu.edu/grants/nam/>.

Notes

1. Notice inviting applications for new awards for fiscal year (FY) 2011, published by the Federal Register/Vol. 76, No. 12/ Wednesday, January 19, 2011/Notices.
2. The term *Native American language* means the historical, traditional languages spoken by

Native Americans, consistent with section 103 of the Native American Languages Act (25 U.S.C. 2902).

3. G5 means the Department of Education's Grants Management system. G5 replaces the former e-Grants, Grant Administration, and Payment systems.

4. The NAM 2011 funded projects have been posted at http://www.ncela.gwu.edu/content/35_naancspgrantees as a courtesy to the public.

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Table 1. Newly Funded NAP Projects

Grantee	State	Type of School	Native Language Served	Grade	Total ELs Served
Cook Inlet Tribal Council, Inc.– Education System Services	AK	Independent School District (ISD)	N/A	Birth-12	150
Rocky Boy School	MT	ISD	Cree	1-12	122
Turtle Mountain Community College – Academics	ND	Tribal College	N/A	13-16	65
Isleta Elementary School	NM	BIE	Tiwa	K-8	86
College of Menominee Nation	WI	Tribal College	N/A	12-16	240
North Slope Borough School District	AK	ISD	Iñupiaq	9-12	65
Missouri River Educational Cooperative	ND	ISD	N/A	K-12	652
Shannon County School District	SD	ISD	Lakota	K-8	250
Mescalero Apache Tribe—Apache Bilingual/Cultural Program	NM	BIE	Apache	K-12	590
Chief Leschi Schools, Inc.	WA	Tribal School	N/A	4-12	215
Grand View School	OK	ISD	Cherokee	Birth-8	146
Goldbelt Heritage Foundation	AK	ISD	Tlingit and Lingit	6-8	244
Kuspuk School District	AK	ISD	Yup'ik	PreK-12	245
Grand Total					3,090

From Cradleboard to Career: P-16 Initiatives for Native American Education

Mari B. Rasmussen and Natalia Romanova

Many states are proposing policies that support an aligned educational system from preschool to adulthood. These P-16 initiatives, which involve coordination between educators at all levels [1], have a number of goals including greater academic success for students who have historically underachieved [2]. A coordinated educational system from preschool to postsecondary education can benefit the Native American community in the same way it benefits other students. Researchers have cited the need for a culturally based curriculum [3; 4; 5], Native language revitalization, and community involvement in order to create a successful educational system. An aligned NA educational system consistent with P-16 initiatives that also incorporates culture, language, and community involvement can be a strong foundation for students. Following are resources and research recommendations to support the implementation of P-16 initiatives in an NA context.

Successful Preschool Initiatives and Resources

Young NA students benefit from an educational program that is closely connected with family. The most successful preschool curricula are child-centered and based on traditional ways of learning [6]. Alignment with the next level of education primarily involves communication between preschool and K-12 educational personnel, the sharing of student data, and the coordination of curricula.

Successful Elementary and Secondary Educational Programs and Strategies

The elementary and secondary educational system receives students from preschool programs and prepares them for postsecondary experiences. These students particularly benefit from a system that is coordinated and aligned. Kindergarten and first-grade students benefit from systems that are coordinated with preschool experiences. Like-

wise, high school students need a curriculum that prepares them for postsecondary success.

An aligned elementary and secondary educational system that leads to postsecondary success also can incorporate language and culture successfully, according to researchers. The close involvement of parents and community members is necessary. This level is also unique in that elementary and secondary education is more regulated than the other systems. Students are required to attend school and must meet state standards in academic content and achievement.

Successful models demonstrate that Native language and culture can be incorporated into the mainstream curriculum. Native students can maintain close ties with community values and traditions and also meet state goals for academic achievement. For more information on successful program models for K-12 see the NCELA report [7].

