

# Archived Information

## ALASKA NATIVE EDUCATION PROGRAM

<b>Goal:</b> To assist Alaska Native population to achieve to challenging standards through supporting supplemental programs that meet their unique educational needs.  <b>Legislation:</b> Title IX, Part C, of the Elementary and Secondary Education Act (ESEA) (20 USC 7931-7938).	<b>Funding History</b> (\$ in millions)			
	<b>Fiscal Year</b>	<b>Appropriation</b>	<b>Fiscal Year</b>	<b>Appropriation</b>
	1985	\$0	2000	\$13
	1990	\$0	2001	\$15
	1995	\$0	2002 (Requested)	\$15

### Program Description

The Alaska Native Education Program has three main objectives: 1.) to provide Alaska Native students with access to instruction and curricula that meet their unique educational needs; 2.) to help teachers improve their knowledge, skills, and abilities in addressing these needs; and 3.) to help parents of Alaska Native preschool students become more effective educators through active involvement in their children's education.

Funds are awarded under three programs dealing exclusively with the education of Alaska Natives:

Alaska Native Educational Planning, Curriculum Development, Teacher Training and Recruitment - Grants are made to Alaska Native organizations, or educational entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages, or to partnerships involving Alaska Native organizations for: 1.) the consolidation of existing educational plans, recommendations, and research into methods and strategies to improve the schooling of Alaska Natives; 2.) the implementation of such plans; 3.) the development of curricula to address the special needs of Alaska Natives; 4.) the development and implementation of pre-service and in-service programs that ensure that teachers and student teachers, especially those likely to be employed in schools with high concentrations of Alaska Natives, are prepared to address the unique needs of Alaska Natives; and 5.) the development and implementation of teacher recruitment programs that increase the number of Alaska Native teachers, enhance recruitment within Alaska Native communities, and improve teacher selection to ensure that teachers are able to teach cross-culturally and in rural areas.

Alaska Native Home Based Education for Preschool Children - Grants are made to Alaska Native organizations or educational entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages or to partnerships involving Alaska Native organizations to implement home instruction programs for Alaska Native preschoolers.

Alaska Native Student Enrichment Programs - Grants are made to Alaska Native organizations or educational entities with experience in developing or operating Alaska Native programs or programs of instruction conducted in Alaska Native languages or to partnerships involving Alaska Native organizations for: 1.) preparing qualified students from rural areas who are entering village high schools to excel in science and mathematics; and 2.) providing Alaska Native educational equity support services to the families of these students so that the students may fully benefit from the program.

## Program Performance

OBJECTIVE 1: ALASKA NATIVE STUDENTS WILL HAVE ACCESS TO INSTRUCTION AND CURRICULA THAT MEET THEIR UNIQUE EDUCATIONAL NEEDS.

Indicator 1.1 Student achievement: An increasing percentage of Alaska Native students participating in the program will meet or exceed the performance standards in math and science that are established by the grantee.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
<p><b>Actual Performance</b></p> <p>The Geophysical Institute reported in their final report that standardized test scores has indicated that the Enrichment Program has had a positive effect on the students' performance in science and math. Results of the California Achievement Test, or CAT5 test, show that 8<sup>th</sup> grade students who participated in the Enrichment Program scored high when compared to national norms and to other grade levels within their own schools.</p> <p>In 1999, 100% of the 8<sup>th</sup> grade students from Galena who attended the Enrichment Program the previous March, scored above the 50<sup>th</sup> percentile on the mathematics section of the CAT5 test, and of these, 81% were in the top quartile. In the same year, 90.9% of the students scored above the 50<sup>th</sup> percentile on the science section and 63.6% were in the top quartile. These results suggest that the Enrichment Program is having a significant positive effect on student achievement in areas where performance traditionally had been weak.</p> <p>During the three-year grant period, the Aurora Alive Student Enrichment Program reported that all students who participated in the program demonstrated increased knowledge of aurora physics. The students field-tested more than 100 classroom lessons and all CDRM activities associated with six of the 10 Aurora Alive educational units. Results of pre- and post-tests indicate student learning in these areas (Aurora Legends, Magnet Earth, Powerful Sun, and Aurora Light) exceeded expectations. During the three-year grant cycle, all of the students demonstrated increased knowledge of aurora physics. Student standardized test scores during the years following student involvement in Aurora Alive indicates that long-term learning also occurred.</p>		<p><b>Status:</b> No previous targets set. Unable to judge.</p> <p><b>Explanation:</b> Three of the Alaska Native Student Enrichment Projects are in there final year of funding.</p>	<p><b>Source:</b> Grantee performance reports, Alaska Native Student Enrichment Program 2000, .  <i>Frequency:</i> Annually.  <i>Next collection update:</i> 2001.  <i>Date to be reported:</i> Unknown.</p> <p><b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> Data are self-reported by grantee. There is no consistent measure of achievement across funded projects.</p>
<b>Year</b>	<b>Performance Targets</b>		
1999:	No target set		
<b>2000:</b>	<b>Continuing increase in math and science performance for Alaska Native Students</b>		
2001:	Continuing increases		
2002:			

