

A. NEED FOR PROJECT

The Alaska Humanities Forum (AKHF) continues to promote cross-cultural understanding and transition in Alaska by leading a Consortium, including Alaska Native Regional Nonprofit Organization Association of Village Council Presidents in the Calista Region, rural Alaska school districts LKSD and LYSD, post-secondary education and training institutions of University of Alaska Anchorage and State of Alaska Job Corps Center, and cross-cultural advocates to take the lessons learned from its successful pilot project, *Take Wing Alaska: Navigating Alaska's Educational Systems*, to the next level. Alaska is one-third the size of the contiguous United States (586,412 square miles). Its 627,000 people are spread across the frigid Arctic Coast and to mountainous Interior and Southcentral, from the rainforests of the Southeast to the stark, windy Aleutian archipelago. Approximately 60% of the state lives in the urban centers of Anchorage, Fairbanks and Juneau. Few urbanites travel to rural Alaska where the remaining 40% of the population lives – over 200 villages, with 131 off the road system, reached only by water/snow or air. Vast distances between urban and rural communities contribute to a sense of isolation and removal from the offerings of the urban centers. Such isolation and lack of infrastructure leads to students questioning the relevancy of education. This is particularly acute in the case of postsecondary education and training.

Even in the 21st century, 36 years after Alaska's historic education case, *Molly Hootch v Alaska State Operated School System*, which established high schools in Alaska's 131 off-the-road-system communities, inequitable schooling exists. These schools, serving 2,662 students of which 95.8% are Alaska Native, offer their students a second rate education at best (Covey, 2012). Statewide, public schools graduated 4,764 Caucasian students and only 1,463 Alaska Native/American Indian students. Of those who graduated, 37.9% Caucasian students and 8.3%

Native students were eligible to receive the Performance Scholarship in 2012 (qtd. in Covey, 2012). National studies show that even for mainstream culture students, after completing high school, these students do not feel prepared to pursue higher education or to enter the workforce; similarly, higher education institutions do not believe youth are adequately prepared for college – “behind the postsecondary completion gap is also a dramatic preparation gap” (*Ready by 21*, 2010, The Forum for Youth Investment).

Not only are rural Alaska Native students less likely to be academically prepared for college, they are also less likely to be culturally prepared. LEA partners currently include 7 schools in Lower Yukon (11 schools, 95% AK Native, 85% eligible for Free and Reduced Lunch) and 8 schools in Lower Kuskokwim (27 schools, 95% AK Native, 82% economically disadvantaged – 71% eligible for Free and Reduced Lunch –, and 67% Limited English Proficient) School Districts (State of AK, 2012 Free and Reduced Lunch Report). Thus, not only are they among the poorest citizens in Alaska, they are also Limited English Proficient, another of many cultural barriers they will have to face as they transition to higher education or work. Additionally, because post-secondary school or training often requires rural students to leave their family, support systems, and home community to study and train in an urban center, many students struggle with the dynamics of what is not only an educational but also a cultural transition – a transition that mainstream students can make more easily because they look, speak like most of the other students on campus.

AKHF developed the *Take Wing Alaska* project to empower students traditionally lost in the transition between the rural home culture and the urban postsecondary education culture. However, even with a diploma, many rural Alaska Native students are so far removed from the cultural context of postsecondary education outside of their villages that they may not be

adequately prepared for success. Bloom (2007) states that “social class shapes students’ development, experiences and choices, paving some roads and obstructing easy access down others.” Many rural Alaska Natives want to attend college or post-high school job training, but they face many daunting challenges. Alaska Native parents often speak of valuing education beyond high school graduation for their children, for example, college or Job Corps. However, many students and their parents do not *understand* the larger cultural and other attitudinal changes this entails, as they have not navigated the complexities of urban postsecondary education themselves.

