

Alaska Native Heritage Center – 2012 Alaska Native Education Grant

NEED FOR PROJECT Alaska Native Heritage Center (ANHC) is a 501 (c) (3) educational and cultural center located in Anchorage, Alaska, whose mission is to share, perpetuate and preserve the unique Alaska Native cultures, languages, traditions and values through celebration and education. The proposed three-year project is a refinement of ANHC's successful afterschool program for high school students, reflecting on-going project evaluation data, discussions held with Native youth and parents involved in the high school programs, and discussions with area service providers and educators within the Anchorage School District and the University of Alaska. The primary target population for the proposed High School Program (HSP) includes Alaska Native/American Indian (AN/AI) students in grades 9-12 within the Anchorage School District. In addition, outreach activities will foster connections with middle school students (grades 6-8). **Competitive Preference Priority 1 AK Native Regional Non-Profit** - ANHC will partner with regional non-profit Cook Inlet Tribal Council in the proposed project, by sharing/coordinating referrals and through collaborative planning related to the educational needs of Alaska Native students (see Support Letters, Eligibility Documentation).

Area Served and Demographics: The ANHC HSP service area is the Municipality of Anchorage, population 291,826 (US Census, 2010). Anchorage is Alaska's largest city, encompassing a land area of 1,697 square miles. Situated in south central Alaska, the Cook Inlet region is home to the federally recognized tribes of Chickaloon, Tyonek, Seldovia, Ninilchik, Kenaitze, Eklutna, Knik and Salamatof. Anchorage's Native population includes members of these tribes, as well as citizens of each of Alaska's 232 Alaska Native villages, including people of Yupik, Athabascan, Unangax, Sugpiaq, Eyak, Tsimshian, Tlingit, Haida, and Inupiaq nations, representing 11 linguistically distinct cultural groups, in addition to Native Americans from other states. Anchorage is a multi-cultural community, with over 93 languages spoken. Approximately

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53% of students in the Anchorage School District (ASD) represent ethnic minorities, including but not limited to, Hispanic, African American, AN/AI, Asian, and Hawaiian/Pacific Island populations. Yupik is the fifth most prevalent non-English language of influence in Anchorage schools (Anchorage School District, 2011). Anchorage is home to the fourth largest Native population in the United States, with over 26% of Alaska’s Natives now residing here. The city’s AN/AI population (alone or in combination with other races) has grown to 36,062, reflecting a 21% increase over the past ten years (US Census, 2010), with a significant level of migration to Anchorage from rural villages. Data from the Alaska Permanent Fund Office showed a net increase of 597 persons who moved to Anchorage from rural areas during the year 2009-2010 (Alaska DCED, 2010). Over 22% of youth surveyed in ANHC’s programs have lived here fewer than five years (ANHC, 2011). **Income, Poverty, and Unemployment Data:** An estimated 11,823 Native (AN/AI) children under age 19 live in Anchorage, of whom 2,542 are ages 15-19 (American Community Survey, 2010). 17% of Anchorage’s Native children live in poverty, compared to 11% of the overall population for youth under 18 (AK Dept. of Labor, 2010.) The median household income for Anchorage is \$73,004, while the median income for Native households is just \$44,347 (ACS, 2010). This is the lowest median income for all ethnic groups reported and below the HUD guideline for “very low income.” In 2010, 3054 Natives living in Anchorage received food stamps, a 6% increase from 2009. 22.8% of all food stamps recipients in 2010 were AN/AI. Forty-two percent (42%) of food stamps recipients in 2010 were children (AK Div. of Public Assistance, 2010) Anchorage School District’s Homeless program identified a total of 3,800 homeless children and youth in 2010-2011, of whom 21.9% were AN/AI, with a 21% increase in homeless students since ‘09 (ASD, 2011). In January 2012, Anchorage Project Homeless Connect counted 204 homeless children under age 18; 60% of all homeless counted

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were Alaska Native (Municipality of Anchorage, 2012). In 2011, Native Alaskans comprised 18% of unemployed adults in Anchorage, with 3,456 Native adults reported unemployed (AK DOL, 2011). Anchorage's overall unemployment rate was 7% in 2010-2011. Alaska also has the third highest rate in the U.S. for unemployment among ages 18-24, at 19.8% (Careiro, 2008).

Academic Underachievement and Under-engagement: ASD's student count is 49,206. There are 8,661 students eligible for Title VII Indian Education, of whom 3,378 received Title VII services in 2010-11. According to the 2010-11 Title VII Report, AN/AI ninth graders' Standards Based Assessments scores were as follows: 51% Not Proficient (NP) in math, 25% NP in reading, and 34% NP in writing. AN/AI students in grade 10 scored as follows: 46% NP in math, 38% NP in science, 34% NP in reading, and 35% NP in writing. These scores placed Native student achievement at the lowest ranking of all ethnic groups. On the 2010-2011 High School Graduation Qualifying Examination AN/AI Grade 10 students scored "Not Proficient" at the following rates: Reading – 23% NP, Writing – 38% NP, Mathematics – 32% NP. For grade 11, NP rates were: Reading – 13% NP, Writing – 17% NP, Mathematics – 22 % NP (ASD, 2011).