<b>Indicator 1.2 Professional development: Teachers participating in the program will report improved knowledge, skills, and abilities in addressing the unique educational needs of Alaska Native students.</b>				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p><b>Status:</b> No previous targets set. Unable to judge.</p> <p><b>Explanation:</b> Program is focused on providing professional development to teachers in rural areas. However, we are not able to measure the extent to which the professional development leads to improved performance in the classroom.</p>	<p><b>Source:</b> Grantee performance reports, Alaska Native Educational Planning, Curriculum Development, and Teacher Training Program, 2000. <i>Frequency:</i> Annually. <i>Next collection update:</i> June 2001. <i>Date to be reported:</i> Unknown.</p> <p><b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applied.</p> <p><b>Limitations of Data and Planned Improvements:</b> This indicator is not an assessment of teacher knowledge and does not measure the quality of professional development activities.</p> <p>The data will be improved by encouraging grantees to develop and collect teacher evaluations/teacher response surveys to evaluate professional development activities.</p>
1999:	Approximately 70	Not available		
<b>2000:</b>	<b>No Data Available</b>	<b>Continuing increase</b>		
2001:		Continuing increase		
2002:				
<p>The Alaska Pacific University's program Rural Alaska Native Adult K-8 Program (RANA K-8) was designed to provide the traditionally under-served rural Alaska Native adult living in remote villages across the state the opportunity to be teachers while maintaining their current jobs (as teacher aides or paraprofessional teachers). Over 20 people participated in the program from four school districts: Southwest Regional School District, Cardova School District, Lower Yukon School District and Kenai-Borough School District. The teacher aides and paraprofessional teachers have been targeted because they are the group of educators that stay on a consistent basis, since they are often local residents.</p> <p>The Rural Educator Preparation Partnerships University of Alaska grant provides an alternative licensure program for Native Alaskan teachers. This program recruits qualified Alaska Natives aides and assists them in completing a state-approved teacher education program after which they are fully licensed. Turnover rates and standardized test scores confirm the teachers participating under this program are employed in districts where children are at risk of educational failure. Approximately 115 teacher aides are participating in the program with an overall goal of increasing the number of fully licensed Alaska Native teachers.</p>				

OBJECTIVE 2: PARENTS OF ALASKA NATIVE PRESCHOOL STUDENTS WILL BECOME MORE EFFECTIVE EDUCATORS THROUGH ACTIVE INVOLVEMENT IN THEIR CHILDREN'S EDUCATION.

<b>Indicator 2.1 Parent involvement: The number of parents reporting improved ability to teach their children will increase each year.</b>				
Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	<p><b>Status:</b> No previous targets set. Unable to judge.</p> <p><b>Explanation:</b> Grantee is required to complete an evaluation of the Home Based Education for Preschool Children Program in FY 2000. Data will be available in 2001.</p>	<p><b>Source:</b> Grantee evaluation of Alaska Native Home Based Education for Preschool Children Program, 2000. <i>Frequency:</i> One time. <i>Next collection update:</i> 2000. <i>Date to be reported:</i> 2001.</p> <p><b>Validation Procedure:</b> Data supplied by grantees. No formal verification procedure applies.</p> <p><b>Limitations of Data and Planned Improvements:</b> Grantee is required to submit an evaluation of the program. Data that are supplied after the participants start school could be better measured to see if parent involvement continues as children enter school.</p>
1999:	No Data Available	Not available		
<b>2000:</b>	<b>No Data Available</b>	<b>Baseline</b>		
2001:		Continuing Increase		
2002:				