This dislocation between experience, understanding, and expectation of going on to higher education is identical to what Bloom (2007) found in her studies of inner-city African American students. While participants expressed an “abstract” belief, based on the dominant American ideology, that through higher education, everyone has access to “making it” in America, they also often acted on more “concrete” beliefs—“accurate assessments of the returns that their education is likely to bring them as they make the transition to adulthood” (Mickelson qtd in Bloom, p. 45). She goes on to state, similar to the McDowell Group findings in Alaska (2003), that fully “95% of current high school students say, when asked, that they want to go on to higher education.” As with urban minorities, there is a desperate need to assist rural Alaska Native students and their families to a concrete, realistic understanding of the transition – from application and enrollment to the financial aid process, to study skills and tutoring, to mentorship and counseling, to learning basic urban and campus life skills – to create successful transitions to post-secondary education and/or job training.

What did you learn about yourself by participating in this program? Honestly I learned that I could go to college like any other student ... we learned the system - times to get to class, dorm, cafeteria. I have it in me to come to college ~ *Take Wing Alaska Student, Cohort 1, LYSD*

Alaska and America needs the talents and distinctive perspectives of rural Alaska Native young people. It needs their leadership as high school graduates and, looking beyond, as leaders with postsecondary education, too. Findings from the Take Wing Alaska evaluation revealed that these at-risk students were able to turn their performance around because of self-identity, support from parents, teachers, role models, and engaging work. In fact, of the 15 current graduates from the Take Wing Alaska project Cohort 1, six (6!) are listed in the 2012 University of Alaska Scholars, awarded to the top 10% of graduating scholars – similar to the state’s Performance Scholarships noted above.

Therefore, this proposed three-year project, *Take Wing Alaska: Navigating Alaska’s Education Systems*, takes the lessons learned in the first three-year pilot and further refines the project design to ensure better outcomes. Cohort 1 began with 25 students and 22 completed the process and are awaiting graduation (15 graduated in 2012, and the remainder will finish coursework to graduate in 2013). The *Take Wing Alaska* project has developed Standards and Competencies for successful student transition: Thrive in Multiple Cultures: Cross-Cultural Immersion; Nurture and Celebrate Personal Identities; Build a Positive Social Network; Become a Master Student; Master Life Skills; De-Mystify the Post-Secondary Education System; Find Experienced Guides for Each Step; Bridge the Distance with Technology (AKHF, Stakeholder Meetings and Leadership Team Report, February, 2010). These principles closely align with the 21st Century Learning Skills – Life and Career Skills, Learning and Innovation Skills (4Cs – Critical Thinking, Communication, Collaboration, Creativity), Information, Media and Technology Skills (21st Century Skills, online, retrieved April, 2012).

What the project did well is incorporate the cross-cultural immersion component and project standard, Thriving in Multiple Cultures, to get students familiar with urban living from a

college student perspective – whether choosing university or one of the voc-tech campus partners (e.g., AK Job Corps.). The project excelled at the standard, Nurturing Personal Identities to assist students in being proud of their heritage; knowing who they are at the prescribed intervention points (“I have been...” “I am becoming...” “I am...” “I will be...”) allows them to set short term, mid-range, and long-term goals. The standard, Building a Positive Social Network worked well for the on-campus component, but it is the at-home rural community where the program needs to concentrate additional efforts to build this social and supportive network. Students thrived in removed immersion experiences; their Community Sponsors remarked that they had not seen this level of performance in their students. However, project staff noted that within weeks of being in their home environment, students reverted to low esteem, self-defeating behaviors. The harsh lifestyles in the isolated villages are also difficult to rise above when the social ills of Western society have infiltrated, but the social wellness programs have not. In response, the project staff has met with the Leadership Team to revise the role of the Community Sponsor and to connect them with the schools, to give them access to the students in this setting rather than outside of school in a mentor relationship. By changing their role, Community Sponsors will be able to address the standards, Becoming a Master Student and Mastering Life Skills, using the project website tools. Working with the students on these tasks from a distance had limited success because students were overwhelmed with life at home including assisting family, attending to food harvest (subsistence) activities, and often times dealing with substance abuse in the family. If the student is to be successful, someone needs to be intervening on his or her behalf, making sure the student is in school, making sure the family understands this, and being a caring adult. Studies reveal that at-risk students are able to turn their performance around because of self-

identity, support from parents, teachers, role models, and engaging work (Martin, 2006; HeavyRunner and DeCelles, 2002; Alaska Association of School Boards, 2009).

