

### Need for project

The City of Nome is located in Northwest Alaska on the southern coast of the Seward Peninsula, which is the westernmost point of North American mainland. Nome lies along the Bering Sea facing Norton Sound and is 539 air miles northwest of Anchorage, 102 miles south of the Arctic Circle, and 161 miles east of Russia. The area encompasses 12.5 sq. miles of land and 9.1 sq. miles of water.

The people of Nome have a rich history of tradition and survival. Indigenous people settled the area over 4,000 years ago. Malemuit, Kauweramiut and Unalikmiut Eskimos have occupied the Seward Peninsula historically, with a well-developed culture adapted to the harsh environment of Arctic Alaska and a resilience to change. The adaptation and fierce resilience of the indigenous people is demonstrated through their survival of the boom and bust of the Gold Rush, survival of the Spanish influenza outbreak of 1918, which infected 90 percent of the population, the diphtheria outbreak of 1925, the fire of 1934 that nearly destroyed the city, and a series of storms that ravaged the city in the 20<sup>th</sup> century. Time and time again, the people of Nome have survived disaster and rebuilt the community around their traditional values that have remained constant through time.

The City of Nome was established in 1901, though the voice of the indigenous people remained largely unrepresented with the industrialization of the community through the discovery of gold. Nome Eskimo Community (NEC) was formed in 1939 under the Indian Reorganization Act as a federally recognized Tribe and became the tribal governing body of Nome. In addition to its responsibility as the tribal governing body, NEC provides social services and programs to improve the quality of life for its 2,600 tribal members, Alaska Natives, and Native Americans and non-Native residents of Nome. Along with myriad services and programs, NEC is responsible for sustaining the rich cultural heritage of the indigenous people, which has and continues to be vital to their very survival.

Today, Nome is rooted in the traditional values of the indigenous people and continues to adapt to the changing environment and industrial influence. It is the supply, service and transportation center of the Bering Strait region, its location strategic and essential to the survival of surrounding villages. The remoteness of the area creates many challenges to the people of Nome as well as the surrounding villages. Because marine and air travel are the primary source of transportation, the cost of supplies far exceeds that of the national average. Additionally, the need for access to adequate services such as healthcare and social services is magnified due to the expense of traveling to Anchorage or Fairbanks by air.

Although gold discovery in Nome in 1898 transformed this isolated tundra almost overnight into a tent and log cabin city of 20,000, by 1910, Nome's population shrunk to 3,200 residents and to 852 residents by the 1920 Census. Today, the population of Nome is 3,681, growing at a steady pace of approximately one (1) percent annually.

Alaska Natives/American Indians are the largest racial population group in Nome, comprising of 51% of the total population and 63% of the K-12 school district population. Approximately 16.5% of residents speak a native Inupiaq or Yup'ik language in their homes.

Nome is faced with a serious and growing problem with regard to its Alaska Native youth, which poses a threat to the vitality of the community if it remains unaddressed. High incidence of delinquency, alcohol abuse, low academic success, and high suicide rates are among the greatest threats to these youth.

Nome City Schools has a total of 665 students and 53 certified staff members. The Nome Elementary School, Anvil City Science Academy, Nome-Beltz Junior/Senior High School and Nome Youth Facility are located in separate locations. More than half of students (55%) served in the Nome Public Schools receive a subsidized lunch.

Data provided by the Nome Public School District Report Card for 2010-2011 School Year demonstrates the disparity of success in public schools between Alaska Native students and other ethnic groups. For example, 56% of Alaska Native students tested are proficient in language arts compared to 95% of their Euro/Caucasian peers. In mathematics, 53% of Alaska Native students tested are proficient compared to 94% of their Euro/Caucasian peers. This disparity translates to staggeringly low graduation rates of 52% for Alaska Native students. These statistics can also be applied to behavioral patterns among Alaska Native students who are twice as likely to have behavioral problems in school.

There are many factors that contribute to the low academic success rates of Alaska Native students in Nome. Socio-economical statistics from the 2010 Census show that although Alaska Natives/American Indians are the largest racial population group in Nome, they have significantly lower median and per capita incomes compared to their non-native counterparts. According to the National Center for Children in Poverty, 25% of Alaska Native/American Indian children live in poverty. These low incomes are directly related to low educational attainment (post secondary and vocational) among Alaska Natives/American Indians. In turn, the low educational attainment directly relates to the lack of employment opportunities. Students from these homes are at a disadvantage socially and economically and are at a higher risk of delinquency and low academic success if no intervention is taken.

Data collected from the Nome Public School Strategic Plan, shows that the largest barrier to student success is lack of parental participation. Currently, the NEC Tribal Youth Program provides limited services for youth with a goal of increasing communication between parents, schools, and students. NEC, however, has noted many barriers to this goal. Those barriers include not having sufficient staff to improve communication, nor a mechanism to empower parents, lack of understanding of school district policies and procedures, and working with special education needs. Through development of the

Pathways program, NEC will build positive futures for Nome's tribal youth by working collaboratively with families, schools and the community to improve opportunities for excellence in education and success in schools and community life.