Graduation and College Engagement: In 2010-2011, only 61% of ASD's Native students were "on track to graduate" in grade 9, compared to a 73% rate for all students. The 2010-2011 graduation rate for Native students in ASD is 43%, compared to a rate of 72% for all students. Only 48 of the 1,831 students who took the SAT's and just 20 of 845 students who took ACT's last year were Native (ASD, 2011). Native college students struggle as well. In the University of Alaska fall 2010 head count, only 7.1% of students were Native. The 2009 four-year graduation rate for Alaska Native students was just 1.5% compared to an 8.7% overall rate. Only 63.5% of Native students were retained after year one, compared to an overall retention rate of 76.1% (University of Alaska, 2010). **Drop-outs and poor attendance:** Since 2005, 1166 Native

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students in grades 7-12 have dropped out of school, not including an unknown number of dropouts who are included in the 698 students in “2 or more races” category (ASD, 2010). The grade 7-12 drop-out rate is 6.95% for Native students, while it is 4.27% for all students, and 3.12% for Caucasian students; also, Native boys dropped out at over twice the rate of Native girls (ASD, 2011). In 2010-2011, Native students in grades 9-12 had an “under 80% attendance” rate that was an average 93% higher than that of all students. Over 21% of Native students in grade 9 had an attendance rate of less than 80%, and by grade 10 this number increased to nearly 26%; and for both grades 11 and 12 this number increased to over 31%. *Simply put, this means almost one third of Native students in grades 11 and 12 attend school fewer than four days per week* (ASD, 2011). According to an ASD study on drop-outs (2008), during the years 2002-2008, 23.7% of dropouts were AN/AI, whereas Natives only comprised 13.7% of the total student cohort studied. Over half of the students dropping out did so through non-attendance or an unknown reason, which “supports the research indicating that dropping out of school is a gradual disengagement rather than a single event” (p.6). “Under 80% attendance” in 9th grade was found to be a significant predictor of dropping out. **Suspensions/expulsions** - AN/AI students also accounted for 113 ASD high school suspensions/expulsions in fall 2010 (ASD Memo, Feb. 2011) and 96 suspensions/expulsions during spring 2011 (ASD Memo, Aug. 2011). **Youth-at-Risk Data:** The Alaska Division of Juvenile Justice reported AN/AI youth comprised 20.31% of all referrals in 2011 (AK Div. of Juvenile Justice, 2011). In 2009-2010, AN/AI youth in Anchorage were arrested at three times the rate for “White Juveniles” and were placed in secure detention at twice the rate for Whites (AK DJJ, 2010). Native boys age 15-19 accounted for 51.2% of teen suicides from 1997-2006. Native girls accounted for 16.7% of teen suicides from '97-'07. Furthermore, 67.9% of all teen suicides were committed by Alaska Natives in

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1997-2007 (Alaska Kids Count, 2008). According to the Alaska 2011 Youth Risk Behavior Survey, 17.2% of Native high school student responders had seriously considered attempting suicide in the past year, 12.8% had made a plan, and 12% had attempted suicide, almost double the rate of attempts for White students, (6.3%.) In the Cook Inlet Region, 13.7% of live births were to Native teenage mothers in 2009, while the percentage of births to teenage mothers of all races in 2009 was 9.2% (AK Bureau of Vital Statistics, 2009). **Native Students Struggling with Cultural Changes:** Researcher Lisa Wexler has documented how Inupiaq youth internalize the constructs of the Western world and judge themselves and their families as “failures.” Not seeing a way to live as their grandparents did, disconnected from their language, and unsure of how to fit into the Western world, they often report feelings of hopelessness about the future (Wexler, 2009). Her findings illustrate the quandary of many Native youth. Anchorage’s Native students often face vast cultural differences between home and school life, and/or village life and city life. Socio-economic differences create stratifications that are absent in most villages; schools in the city are more heterogeneous and students are more status conscious. Native youth often report feeling alienated and out-of-place in their schools. It is often difficult to locate and attend cultural and social resources, especially for newcomers to the city. Furthermore, students who feel they must choose between their Native identity and the dominant culture, regardless of how long they have lived in Anchorage, face tremendous internal conflicts and are at risk of disengaging. Their parents’ experiences with school and dominant culture also influence their school engagement. A survey of 50 ANHC participants ages 14-19 indicated their top ten interest/needs areas as: 1) Time with elders; 2) Native language; 3) Health and wellness; 4) Cultural activities/skills; 5) Traditional dance, and NYO/WEIO; 6) Help finding jobs; 7) Completing college applications; 8) College preparation and Career planning; 9) Suicide prevention; and 10) Job skills training

