

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #80 (2002-2003)

October 14, 2002

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: ACCEPTANCE OF CONTINUATION GRANT AWARD: THE
RESHAPING EDUCATION FOR ALL LEARNERS (REAL)
PROJECT

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to accept continuation grant funds from the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA) Title VII Training for all Teachers grant program, in the amount of \$143,341. This grant focuses on professional development for teachers who provide instruction to limited-English-proficient students, but who do not expect to become bilingual education or ESL specialists.

PERTINENT FACTS:

The three-year project, initiated during the 2000-2001 school year, fosters a professional development community in the Anchorage School District middle schools that will lead to school-embedded learning about bilingual/English-as-a-Second Language education and literacy. The REAL Project brings together the Anchorage School District, which has a limited English-proficient student enrollment of over 5,300, with the University of Alaska Anchorage, which trains more teachers than any other institution in the state.

The third and final year of the grant will continue objectives implemented during year one and year two of the three-year plan. Attachment A provides a look at the project participants and impact on school staffs. The project was designed to create infrastructure and programs to achieve four goals:

- To increase the learning of language minority students in middle school classrooms in the Anchorage School District.

- To increase knowledge, skills, and commitment of mainstream teachers, in all English middle school classrooms, for the learning of their language minority students.
- To improve and expand the opportunities for regular classroom teachers of LEP middle school students to learn by forging a collaboration between the District and UAA School of Education.
- To foster team-based approaches to resolving instructional challenges by establishing support systems (inclusive of teachers, administrators, and support staff) in ASD middle schools.

One unique feature of the REAL Project is the plan to support individual middle school teams as they create and implement their own professional development plans. The grant budget does not include release time. In-kind contributions for the most part include staff time from ASD programs, computer hardware and software, and office supplies.

Budget Summary, Year Three:

Personnel	\$ 10,232
Fringe Benefits	1,414
Travel	3,512
Supplies	6,500
Contractual	57,910
Other	3,000
Indirect Costs	3,625
Training Stipends	<u>57,148</u>
TOTAL	<u>\$143,341</u>

CC/JC/DC/MH/BT

Attachment

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 Beverly Thornburg, Coordinator, Discretionary Grants

Approved by: Jan Christensen, Assistant Superintendent, Instruction

ATTACHMENT A

REAL Project Participants

Year 1 (2000-2001)	Year 2 (2001-2002)	Year 3 (2002-2003)
Wendler MS (8)	Hanshew MS (8)	Central MS (14)
Clark MS (12)	Mears (12)	Goldenview (12)
Romig (8)	Wendler (3 mentors)	Gruening (8)
Bilingual Specialists (2)	Clark (6 mentors)	Mirror Lake (19)
Administrators (3)	Romig (2)	Wendler (3 mentors/8 new participants)
	Newcomers' Center (3)	Clark (3 montors/8 new participants)
	Bilingual Specialist (1)	Romig (8 new participants)
	Administrators (2)	Newcomers' Center (1)
		Mears (3 mentors/8 new participants)
		Hanshew (3 mentors/8 new participants)
		Bilingual Specialist (1)
		Administrators (4)