To further complicate the low academic success of Alaska Native students in Nome public schools, Alaska has one of the highest per capita alcohol consumption in the nation and the prevalence of alcohol dependence and alcohol abuse, at 14%, is twice the national average of 7% (Gallup Corp. Telephone survey for DHHS, ADA). We also know that alcoholism runs in families, and children of alcoholics are four times more likely than other children to become alcoholics (American Academy of Child & Adolescent Psychiatry). Statistics collected through the local 2011 Youth Risk Behavior Survey (YRBS) provide a picture of the current pattern of alcohol use/abuse by Nome youth. The statistics demonstrate the enormity of the problem:

- 58% of high school students have used alcohol at least once
- 27.3% had at least one drink of alcohol in the last 30 days, up from 19% in 2009
- 22.9% had a binge drinking episode, up from 11.2% drinking 5 or more drinks within a couple of hours and in the last 30 days.

Research shows that those youth who begin drinking alcohol by the age of 13 have a higher likelihood of becoming addicted to alcohol and lifelong difficulty with substance abuse. Substance use and abuse has a profound impact on Alaska's youth. It contributes to injuries, school drop out rates, teen pregnancy, interpersonal violence, suicide attempts, depression, youth crime and myriad other social problems.

Along with alcohol abuse, Alaska has the highest rate of suicide per capita in the country. According to statistics provided by the Alaska Bureau of vital Statistics, while the rate of suicide in the United States was 11.5 per 100,000 people in 2007, Alaska's rate was 21.8 suicides per 100,000 people. And, the rate of suicide among Alaska Native people was

35.1 per 100,000 people. Alaska Native men between the ages of 15 – 24 have the highest rate of suicide among any demographic in the country, with an average of 141.6 suicides per 100,000 each year between 2000 and 2009. According to the American Association of Suicidology, more than 90% of people who die by suicide have depression or another diagnosable, treatable mental or substance abuse disorder.

Within Alaska, the Norton Sound Region has the highest teenage suicide rate per capita in Alaska (Source: Alaska Native Medical Center, 2010). Perhaps the most alarming statistic is that 22% of Nome youth report that they have tried to kill themselves by the age of 15. This statistic alone represents a strong argument for the need for the proposed program, which seeks to keep young people engaged in a caring community of learners and furthermore to inspire youth to imagine a bright future and to work to make that future a reality.

The problem of persistently low academic success rates for Alaska Native students in Nome Public Schools is closely tied to youth delinquency, alcohol abuse, and high suicide rates for youth in Nome. The State of Alaska Office of Children's Services (OCS) reports that a disproportionate number of students in the juvenile justice system are Alaska Native youth, primarily due to low family income. Additionally, a disproportionate number of school dropouts in Nome are Alaska Native youth.

To address the needs of our teenagers, Nome Eskimo Community, in partnership with the University of Alaska Fairbanks Northwest Campus (UAF-NWC), Nome School District (NPS) and Northwestern Alaska Career & Technical Center (NACTEC) will implement the Pathways Education Program (Pathways). The overall goal of the program is to reduce barriers, increase academic success, foster goal setting and integrate culture into student learning experience, resulting in lower student transiency, increased academic performance,

improved graduation rates, and increased post-secondary success. This collaborative program will focus on Alaska Native students in grades 7 -12

The program is designed to meet the requirements of ***Competitive Preference Priority 3 (Turning Around Persistently Lowest Achieving Schools)*** as identified by the Department of Education in the Alaska Native Education Program funding announcement by: increasing student achievement; keeping youth engaged in school with credit recovery and dual credit class opportunities; providing two sessions of summer school classes; inspiring youth to find a career pathway that excites them and to pursue it with a passion; providing students with the necessary skills and resources to launch a professional career in whatever area interests them; and to utilize local assets to raise self-esteem and pride in cultural heritage (particularly Alaska Native).

Additionally, the program is designed to meet the requirements of ***Competitive Preference Priority 2 (Improving the Effectiveness and Distribution of Effective Teacher or Principals)*** as identified by the Department of Education in the Alaska Native Education Program funding announcement by: including professional development for teachers in the Nome Public Schools; incorporating classes stylized in a culturally relevant way; providing enrichment programs for after school and summer school classes; providing educators with cultural competency and Undoing Racism training; development of anthropological and historical study to reinforce pride and place and cultural heritage; providing mentoring by Native Elders; and more activities as outline in the Project Design.

Finally, the program, developed through NEC in coordination with its collaborative partners, meets the criteria for ***Competitive Preference Priority 4 (Novice Applicants)*** as Nome Eskimo Community has never received a grant or sub-grant under the Alaska Native Education program and has never been a member of a group application that received a grant under the Alaska Native Education program.