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(ANHC, 2011). ANHC High School Program students interviewed as a part of 2010-2011's program evaluation commented most often on the value of learning their culture and how the program helped them to cope with stress. Parents interviewed commented about the program helping their children with cultural knowledge, identity, confidence, and self esteem (Lamebull, 2011). **Response to Targeted Needs:** ANHC's High School Afterschool Program (HSP) is currently funded through the Department of Education until fall 2012. The HSP has worked with 836 students since 1999, including 106 students last year and 125 students enrolled this year. The program offers after school credit-eligible classes in art, dance, media/technology, Native athletics, and leadership. The HSP has filled a unique niche for Native students by offering culturally based programming in a safe afterschool setting, while encouraging and supporting success at school. As many as 35 HSP participants and alumni have participated in paid summer cultural tourism internships at ANHC each year (funded through other grants). Our evaluation data show that 12th grade students who engaged in ANHC's HSP for more than 20 days in 2009-2010 had a graduation rate of 63.6%, which was 15% higher than the overall graduation rate for ASD's Native 12th graders (Lamebull, 2010). Students attending the HSP for more than 20 days during 2010-2011 had a 12th grade graduation rate of 77%, compared to a rate of 43% for ASD's Native students not enrolled in HSP and 72% for all students (Lamebull, 2011). In 2008, the HSP received a *Coming up Taller Award*, a Presidential initiative recognizing 19 programs nationwide for innovative youth arts and humanities programs. The proposed Alaska Native Education grant project seeks to continue the High School Program, with enhancements designed to increase program efficacy, based on community needs and our past program evaluations. The project will address disparities in academic achievement, school engagement, and graduation rates, and also will continue to address the issue of cultural displacement. Enhancements to the

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program will increase the integration of math and science into cultural instruction, increase attention to and support for students' school engagement, infuse beginning Native language instruction into classes, and increase linkages with university programs.

PROJECT DESIGN Evidence-Based Approach - Development of Culturally-based Math

and Science Instructional components. There are well-documented examples of culturally-based based math and science instruction aligned to Alaska educational standards. William Bartley (1997, 2002) developed an Inupiat math program in Kaktovik, using the traditional base 20 counting system. Sixth grade math computation scores almost doubled in the years 1996-2001. Barrow and Point Lay schools, using the same program, saw significant improvements in students' math concepts and computation scores (Bradley, 2002). Claudette Engblom-Bradley has developed culturally-based math/science programs, also aligned to Alaska educational standards, including Tlingit basket designs as a teaching tool for geometry (Engblom-Bradley, 2004) and a Yup'ik program that teaches students use of the stars, snow waves, frozen grass, and isolated trees to navigate across the tundra in the Yukon-Delta (Engblom-Bradley, 2006).

Documentation of traditional math and science in works such as *Ellavut/Our Yup'ik World and Weather: Continuity and Change on the Bering Sea Coast* (Fienup-Riordan and Rearden, 2012) and *Yuungnaqpiallerput/The Way We Genuinely Live: Masterworks of Yup'ik Science and Survival* (Fienup-Riordan, 2007) also provide accurate content that can be used in math and science curricula. **Arts Programming** - The National Endowment for the Arts (Catterall, *et al*, 2012) reported that students who had “arts-rich” experiences in high school achieved higher math grades and higher overall grade point averages (GPA's) than students who had few or no arts classes; this effect was shown for both low socio-economic status (SES) and all students, with the greatest effect on low SES students. High school students who earned few or no arts

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credits were five times more likely not to have graduated, conversely, those who had a high level of arts engagement were more likely to aspire to college and enroll in competitive 4-year colleges. Low SES students who were engaged in arts were almost 60% more likely to enroll in a highly or moderately selective college than low SES students not engaged in the arts. **After School Programming** is linked to higher engagement in learning, including improved behavior in school, higher academic performance, fewer absences, higher educational aspirations and improved attitudes towards school, better emotional adjustment and relationships with parents, and a greater sense of belonging to the community (Miller, 2003). **Dropout Prevention-** Successful high school dropout prevention programs employ the following common elements, which are integrated into the HSP: counseling and mentoring, family engagement, community engagement, attendance and behavior monitoring, and providing reinforcing, group bonding activities (Kennelly and Monrad, 2007). According to the Alaska Division of Behavioral Health, the highest protective factors for Alaska youth are positive connections to one or more adults outside the home, engagement in meaningful activities, cultural identity, connection to school and family, and social, emotional and employability skills (AK DBH Epidemiological Work Group, 2006). **Native Language Instruction/Infusion** – The project will teach beginning level Alaska Native languages in the context of each HSP subject area. This will entail learning a second language for the majority of HSP students, who are English speakers. In 2007 the National Education Association released a research report citing numerous studies supporting positive effects on academic performance when a student learns a second language (NEA, 2007). Teaching Native languages has added benefits for our students in that many concepts in Native languages cannot be translated into English; thus, cultural continuity and cultural knowledge also will be supported by language instruction. **Three-Year Project Objectives:** ANHC has developed