Postsecondary Initiatives and Resources

Studies of successful NA college students suggest that the following factors affect NA students' ability and/or desire to persist in college (for a full review and a list of studies, see the NCELA report [7]):

- Pre-college academic preparation, including skills necessary for successful transition to, and achievement in, college;
- On-campus support, such as
 - ◊ academic, summer-bridge, orientation, and retention programs specifically tailored to meet the needs of NA students,
 - ◊ coursework on the Native language and culture, along with including NA cultural perspectives in all courses,
 - ◊ supportive and involved faculty,

- ◊ financial support (e.g., scholarships and fellowships, financial counseling sessions), and
- ◊ opportunities to maintain active connections to home communities, to retain a strong cultural identity, and to participate in cultural ceremonies (e.g., at American Indian student centers), resources for child and family care (especially for single parents);
- Student motivation, including
 - ◊ belief in the impact of their education on their future, the future of their families, and tribal communities,
 - ◊ family support for education, and
 - ◊ student connection to the school.

The findings of such research support the following practices. First, the schools that serve Native students can improve the quality of secondary education by offering advanced courses and encouraging NA students to enroll in them to prepare for college. Second, colleges can increase the amount and visibility of support tailored for NA students, including academic, financial, language, cultural, and family resources. Third, colleges can motivate their NA students by (1) making them aware of the effect their education can have on their future, the future of their families, and tribal communities; (2) making their families aware of the impact their high expectations, moral support, and encouragement can have on the probability of a college student persisting to graduation; and (3) encouraging them to seek connections with their school through campus organizations and other collaborations with fellow students and faculty outside of the classroom.

By addressing these factors, institutions can create environments that support their NA students' perseverance and successful matriculation.

Summary

An aligned P-16 educational system for Native American children involves the participation of community, tribal, state, and educational leaders. Though the concept of an aligned educational system for early childhood to adulthood is considered a current topic of discussion in the field of education, it is consistent with many Native American values that proceed from a holistic way of viewing the world and stages of life as interconnected. Traditionally, education was a lifelong activity that began at birth and continued to old age. Developing coordinated P-16 educational systems builds on past traditions and prepares Native students to be successful in tomorrow's world.

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Tlingit Language and Culture: Summer in Alaska

In the summer of 2011 the Goldbelt Heritage Foundation, a nonprofit established in 2007 to support Tlingit, Haida, and Tsimshian languages and cultures, sponsored the following events through the support of an Administration for Native Americans language grant.

1. Elders, fluent Tlingit speakers, language teachers, and learners gathered in Juneau to work towards Tlingit language revitalization. During the workshop *Honoring Our Ancestors, Teaching Our Language*, teachers had an opportunity not only to share and refine the Tlingit language lessons that they had created after working with elders during the year, but also to pilot them with elementary- and middle-school children attending the Central Council Tlingit Haida Indian Tribes of Alaska culture camp hosted at the same time as the workshop. In Figure 1, a language instructor pilots her new lesson as elders and fluent speakers observe in order to give the instructor feedback after the lesson.



Figure 1. Piloting a lesson during the *Honoring Our Ancestors, Teaching Our Language* workshop.

2. High-school students spent ten days immersed in Tlingit traditional knowledge and culture through a math and science camp, *2011 Path to Excellence Academy Aan yátx'u sáani deiyi* (Noble Peoples' Path). Elders, traditional knowledge bearers, hunters, fishers, gatherers, Juneau School District teachers, and University of Alaska Southeast professors led the students through activities that explored the depth of knowledge found in Tlingit stories and in Tlingit place-names. Students delved into oral narratives and migration histories and learned about traditional Tlingit ecological knowledge while examining ways of integrating traditional knowledge with western science. The photo (Figure 2) was taken during a catamaran trip to Taku inlet, the ancestral land of the Taku Kwaan people.



Figure 2. A catamaran trip to Taku inlet, *2011 Path to Excellence Academy*

3. Twenty middle-school students attended the first middle school summer day camp *Aan Datchxanxi yan Deiyi* (Noble Grandchildren's Path). They participated in Tlingit, Haida, and Tsimshian language activities, learned about Native plants and gardening, observed a seal biopsy, and prepared salmon using traditional ecological knowledge. Students also had the opportunity to make a *koogeenaa* (sash) and a deer hoof rattle. The photo (Figure 3) was taken in the Thunderbird clan house in Klukwan, Alaska.



