

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

ASD MEMORANDUM # 198 (2004-2005)

February 28, 2005

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: PRIOR APPROVAL: INDIAN EDUCATION CONTINUATION  
GRANT APPLICATION FOR 2005-2006

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to submit the Indian Education Formula Grant application for the fourth year of a five year period. The fourth year funding is in the amount of \$1,681,336 for the 2005-2006 school year.

PERTINENT FACTS:

The Anchorage School District operates an Indian Education Program with funds appropriated annually by Congress through TITLE VII of the No Child Left Behind Act. The law is designed to support local educational agencies in their efforts to reform elementary and secondary school programs that serve Indian students in order to ensure that such programs are: (1) based on challenging state academic content and student academic achievement standards that are used for all students; and (2) designed to assist Indian students in meeting those standards. The 2005-2006 proposed Indian Education Program preliminary budget is provided.

Mid-year progress reports of the 2004-2005 program indicate on-going program effectiveness, particularly with students who experience stability within the District and ongoing support through the program. An analysis of test scores from 2003-2004 shows that students who are involved in program activities on a consistent basis (more than 20 tutoring sessions per year in a specific academic area) have demonstrated increased academic achievement. During the first semester of this school year, approximately 1,380 students in 31 schools have participated in academic tutoring activities. Students in grades K-3 have shown progress as determined by their classroom teachers. Eighty-eight percent of

students indicated progress in language and 92 percent in mathematics. In grades 4-7, 60 percent of students receiving Indian Education supplemental support either maintained or increased their reading letter grade by .5 or higher. In mathematics, 50% of the Indian Education students receiving academic support either maintained or increased her/his letter grade by .5 or higher. At the end of the school year when the specific reporting format is made available by the funding source, the annual performance report will be conducted. This will include a review of assessment data.

An additional 1,000 students have had support through the middle school and high school programs. That support includes personal, academic and activity support; contacts on behalf of students with parents, teachers and others; and referrals to appropriate schools and agencies, such as Job Corps, alternative schools, Nine Star Enterprises, and Camp Carroll Challenge Program. High school staff is also working to facilitate access to postsecondary opportunities. Student participation in leadership opportunities such as Multicultural Leadership and AFN Youth/Elder conferences will continue.

The Native Advisory Committee (NAC) has met during the year to review program progress and discuss future directions for the program. As with most other groups and organizations, the committee is frustrated with the achievement gap and wants to ensure that program efforts are designed to work in collaboration with others, to not only close that gap, but also to improve student achievement. The NAC has indicated a need to prioritize efforts in order to support those schools and students with the most critical needs. General objectives identified by the committee in a day long retreat during the 2003-2004 school year included: providing the best possible program to help erase the achievement gap, including supports for increasing parent involvement, providing leadership opportunities for Native students, and enhancing program reports to NAC, staff and parents. These objectives will be further delineated and have been included as part of the program emphasis for the 2004-2005 school year.

The U.S. Indian Education Program Office has indicated a funding level per student similar to the current year. A program and school effort to certify more students has led to an increase of almost 300 students certified as eligible for program services. Although this should lead to an increase in funds, because the amount school districts receive is based upon the number of eligible students, it has been stated that the amount districts receive per student actually will decrease, as it is anticipated that more school districts across the nation will apply for funds. Once the specific funding level is determined by the Indian Education Programs Office, program priorities will be established. Those priorities will include timelines for implementation and milestone indicators.

Knowing the funding level is not yet determined, the parent committee is continuing to refine objectives. The following services could be provided, as they fall within the scope of the program regulations and are included in the original grant application. In the event they change, a revised budget and scope will be presented to the Board. All potential activities are imbedded in the six-year instructional plan.

1. A tutorial/resource/enrichment program will be offered at the elementary and middle school level for approximately 2,500 students emphasizing math, reading, language development and cultural enrichment. Methods of providing services will be determined by the needs of individual building populations working in collaboration with other federal programs. These methods can include in-class assistance, pull-out activities, whole-class presentations, extended school day programs and resource assistance to classroom teachers and counselors. This program will provide supplemental support for those students who have not yet reached the proficient stage as determined by benchmark scores.
2. Program staff will continue to play an important role in the development of culturally responsive curriculum and the inclusion of culturally responsive standards in the educational program of the District. Efforts will be made to again provide information and suggested activities centered on Native American History Month in November and the February 16 State holiday in honor of Elizabeth Peratrovich.
3. At the secondary level, Community Counselors will continue to be available to work with approximately 800 middle school and senior high school students. Liaisons will be provided between the students, schools, and homes. Counselors will stress career education and planning as a priority need established by the Native community. The importance of good attendance and drug and alcohol prevention activities also will be targeted. The intent is to provide a sense of community, a safe, healthy, and stable environment, and the opportunity to develop skills necessary for a productive lifestyle. Coordination with other programs will be a key to maximizing available resources. Cook Inlet Tribal Council, with their Partners Program, will focus upon academic support and home-school liaisons in eight schools. Indian Education and the Partners staff will continue to maximize the limited resources available.
4. Program staff will continue to provide assistance to the two exemplary high school-within-a-school programs, Elitnaurvik-Within-East and West High's Kanakngaq Program, as requested. The majority of the costs for these two programs are funded by the ASD operating budget; the salaries and

benefits and supplies/equipment for these classrooms at East and West are part of the basic educational program at both schools. Assistance will be provided to other secondary programs interested in expanding their curricula and services for Native students. Resources will be made available to high school classes.

5. The program will again provide an evening session twice a week at one location. Activities will include cultural enrichment, academic tutoring, parent involvement, computer literacy and Native language and dance, and a time for open gym activities. There will also be opportunities for other organizations to sponsor activities. The intent is to provide positive and healthy activities for eligible students and their families. Collaboration with other programs could expand the services to other sites. An example would be the collaboration with Cook Inlet Regional, Inc. providing funding for a summer academic and cultural enrichment program.
  
6. Coordination of programs and resources will continue. Partnerships with the Alaska Native Heritage Center centered on high school leadership opportunities and Native art activities will continue. Program representatives will be involved with the urban/rural exchange program sponsored by the Alaska Humanities Forum. The program will support the Native Youth Olympics at the secondary level by providing addenda for coaches.
  
7. The Native Language Initiative, begun at the end of the 2000-2001 school year, will continue. Yup'ik and Tlingit are approved secondary courses. The challenge continues to be the recruitment of teachers who have the skills and qualifications to teach these courses. We have been successful in offering Native language courses in two high schools this past year and plan to continue that effort.

Budget for 2005-2006 School Year

Personnel	\$999,717
Fringe Benefits	591,020
Travel	1,800
Equipment	460
Supplies	6,001
Other	4,300
Indirect costs (4.38%)	<u>78,038</u>
 Total	 \$1,681,336

CC/JC/EH/DB/BT

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