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a High School Afterschool Program which reflects all of the above research-based findings and elements, which will be delivered through the following grant objectives: **1)** Offer a comprehensive afterschool High School program to 125 Alaska Native ASD students each year (375 total participants), using culturally based instruction in visual and performing arts, leadership, and athletics, designed to improve the academic achievement, educational outcomes, and positive identity of participants. **2)** Develop and implement an Individual Development Plan for each student which strengthens cultural competencies, social-emotional learning, school engagement, graduation rates, and academic and career goals, for up to 125 students per year (up to 375 total). **3)** Develop culturally-based math and science curricular components, and infuse math and science instruction into 50% of visual arts, leadership, and performance (dance, Native athletics) activities by the end of year two. **4)** Provide and support a credit-by-choice option available to 100% of students enrolled in the HSP. **5)** Provide summer programming to 20 students per year, including paid internship opportunities at ANHC (60 total). **6)** Offer beginning level Alaska Native language instruction for at least three language groups, in the context of, and relevant to, each subject area. **7)** Engage at least 60 middle school students per school, for three different schools, in weekly outreach through school-based culture and dance, and/ or Native physical education activities in up to schools, to bridge students to the high school program and the Alaska Native Heritage Center (180 students/year, 540 total). **8)** Work with local universities to develop two practicum placements for education majors per year (6 total), at the High School Program. **Anticipated Outcomes:** 1) Participants' 4-year graduation rate will be 25% higher than for non-participating Native students within the ASD. 2) At least 60% of enrolled HSP students will become regular participants by engaging in the program for more than 20 days, and will show measurable gains in assessed skills. 3) 60% of regular participants will show increased

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proficiency in math, science, and reading, as reflected in their SBA/HSQE scores. 4) 60% of regular participants will show increased school engagement as evidenced by one or more measures, including school attendance, being on-track-to-graduate, extracurricular or civic engagement, or subjective student/parent data. 5) The social-emotional skills of participants, based on the Social-Emotional Skills Assessment, will increase by an overall rate of 25% or more over baseline each year. 6) At least 6 university level education students will increase their knowledge and skills in providing culturally appropriate education to Alaska Native students. 7) At least 20% of Native students who were engaged in middle school outreach activities continue on into the high school program. 8) Students participating in the High School Program come from at least 8 schools within ASD. 9) 100% of HSP participants will be linked to job/career readiness and community engagement programming and paid internship opportunities through ANHC's ANA-funded Youth Development project, whose activities complement the proposed High School Program. 10) 100% of HSP students will increase their knowledge and use of Native languages. **Program Elements: Afterschool Program:** After a recruitment period starting in mid-August, the High School Afterschool component operates during the school year from mid-September through April, meeting Tuesdays through Fridays from 2:30 – 5:00 pm. Students will be picked up from their respective high schools by an ANHC van, and transported home at the end of the day. Students will have a half-hour snack/group social period before attending a 2- hour class in art, dance, Native athletics, or leadership. The program meets ASD requirements for high school credit under the credit-by-choice option, and all students will be encouraged and assisted with applying for credit. The HSP is complemented by a Youth Development component (funded through the Administration for Native Americans) which began in 2011. This component provides programming targeting job and career readiness and

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community engagement, as well as paid internship opportunities. **Recruitment** takes place at all Anchorage high schools during the first three weeks of each semester. Advertising and enrollment materials will be made available to all high schools, culture clubs, Indian Education programs, and partner non-profits Cook Inlet Tribal Council and Southcentral Foundation (Pathways Home). Information and applications also are available on-line at www.alaskanative.net. Students may join the HSP at any time during the year. Parent permission is required prior to participation. **Orientation and Individual Development Plans:** At the beginning of each semester or when a student joins HSP, there is an orientation to program expectations for conduct, rules, class choices, transportation, and how to obtain course credit. Each student will work with an assigned instructor to create an Individual Development Plan (IDP) which identifies steps he/she can take to move towards mastery in cultural competencies, school goals, job skills, human relations, and leadership skills. ANHC uses a rubric which includes standards, benchmarks, and performance indicators that assess each student's mastery level through emerging, developing, proficient, and advanced levels for each identified skill. **Subject Areas:** Each student selects a class in visual arts, performance (song and dance), Native athletics, or leadership. Each class is taught in 2-to-4-week modules, with a completed project or performance as the goal. Students progress at their own pace through the stages of mastery outlined in their IDP's. The proposed HSP course offerings are bolstered through weekly classes, discussions, or activities designed to increase community connectedness and college readiness/job skills, offered through our (ANA-funded) Youth Development component, which all participants will attend. **Performing Arts:** The HSP dance specialist and contracted dance/performing arts instructors will teach traditional and contemporary Native dance and performance from all five regions and nine of the eleven Alaska Native cultures. Each lesson

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will include instruction on movement, instrumentation, and historical and cultural context. Students will show measurable improvement in stage presence, stagecraft, choreography, composition of songs and dance, and knowledge of Alaska Native history and cultures. Students will produce and perform in at least one final piece at the conclusion of each semester. An advanced dance group will perform at ANHC public program events, partner with local art organizations for community performances and be available for special performances throughout the Anchorage Bowl. **Visual arts and Apprenticeship:** The HSP Art Specialist and contracted visual artists from all five regions will teach students traditional and contemporary arts. Projects require two to four weeks to complete. Each unit will consist of an art history lesson, safety measures, tool care, design, techniques and cultural and historical background. Students will show measurable gains in knowledge of Alaska Native visual arts, culture, technical and design skills. Three major projects will be required during the program. **Leadership:** HSP staff will guide students in planning and delivery of workshops focusing on indigenous issues, for local youth conferences and a national leadership conference. Instruction will include developing goals and themes for the conference, logistical planning, scheduling, coordinating speakers, transportation, refreshments, gifts and registration. Students will help plan and deliver a youth leadership conference at ANHC each spring which will feature guest speakers from outside Alaska. Students will learn about issues facing indigenous people throughout the country and will have an opportunity to explore cultural practices, performances and economic activities common to peers and host communities. **Native Athletics:** Students have the opportunity to learn and practice Native Athletic Games. A competition team will be selected to compete in Native Youth Olympics, Arctic Winter Games, the World Eskimo-Indian Olympics and the North American Indigenous Games. **Summer Programming and Paid Internships:** Students