The sponsors will also work with the project staff Family/School Liaison to assist students to remain on track with their individualized learning/life plans, called “Flight Plans” in keeping with the Take Wing theme. These Flight Plans, developed at the students’ first immersion, include goal setting, identifying potential barriers, strategies to overcome barriers and reach goals, as well as including life-skills that are not addressed in academics, particularly the basic culturally relevant concepts of Western culture, e.g., not just time management but “what is time” in the Western culture? How to ask for help or to get needs met in the Western way? The sponsors and staff help develop student Flight Plans, selecting some level of post-secondary education on the horizon, and then break down the steps to attain those goals. If that means, “Graduate from High School” then short term goals might include “Show up to school this week.”

The project goal of returning what has been learned back to the home community is particularly resonant with the Yup’ik traditions, the predominant culture of the Take Wing Alaska communities. Many people from the communities that the project serves still view post-secondary education as a selfish act. It removes young people from their family and community responsibilities, and disconnects them from the very fabric of their culture. Add to this the traumatic history of Western education for Alaska Natives, which is still a living memory among many elders who were forced into boarding schools, and this makes it easier to understand the negative pressure put on young people to set their goals no higher than High School. Yet, when the concept of post-secondary education and job training is reframed not as something that a person does for themselves but for the betterment of their families and community, there is an

immediate shift in the goals and dreams that these young people set for themselves, and that their support networks set for them. Again, while this might seem like a foreign concept to mainstream culture, it is very real for traditional Alaska Native students and their families, who can speak to the necessities of post-secondary education but who cannot conceptualize beyond the words into realities.

Many families of the first graduating cohort are at this very moment saying the student cannot leave in August for school, and some students are saying it too, because that is their role to listen to their parents – one does not survive outside of the family in those harsh environments. Therefore, the family is often a barrier to a student leaving – particularly in rural Alaska where subsistence and traditional ceremonial lifestyles are still a norm and where leaving means an expensive two-leg plane trip one-way to the ‘big city’. “Poverty and family concerns increase the burdens shouldered by Indian students,” writes HeavyRunner (2002). Thus, for the project, the cost of building relationships and trust with the family in the student’s home community is necessary, giving two years of trust before the participants enter their post-secondary institution. As follow-up, it is up to the project staff to make sure the students get on the plane and show up for school/training on the first day. Therefore, the project will start in the students’ sophomore year and follow them into their first year of their post-secondary education/job training experience.

Over the course of the grant, 60 rural Alaska Native high school students will be recruited from two rural partner school districts in their sophomore year. Whole schools will be selected for their sophomore students based on district and community input; most schools will not have more than five to ten sophomores based simply on the village populations (Covey, 2012). A Community Readiness Model (Smallstone.net, 2005) will be applied; as identified by The Forum

for Youth Investment (2010), “Practices that are fundamental to the youth development approach – high expectations, social support, engagement and sustained relationships – are critical to the college completion equation.” The student’s goal is to work toward graduation with the assistance of the Community Sponsor. The students, parents and Community Sponsors will participate in urban post-secondary cross-cultural immersion and training experiences. Take Wing Alaska will build the network of support vital to student success through partnerships and coordinating structures; there will be more ongoing planning, revising, planning and priority setting. Families will remain a priority in communication and cross-cultural transition. The students, often the first in their family to even consider college, will be prepared to navigate the cross-cultural educational journey.