**Quality of the Project Design**

Nome Eskimo Community and its collaborative partners have developed the following goals, objectives and measurable outcomes for the Pathways program.

**Goal One** | Pathways will keep Nome students in school and support them in obtaining their high school diploma.

Objectives	Activities	Measurable Outcomes
To improve dropout rate, graduation rate and truancy rate of Pathway participants. <i>(Competitive Preference Priority 3)</i>	<ol style="list-style-type: none"> <li>1) Work with NPS and UAF-NWC to develop an <b>Alternative Learning Center</b> with a flexible schedule and academic level that is gauged to meet individual student needs.</li> <li>2) Motivate students through enrichment programs. Provide credit recovery and dual credit classes at the Alternative Learning Center with a certified teacher and aide. Provide two sessions of summer school classes.</li> <li>3) Teacher aide to provide one-on-one mentoring at the school site.</li> </ol>	Compare rates of Nome School with rate of Pathway participants to show the number of dropouts and truancy and graduation rates.
To improve the cultural relevancy of curriculum and improve cultural sensitivity of teachers. <i>(Competitive Preference Priority 2 &amp; 3)</i>	<ol style="list-style-type: none"> <li>1) Work with NPS and UAF-NWC to ensure classes are taught in a culturally relevant way.</li> <li>2) Provide cultural competency training to teachers and other adults working in enrichment programs.</li> <li>3) Recruit Elders to teach enrichment programs.</li> <li>4) Provide Undoing Racism training to NPS educators.</li> </ol>	Surveys to be developed by the evaluators will measure student, parent, and teacher satisfaction with the addition of culturally relevant material. Teacher training provided. Elder recruited and participate in Pathways programs, working directly with students. Pathways students' surveyed state that they feel valued in their community and that teachers care about them and encourage them.

**Goal Two** | Pathways will inspire and empower Nome students to excel in school and increase academic achievement.

Objectives	Activities	Measurable Outcomes
<p>To improved academic achievement of Alaska Native students <i>(Competitive Preference Priority 2 &amp; 3)</i></p>	<p>Work with a consultant to 1) incorporate culturally relevant material into curriculum, 2) provide professional development for teaching staff in use of that curriculum, 3) provide one-on-one mentoring and tutoring in Alternative Learning Center, and 4) provide professional development for teaching staff in the Love &amp; Logic Program®.</p>	<p>Number of participating students with improved Alaska Standards-Based Assessment (SBA), High School Graduate Qualifying Exam (HSGQE) test each year for grades 7 – 12. (Pre- and post-test)</p> <ol style="list-style-type: none"> <li>1. Incorporate cultural relevancy into current curriculum</li> <li>2. Provide professional development /number of participants</li> <li>3. Number of students mentored/tutored</li> <li>4. Programs provided, number of students enrolled and successfully completed</li> </ol>
<p>To increase student learning and identify area of interest <i>(Competitive Preference Priority 3)</i></p>	<ol style="list-style-type: none"> <li>1) Provide career and life skills counseling to at-risk youth.</li> <li>2) Include cultural relevance teaching styles for Alaska Native students.</li> <li>3) Provide Alternative Learning Center to meet scheduling needs of at-risk youth.</li> <li>4) Offer real life applications of classroom and enrichment program learning, particularly with the help of Elders (as mentors and teachers)</li> </ol>	<p>Percentage of students who increased interest in learning and identify a content area of interest, pre- and post-survey on the exit surveys</p>
<p>To improve support in the home for academic achievement <i>(Competitive Preference Priority 3)</i></p>	<ol style="list-style-type: none"> <li>1) Host family nights at the school, Tribal Hall, or NACTEC in selected topics.</li> <li>2) Recruit parents and Elders as mentors, volunteers, and teachers in enrichment programs</li> <li>3) Provide Love &amp; Logic® training for parents</li> </ol>	<p>A family night will be held at the school, Tribal Hall, or NACTEC each month. Number of families who attend. Number of parents and/or Elders who volunteer in Pathways. Number of parents who participate in program training.</p>

**Goal Three** | Pathways will provide students with technological training sufficient to support them in pursuing post-secondary education and career goals.

