

A. NEED FOR PROJECT

The mission of the Alaska Humanities Forum (the Forum) is *'to use the wisdom and methods of the humanities to enrich the intellectual, civic and cultural lives of all Alaskans.'* Alaska is huge - 586,412 square miles - and has a population of 627,000. Approximately 60% of Alaska's population lives in the urban centers of Anchorage, Fairbanks and Juneau. Few urbanites travel to rural Alaska where the remaining 40% of the population lives in 240 isolated rural communities, many of which are only accessible by air or water. Limited road systems, vast distances, and isolation between urban and rural communities have contributed to a general lack of knowledge and understanding of rural issues and Alaska Native cultures. Alaska Natives, who have been in Alaska for 10,000 years and were once economically, socially and culturally independent, are struggling on the fringes of a society and economy imposed on them by the dominant culture.

The 2000 Urban Rural Unity Study by Commonwealth North cites, "[t]he need for cross-cultural understanding through enhanced personal contact and education of both urban and rural viewpoints." Furthermore, the current economic climate has increased the out-migration of rural Alaskans to urban centers, as well as raised awareness of key issues, such as energy, climate change, sustainability (Colt & Kane, 2008). In its original study, Commonwealth North identified a number of key action items that would effectively address the urban-rural gap, including the "...the formation of sister schools as a way to establish relationships and increased understanding between urban and rural students, their families and community" (Commonwealth North, 2000). The Alaska Humanities Forum has taken a major role in bridging the gap between urban and rural Alaskans through the original Rose Urban Rural Exchange (RURE), a cross-cultural exchange program currently in its eleventh year, which has been funded by the U.S. Department of Education since July 2000. RURE provides equal opportunities for both urban and rural Alaskans to build understanding

between all Alaskans and a statewide sense of community through cultural awareness and respect for diversity. RURE has two components. The Educator Cross-Cultural Immersion Program that builds urban teachers' cross-cultural competence through immersion in rural Alaska Native Culture camps designed to invigorate the traditional youth and elders relationship. Over 240 teachers have participated in the program and 28 tribal culture camps have welcomed teachers. Similarly, 548 teachers and over 3,000 students have participated in the Sister School between 10 urban communities and 87 rural communities throughout the program.

Building on lessons learned, in 2008 the RURE program created the *Destinations* curriculum, bringing the program online and introducing self-exploration as well as cross-cultural, where students explore each other's communities and examine issues from both perspectives. Additionally, the curriculum focuses on the effective habits of being a cultural ambassador to prepare the students for hosting and visiting, which is essential because the living conditions and culture between urban and rural Alaska are vastly different. Students and teachers who explore their own culture first are more open to self-discovery and cross-cultural understanding because they can see without their own cultural lenses on (Walters, et al, 2009).

Because of Alaska's vastness, 36 years after Alaska's landmark education case, *Molly Hootch v Alaska State Operated School System*, which established high schools in Alaska's 131 off-the-road-system communities, the inequitable schooling situation has not improved (Covey, 2012). These schools, serving 2,662 students of which 95.8% are Alaska Native, offer their students a second rate education at best (Covey, 2012). Lower Yukon (11 schools, 95% AK Native, 85% eligible for Free and Reduced Lunch) and Lower Kuskokwim School Districts (27 schools, 95% AK Native, 82% economically disadvantaged – 71% eligible for Free and Reduced Lunch –, and 67% Limited English Proficient) are among the lowest performing. (State of AK, 2012 Free and Reduced

Lunch Report). Eight of nine schools in Northwest Arctic Borough schools are at School improvement level 5; of Lower Kuskokwim's 27 schools, 4 are at level 4 and 15 are at 5; in Lower Yukon, 2 are at level 4 and or 8 at 5 (School Improvement Sites, State of Alaska, 2011).

Furthermore, not only are they among the poorest citizens in Alaska, they are also majority Limited English Proficient, part of the cross-cultural barriers they have to face in socio-economic terms.

“Rural Alaska is so different from anywhere else. You wouldn't have context for it unless you experienced it first-hand. These guys became my friends. They are very real, and that plays into thinking about people emotionally and intellectually because you can't have one without the other.”

~ *Urban Student, 2007, RURE Longitudinal Study, 2012.*

The current RURE program is an exceptional approach to teaching and fostering cultural competence because it is hands-on and experiential rather than entirely text-based. Nonaka and Takeuchi (1995) found that the most powerful learning comes from direct experience and said that “knowledge is created in a social setting and asserted that a tacit, explicit exchange and daily double-loop learning are the activities that create knowledge” (p. 10). Similarly, others found that engaging in guided critical analysis and evaluation of cultural differences is more effective in improving students' levels of intercultural sensitivity than simply studying a curriculum employing comprehension of cultural differences (Mahoney & Schamber, 2004). Bloom's Taxonomy of Cognition (Bloom, et al., 1956, qtd in Clark, et al., 2010) is also an indicator that experiential learning enhances the educational experience for the student learner because it involves a direct experiential encounter with the learning event rather than simply a thought process associated with the learning, similar to the Native American Proverb, “Tell me, and I'll forget. Show me, and I may remember. Involve me, and I'll understand.” Bloom, et al, identified three types of learning domains: Cognitive (knowledge and development of intellectual skills),

Affective (our attitude and emotional development), and Psychomotor. For each domain, learning is further divided into categories, from simple to complex. Resonating with Mahoney and Schamber (2004) and Bloom (1956), the Exchange's mediated cultural immersion experiences take students through the highest orders of cognitive and affective learning.