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with regular attendance at both their school and the High School Program will be given priority for paid internships at ANHC. These positions include: apprenticeships with demonstrating master artists, Native dance and athletic performance, public speaking, retail sales, facilities maintenance, operations, or ticketing/hosting in both summer and winter weekend events. Internship wages are funded through ANHC's Youth Development component as well as through WIA placements by Cook Inlet Tribal Council. HSP Instructors will work intensively with these interns from mid-May through August, to assist them in learning job skills identified in their job descriptions and IDP's. HSP students who are not interning may attend summer programming at ANHC, which will include classes in visual arts. Class instruction will be held Tuesday through Friday, 10 am to 4 pm from late May through the first week of August. Interns may work between 25-30 hours per week. We expect at least 20 HSP students to participate during the summer months. **Middle School Outreach:** The HSP will provide outreach activities to at least three Anchorage middle schools, working with a total of 180 students per year. This will consist of afterschool programming on Mondays with the middle school culture clubs (Begich, Clark or Central, AK Native Charter School), and Native dance and athletics units taught as part of physical education classes during the school day throughout the rest of the week. Afterschool programming will include arts and crafts, dance, Native athletics, guest speakers, and presentations by HSP students. The schools assist by providing space, transportation of students to their homes after the program, and coordination for school day classes (Native dance and athletics during P.E.) ANHC has developed its physical education modules to align with national educational standards, and they are approved by ASD. All activities will be planned and implemented by the HSP arts, dance, and Native games Specialists. These outreach activities not only bolster self-esteem, confidence, and identity of Native students

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during critical school years, but also provide a link to programming at the Center and eventual engagement in the HSP. **Program enhancements to HSP – 1) Infusion of Science and Math**

Instruction: ANHC will hire a Ph.D level Alaska Native Instructional Design specialist to develop culturally-based math and science curriculum aligned to state and national standards, with rubrics and lessons to be used as the basis for student learning and assessment. The curriculum will be infused into HSP classes and as stand-alone modules, with the goal of bridging Native and Western math and science in order to build student success in both worlds. Instruction will be developed in subjects of interest and relevance to HSP students, including, but not limited to, construction of traditional boats, houses, tools and implements, and clothing, all which require precise knowledge and implementation of math and science concepts. **2) Infusion of Alaska Native Language Instruction:** ANHC will contract with Native language teachers from Alaska’s major linguistic groups including Eskimo-Aleut, Athabascan, and Tlingit, Haida, Tsimshian, to teach at a beginning level, as the majority of HSP students are English-first speakers. Selection of specific languages to be taught will match the subject matter and context of each class, for example basic vocabulary related to carving Southeast Alaskan traditional artwork, vocabulary related to sewing traditional garments, or the words and concepts in stories and songs. Being able to make a traditional introduction in one’s own language in presenting a dance or conference workshop is considered a basic cultural skill and is included in the HSP’s cultural rubrics. The language lessons will be introduced during existing classes and use of vocabulary and traditional introductions will be incorporated reinforced by subject area instructors. This effort will bolster cultural knowledge and identity, overall learning and achievement, and stimulate students’ curiosity and motivation to continue to learn their own languages. The HSP also will link students to internet and multi-media resources (such as

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Rosetta Stone for NANA region Inupiaq, or the Dena’ina Qenaga web site). **3) Engagement of**

University Students: A further enhancement to the program will be the addition of two university practicum placements each year. ANHC has entered into discussions with both the University of Alaska-Anchorage and Alaska Pacific University to develop practicum placements for undergraduate or graduate level Education majors, who would participate directly in the HSP. These practicum efforts will contribute to improving the public school instruction of Native students and also serve as role models and resources for HSP students. Also, ANHC personnel will be teaching one-week Alaska Native Cultural Education intensives at UAA, which are offered twice per year for credit or teaching certificate CEU’s. Although not charged to this grant, this effort will improve the effectiveness of instruction to Native youth and the HSP’s linkages to the university.

MANAGEMENT PLAN

Tasks and Timelines for Completion	Y1	Q	Q	Q	Y2	Q	Q	Q	Y3	Q	Q	Q
	Q1	2	3	4	Q1	2	3	4	Q1	2	3	4
Initial and annual grant meeting to review budget, project goals, tracking systems, and reporting– <i>Proj. Dir.(PD), CEO, Finance Dr., VP Ed Prog., Grants Administrator</i>	X				X				X			
Advertise, background checks, hire, and orient any vacant positions. Hire instructional design specialist – <i>PD</i>	X				X				X			
Attend DOE grant TA Workshops or Native American Education Conference –	X				X				X			