Objectives	Activities	Measurable Outcomes
To increase student proficiency with computer applications. <i>(Competitive Preference Priority 3)</i>	Provide all students with training in basic computer and internet skills through existing NACTEC programs and college level classes offered through UAF-NWC. Provide extended hours access and flexible schedules.	Every Pathways student will gain certain basic computer knowledge as measured by an instrument to be developed by the evaluator.
To prepare students for future work or study through distance technology <i>(Competitive Preference Priority 3)</i>	<ol style="list-style-type: none"> <li>1) Provide training in digital media technology, web design, Photoshop, PowerPoint, and other technologies of value in the marketplace.</li> <li>2) Provide flexible schedule to access NACTEC classes.</li> <li>3) Provide career and post-secondary counseling.</li> </ol>	Successfully complete a course, training, or workshop

**Goal Four** | Pathways will increase the social skills and job readiness of Alaska Native students in Nome.

Objectives	Activities	Measurable Outcomes
To prepare students to be successful in pursuing higher education and in the world of work. <i>(Competitive Preference Priority 3)</i>	<ol style="list-style-type: none"> <li>1) Provide life skills classes for youth that focus on social skills (e.g. conflict resolution, interpersonal relations, and workplace behavior)</li> <li>2) Provide one-on-one mentoring of youth to build leadership skills, health education, improve self-esteem, and increase motivation.</li> </ol>	Students will successfully complete in short courses, training, or workshops on human relations.
To increase active parent involvement in the growth and development of Pathways students.	<ol style="list-style-type: none"> <li>3) Host family nights at the school, Tribal hall or NACTEC in selected topics.</li> <li>4) Recruit parents and Elders as mentors, volunteers, and teachers in enrichment programs.</li> <li>5) Provide Love &amp; Logic® training</li> </ol>	Number of parents who attend family nights. Number of parents and/or Elders who participate in Pathways as volunteers/mentors. Number of parents who

<i>(Competitive Preference Priority 3)</i>	for parents	participate in Love & Logic® training
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**Project Partners** | NEC has developed a collaborative community approach to address the needs of Alaska Native students in the Nome Public Schools. The partners in the Pathways program are identified below.

<b>Partner</b>	<b>Role</b>	<b>Activities</b>
NEC	Program administration and coordination, NEC Alternative Learning Center	Grant management, fiscal accountability, program coordination, management of student activities, Alternative Learning Center development and management, and coordination and implementation of enrichment programs (after school, summer programs).
UAF-NWC	Consultants	Participate in program supervision and 1) provide program evaluation consultation, 2) assist with teacher training in cultural competence, 3) provide opportunities for dual-credit college classes, and 4) serve as an advisor in development of the NEC Alternative Learning Center.
Nome Public Schools	Professional Teacher development, assist with development and implementation of NEC Alternative Learning Center, and identification of at-risk students to participate in the Pathways program.	Coordinate professional development activities; provide facilities for certain components (e.g., pool, school site for family nights, etc.). Serve as an advisor in the development of the NEC Alternative Learning Center. Identify at-risk students to participate in Pathways program and support parental participation. Support evaluation with data collection.
Northwestern Alaska Career & Technical Center (NACTEC)	Off-site learning location and assistance with formulating career and postsecondary goals for students, as well as technology training through existing partnership with NPS.	Coordinate career counseling, provide job-shadowing opportunities, provide life skills training and assistance with pursuit of postsecondary education. Work with NEC and NPS to develop flexible class schedules to meet the needs of Nome youth.

The Pathways program is designed to improve academic achievement and graduation rates among Alaska Native students through early identification of at-risk students and keeping them in school by giving them the tools to succeed, teachers who can bridge the cultural divide, increasing parental participation and advocacy in schools, and engaging students in an alternative learning environment with a flexible schedule and academic level that is gauged to meet their individual needs. Additionally, the program will support youth who are at risk of dropping out by reengaging them with a credit recovery and dual credit program that offers scheduling flexibility and the assistance they need to meet their goals. This effort is designed to motivate students to study hard, remain engaged in learning, and set goals for their future that include higher education and/or viable career paths. Pathways will support students in developing their innate talents and learning the skills necessary to succeed in school and work, while valuing the Native heritage and way of life.

Many Pathways program activities are directly related to the unique geography and historical culture of Nome. The rural environment of the Arctic Coast is an integral part of the lives of both youth and families in the area. For this reason, Pathways will include educational components that utilize weather, atmospheric, astronomy, and outdoor education to make learning directly applicable and related to the lives of students. An anthropology sequence of activities and curriculum will focus on regional location limits job prospects and career advancement for young people who want to stay at home, close to family and the tribe. Fortunately, technology makes it possible for our young people to take advantage of career opportunities that were unavailable to their parents. Teaching students how to use technology that brings the world to their door is a key program feature. These educational components reflect the goals of STEM (science, technology, engineering and math) which include: 1) expanding the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden participation of women and minorities in those fields; 2) Expand

STEM-capable workforce and broaden the participation of women and minorities in that workforce; and 3) increase STEM literacy for all students, including those who do not pursue STEM-related careers or additional study in the STEM disciplines.

