

**2021 NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL
PROJECT ABSTRACTS**

T365C210019 | Rocky Boy Schools | Montana

The goal of the Cree Preschool Enhancement Project is to enhance the capacity of Rocky Boy Schools to provide effective instruction and support in English and Cree language to Native American students. Major project activities propose to: Increase student English language proficiency, provide families with English and Cree home literacy packets; Increase capacity of educators on effective use of technology for remote learning; Provide professional learning to educators; and improved early learning and development outcomes to promote school readiness.

T365C210029 | Osage County Interlocal Cooperative | Oklahoma

Project PISTONS (Providing Instructional Supports to Osage Nation and Schools) will use a variety of activities to support the absolute priority and invitational priorities. Project PISTONS will include a heavy focus on increasing EL Native American student's reading performance, English proficiency, and Native language proficiency. An additional focus is to adopt and support a model of remote learning that includes high-quality digital learning content, application, and tools for teachers and parents.

T365C210012 | Hardin Public Schools 17H-1/Crow Agency Public School | Montana

The Ammaaléehkuua (Place We Go for Knowledge) Project will create a Crow ELearning Platform with a Teacher Portal and school integration options; publish a series of picture books that feature stories of local Crow heroes; design and deliver a timeline book and website situating Crow history in World History, offer professional development for teachers; and host family/community literacy engagements nights. These resources will develop students' Apsáalooke proficiency and literacy, thereby improving their confidence in their Crow identities, improving school attendance, and increasing overall academic achievement and English literacy scores.

T365C210014 | Sicangu Community Development Corporation | South Dakota

The Unglóayapi Kte! We Will Carry It On! — Lakota Language Revitalization Project will produce programming at the Wakanyeja Tokeyahci Wounspe Ti Lakota Immersion Elementary School that will engage students, families, and community members in Lakota language activities to promote Lakota and English literacy. In addition to incorporating Owóksape (a Lakota E-learning platform) into the curriculum. The project will also fund professional development for teachers at Wakanyeja Tokeyahci Wounspe Ti and in the Todd County School District.

T365C210015 | Independent School District #625, Saint Paul Public Schools | Minnesota

Ojibwe E-Learning Platform Project will increase Saint Paul Public Schools (SPPS) Ojibwe students' Ojibwe language proficiencies, thereby improving their English language proficiencies, cultural knowledge and pride, and overall academic success and performance. To build capacity for SPPS's Ojibwe-language program so that SPPS's American Indian Studies (AIS) Ojibwe program can continue moving toward its goal of becoming a dual-language immersion program capable of producing bilingual Ojibwe-English speakers by grade 12.

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T365C210028 | Cherokee Nation | Oklahoma

The Cherokee Nation Immersion Charter School will fully develop, design, and implement a Teacher Helper program complete with standards, curriculum and procedures. The program will consist of six Teacher Helpers that will support academic achievement and Cherokee language retention, resulting in a 15% increase of students meeting or exceeding grade-level standards on state tests and retention of consistent Cherokee Proficiency levels over the course of the project. In addition, the Teacher Helpers and Curriculum Developer will develop and create learning materials for the virtual learning platform which will increase the resources for immersion students and families.

T365C210008 | Learning Point Alaska, Inc. | Alaska

The Innovative Technology in Science Inquiry (ITSI) for Yup'ik Students will use dual language and STEM curriculum to support the needs of English language learners while providing a means for students to learn in their Yugtun Alaska Native language simultaneously. Starting with 45 open-source STEM units created by Concord Consortium, will embed universal design for learning and Yugtun language features such as a glossary in both English and Yugtun, as well as videos with Elders and speech to text and text to speech capability throughout. The project will support the multidisciplinary and multi-age 7E model of instruction at the core of Hooper Bay Charter School.

T365C210017 | Painted Desert Demonstration Projects DBA The Star School | Arizona

The Naasneq'njiji' Niha'áłchiní bá - From Here On Forward For Our Children Project coordinates ELL and Diné language instruction to reflect, support, and strengthen one another. The central strategies for meeting the objectives include: hire a full-time EL interventionist and a full-time Diné language teacher; create a sustainable schoolwide language and literacy improvement plan; select appropriate professional development activities based on identified staff and student needs; invite families as partners in the language and literacy instruction of children, provide family training events demonstrating language and literacy strategies to use at home; 4) create language and literacy take home kits to reinforce high-impact activities, which includes both hands-on materials and the use of technology.

T365C210021 | Red Cloud Indian School | South Dakota

The overarching goal of the Stepping Back to Step Forward Project is to create a sustainable system within Red Cloud School to fully integrate long-term solutions for instruction in Lakǎóta and English, which will dramatically improve academic outcomes for Red Cloud English learners. In addition, families and caregivers will be provided with evidence-based strategies for promoting literacy in both Lakǎóta and English and oral stories through a digital audio series that trains families and caregivers in supporting reading development in both languages.