B. QUALITY OF PROJECT DESIGN

In the *Take Wing Alaska* project, the Alaska Humanities Forum will build upon the success and the lessons learned of the existing design. Rural Alaska Native students have the odds against them because not only are they far removed culturally from mainstream education culture, they are physically removed and, therefore, have very little opportunity to interact with post-secondary academic and career/technical institutions. As Covey (2012) notes, these rural off-the-road-system schools “perform academically far below expectations and fail to prepare thousands of students for effective adulthood roles (p.1).”

Do you think your student will go to college? I think she will go to college after this, she really wants to go. In the village, they do not have ways to prepare students for this. Take Wing had connections to give her, and this was huge. ~ *Cohort 2, Comm. Sponsor, Eval Report, 4/2012*

Therefore, it is imperative to provide a first-hand immersion experience in the urban centers and on the very campuses these students will be living. Furthermore, Take Wing

believes that including the student's family is important for success. HeavyRunner (2002) states, "retention factors for Indian students reveal that replicating the extended family structure within the college culture enhances the student's sense of belonging and leads to higher retention rates" (HeavyRunner & DeCelles, 2002). Building relationships and trust before the participants enter their post-secondary institution is significant to their success. The Take Wing Alaska project has been working on this component with the Community Sponsor and the Family/School Liaison. However, in learning from the pilot project, the staff recognizes the need for strengthening the family and Community Sponsor components. To address these needs, the Leadership Team and staff developed a community engagement component that builds in the family/extended family; additionally, the Community Sponsor will become a part of the school, and rather than self-select their sponsor, students will be assigned. Similarly, district partners indicated that building a Take Wing community within a school will be stronger than having several individual students scattered across several communities, which will allow for the students to assist each other as well. With the top academic students already being siphoned off by the State's Mt. Edgecombe Boarding School, rural schools have few top student role models in high school and the 'norm' is not to graduate, not to go on to any post-secondary experience. Creating these Take Wing communities will make a difference for all students, filling in the gap of successful students.

Therefore, Take Wing Alaska will perform and achieve the following goal/objectives:

Goal: To increase rural Alaska Native students' opportunities for successful transition from their home culture/community to post-secondary urban/campus culture in order to meet their long-term goals of professional or leadership positions in their home community.

Obj. 1: To demonstrate self-awareness, confidence and readiness of student participants to begin the post-secondary cultural transition process. **Outcome 1:** Student participants will

demonstrate self-awareness, confidence and readiness to begin the post-secondary cultural transition. **Performance Measures: 1.a** 100% of the student participants show increased readiness for the Post-Secondary Education transition measured by the difference in pre/post assessments. **1.b** Community sponsors of 100% of participants' rate their students as showing growth pre-post on measures of readiness for the post-secondary education transition.

Benchmarks: 1.a Year One recruitment will be for 35 students to ensure that 30 participate in the experience. **1.b** Year two recruitment will be for 35 students to ensure that 30 participate in the experience. **1.c** Program total of 60 students.

Obj. 2. Provide an opportunity for student participants, sponsors and their parent/guardian to increase their understanding of post-secondary commitments and expectations. **Outcome 2:** Student participants, sponsors and their parent/guardian will demonstrate that they have an understanding of post-secondary commitments and expectations. **Performance Measures: 2.a** 100% of students will have a parent/guardian and sponsor present at the initial parent/sponsor training. **2.b** 100% of students will attend first Summer Urban/Campus Immersion soph/jr year. **2.c** At least 95% of student participants in their Junior year and their community sponsors will participate in a four-day campus cultural immersion. **2.d** 100% of the students who attend will have a sponsor with them. **Benchmarks: 2.a** Year One 30 students will participate in the first Parent/Sponsor Training in hub comm. **2.b.** Year Two 30 students/sponsors will participate in Summer Urban/Campus Immersion experience, including those without sponsors. **2.c** Year Three at least 28 of the students will participate in the Junior year campus experience. **2.d** Program total of 60 students with at least 57 coming in for the Junior year campus experience.