In the Cognitive Domain, the categories are: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation. During the Exchange students apply the knowledge and comprehension they gained in the classroom to analyze, synthesize and evaluate their sister school community. Teachers guide the students in daily reflection during the immersion. Students are urged to evaluate for themselves how effectively the challenges faced in various communities and cultures are being met and to think of long-term, sustainable solutions.

In the Affective Domain, the categories are: Receiving phenomena, Responding to phenomena, Valuing, Organization, Internalizing values. Evidence of the students' growth can be seen in their changed interest, attitudes and values. They embrace what it means to be a cultural ambassador; they become open to new experiences and are able to respond emotionally to the immersion. Not only are they able to recognize new values and apply the significance to the individual, they are able to organize and internalize the values by comparing/contrasting during daily reflections and the final closing circle. Students discover (and are reminded) that the new values and cultures that they are experiencing are as Alaskan, and human, as the ones they held prior to the immersion (project evaluation, 2012). Furthermore, this perspective on learning transfer is as the learning concepts are reinforced; the learner will transfer the learning beyond the formal education setting into other elements of life including work and post-secondary educational experiences. Experiential learning, therefore, will not only assist the students'

understanding of life in their sister school host family's home and community, but it will also create a lasting impression, fostering an impact that can turn around a student's achievement. Parents involved with their students at the Exchange level often learn the additional value of being involved in their student's education. Intentionally bringing in the parents and the school community toward improving school engagement would have the students play an important role in connecting world knowledge to the school environment and teachers learning to connect to the community resources (often parents) for the students' education (Stachowski and Mahan, 2009).

Particularly for the teachers, the cross-cultural engagement is an important learning process, whether in the Exchange or the project's proposed professional development component, the Educator Cross-Cultural Immersion. As noted in Stachowski and Mahan (2009), "Even though you may be an expert teacher, failure to learn the local culture can doom you to failure in the Indian community"(p. 18). Gilliland adds that community involvement is essential, representing a "path to mutual understanding" (p. 20, qtd in Stachowski and Mahan, 2009). Similarly, then, based on its mission, the Alaska Humanities Forum holds true that "in order to explore another culture, one first has to become familiar with his or her own culture, and that actively engaging in a culture, even for a short time, allows participants to become part of the culture, rather than being an observer from the sidelines (AKHF stakeholder meeting, March 2012; Oleksa, 2005). For the Exchange and for the teacher professional development component, Walters, et al (2009), add "The majority of prospective teachers do not recognize that they have a culture, nor do they see racial, ethnic and cultural differences between themselves and their students. ... [E]ducators who ignore both their students' and their own cultural attributes risk misinterpreting the variety of ways in which students, families, teachers and faculty participate in classroom communities in terms of how they communicate and articulate their worldviews."

“They looked at themselves and identified what is important to them and what they thought they couldn’t live without. Students then each hosted a student from New Stuyahok in their homes for a week. They took their exchange students to classes with them, to their extracurricular activities, and shared their families and culture with their exchange students....Each one of these students has said how this program has changed their lives.” ~ **Urban Teacher, Sister School Ex, 2012**

Through a two-pronged proposed project design for the *Rose Cross-Cultural Exchange: Engaging Alaska’s School*, a design that integrates history, technology, parents, students/teachers/ schools and the local community in a cross-cultural curriculum, the *Sister School Exchange* and *Educator Cross-Cultural Immersion* components will improve teacher effectiveness, school engagement, the school environment, family engagement and community engagement, which will, therefore, improve the whole student through the experiential learning impact as noted in Stachowski and Mahan (2009).

QUALITY OF PROJECT DESIGN

The Alaska Humanities Forum, as the applicant for this grant, has a long track record of successful grant management. Since undertaking the Rose Urban Rural Exchange (2000), the AKHF has experienced success in providing cross-cultural and interethnic communications for the student and teacher participants to assist in creating better understanding of urban and rural Alaska and of Alaska Native students. Similarly, the Alaska History and Cultural Studies curriculum website supports the course for teachers who must teach the Alaska Studies courses. The AKHF and the state’s leading historians, anthropologists, geographers and educators developed the course. The Forum will combine its two proven projects, RURE and the Alaska History and Cultural Website, for the *Rose Cross-Cultural Exchange: Engaging Alaska’s Schools* project, utilizing the Exchange curriculum as guaranteed curriculum and engaging

students, parents, teachers and schools/communities to provide an experiential cross-cultural exchange project. A project that empowers the students to become the experts, teachers to bring parents and community into the classroom, parents and communities to become involved in their students' education. These strategies, combined with the professional development Educator Cross-Culture Immersion component, are improving the effectiveness of teachers. The following objectives will be implemented to achieve the project.