Figure 3. Participants of the first middle school summer day camp *Aan Datchxanxi yan Deiyi*

Learn more about the Goldbelt Heritage Foundation at <http://www.goldbeltheritage.org/>.

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Facts and Figures—Native American and Alaska Native Children

Judith Wilde

According to the 2009 American Community Survey [1], there are approximately 307,006,566 people living in the U.S. Of these, about 2,457,552 are Native American or Alaska Native. Table 1 disaggregates this information by tribe, while Figure 1 shows the percentage of Native Americans and Alaska Natives who live in each of the states, the District of Columbia, and Puerto Rico.

The American Community Survey also estimated that a total of 371,277 individuals in the U.S. speak a "Native American language." [2] Of these, 46 percent speak Navajo, with the rest categorized as speak-

ers of "other Native American languages."

Within the annual Consolidated State Performance Reports (CSPRs), states report the five home languages most frequently spoken by EL students. Because only five languages are reported per state, nearly all languages are undercounted, but the data still are useful. For the year 2008-09 the CSPR collected the following data.¹

- Of the 14 American Indian/Alaska Native/Pacific Island-entity native languages spoken by 27,000 K-12 EL students, the most frequently reported was Navajo (11,032 EL students).
- In four states, native languages were the

languages most commonly spoken by EL students (i.e., Yup'ik—Alaska, Ojibwa—North Dakota, "North American Indian"—Montana [in 2007-08, Montana reported about the same number of students as being Blackfoot speakers], and Dakota—South Dakota).

◊ One state (Hawai'i) reported that Iloko was the language most commonly spoken by EL students.

◊ Spanish was the most frequently reported language in 42 states and the District of Columbia.

◊ Two states reported relatively new languages to the U.S. as being the most commonly spoken by EL students: Somali (Maine) and Bosnian (Vermont).

• States report the number of subgrantees (usually individual school districts) that use each of 10 specific language instructional educational programs (LIEPs). Five of these focus on English language development while five focus on English and another language.

◊ A total of 16 different Native American languages (plus non-specified "North American Indian" language[s]) are used in LIEPs that are designed to develop some level of fluency in English and another language.

◊ These languages include Arapahoe, Cree, Cherokee, Crow, Dakota/Lakota, Hidatsa, Kootenai, "Native American," Navajo, Ojibwa, Passamaquoddy, Salish, Shoshone, Tewa, Tiwa, Towa, and Ute.

In 2009, NAEP conducted a National Indian Education Study that surveyed students in grades 4 and 8, and assessed their math and reading skills with the "main" NAEP assessment [3]. NAEP tested NA/AN students in grades 4 and 8 from across the country and from 12 states with relatively large proportions of NA/AN students.² About 5,100 NA/AN students in 4th grade were involved and 4,200 NA/AN students in 8th grade were involved. Although this is a small sample, NAEP did provide the description in Table 2.

Table 1. Native American and Alaska Native Populations

Tribal Entity	Population	Tribal Entity	Population
Total		2,457,552	
American Indian tribes, specified:		1,947,798	
Apache	68,240	Menominee	7,536
Blackfeet	25,945	Navajo	307,559
Cherokee	247,768	Osage	8,131
Cheyenne	9,490	Ottawa	6,719
Chickasaw	23,059	Paiute	10,363
Chippewa	112,636	Pima	23,637
Choctaw	80,014	Potawatomi	17,914
Colville	6,663	Pueblo	69,642
Comanche	10,333	Puget Sound Salish	13,920
Cree	1,379	Seminole	13,997
Creek	35,136	Shoshone	10,445
Crow	11,002	Sioux	123,834
Delaware	8,532	Tohono O'Odham	19,802
Houma	8,037	Ute	9,790
Iroquois	49,179	Yakama	7,874
Kiowa	9,671	Yaqui	21,234
Lumbee	63,281	Yuman	7,756
Other American Indian Tribe		497,280	
American Indian tribes, not specified		51,151	
Alaska Native tribes, specified:		99,998	
Alaskan Athabascan	14,398	Eskimo	53,680
Aleut	10,576	Tlingit-Haida	16,736
Other Alaska Native Tribe		4,608	
Alaska Native tribes, not specified		8,765	
American Indian tribes or Alaska Native tribes, not specified		349,840	