Obj. 3. Provide an opportunity for student participants to develop readiness to become part of the university, training, or employment environment. **Outcome 3:** Student participants will

demonstrate character readiness to become part of the university, training, or employment environment. **Performance Measure: 3.a** At least 90% of the students will participate in a four-day campus immersion setting shadowing a student mentor for classes, campus events and social settings. **3.b** At least 90% of the students will graduate with a high school diploma by project end; **3.c** At least 95% of project completers will transition to university, training or employment.

Benchmarks: 3.a Year four at least 27 of the students will participate in the Senior year immersion experience, including those without sponsors; program total, 54; **3.b** At least 27 students will graduate from high school; program end, 54 total. **3.c** Year Four 52 students who complete will transition.

To achieve the goal/objectives, the program will provide the following services activities. In conjunction with the school district partners, schools and communities will be identified to build on the success of the pilot Take Wing Alaska project. In conjunction with the district-wide and school specific Alaska Association of School Board's (AASB) School Climate and Connectedness activities, the Take Wing Alaska staff will implement its community engagement strategy, beginning with AASB's Initiative for Community Engagement model. The Community Engagement presentation is a dynamic and experiential way to show how a community to can support its young people by building a web of support, and how that support network can be used to assure a continuum of support throughout the child's journey through high school ed. The Community Sponsor will be directly linked to this piece. Next begin the immersion experiences.

Immersion 1: Meet with students, parents, Community Sponsors (CS) in their hub community. Build relationship with all participants; program orientation; training for the parents, CSs.

Immersion 2: Students attend intensive 2-week immersion on college and Job Corps campuses. Students are guided through several exploratory exercises including celebrating personal

identity, thriving in multiple cultures, and de-mystifying post-secondary education (PSE). The event culminates with CSs assisting students to discover/video their personal mission statements.

Immersion 3: Students and CSs delve into the world of PSE which includes the financial obligations, scholarships, internships, urban lifestyle, and career exploration. CSs and students address challenges at home that may hinder them from attending PSE and create strategies to overcome them. Students revisit their mission statement and set PSE goals.

Immersion 4: Students shadow a current upperclassman rural Alaska Native college student to practice being a student away from their home village. Students have one on one time with professionals in their career of interest. Students complete their PSE application packages. Family and School Liaisons (FSL) maintain high-touch communication in between immersions. FSLs are in consistent contact with the students, parents, CSs and school staff. Maintaining the student's web of support through distance is accomplished with quarterly video conferences and site visits to each community, as well as online blog/video postings to the Flight Prep using assignments from the Flight Prep Manual. FSLs report to the Project Manager regularly, which ensures the FSL's are utilizing the project strategies and have all of the tools they need. Project Manager reports regularly to the program partners, stakeholders and the leadership team.

Take Wing Alaska project outcomes align with those identified risks and needs of low-income students of color (Erickson & Hirschberg, 2008; McDiarmid and Hill, 2008; Bloom, 2007). Building relationships and trust, involving the family/home community in the transition process (HeavyRunner, 2002), dispelling myths and orienting expectations, providing a holistic approach to student, family, community, and school will establish a foundation for successful transition (Ready by 21, 2010; Bloom, 2007; Partnership for 21st Century Skills, 2012). Survey data from the CSs led to lessons learned, such as recruiting students in their freshman year,

accepting applications in sophomore year, involving community and family at the onset because the seed for college or training has been planted, but the goal of studying and living in an urban campus setting is still largely abstract and without context for both students and parents. Bloom (2007) speaks profoundly to this subject when she states, “They [low-income, minority students] must put their self-esteem on the line, by taking the chance that they will be rejected by the world they hope to enter; they must brave the subtle and not-so-subtle messages about who belongs in the world of higher education and who doesn’t; they must shoulder the weight of their own, their families’ and their communities’ hopes and fears about moving out of poverty and into an unfamiliar middle class orbit; and far too often, they must make this journey alone and unaided.” Thus, the expectation is that Take Wing Alaska students will graduate their village high school and enter into the postsecondary institution with which he or she has been working during the course of the project, not alone but surrounded by a willing and active support network built over the previous three years. During the three year grant period, the project will serve a minimum of 60 (two cohorts of 30) Alaska Native students in partner districts, Lower Yukon and Lower Kuskokwim. The Take Wing Alaska project will strengthen relations between rural districts, school sites, students, and the communities they serve and the post-secondary institutions and their urban communities.