Goal: To engage students, teachers, their families and their school/community in a cross-cultural immersion program that increases individual and community cultural competency.

Sister School Exchange: **Obj 1:** Students, parents and teachers will increase their knowledge of urban and rural cultures in Alaska. **Outcomes:** **1.a.** Student participants will engage in a sister school cross-cultural immersion experience **1.b.** parents will engage with the students in a sister school exchange. **1.c.** Teachers will lead a sister school cross-cultural exchange. **1.d** students' school and community will host a cross-cultural exchange. **Performance Measures:** **1.a.** and **1.b.** are outlined in the Evaluation Section. **Benchmarks:** **1.a.** Each year, 160 students and 32 teachers will be recruited into the program. **1.b.**160 families will be involved with the exchange. **1.c.** 16 urban and 16 rural schools and communities will host an exchange.

Obj 2: Schools will increase student, parent and community engagement by planning, hosting and evaluating a Cross-Cultural Exchange. **Outcomes:** **2.a.** Students will play an important role in designing and implementing a weeklong school event. **2.b.** Community members (and parents) work closely with school staff to create cultural and educational activities for exchange students based on their own knowledge and experience. **Performance Measures:** **2.a. – 2.c.** are outlined in the evaluation section. **Benchmarks:** **2.a.** 16 cross-cultural immersion experiences will be created each year; **2.b.** 32 Teams (1 teacher/5 students) will participate in the immersion;

2.c. 32 schools /communities will host cross-cultural immersion experiences integrating community members. **2.d.** Students/parents will host a culture night for their school and families.

Obj. 3. Parents, students and teachers will all share a learning experience, modeling parent/community engagement. **Outcomes:** **3.a.** Parents and community members work closely with school staff to create educational and cultural activities based on their own knowledge and experiences. **3.b.** Teachers learn to connect to community resources for student’s education. **3.c.** Schools show evidence of community involvement to support the learning environment.

Performance Measures: **3.a. – 3.c.** are outlined in the evaluation section. **Benchmarks:** **3.a.** and **.b.** 32 teachers and schools will work with the parents and community members, as well as community resources for activities and opportunities. **3.c.** 32 teachers will provide examples of ways they are bringing in the community to their instruction after SSE.

Obj. 4: Exchange students will increase their self-awareness of how their own culture frames their views of other people and cultures. **Outcome:** An increasing proportion of student participants will be aware of how their own culture frames their views, and be able to articulate that awareness. **Performance Measure:** outlined in the evaluation section. **Benchmarks:** A greater number of students will show evidence of growth after completion.

Objective 5: The *Destinations* Curriculum will be aligned to the Alaska State Content Standards and approved as a middle school or high school course. **Outcome:** Teachers will find the *Destinations* curriculum supports content standards for Language Arts, Math and all Social Studies strands. **Performance Measure:** **5.a. – 5.b.** are outlined in the evaluation section **Benchmarks:** Course approval granted; courses available for SSE teachers.

Educator Cross-Cultural Immersion: **Obj. 1:** Teacher participants will increase their knowledge of urban/rural cultures in Alaska. **Outcome:** Teacher participants will increase their

knowledge of urban and rural cultures through participation in a 3.0 multicultural ed course that includes a cross-cultural immersion. **Performance Measure: 1.1.a. – 1.1.b.** are outlined in the evaluation section. **Benchmarks: 1.1.a.** 26 teachers will show growth in cultural knowledge and understanding. **1.1.b.** 26 teachers will pass the requirements for the 3.0cr course.

Objective 2: An increasing proportion of teachers will be aware of how culture frames their views and be able to articulate that awareness. **Outcome:** An increasing proportion of teachers will be aware of how culture frames their views of other people and cultures. **Performance Measure:** outlined in the evaluation section. **Benchmarks:** A greater proportion of teachers will show growth as a result of their participation.

The *Rose Cross-Cultural Exchange: Engaging Alaska's Schools* will provide the following strategies to accomplish the objectives. **Sister School Exchange:** Utilizing stakeholder meetings, experts and end-users will revitalize the **Alaska Studies curriculum website**, linking it to the current Rose Cross-Cultural Exchange website that houses four years of archived student and teacher videos regarding life and culture in urban and rural Alaska. Beginning at the project start date, using a curriculum specialist familiar with urban and rural Alaska, the project will align the Destinations curriculum to the Alaska State Content Standards for Language Arts, Math and all Social Studies strands, developing an **approved middle school and high school course** institutionalized and sustainable as part of the guaranteed and viable curriculum that can be used by every student and teacher in the state (by Spring 2013), giving the Exchange the consistency of delivery that the external Evaluators noted in the last project evaluation. Additionally, because the curriculum will be self-guided, any motivated student can participate; individual students will be matched on an urban and rural basis, and the Sister School Guide will implement and lead an exchange for two groups of independent students. The website

will be built to motivate students to learn via engaging content, statewide dialog, social gaming – providing levels and merits specific to going out into the community and bringing the community in, providing metrics for process/program evaluation via levels and ‘merit badges’.