Interventions and Strategies

- 1) NEC Alternative Learning Center. NEC, in consultation with UAF-NWC and NPS, will develop the NEC Alternative Learning Center. The center will provide students at risk of dropping out with a flexible schedule and academic level that's gauged to meet the individual needs of a student. A flexible schedule is critical to meeting the unique needs of Alaska Native youth who may need alternative school hours, such as teen parents, students who are working or must work, students who have been discouraged by the westernized learning structure, and those whose families are reliant on a subsistence way of life. Additionally, the center will focus its learning on the everyday lives and real world experiences of youth living in Nome. Learning in the content areas occur through hands-on activities that take students into the outdoors and the natural environment, into the world at large via the internet, and through the hall of time to historical events. The Center, through a Counselor/Life Skills Coach, will also provide students with the necessary resources and life skills training for employment opportunities, the pursuit of postsecondary education, and independent living skills through instruction in four focus areas: career and technical skills, career exploration, life skills, and work readiness skills.
- 2) Outdoor/Survival Education Program and Natural/Environmental Education Program. In a program focusing on survival skills and the Alaska environment, students will learn from Native Elders as well as their own peers. In collaboration with NPS, Pathways will offer summer school enrichment activities such as food-gathering, compass reading and global positioning, astronomy, climate change, coastal ecology and atmospheric research, etc. These outdoor education components, coupled with Pathways counseling, will also

provide Nome students with an opportunity to bridge the gap between the traditions of their ancestors and pursuit of a career in natural resources. Many of these positions are currently filled by non-Native people recruited from outside of the community.

- 3) Technology Training. NEC, through an already established partnership between NPS and NACTEC, will provide technology training and assistance to students. Technology education will include topics such as web design, graphics (Photoshop, etc.), digital photography, digital videography and editing, and more. Students will learn technical skills that can assist them with pursuing career opportunities and encourage them to obtain a higher education in a portable profession, which will allow them to stay in Nome and obtain reliable work via the Internet. NACTEC will provide these services through their current partnership with NPS, however, will work with the Pathways program to offer flexible schedule to accommodate the needs of at-risk youth.
- 4) Mentoring Program and Building Self-Esteem. Pathways activities and education programs will demonstrate how education and technology are directly applicable to our daily lives. They will also promote traditional Native values and cultural asset development as a valuable tool in increasing self-esteem and cultural pride in Alaska Native students. Mentors and community volunteers will reinforce these ideas and work with youth to build self-esteem, leadership skills, self-confidence, and motivation. Additionally, NEC has Alaska Native student mentors who can work with at-risk youth in their after-school tutoring program and summer learning activities.
- 5) Recruiting Alaska Native Elders to Work with At-Risk Youth. Alaska Native Elders, as well as other community volunteers will participate in the many programs to be offered. Elders are one of the most valuable resources in our local community, providing youth with a link to their past and a sense of self-identification. They will share their wealth of

knowledge about the environment and the natural world with Pathways youth participants.

- 6) Providing an Anthropology and Coastal Ecology Enrichment Program. As part of the summer school learning program, Nome students will have the opportunity to explore receiving college credit through courses about the stars, the land and coastal environment. UAF-NWC will advise and support course development ideas with the NEC outdoor leadership staff.
- 7) Professional Development Opportunities for Teachers through the Love & Logic Program® and Cultural Competency. NEC proposes three types of professional development for educators and those working with Alaska Native youth in the Nome Public Schools. The first is a cultural orientation provided through UAF-NWC. The course will acquaint educators with ways in which culture influences our understanding of the world around us and our role in it. Particular attention will be given to cultural processes associated with learning, education and schooling, especially as they are reflected in Alaska Native contexts. Teachers, mentors, volunteers, and other adults working with Pathways participants will receive this cultural competency training.
- 8) This second training will also include Undoing Racism training through The People's Institute for Survival and Beyond. This training utilizes a systemic approach that emphasizes learning from history, developing leadership, maintaining accountability to communities, creating networks, undoing internalized racial oppression and understanding the role of organizational gate keeping as a mechanism for perpetuating racism.

The third professional development training will be through the Love and Logic Program®. This evidence-based program provides educators with practical strategies for

reducing behavior problems, increasing motivation, and building assets, which contribute to life-long responsibility and resiliency in at-risk youth. Furthermore, it provides educators with the skills to help students avoid academic failure, emotional problems, criminal behavior, substance abuse, and other negative outcomes. This program is based on the idea that success for children of all ages rests on a balance of unconditional compassion, firm behavioral limits, and logical consequences. NEC will provide the NEC Alternative Learning Center teacher with the training course to become certified as an instructor in the Love and Logic Program®.

- 9) Parental Love and Logic Program® Training. To address the lack of parental involvement and advocacy for Alaska Native students in Nome schools, parental training will be provided through the Love and Logic Program®. Though the goals are the same as those of the educator training, the focus will be on establishing open parent-child communication, developing positive parent-teacher relationships, the necessity of parental involvement to the success of students, and providing a supportive family environment.

Consultation with Representatives of the Alaska Native Community | The Elder Advisory Committee, comprised of Native Elders, will provide Elder representatives to serve on the curriculum advisory committee for the Pathways program. Elders will be provided with many opportunities to provide input into perceived community and youth needs to be addressed by Pathways.