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<i>VP Educational Programs, PD</i>												
Meet with ASD principals, Title VII Coordinators, and agency partners to update outreach and referral parameters – <i>VP Educational Programs, PD</i>	X			X				X				
Update/revise forms and informational materials, and set up participant files – <i>Prog. Assistant, PD</i>	X			X				X				
Advertise program through flyers, ANHC website, PSA’s, Facebook, and newsletter; ensure all schools and partner agencies have registration packets – <i>PD, Specialists</i>	X		X	X			X	X				
Order computers, supplies, and instructional materials – <i>PD, HSP Specialist, Prog. Assist.</i>	X		X	X		X		X				
Contract with guest artists and instructors, language instructors - <i>PD</i>	X	X	X		X	X	X		X	X	X	
Update lesson plans – <i>Arts Specialist, Dance Specialist, Games Specialist</i>	X				X				X			
Register Students – <i>Program Assistant</i>	X				X				X			
Obtain baseline and ongoing data on students –GPR, attendance, Social-Emotional skills, and achievement scores –	X	X	X	X	X	X	X	X	X	X	X	X

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<i>Project Evaluator</i>												
Meet with university personnel to develop practicum agreements; offer student practicum placements – <i>VP Ed. Prog., PD</i>	X	X	X	X	X	X	X	X	X	X	X	
Conduct analysis of research and methods on Native math, science instruction, and HSP classes – <i>Instructional Design Spec.</i>	X	X	X									
Operate after school program four days per week – <i>PD, HSP Specialists, Guest Artists and Instructors, Youth Development staff</i>	X	X	X		X	X	X		X	X	X	
Conduct middle school outreach activities – <i>HSP Specialists</i>	X	X	X		X	X	X		X	X	X	
Contact parents and ASD staff monthly through letters and phone calls – <i>HSP Specialists, Youth Development staff</i>	X	X	X	X	X	X	X	X	X	X	X	
Select interns, conduct summer internships and programming – <i>PD, HSP Specs., Guest Artists and Instructors, Youth Dev. Staff</i>			X	X			X	X			X	X
Develop initial math and science curricular modules – <i>Instructional Design Spec</i>			X	X	X	X	X					
Train staff, implement math/science activities. Evaluate and refine curricular modules - <i>Curriculum Developer, HSP</i>				X	X	X	X	X	X	X	X	X

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<i>Specialists, PD</i>												
Review project progress, seeking feedback from ASD personnel, parents, staff, and students – <i>Project Evaluator, PD, Grants Administrator, Board Program Committee</i>	X	X	X	X	X	X	X	X	X	X	X	X
Submit all required financial and program grant reports, and final closeout – <i>Grants Administrator, Finance Director</i>					X				X			X

Organizational Capacity: ANHC is a 501 (c) (3) independent educational and cultural center incorporated in 1989. ANHC has the programmatic, project management, government grants, fiscal experience, and track record necessary to successfully implement the proposed project, having managed over 215 operating and capital grants since 1999. ANHC uses Kintera Fundware 7.31 software, for receivables, payables, and general ledger, managing a current operating budget of [REDACTED]. ANHC’s last audit year ending March 31, 2011 is complete with no significant findings. A fifteen-member board of directors, the majority of whom are Alaska Natives representing the 13 ANSCA regions, hires the President/CEO and sets major policy for the Center. The ANHC Program Committee comprises members of the board and representatives of the five culture groups, and is responsible for reviewing and approving programs, policies, plans, publications and exhibits to ensure accuracy, quality, and cultural authenticity. ANHC’s current programs include: Cultural Awareness Workshops, AK Native Art Classes, School Visits, Cultural Outreach, High School and Youth Development Program, Walking in Two Worlds (Middle School Program), Alaska Studies, Graduate Level Classes, International Indigenous Film Festival, Public Programming in Native Music, Dance, Oral

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History and Games (athletics), AK Native Playwrights Project. **Key Personnel: ANHC**

President and CEO Annette Evans Smith has over ten years of senior-level non-profit management experience in the areas of international relations, public relations, and development, with a B.A. in International Relations and minor in Native American Studies.

ANHC's **Finance and Human Resources Director, Christy Konigsberg, B.A.**, brings over 25 years of financial and administrative management experience to this project, responsible for all accounting and financial reporting, as well as managing ANHC human resources. **Ethan**

Petticrew, Vice President of Educational and Cultural Services is responsible for the overall vision and operation of educational and public programs. Mr. Petticrew has an M.A. in

Education - Curriculum, with 20 years experience in Alaska village schools, and has worked with ANHC since 2008. Mr. Petticrew will supervise the **Project Director, Steven Alvarez,**

who will dedicate 1.0 FTE to the day-to-day management of the project, responsible for hiring and supervising staff, maintaining project budgets, ensuring project activities are carried out as planned, reviewing annual evaluation reports, overseeing student credit, and serving as liaison to ASD staff and administration. Mr. Alvarez has over 35 years' experience in education, arts

performance and management, and has supervised ANHC's educational/arts programs since 2000. A 1.0 FTE **Arts Specialist, Becky Etukeok,** will recruit students; prepare, and teach art lessons; coordinate guest artist classes; oversee students' attainment of educational objectives; maintain student data; oversee student safety and proper care of tools and art supplies; and

communicate regularly with parents. During summer she will plan and teach art classes to students and their parents. Ms. Etukeok has a B.F.A. and an Alaska teaching certificate in

Alaska Native Culture and Art. A 1.0 FTE **Dance Specialist, Marcella McIntyre** (B.A.