Teachers who opt to lead an Exchange will participate in a two-day **Exchange Orientation** where they will learn the curriculum of the Exchange, the objectives and how to achieve them (student, parent, community engagement), and the website tutorial for their Alaska Studies course/Cross-Cultural Exchange. They will then apply what they have learned in their classroom, and teachers will select students based on their earned merit badges and learning level – not just the best and brightest but those students motivated to engage and learn, who want to go on an exchange. Through their participation in the *Destinations* course, then, their class becomes an Immersion Experience. The Exchange experience becomes more parallel between matched classrooms, another Evaluation recommendation, and the Immersion achieves the highest-level learning, as noted above by Bloom, et al. Classes engage the community; parents and community members are brought into the classroom. Host students themselves, Cognitively, begin by learning basic information in the classroom, and once in the immersion experience, apply it in context; at home, they become the experts teaching their visiting traveling ambassadors about their home community; on the return Exchange, the host students become the traveling ambassadors and experience the affective domain of recognizing new values and applying the significance to the individual; they are able to organize and internalize the values by comparing/contrasting during daily reflections and the final closing circle facilitated by the teacher or staff.

At the start of each Exchange, a Sister School Guide will travel to each school and community to host **Community Nights, Parent Information Nights** and additional activities

(technology, student engagement, host-family recruitment). In conjunction with the district-wide and school specific Alaska Association of School Board's (AASB) School Climate and Connectedness activities, the Exchange staff will implement its community engagement strategy, beginning with AASB's Initiative for Community Engagement model, assisting parents to support their student by valuing what they are learning and allowing them to be the experts, and by becoming a Culture Bearer in the classroom for Exchange activities.

Educator Cross-Cultural Immersion teachers will be recruited through the partner districts – urban and rural (new teachers); after an application and interview process, 30 teachers will be selected and enrolled a 3.0 multi-cultural education course (that applies toward teachers' recertification credentials). Teachers participate in a two-day cultural orientation, followed by a one-week immersion in a rural Alaska Culture camp for a deeper understanding of family life in rural Alaska – communication styles, learning styles; followed by a two day debrief session where teachers unpack their experience and apply it to their teaching in the classroom and to their designing and implementing a cross-cultural exchange. Teachers who do not move on to lead an Exchange, will provide a presentation to their school/community on what they have learned and how the program has impacted their teaching and student/family communication.

Rose Cross-Cultural Exchange outcomes align with the research on experiential learning and learning transfer for all involved. Additionally, participation will increase the teachers' effectiveness in the high-poverty, low-performing partner rural school districts and Title I schools. It is significant to note that in the original and subsequent years of planning, doing, evaluating and revising for the Rose Urban Rural Exchange, the Forum has worked with the Leadership Team and stakeholders to ensure the quality of the project design; such collaboration between the stakeholders substantiates the Forum's commitment of engaging Alaska's schools by modeling

parent and community engagement through a cross-cultural exchange, which increases individual and community cultural competency.

QUALITY OF MANAGEMENT PLAN

(i) Since 1972, Alaska Humanities Forum (AKHF) has been working to enrich the civic, intellectual and cultural lives of all Alaskans. It does so by re-grants for humanities-based activities and by operating several humanities-based programs. Since 2000, AKHF has operated the Rose Urban Rural Exchange for middle and high school students, bridging the urban and rural divide. As of 2012, 44 schools, 272 teachers and 1,138 students have traveled with the exchange, and 2,848 students have experienced the exchange curriculum in the wider classroom. Similarly, 240 teachers have participated in the Educator Cross-Cultural Immersion experience. In 2009, the Sister School Exchange went online with its Destinations Log student posting pages, with a site for each sister school. The first Take Wing Alaska project grant came in 2009, and additional federal funds came in 2011 for the Creating Cultural Competence in Rural Early Career Teachers, a cross-cultural immersion program for teachers coming from the Lower 48 states to teach in rural Alaska schools. In 2010 and 2011, the Alaska State Legislature granted the AKHF funds to update its Alaska History and Cultural Studies website, the authority website for teachers offering the Alaska Studies Course. In addition to the organization and infrastructure, experienced personnel are available to implement the Exchange project.