Partner Involvement in Grant Development | NEC, in collaboration with the UAF-NWC, will provide the plan for the Anthropology, Climate Change and Coastal Ecology enrichment program. NPS played an essential role in the vision and development of the following project components: teacher training, cultural competency strengthening, parental

training, and enrichment curriculum. NPS also provided data on dropout numbers, test scores, and curriculum information. Additionally, the school will collect data and provide information needed for detailed evaluation (e.g., surveys, Youth Risk Assessment, test scores, etc.) once the program has been implemented.

### **Quality of Management Plan**

*Timeline* | NEC has developed the following timeline for the Pathways Program implementation.

<b>Timeframe</b>	<b>Key Project Activities</b>	<b>Responsible Party</b>
Months 1 - 4	Hiring new teacher, aide and outdoor leadership instructor. Identify students for Pathways	Project Administration / NPS (UAF-NWC as advisor)
Months 1 - 4	Create master schedule for Pathways activities. Baseline data collected for evaluation.	Project Administration, UAF-NWC
Months 1 - 4	NEC formalizes plan for NEC Alternative Learning Center. Purchase equipment.	Project Administration, NEC finance, UAF-NWC, NACTEC
Months 2 - 4	Advise with UAF-NWC on Coastal Ecology and Enrichment Program	Project Administration, UAF-NWC
Months 2 - 4	Identify culturally relevant components to incorporate into existing curriculum	Project Administration, UAF-NWC
Months 2 - 4	Identify program evaluator through consultation with UAF-NWC	Project Administration (UAF-NWC to advise)
Months 2 - 4	Develop evaluation instruments (e.g., surveys)	Evaluator (UAF-NWC to advise)
Month 4	Purchase equipment for outdoor and environmental education component	NEC with counsel from UAF-NWC
Months 4 & 5	Recruit mentors and other volunteers. Recruit Elders. Train volunteers and Elders.	Teacher, Project Administrator
Months 4 & 5	Love & Logic Program Training for new teacher	NEC, Love & Logic
Month 5	Secure location for NEC Alternative Learning Center	Project Administrator
Months 4 - 6	Professional development for teachers begins (ongoing)	UAF-NWC / Love & Logic
Month 6	Love & Logic parental training (ongoing)	Love & Logic
Month 7	Family nights begin and continue monthly.	NEC, NPS
Month 7	Enrichment programs (after school) implemented.	Teacher, NEC
Month 7	NEC Alternative Learning Center opens to first students.	Pathways Staff
Month 10	Summer program implemented.	NEC

Month 16	Data collected for evaluation completed and submitted to evaluator.	Project Administrator, Evaluator
Month 17 – 18	Data analyzed. Evaluation conducted and annual written report for first year submitted.	Evaluator

Staffing Plan | The staffing plan is designed to support the accomplishment of project activities that are directly related to the goals and objectives. NEC Deputy Director, Marsha Sloan will serve as the Project Administrator and will commit 20% of her time to Pathways. A full time Certified Teacher and teacher's aide will coordinate with Elder mentors, tutors, and other volunteers. They will also be utilized to supervise the participation of community members to ensure that all volunteers are appropriately screened and trained for their roles. The teacher will recruit volunteers, including Elders, and will collaborate closely with Native organizations providing advisors and volunteers to Pathways. NEC, in collaboration with NACTEC, will employ a fulltime computer specialist to be utilized for Pathways students. The computer specialist will receive training as needed to ensure that he/she is able to provide the highest quality of service and educational opportunities to youth. An outdoor leadership instructor will be hired by NEC to lead and teach student groups in outdoor and environmental activities for two sessions (two to three weeks each session) each year during the fair weather season when school is not in session. Elders and other senior volunteers will supplement enrichment activities and programming by mentoring students and sharing their wisdom on topics related to the educational programs (e.g., survival skills, food gathering, camping, wildlife, ornithology, etc.).

Roles, Responsibilities, and Qualifications | NEC has outlined the roles, responsibilities, and qualifications of the project team. Complete resumes and job descriptions are attached.

Project Administrator, Marsha Sloan (20%). Ms. Sloan will manage the Pathways program, provide grant management, coordinate with consultants and partnering agencies, and provide staff supervision. As the Deputy Director for NEC, Ms. Sloan coordinates all programs and services offered to NEC tribal members. She has over 15 years of non-profit experience in both program development and administration. Additionally, she has successfully administered and evaluated state, federal and foundation grants, which have included funding for youth services, job training, juvenile justice, and education.