Music) will recruit students; research, compose and choreograph, teach and rehearse songs and

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dances for the student dancers; plan lessons; act as chaperone while the dance group performs outside the Center; teach and lead student dance group performances; oversee students' attainment of educational objectives; maintain student data; oversee student regalia production, care, and maintenance; and communicate regularly with parents. She will also be guest dance instructor for middle school outreach activities. During summer she will arrange for off-site performances and supervise the student intern dancers daily. Ms. McIntyre is a Tsimshian speaker and dance leader, with 10 years experience in teaching Native dance. A full-time (1.0 FTE) **Native Games Instructor, Casey Ferguson**, will be responsible to prepare and teach lessons related to Native Youth Olympics and Native Games; maintain and replace equipment needed for the games; arrange for off-site participation in competitions; keep records of students' attainment of educational objectives; and communicate with parents. He will also teach Native athletics in the middle school PE classes and during the summer supervise student interns who are hired to learn and perform Native Games for guests. Casey has 3 years' experience teaching Native athletics, is a world record holder and currently competes internationally in Indigenous games. A .5 FTE **Assistant Dance Instructor** will work 20 hours per week year round. During the school year, this position will help recruit students; assist the Dance Specialist in teaching classes; help with the production of student regalia; and serve as lead singer and dancer for the student dance group in summer. A full time (1.0 FTE) Ph.D. qualified **Instructional Design Specialist, Michael Livingston**, will be hired to research and analyze math and science teaching methods for Alaska Native students, and develop and integrate math and science curriculum into HSP classes and cultural activities, including training HSP Specialists in the use of curricular modules. **Four van drivers (1.4 FTE)** will be hired to work 4 hours per day, Tue-Fri, during the school year. This position is responsible for

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transporting students from their high schools to ANHC and to their homes after the program, also for transporting youth on field trips to community gatherings as needed. Requires a Commercial Drivers License. A (6.0 FTE) **Program Assistant** will dedicate 24 hours per week to HSP. This position requires a high school diploma plus relevant experience. Position supports all project staff; maintains expense records, student credit records and student contact information; helps prepare reports; arranges recruiting visits to schools; arranges all travel and off-site bookings of the student dance group; and prepares and mails program newsletter and other printed announcements and information. Up to 15 different **contract guest artists and guest dance instructors** and **language instructors** will work with high school students during the school year. Under the direction of the Project Director, Dance and Art Specialists, they will research, prepare, and teach art, dance, or language lessons. These instructors will be contracted to work for varying lengths, depending on the art medium and project they have planned for students. The average time spent with students is two weeks. **Location and Office Hours:** ANHC is located at 8800 Heritage Center Road in Anchorage. Office hours are from 8:30 am to 5:00 pm Monday-Friday. **Feedback and Continuous Improvement:** The project director and HSP staff will meet weekly to track project progress and explore areas that need improvement; the PD also provides ongoing direct supervision of the instructional design specialist and HSP specialists. Tracking systems are in place for student enrollment, electronic attendance sign-in, credit hours, IDP progress, and school achievement. ANHC has established ongoing meetings to track progress on grant objectives and the quality of programming, which include bi-weekly ANHC vice president and senior management staff meetings, monthly all staff meetings, and weekly education departmental meetings. The project director will utilize youth and parent questionnaires to capture feedback on satisfaction with the program and the

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extent to which their goals were achieved, during the last quarter of each year or when a student exits the program. At least quarterly, youth will complete brief comment cards to provide intermediate feedback. ANHC's Board Program Committee will review project accomplishments (as reported by project director), at their monthly meetings, provide feedback, and problem solve corrective strategies as needed.

ADEQUACY OF RESOURCES – (See Budget Narrative) ANHC has proposed a quality project with reasonable costs determined with reference to appropriate standards. This project builds on an existing successful High School Program and a set of written cultural competency rubrics for HSP students and interns, approved for high school credit. The project will serve 125 High School and 180 Middle School students/year (305 total/year). ANHC's facilities include a 26,000 square-foot *Welcome House* equipped with a state-of-the-art theater, performance spaces, hall of cultures, artist workshops, a kitchen, gift shop, portable classrooms, and administrative offices, with areas for afterschool programs, artist studio areas, and ample gathering space for large group classes, socialization, and Native games. ANHC's Youth Development Project, funded by ANA, is integrated with and adds a valuable resource to the HSP. Commitments by project partners include Cook Inlet Tribal Council (sharing of referrals and planning), Alaska Native Charter School (middle school outreach site), the University of Alaska-Anchorage (practicum placements), and the Anchorage School District (middle school outreach sites, referrals, access to student data), documented in letters of support and MOA's.