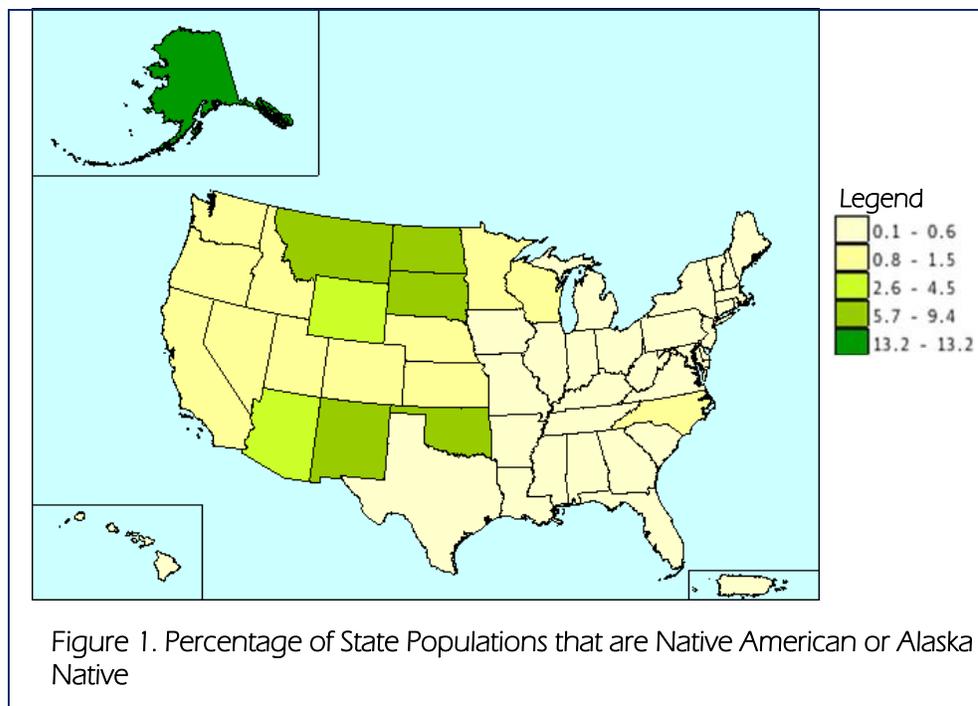
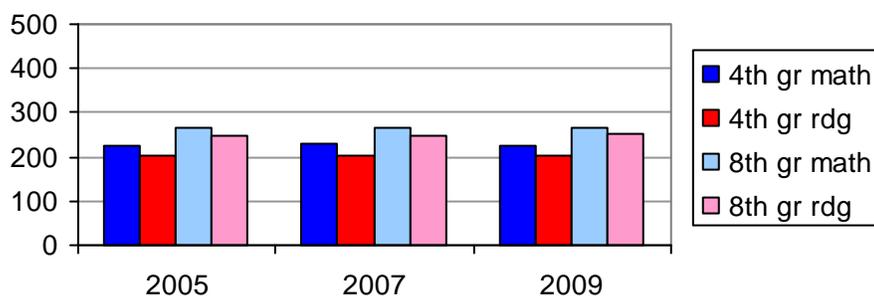


Table 2. Demographic description of NA/AN students who participated in the 2009 NAEP tests

Descriptor	4th grade students	8th grade students
Attend rural schools	46%	49%
Have been identified as EL	8%	6%
Have been identified with disabilities	12%	14%
Are eligible for free/reduced-price lunch	67%	59%
Have more than 25 books in their homes	55%	57%
Have a computer in the home	78%	82%
Were not absent during the school year	43%	25%

Figure 2. NA/AN students' scores on NAEP assessment (Data are for all NA/AN students)



Scale scores on the reading and mathematics assessments for these students may range from 0-500 (Figure 2). There were no significant changes in the overall average reading scores for NA/AN 4th grades during the last three administrations of the assessment (2005, 2007, and 2009). The overall average reading score for NA/AN 8th graders was significantly higher in 2009 than in 2007. Fourth grade students' scores tended to be in the "below basic" range of proficiency while 8th grade students' scores tended to be in the "basic" range of proficiency. When disaggregating these data for English-language fluency, NA/AN EL students' scores were significantly lower than those of their English fluent NA/AN grade peers.