Key Personnel are significant to the delivery of the project activities and the achievement of the goals and objectives (resumes and position descriptions in Other Attachments). The Interim President of the Alaska Humanities Forum (.10 FTE) Jerry Covey, Ph.D. will oversee activities of the Project Director, assist with reporting, financial and other related matters, and facilitate the involvement of AKHF Board of Directors with Take Wing

Alaska. The Project Director (.80 FTE) will be responsible for the overall program performance. Laurie Evans-Dinneen, M.F.A., is the Project Director for AKHF's current ANEP grants and will divide her time to oversee this project for the day-to-day operations. She has been with AKHF for nearly five years. She has 17 years of federal grant budget and supervisory experience, and budget, evaluation and overall responsibility will remain with the Project Director. Two Sister School Exchange Guides (2 FTE) will work under the direction of the Project Director to coordinate the Exchanges between urban/rural sister school partnerships. Duties will include recruiting new schools and teachers, coordinating travel with Program Asst. for the sister schools, submitting background checks for host families, monitoring the implementation of the Exchange curriculum, arranging for Community Nights/Parent Nights/Host-Family Nights, and implementing a maximum of two Guided Exchanges for independent students. A Special Projects Coordinator (.5 FTE) will be under the supervision of the Project Director and will work with the website redesign and with the staff, teachers and students on technology training, as the liaison with district IT staff, website dev., the uploading of videos for the Exchange curriculum. One half-time Program Assistant (.5 FTE) will work under the supervision of the Project Director to provide administrative and clerical support for the Project Director and Sister School Guides. (See job description in Other Attachments with resumes.) Independent Evaluators are a team of professionals. Dale Nelson Cope, Ph.D. is an independent consultant with over 20 years of education, management, and program evaluation experience in the public sector. Dr. Cope has experience conducting large scale and statewide evaluations in Alaska where both urban and rural variables must be considered simultaneously. Similarly, Dr. Amy A. Germuth is an independent consultant with over 12 years' experience designing, managing, and conducting

formative and summative evaluations and research of PreK-16 education initiatives at the local, state, and national levels.

(ii) The following table outlines the management plan and the feedback/improvement.

Rose Cross-Cultural Exchange			
Management Plan, Years 1, and repeated in years 2-3 with revisions			
Goal: To engage students, teachers, their families and their school/community in a cross-cultural immersion program that increases individual and community cultural competency.			
Sister School Exchange – Obj. 1: Students, parents/teachers will increase their knowledge of urban/rural cultures in AK.			
Task	Staff Resp	Timeline	Perf Measures/Benchmarks
Hire staff and plan for Leadership Team (LT) wkshp; contract with curriculum specialist	Proj Dir., District partners, Maniilaq	Year 1: Sept. 2012	Hiring materials. Meeting notes; rfp for curriculum specialist.
Evaluation - development of project tools.	Evaluator Team	Sept. 2012	Evaluation Tools - ongoing
LT/Stakeholders for AK History website	Proj Dir/Eval	Oct/Dec 2012	Communications via email, phone log
First version of the curriculum alignment of Destinations with LA, Math, Soc Studies	ProjDir., Partners Curric Sp	Nov. –Dec. 2012	Drafts of curriculum alignment/ course; course outline and alignment
Website development testing; mtgs	Special Proj/Web	Nov. 2012	Website tests; notes
Website completion for roll-out in Exchange; Destinations curriculum	Proj Dir SP/Web Partners	Dec. 2012	Ak History and Cultural Studies Website; Destinations Website; Destinations curriculum

completed	Curric Sp		(teacher handbook, student field guides, parent/host family guidebooks)
Sister School Recruitment through teacher apps and Alaska Studies website and apps.	Proj Dir Sis School Guide	Jan.-Mar '13; Sept/Dec'13,'14	Teacher apps, student apps.; individual student app.;
Staff travel to participating schools – host Community Engagement/Parent Nights	Sister School Guide	Feb. - April, 2013; Sept.-Mar '13-'14;'14-'15	Community plans, parent nights; 160 families will be involved in the exchange
Create matches for up to 16 Sister School Exchanges pairs that will use the Destinations aligned courses and website	Proj Dir SSG	Feb – May 2013; Sept. – May, 2014, 2015.	Evaluation pre/post tests show 160 students' increased knowledge of urban/rural cultures; 32 urban/rural communities will host exchanges
Parents of Exchange students will host visiting students if pass background check; if not, other students' families may host.	Proj Dir SSG	Feb – May 2013; Sept. – May, 2014, 2015.	Background checks complete; 160 families will be involved in the Exchange.
Obj 2: Schools will increase student, parent and community engagement by planning, hosting and evaluating a Cross-Cultural Exchange.			
Teachers will attend a group SSE Teacher Orientation on curric, integrating community members, web/technology, student recruitment, host	Project Dir, Sp Proj/Web Mgr, SSG	Jan. – April, 2013 Sept. – Dec., 2013, 2014	Orientation agenda; curriculum; 32 teachers receive training via teacher orientation; workshop on engaging community members in the classroom; district School Climate and