EVALUATION PLAN - ANHC Grants Administrator, Toni Mark will be responsible for monitoring and reporting project progress to DOE. The High School Program's **Contracted Project Evaluator will be Edna Belarde-Lamebull**, who has 30 years experience in Indian Education and expertise in evaluating the effectiveness of programs designed for Native

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students. Ms. Lamebull will visit the HSP district monthly, communicate regularly with ASD, and will engage in conversations with project staff about her observations, data trends, and identified project needs that may require adjustments or correction. She also will submit annual internal reports to ANHC, which may be used to make modifications to the following year's program. A final evaluation report will be provided to DOE at the end of the three year project period. Evaluation results will be used to modify, expand, or replicate the program, and will be available to interested parties upon request. **Performance Measure (PM) 1:** Number of students enrolled in HSP, summer programming, and internships, including those attending 20+days. **Data Collected:** List of students, their schools, ages and grade levels. Number of new, continuing, and discontinued students. Monthly attendance totals. **Method of Data Collection:** Observation of student spreadsheet and tally of students. Observation of daily attendance sheets, on-site observation with count of participants. **When Collected:** Monthly **Analysis:** Trends by age, grade, school. Average length of time in program. Cumulative numbers served during school year and summer. Average daily attendance. Number who attend 20+ times. Number of HSP interns. **PM 2:** Number of students receiving credit-by-choice. **Data:** List of students who complete HS credit on HSP spreadsheet. **Method:** Observation of spreadsheet. **When:** End of each semester. **Analysis:** Total/semester. **PM 3:** Graduation rates of 12th graders who are regular attendees. **Data:** Number of students who graduate (12th grade), % of ASD and Native 12th graders who graduate. **Method:** Student and parent report, obtain ASD graduation rates. **When:** Annually **Analysis:** % of HSP 12th graders who graduate compared to overall ASD and Native graduation rates for same year. **PM 4:** HSP students' school attendance and engagement. **Data:** Pre- and post- attendance rates. Students' attitudes towards school. Number of suspensions and drop-outs. **Method:** Direct query of schools and parents on grades,

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suspensions, drop-outs, attendance. Parent and student interview/comment card responses regarding attitude toward school. **When:** Quarterly. **Analysis:** Average pre- and post-attendance rates, average change in attendance rate. % students with repeat suspensions.

Summary of students comments about school. **PM 5:** Number of students in program “on track to graduate” from grade 9 forward. **Data:** 9th graders in program with 5.5 credits, failing no more than one core subject by end of 9th grade, and comparable data for each subsequent grade level. **Method:** Direct query of students/parents and ASD records, by evaluator. **When:** End of Semester **Analysis:** % change from year two to year three. Total % of 9th graders in program on-track compared to ASD % for non-program students. **PM 6:** Quality of program and services. **Data Collected:** Student, parent, and school personnel satisfaction with program.

Indicators of quality of content related to resilience, cultural skills and identity, social-emotional skills, parent skills, and “fun factor”. Quality of staff interaction with youth and families.

Number and types of staff training sessions. **Method/When:** Annual questionnaire (developed) provided to students, families, school personnel. Monthly observation of afterschool program/classes using a quality indicators checklist. Interviews with students and parents.

Analysis: % satisfaction, trends, and anecdotal data from students, parents, school personnel.

Written comments on program’s demonstration of indicators of quality. **PM 7:** % of Native students who meet or exceed proficiency standards in math, reading, science. **Data Collected:** Proficiency assessment scores for each student. **Method:** Query of parents or with parent permission, scores obtained from schools. **When:** Annually. **Analysis:** Calculation of percentage meeting/exceeding proficiency levels, compared to AK Native ASD students not in program. **PM 8:** Students’ progress on IDP’s and social-emotional skills. **Data Collected:** Number of students with IDP’s. Number who have progressed from one level of mastery to

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another. Social-Emotional Assessment (developed) pre-/post scores. **Method:** Observe sample of IDP's, spreadsheet tracking student progress. Aggregate pre-/post S/E assessment scores.

When: End of semester, end of summer. **Analysis:** % of students with IDP's, and % that made progress on IDP's. % change in aggregate S/E scores. **PM 9:** % of classes with math and science lessons. **Data:** List of classes, list of curricular modules and classes with math/science.

Method: Observation of classes, observation of curriculum, observation of list of classes.

When: Annually. **Analysis:** Percent of classes that offer math and science instruction. **PM 10:** Number of classes incorporating Native language instruction. **Data:** Names of language teachers, list of languages taught, list of classes with language instruction, including practice.

Method: Observation of lists of classes/languages/instructors, observation of class/instruction.

Observation and count of students making traditional introductions. **When:** Quarterly.

Analysis: % of classes that incorporate language instruction. % students who introduce self in their Native language. **PM 11:** Outreach to 180 middle school students/year, 20% continue into HSP. **Data:** List of participating schools, count of participants. Count of HSP students who participated in middle school outreach. List of outreach activities. School personnel satisfaction data.

Method: Teacher and staff interview. Observation of activities. Observe lists of schools, activities, and participant counts. **When:** Quarterly during school year. **Analysis:** % of middle school outreach students who engage in HSP. Level and quality of outreach efforts, objective and subjective. **PM12:** Two university practicum placements at HSP each year. **Data:** Number of practicum students, university, grade/major of practicum students. Staff, professor, and practicum student feedback. **Method:** Query Program Director. **When:** End of semester.

Analysis: Number of placements, qualitative information regarding benefits to HSP and practicum students.