Notes

1. The 2008-09 Consolidated State Performance Reports for each state are available at <http://www2.ed.gov/admins/lead/account/consolidated/sy08-09part1/index.html>
2. AL, AZ, MN, MT, NM, NC, ND, OK, OR, SD, UT, and WA.

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Voices of Native Educators: Strategies That Support the Success of Native American High-School Students

Julia Lara

NA students drop out of school at an alarmingly high rate [1], but strategies exist to keep them in school and support their academic excellence. In 2010, the National Indian Education Association and the National Education Association convened a meeting of teachers, students, administrators, community members, and researchers in Washington, DC, to discuss the related issues, taking into special account the perspectives of Native American educators from various tribes in the continental United States, Alaska, and Hawai'i. The participants' discussion of key strategies for addressing the needs of NA students was organized around the policy priorities of the Campaign for High School Equity [2]. Below are the strategies that emerged at the meeting, accompanied by relevant policy priorities and some specific best practices—all of which were detailed in a full report [3].

STRATEGY: Provide extended learning opportunities.

POLICY PRIORITY: Prepare students for college and work.

BEST PRACTICES as evidenced by successful programs include the following.

- Dual-credit enrollment and advanced-placement programs were used successfully by the Center for Native Education in Seattle, Washington, with high school students in seven states. School reports demonstrate that students who participate in dual-enrollment programs have a greater chance (75%) of enrolling in college than those who do not participate.
- At Cleveland High School in Portland, Oregon, Native students visit International Baccalaureate (IB) English classes, and familiarity leads to increased enrollment.
- Plummer Worley HS in Idaho, the first Native high school to implement the High School that Works (HSTW) model, met the Adequate Yearly Pro-

gress (AYP) achievement standards in mathematics and language arts and was recognized by the Southern Regional Education Board as winner of its Golden Award, despite the challenging circumstances of the high-poverty communities in which these students lived.

STRATEGY: Present a curriculum and a teaching staff informed by Native language and culture through legislation, standards and assessments, incentive programs, and PD opportunities.

POLICY PRIORITY: Deepen culturally based education (CBE) through legislative mandate, professional development, and appropriate curricula.

BEST PRACTICES as evidenced by successful programs include the following.

- Educators in the state of Alaska were among the first to use a CBE approach to developing standards grounded in Native ways of knowing and believing. These standards have served as a model for other communities in the states of Hawai'i, Montana, Oklahoma, and Washington.
- New York's St. Regis Mohawk tribe starts its teacher training with a tour of the reservation and an introduction to the pronunciation of Mohawk names.
- Montana's "Indian Education for All" legislation mandates the teaching of the history and culture of the tribes in the state.
- In a school in New Mexico, the leadership introduces new teachers to the culture and language of the Indian community. For example, a retired math teacher developed a lesson on the Anasazi tribe's use of mathematics.
- By teaching content in the Navajo language, the Navajos in Arizona have raised student achievement in the content areas and in the Navajo language. They have developed a Navajo language fluency assessment

that is used to determine placement at the preschool and kindergarten levels. Similar assessment and instructional efforts have been initiated in Alaska, Hawai'i, and in Minnesota's Ojibwa tribe.

- The Lewis and Clark State College's American Indian Student Leaders of Excellence (AISLE) project in Idaho, a teacher-training program, provides financial and academic support to Native students interested in careers in education.
- Hawai'i has developed a three-part process for determining the ability of a teacher candidate to work with Native Hawaiian students, including familiarity with Native Hawaiian culture, the writing of an essay in which the candidate discusses his or her understanding of CBE, and the inclusion of community elders in the candidate's interview.

STRATEGY: Develop high-quality data-collection systems and publish data on school district performance.

POLICY PRIORITY: Hold schools accountable for student success.

BEST PRACTICES as evidenced by successful programs include the following.