fam recruitment			Connectedness survey results.
Students and teachers will design and implement a cross-cultural week events (host family potluck; traditional dance; subsistence; Native Youth Olympics)	SSG, Teachers, Students, Proj Dir	Feb. - May 2013; Sept. – May 2014 and 2015	100% of students will play a role in designing and hosting a weeklong school immersion event. Destinations curriculum filled out online – comm. Profiles, hosting plans, cultural activities
Community Members and parents will work with teachers and school to create cultural week events based on their own experience (kuspuks, subsistence, community	Project Dir., SSG, comm. Members, Parents	Feb. – May, 2013; Sept. – May, '14 and '15	Culture Bearer stipends, hosting plans, 32 Schools and communities will host Exchange and will integrate community members ; 100% of teachers will engage school staff & comm. to do activities.
Students/parents will host a culture night for their schools and communities. Sister School guides will assist in training	Proj Dir., SSG	Feb. – May 2013; same 2014, 2015	100% of student parents/families will be engaged in the student's experience; Evaluation suggestions for year 2 and year 3
Obj. 3. Parents, students and teachers will all share a learning experience, modeling parent/community engagement.			
Project Staff work with teachers to host Community Engagement Night; school staff will work closely with parents and comm. Mem to create educational/cultural activities based on own	Proj Director SSG	Jan. – Feb., 2013; Sept. – Jan., 2013- 2014; 2014-2015	Assessment tools

knowledge/experience			
Staff will model parent and community engagement at SSE Teacher Orientation	Proj Dir, SSG	Jan., 2013; Sept. 2013, 2014,	Attendance records; Orientation agenda
Teachers learn to connect comm. Resources for students' education;	Proj Dir, SP/Web, SSG	Jan.- May, 2013; Sept.-May, 2013- 2014, 2014-2015	100% of schools/ teachers will work with parents /comm memb on education/cultural activities
Schools show evidence of community involvement to support the leaning environment	Proj Dir, SSG Eval Team	Jan. – May, 2013; Sept. – May, '13 –'14; '14 – '15	100% of teachers will show ex's of ways they incorp comm. resources into instruction as result of SSE participation
Obj. 4: Exchange students will increase their self-awareness of how their own culture frames their views of other people and cultures			
An increasing number of exchange students will be aware of how their own culture frames their view; can articulate awareness	Proj Dir Eval Team	Feb. – May, 2013 Sept.-May, 2013- 2014, 2014-2015	Pre-Post assessment; a greater number of participants will show awareness on post-; Qualitative analyses will be used to read changes in attitudes/perceptions.
Obj 5: The Destinations Curriculum will be aligned to the Alaska State Content Standards and approved as a middle school or high school course.			
Teachers will find the Destinations curriculum supports content standards for Language Arts, Math and all Social Studies strands.	Proj Dir Eval Team Curric Sp	Sept. – Dec., 2012; Sept. 2013 – May '14; Sept. 2014 – May 2015	<i>Destinations</i> Curriculum will be cross-walked to the Alaska content standards for LA, Math and all Soc St. <i>Destinations</i> will be submitted for course approval in at least two partner districts. 5a. Teachers will complete a survey assessing how well use of the Destinations curriculum

			aligned with content standards for Language Arts, Math and all Social Studies strands; 5b. counts
<u>Educator Cross-Cultural Immersion – Obj. 1:</u> Teacher participants will increase their knowledge of urban/rural cultures in Alaska.			
Recruitment of Teachers for Summer program – immersion in rural Alaska Native Culture Camp	Proj Dir SSG Partners	Nov. 2012-Feb 2013, 2014, 2015	Recruitment materials, applications;
Interviews for the teacher participants for selection of 30 candidates	Proj Dir, Instr, Coord	March-April 2013, 2014, 2015	interview sheets; select 26 candidates and 4 alternates
At least 26 participants in ECCI attend 2-day orientation, weeklong rural culture camp immersion, 2-day debrief	Proj Dir Course Instr	June – August, 2012, 2013, 2014	30 teachers enroll in 3.0 multicultural ed course; enrollment forms; communication; syllabus
Teacher participants will increase their knowledge of urban and rural cultures through participation in a 3.0 multicultural ed course that includes a cross-cultural immersion.	Proj Dir, Cours Instr Camp Coord	May – Dec., 2013, 2014, 2015	Using pre-post assessment; 100% (26) of the post- mean ratings for cultural knowledge and understanding will be higher than the mean pre-survey ratings for each teacher cohort. 100% of teachers (26) will pass a 3.0 credit multicultural education course and go on the immersion.
<u>Obj. 2:</u> An increasing proportion of teachers will be aware of how culture frames their views and be able to articulate that awareness.			
An increasing proportion of teachers will be aware of	Proj Dir, Course,	May – Dec., 2013, 2014, 2015	A greater proportion of teacher responses in pre/post survey will

how culture frames their views of other people and cultures.	Eval		show evidence of self-awareness of how culture frames their views.
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D. ADEQUACY OF RESOURCES

(i) AKHF is experienced in managing and operating significant grant funded projects, including grants from private, federal and state agencies. AKHF's President and fiscal officer ensure successful implementation and oversight of the budget and operating procedures for management and fiscal control. Based on the attached budget narrative, the costs of the program are reasonable in relation to the objectives and the program design. An estimated [REDACTED]/year over three years will allow the RCCE program to serve 100 students and 50 teachers in Years 1 & 2 while the curriculum is being revised and aligned with State Standards. In Year 3, the program will serve a minimum of 150 students and 60 teachers. During that time, the project will also serve 100 and 150 families and 20 and 30 schools and communities respectively through the coordinated efforts of the project/family/school for the community engagement and connectedness and because the students will then become a role model of change for the other youth in the community, a typical small-town phenomenon. The cost per student is under [REDACTED].