Certified Teacher (100%). The Certified Teacher will provide training, supervision, and coordination for mentors, tutors, and other program volunteers. The teacher will report directly to the Project Administrator. The Certified Teacher will also serve as The Love & Logic Program® Instructor and will provide professional development for educators utilizing the Love & Logic Program® model. Additionally, the Instructor will provide parent training, again utilizing the Love & Logic Program® model. The Instructor will be training as a certified Love & Logic Instructor, and will work under the supervision of the Project Administrator. This is an unfilled position. A job description is attached that further defines the responsibilities.

Teacher's Aide (100%). The Teacher's Aide will assist the Certified Teacher in providing training and coordination of mentors, tutors, and other program volunteers. The Teacher's Aide will report directly to the Certified Teacher. This is an unfilled position. A job description is attached that further defines the responsibilities.

Counselor/Life Skills Coach (100%). The Counselor/Life Skills Coach will provide students in the Pathways program with life skills training, job preparedness, postsecondary planning, and credit recovery assistance. This is an unfilled position. A job description is attached that further defines the responsibilities.

Outdoor Leadership Instructor (50%). The Outdoor Leadership Instructor will lead student groups on summer and winter learning programs and provide outdoor and environmental training. This is an unfilled position. A job description is attached that further defines the responsibilities.

Evaluator. The program Evaluator will develop data collection instruments and surveys to utilize in program evaluation. The Evaluator will analyze data and provide evaluation reports to the Project Administrator. The Evaluator will hold a Ph.D. in education, have a minimum of 10 years collegiate teaching experience, and possess extensive experience in evaluating federally funded programs, with special emphasis on rural communities or low achieving schools.

Project Alignment with Parent Organizations | Many NEC programs revolve around school activities and are conducted in close collaboration with NPS, as both organizations serve the same families. NEC currently provides the majority of after school programming for Nome youth and the only significant educational enrichment programming for teens. Pathway's is a logical extension and expansion of the services NEC already provides. The new programs and added dimensionality of programming proposed as part of the Pathways is directly responsive to expressed need in the community and among the families served by existing NEC programs. Pathways also incorporates suggestions and needs of NEC's primary community partners. The enrichment and educational programs outlined in Pathways will engage more youth in constructive activities, motivate students to stay in school and pursue postsecondary education and viable career objectives, which will result in reduced caseloads of school counselors, who struggle to serve all the youth in need.

Pathways will expand and enhance the existing youth programming provided by NEC and will strengthen partnerships with other organizations that serve both youth and Alaska Native families in Nome. The goals of Pathways are aligned with the mission of NEC, which

is “to serve the changing needs of the people of the Nome area by providing programs, services, and support, in collaboration with other local organizations” and is part of NEC’s strategic plan.

### **Adequacy of resources**

NEC has myriad resources that will be applied to Pathways, including (but not limited to) the following: 1) existing NEC staff that includes the project director, a Tribal Youth specialist and afterschool tutors; 2) access to tribal Elders as advisors, mentors, and teachers through NEC, and the Nome Senior Center; 3) strong partnerships with NEC, NPS and UAF-NWC for provision of key program elements; 4) an existing computer lab at NACTEC on which to build the technology component; and 5) a fully functioning outdoor education program that focuses on subsistence education. Thus, Pathways is an expansion and capacity building project that has a strong foundation and infrastructure for the programs already in place.

Pathways will add additional programs (expansion of others), will improve the cultural competency of all programs for youth (both old and new), and will serve additional Alaska Native students. Of the approximately 250 adolescents in the NEC service area of Nome, it is estimated that about 125 youth could particularly benefit from the proposed enrichment programs. Pathways will increase the overall capacity of its services and anticipates 30 referrals to Pathways annually. Other at risk teens in Nome will be impacted by the teacher training, and should help to decrease the number of at-risk teens in Nome who most need this added support to be successful in school and life. When implemented, Pathways will fully meet the most critical needs of the segment of youth in Nome who are identified as “at-risk” of failure. For this reason, we consider the budget to be reasonable when weighed against the benefits of the program.

Project costs were determined based on actual costs as researched by the NEC while preparing this application. Costs are heavily dictated by the location of Nome, where virtually all goods are brought in from elsewhere and the cost of retaining consultants includes significant travel expenses. The budget takes these challenges into consideration.

Based on the proposed budget of [REDACTED] and the intent to impact 150 students, the per-participant cost of the Pathways project is [REDACTED]. This cost includes programs to serve the parents of participants. (See attached budget narrative).

### **Quality of project evaluation**

The following key measures will be included in the program evaluation.

*Quantitative Measures* | 1) Number of Alaska Native students who meet or exceed proficiency standards in mathematics, science, and reading (GPRA Performance Measure); 2) Graduation numbers of Nome students compared to those who completed program; 3) Persistent number of students who complete NEC summer programs to those not in program; 4) Dropout numbers of Alaska Native middle and high school students (GPRA Performance Measure); 5) Truancy number of Nome students not in program; 6) Levels of participation in program activities (e.g., various number of education programs); 7) Student completion of portfolios; and 8) Assessment of cultural engagement by students, reporting pride/connection to culture.