- The use of data teams allowed the staff of the Tate Topa Tribal Schools in North Dakota to make significant gains, improving their federal Title I school-improvement classification.
- The Wellness Center at Coeur d'Alene, Idaho, has a longitudinal data system that tracks students from kindergarten through adulthood. If students drop out, they are monitored to ensure that they complete their GEDs.

STRATEGY: Involve parents and community members in the education of Native students and provide multi-agency supports for students.

POLICY PRIORITY: Invest communities in student success and design the high school to fit community needs.

BEST PRACTICES as evidenced by successful programs include the following.

- The Wellpinit District, Idaho, has developed a parent contract that obligates parents to attend parent-teacher conferences or volunteer at school for 20-30 hours per month.
- The Lapwai School District in Idaho invites the staff of the Tribal Education Department (or TED; TEDs are the equivalent of state education agencies) to join hiring panels for key leadership positions, to support the development of district-wide culturally based curricula, and to participate in the training of teachers.
- The Coeur d'Alene Tribe and leaders of other tribal nations have developed a strong relationship with six universities and colleges, where they serve on advisory committees and meet with the president and provost of each institution twice a year to discuss issues of mutual interest.
- In Alaska, rather than applying the suspension-expulsion policy in ways that place the student further behind, educators help place suspended students in community service projects.
- The White Mountain and San Carlos Apache tribes in Arizona, in partnership with community leaders, have developed innovative ways of implementing truancy codes, such as visiting the student's home to talk with the family about the long-term detrimental effects of truancy.
- In Alaska and Idaho, schools are restructuring their calendars to accommodate families during salmon running or whaling season.

Clearly, numerous strategies exist to support the success of students in NA communities. Hopefully, educators in Indian country and beyond will find these examples useful as they work to ensure that all NA students can persist in school and excel.

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Becoming Jemez

The project *Becoming Jemez: The Early Childhood of Jemez Children* is a partnership between the Pueblo of Jemez and Arizona State University, funded by the American Indian and Alaska Native Head Start Research Center and the Health Sciences Center, both at the University of Colorado-Denver. The project applied a research method called PhotoVoice, in which participants—eight parents of Walatowa Head Start children—used digital cameras to tell their stories and to document what Jemez people believe the young children of Jemez Pueblo (also called *Walatowa*), New Mexico, should learn and how best to teach them.

Each of the 27 participants created a poster featuring a photograph accompanied by his or her written narrative (or "voice") explaining the photograph's significance. Each poster represents the dynamic sociocultural context in which Jemez's youngest members—the majority of whom learn the native language, Towa, in childhood—begin their linguistic, social, emotional, cognitive, and spiritual development. Guided by multifaceted oral traditions, children learn through peripheral and active participation, engaged observation and listening, guided and independent practice, trial and error, and direct and indirect instruction. This provides the foundation for Jemez children's future learning in their homes and community and later in school—including their learning of English language and literacy.

The early experiences of the majority of Jemez children entering the Walatowa Head Start Program, which arise in the context of the Towa language and oral traditions, differ greatly from those of children from the native-English mainstream. The school should recognize these differences as different approaches to learning rather than deficiencies. The information gathered from this Photovoice Project will be used to develop an age-appropriate Towa language Head Start curriculum that values and supports the rich linguistic and cognitive resources of Jemez children.

Note

Special appreciation is hereby given to the Jemez Pueblo Tribal Council, the Walatowa Head Start, the Jemez Language Team, the Jemez Department of Education and the Jemez Photovoice participants.

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There's No Writing Like Grant Writing

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Grantmaking, like producing a Broadway show, is not for the fainthearted. Successful grantmakers—like producers—are made, not born, and those at the top of their game arrived there because they learned from past failures. Grant writing, unlike play writing, requires the skills of a technical writer, so creative writers need not apply. This article proffers the ten essential characteristics of a successful grantmaker and the eight essential features of an award-winning grant.