(ii) The coordinated activities of RCCE project with the Consortium partners will optimize the grant-funded resources to increase new communities to be involved and to empower students to teach their parents and schools about what they are learning, increasing the effects of the program to the wider audience. RCCE and Consortium partners' match resources will further extend the project efforts. Maniilaq Association will assist with cultural responsiveness in the curriculum and website development, as well as encouraging communities to be involved and to support cross-cultural development of students/parents/communities. In addition to providing staff time for participation in the Leadership Team, Maniilaq will provide in-kind contributions

by promoting the program in shareholder newsletters and mailings. Similarly, the districts will provide in-kind contributions by providing staff time to provide on-site encouragement of student participants and administrative hours to assist in the Leadership Team activities and professional development planning throughout the project timeline. The Budget Narrative explains how resources will be expended to accomplish the goals and objectives of the project.

(iii) The budget is adequate to support the proposed project, as shown in the budget narrative. One of the largest categories is travel, which cannot be helped in a state the size of Alaska and with more than half of its citizens living off the road system. Similarly, to adequately guide the exchanges, the staff are in place for curriculum and immersion guidance. In an allocation by design, the program will be spending 76% on direct services to students and teachers; 23% on travel (travel throughout Alaska is costly because of the limited road system and the vast distances between isolated rural communities); 3.5% on evaluation; 11% on program administration.

QUALITY OF PROJECT EVALUATION

A comprehensive evaluation study will track formative and summative outputs, outcomes, and impacts of the Sister School Exchange and ECCI projects on students and educators.

Sister School Exchange

Formative / Process Evaluation: For the Sister School Exchange, the formative/process evaluation will answer the following questions: 1) How do teachers implement the program (the curriculum and exchange visit)? What do they see as its strengths and weaknesses? What adjustments do they need to make in order to fit the curriculum to their students? To what degree is there fidelity of implementation? 2) How do students react to the program? 3) How effective is program staff in providing necessary information and logistical support to participating teachers

and students? 4) Are there systematic differences in how the program works—or does not work—between middle- and high-school classrooms? between urban and rural classrooms? 5) Which parts of the program appear to be functioning as intended and which are not? and 6) What changes appear to be needed? To answer these questions we will utilize a locally-developed instrument, the *Teacher Program Feedback Form*.

Summative Evaluation: The summative evaluation is developed to answer the following questions: What knowledge do the students have about urban and rural Alaska at the beginning of their participation in the program? What knowledge do they have after they complete the curriculum and participate in the exchange? What are students’ attitudes about urban and rural Alaska at the beginning of their participation in the program? What are their attitudes after they complete the curriculum and exchange? What, if any, is the change in students’ attitudes and understanding of urban and rural Alaska issues as a result of participating in the Sister-School Exchange? What do students know about critical issues in urban and rural Alaska at the start of the program? What do they know at the end? What do students say about what they have learned, both academically and personally, from participating in the Sister-School Exchange program? and Are there systematic differences in how well/how much students learn between middle- and high-school classrooms? between urban and rural classrooms? These questions are linked to select project objectives, outcomes, and performance measures shown in the data table below.

Outcome	Performance Measure	Data Collection Measures and Analysis
<u>Obj 1:</u> Students, parents and teachers will increase their knowledge of urban/rural cultures in Alaska.		
Student participants will be	<i>Performance Measures:</i> 1.a. 100% of students who	1a. Data collected through the online pre- and post- assessment (<i>Student Knowledge,</i>

<p>more knowledgeable about Alaska’s urban and rural cultures.</p>	<p>participate in the sister school exchange will demonstrate increased knowledge of urban and rural cultures based on comparison of pre/post assessment results. 1.b. 100% of teacher participants will lead a sister school exchange.</p>	<p><i>Attitudes, and Perceptions Survey</i>) included in the Rose Urban Rural Exchange Destinations curriculum – administered by the teachers – will be used to assess progress toward this objective. A matched samples t-test (or general t-test if not enough matches can be made) will be used to ascertain whether the increases in scores represent statistically significant gains among students. 1b. Counts of participants</p>
<p>Objective 2: Schools will increase student, parent and community engagement by planning, hosting and evaluating a Cross-Cultural Exchange.</p>		
<p>Students will play an important role in designing and implementing a weeklong school event. Community members (and parents) work closely with school staff to create cultural and educational activities for exchange students based on their own knowledge and experience.</p>	<p>Performance Measures: 2.a. 100% of students will play a role in designing and hosting a weeklong school event. 2.b. 100% of teachers will engage school staff and community members to create the exchange activities. 2.c. 100% of student parents/families will be engage in the students’ experience.</p>	<p>2a - c. counts</p>
<p>Objective 3. Parents, students and teachers will all share a learning experience, modeling parent/community engagement.</p>		