*Qualitative Measures* | Pre- and Post-test will include: 1) Teacher satisfaction with professional development; 2) Parent satisfaction with parenting classes and family nights  
Student satisfaction with NEC Alternative Learning Center and technology education activities; 3) Improvement of student self-esteem and hopes for the future as measured on surveys; and 4) Student, parent, teacher, and volunteer (e.g., Elders) satisfaction with program elements.

A written evaluation plan will be developed with input from project partners and the education advisory committee (which will include data collection procedures and timeframes for all program outcomes. These outcomes are tied directly to program goals and objectives.

***LEA Participation*** | The LEA is Nome Public Schools, which serves all middle and high school students at Nome-Beltz High School. Nome Public Schools is a project partner and in Pathways and will track data required for the evaluation (and GPRA).

***Evaluator*** | The Northwest Campus (NWC), a branch of the University of Alaska Fairbanks (UAF), is located in Nome and will advise NEC in identifying a program evaluator. The Pathways program will utilize a comprehensive evaluation plan that yields quantitative and qualitative data, not only to measure the effectiveness of improving academic achievement, number of dropouts, number of truancy, number of graduations, interest in learning, and graduation of eligible participants, but also to make programmatic changes. The Project Administrator will receive ongoing technical assistance from the external evaluator to implement this aggressive evaluation plan. A strength of the program is the proposed ERGO™ (Evaluation Reporting of Goals and Objectives) database that will be used for data collection and analysis.

The Pathways program was developed through a comprehensive approach to evaluating the services, activities, and objectives of the program. It has a comprehensive set of evaluation methodologies to evaluate the program both formatively and summatively. The evaluation methodologies used by Pathways are appropriate in evaluating the progress toward achieving objectives and determining if programmatic changes are needed. Through the use of questionnaires and surveys, participants rate their satisfaction with each specific service outlined in the Project Description section of the proposal.

The evaluation will be conducted on a regular predetermined timeline. The results will be used in concert with all other ongoing evaluation results to make needed programmatic changes and improvements as necessary. Data will be gathered on a daily/weekly/event basis and entered into hardcopy and electronic databases. Reports will be generated on a monthly, quarterly, and annual basis. The results will be discussed during regular staff meetings. Appropriate staff assignments will be made and steps identified to implement programmatic changes deemed necessary.

Pathways will use the same model for evaluation methodologies for both the formative and summative evaluation. As a result of the continuous evaluation process, the data collected and evaluated throughout the year provides the basis for the summative evaluation. Summative evaluation methodologies allow Pathways program staff to assess progress accurately and in a timely manner, make additions, deletions, modify program objectives (in collaboration with the U.S. Department of Education), and make programmatic changes in services and procedures.

The program will utilize evaluation methodologies that establish baseline data in the areas of academic achievement, elder interest, parent involvement, truancy, promotion, graduation, etc. The program then tracks the increases and/or decreases over time to establish if improvement has occurred as a result of program services in the areas of academic progress and performance levels and graduation rates. Summative evaluation will be conducted by the external evaluator.

Through these evaluation methodologies, using comparative baseline data, it is clear that NEC will be able to assess the success of Pathways in improving academic achievement and graduation rates. If performance does not meet the objectives, through a feedback loop for continuous process improvement, programmatic changes will be made. The project

director, in consultation with the evaluator and the education advisory committee, will analyze whether the objective was too ambitious or if programmatic changes are needed.

**Program Improvement** | The qualitative evaluation will ensure that program participants and their families, as well as Pathways staff, NPS teachers, and enrichment program volunteers are satisfied with the implementation of program elements. Surveys will be developed by the evaluator and administered at appropriate intervals (e.g., conclusion of a course series or training session). The education advisory committee will review evaluation findings and make recommendations to the Project Administrator about program adjustments. Youth in the program will be queried informally on a regular basis by Pathways staff and volunteers to ensure that the program is meeting their needs. Evaluation findings will be made available to the community via the website and comments will be collected on an ongoing basis.

#### **Data Collection Timeline**

<b>Timeframes</b>	<b>Data Collection</b>	<b>Responsibility</b>
Month 2	Baseline data on graduation rates, dropout rates, truancy rates, test scores (all disaggregated by ethnicity) plus student attitudes/perceptions provided by Nome Schools.	Project Administrator, NPS
Months 7, 14, 20	Data on numbers of student participants in NEC Alternative Learning Center programs	Certified Teacher
Month 14	Informal group meetings with student participants to gather feedback on program satisfaction	Teacher Aide
Month 20	Data on graduation rates, dropout rates, truancy rates, test scores (all disaggregated by ethnicity) plus student attitudes/perceptions provided by Nome Public Schools.	NPS, Evaluator
Month 20	Satisfaction surveys administered to participant groups.	Project Administrator, Evaluator