Characteristics of a Successful Grantmaker

- 1. Articulates a Clear Vision.** Like a producer, the grantmaker has a clear idea of how the grant may potentially transform existing programs and practices. Is it new and innovative or is it a revival or reinterpretation of a past grant/show with a proven track record?
- 2. Sets the Criteria for Success.** The grantmaker identifies clear and measurable benchmarks and indicators that will ensure that the proposal is submitted on time after having gone through a thorough revision process.
- 3. Assembles the Team.** The grantmaker understands that this endeavor requires a team of production-specific experts, each of whom contributes a part to the success of the whole.
- 4. Prioritizes the Plan.** The grantmaker has a plan for the work that needs to be done and understands the scope of the work in terms of the time required for preparation, writing, and review. The plan must have enough built-in flexibility to accommodate the unexpected and allow for course corrections.
- 5. Asks the Difficult Questions** The grantmaker does not hesitate to ask the question and is prepared for the implication in the answer.
- 6. Knows When to Say No.** Team members and other stakeholders will express and attempt to justify their list of wants and needs, but it is up to the grantmaker to discern the required from the desired. The plan is tied directly to a budget that must provide the basis for determining what to include and exclude.
- 7. Bends without Breaking.** The grantmaker is a master negotiator and knows when to compromise, but will never be compromised. As the grantmaker your name and reputation is directly tied to the finished product and you are expected to defend your (and your team's) vision, but know when it is necessary to bend in order to continue moving the process forward.
- 8. Asks Why Not.** There are those who will be quick to conclude that something cannot be done, but the grantmaker is never satisfied with an easy *no* and will ask the more difficult

why not? A challenge may require creativity and innovation, but a challenge should never be summarily dismissed for lack of will.

9. Maintains Momentum. The most serious challenge facing the grantmaker is when the process slows and attention to detail wanes. The grantmaker must be a cheerleader, firefighter, and energizer from start to finish. Slow and steady may win the race, but the race often is won during the mad dash to the finish line.

10. Sets It Free. There is a point in the grant-making process known as the due date. Once the proposal is frozen, it is time to set it free and let the next stage in the process begin. Those who will read your grant proposal are wildly unpredictable and enjoy considerable power in determining whether or not the grant proposal is successful.

Features of an Award-Winning Grant

- 1. Adhere to the Request for Proposals (RFP).** It is imperative to understand that the RFP will not bend to your will and that ALL selection criteria must be painstakingly addressed. A script may welcome an actor's interpretation, but an RFP never invites you to go off script.
- 2. Tell YOUR Story.** A well-written grant proposal, like a script, tells a story (your story) and the narrative has a clear beginning (demonstration of need), middle (project design and resource allocation), and end (evaluation plan).
- 3. Clear and Measurable.** Sometimes a story with several sub-plots is just a story with several sub-plots. Weaving those sub-plots together may transform a mediocre story into a masterpiece. In the proposal, a limited number of goals, with associated objectives and performance indicators, should be seamlessly woven together and produce measurable outcomes.
- 4. Speak with One Voice.** Several members of the team may contribute different sections of the proposal so it behooves you, as a good editor, to ensure that the proposal has a clear, single voice. It is obvious to a grant reader when the voice changes.
- 5. Repeat. Repeat.** If an RFP asks you to provide the same information more than once, do so without question. The RFP, unlike a director, cannot be reasoned with and the RFP ALWAYS has the final word.
- 6. Show and Tell.** Words are indeed powerful, but words embedded in a well-designed chart or table convey more with less. The words in your proposal (or in a script) are received best when they are compellingly delivered.
- 7. Know Your Limits.** Should a play or musical exceed its allotted time, it will increase costs

(due to paid overtime) and decrease profits. Page limits are not suggestions and the proposal likely will be rejected if you exceed those limits.

8. Backwards Design. A playwright often considers how the story will end even before the writing begins. The last section of a grant proposal is often the evaluation plan and a poorly written plan clearly indicates to a grant reader that this section is an afterthought rather than the first thought. An award often is won or lost based on the points given to the final section of the proposal. Remember, this is the last section to be read and, like a play or musical, will leave the reader/audience singing the praises of the proposal/production or leave them bewildered and silent.

Grantmaking is at its best when it is collaborative, and like producing an award-winning play or musical, benefits from the vision and leadership of a skilled grantmaker. It is never too early to begin writing your award-winning grant, so as they say in the theater ... *Let's go on with the show!*

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