<p>Parents and community members work closely with school staff to create educational and cultural activities based on their own knowledge and experiences. Teachers learn to connect to community resources for student’s education. Schools show evidence of community involvement to support the learning environment.</p>	<p>Performance Measures: 3.a. 100% of schools/teachers will work with parents and community members to develop educational and cultural activities. 3.b. 100% of teachers will use community resources for exchange opportunities; 3.c. 100% of teachers will provide examples of ways they are incorporating community resources into their instruction as a result of their Sister School participation.</p>	<p>3a - c. counts</p>
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Objective 4: Exchange students will increase their self-awareness of how their own culture frames their views of other people and cultures

<p>An increasing proportion of student participants will be aware of how their own culture frames their views, and be able to articulate that awareness.</p>	<p>Performance Measure: In student profile responses completed after the exchange, a greater proportion of students will show evidence of awareness of how their cultural lens frames their views than at the beginning of the program.</p>	<p>Data collected through the online pre- and post- assessment (<i>Student Knowledge, Attitudes, and Perceptions Survey</i>) included in the Rose Urban Rural Exchange Destinations curriculum – administered by the teachers – will be used to assess progress toward this objective. Qualitative analyses will be used to better understand changes in attitudes and perceptions.</p>
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Objective 5: The Destinations Curriculum will be aligned to the Alaska State Content Standards and approved as a middle school or high school course.

<p>Teachers will find the Destinations curriculum supports content standards for Language Arts, Math and all Social Studies strands.</p>	<p>Performance Measures: 5.a. Destinations Curriculum will be cross-walked to the Alaska content standards for Language Arts, Math and all Social Studies strands. 5.b. The Destinations Curriculum will be prepared and submitted for course approval in at least two partner districts.</p>	<p>5a. Teachers will complete a survey assessing how well use of the Destinations curriculum aligned with content standards for Language Arts, Math and all Social Studies strands 5b. counts</p>
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Teacher Cross-Cultural Immersion - Formative / Process Evaluation: For the Teacher Cross-Cultural Immersion, the formative/process evaluation will answer the following questions:

- 1) What are teachers’ perceptions of the immersion program? What knowledge do they gain about a culture different from their own? How can they translate this knowledge into their own practice?
 - 2) How effective is program staff in providing necessary information and logistical support to participating teachers?
 - 3) Are there systematic differences on the impacts on teachers by camp type?
 - 4) Which parts of the program appear to be functioning as intended and which are not?
 - 5) What changes appear to be needed?
- To answer these questions we will use an adaptation of the instrument developed by us for Take Wing Alaska eval, the *Pre-Post Educator Survey*.

Summative Evaluation: The summative evaluation is developed to answer the following objectives and performance measures.

Outcome	Performance Measure	Data Collection Measures and Analysis
<p>Objective 1: Teacher participants will increase their knowledge of urban/rural cultures in Alaska.</p>		
<p>Teacher</p>	<p>Performance Measure: 1a.</p>	<p>1a. Data collected from the Pre- and Post-</p>

<p>participants will increase their knowledge of urban and rural cultures through participation in a 3.0 multicultural ed course that includes a cross-cultural immersion.</p>	<p>100% of the post- mean ratings for cultural knowledge and understanding will be higher than the mean pre-survey ratings for each teacher cohort. 1 b. 100% of teachers will pass a 3.0 credit multicultural education course and go on the immersion.</p>	<p>assessments (<i>also used by the evaluators for the Take Wing Alaska project</i>) administered by the evaluators will be used to address this objective. A matched samples t-test (or general t-test if not enough matches can be made) will be used to ascertain whether the increases in scores represent statistically significant gains among teacher participants. 1b. counts</p>
<p>Objective 2: An increasing proportion of teachers will be aware of how culture frames their views and be able to articulate that awareness.</p>		
<p>An increasing proportion of teachers will be aware of how culture frames their views of other people and cultures.</p>	<p>Performance Measure: A greater proportion of teacher responses in pre/post survey will show evidence of self-awareness how culture frames their views.</p>	<p>1a. Data collected from the Pre- and Post- assessments (<i>also used by the evaluators for the Take Wing Alaska project</i>) administered by the evaluators will be used to address this objective. A matched samples t-test (or general t-test if not enough matches can be made) will be used to ascertain whether the increases in scores represent statistically significant gains among teacher participants.</p>

The evaluation will also report on GPRA measures (1) the % of AK Native students served in project schools and (3) the % of AK Natives students who graduate with a diploma in 4 years.

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