C. 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 cultural orientation/ immersion experience. The first Take Wing Alaska project grant came in 2009, and the student Flight Prep online component was built. 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. Finally, 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 Take Wing Alaska 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 (.20 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. She has been with AKHF for nearly five years. She will work closely with the Project Manager (1.0 FTE) Amber Frizzell, Tlingit Indian, BA, who will oversee the project's daily operations and will be directly involved in the ongoing meetings and evaluations with consortium partners. Family School Liaison (1.0 FTE) will work with the Project Manager to establish relationships with the participant families and community engagement and schools to create transitional expectations with the family toward understanding

the commitment of their student and family. (See job description in Appendix with resumes.) Independent Evaluator, 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.

Project Director (PD), Project Manager (PM), Family/School Liaison (FSL), Community Sponsor (CS), Camp Director (CD).

Management Plan, Years 1, 2, and 3			
Goal: To increase rural Alaska Native students' opportunities for successful transition from their home culture/community to post-secondary urban/campus culture in order to meet their long-term goals of professional or leadership positions in their home community.			
Objective or Task	Staff Resp	Timeline	Milestones/Eval. Data
<i>Objective 1. To demonstrate self-awareness, confidence and readiness of student participants to begin the post-secondary cultural transition process.</i>			
Engage Staff	PD, PM	Oct 2012	Meeting Notes
Hire (2) Family/School Liaisons	PD, PM	Oct 2012	Applications, Interview notes
Engage Consortium Partners	PD, PM	Nov 2012	Recruitment plan, meeting notes

Dorm Reservation	PM	Oct 2012	Contracts
Engage District Partners on recruitment process, student selection criteria	PD, PM	Dec 2012	Program policies, applications, acceptance contracts for students
Recruit 30 students, per cohort	PM, FSL	Jan-Apr 2012/13	Phone/travel log, community engagement night notices
Hire Community Sponsors	PD, PM, FSL	Jan– Mar 2012/13	Recruitment materials, interview notes, contract
Interview students, and families	PM, FSL	Mar-Apr 2012/13	Interview notes, communication log
Planning session for Student/Parent Orientation	PM, FSL, CD	Mar-Apr 2012/13	Meeting notes, orientation schedule, flights, hotel
Planning sessions for first cross-cultural immersion	PM	Apr 2012/13	Meeting notes, immersion schedule
Partner meeting for summer immersion	PM	May 2012/13	Meeting notes
Notify accepted students	PM, FSL	May 2012/13	Student and Parents letter of intent to complete project
Student online forum	PM	May 2012/13	Blogs, photos, video
Student/Parent Guardian begin to understand what it means to be ready for PSE	PM	May 2012/13	100% of the Students and Parent Guardians attend an Orientation in community.

Logistical arrangements for student and community sponsor 12-day urban campus immersion	PM, FSL	May 2012/13	Travel itineraries
Speakers, day and night staff recruited and hired for campus cultural immersion	PM	May-Jun 2012/13	Contracts, Immersion Schedule
Students demonstrate self-awareness, confidence, and readiness to begin the transition to PSE	PM, CD	July 2013/14	100% of Students and Community Sponsor attend the first campus immersion
Students and Community Sponsors attend 12-day campus cultural immersion	PM, CD	July 2013/14	Videos, personal mission statement videos, photos, blogs
<i>Objective 2. Student participants, sponsors and their parent/guardian will demonstrate that they have an understanding of post-secondary commitments and expectations.</i>			
Students and Community Sponsors have regular activities which include parents, and community	PM, FSL	Aug- May 2013/14 /15	Activity Schedule
Student and Family/School Liaison create individual learning and life skills plan	PM, FSL	Sep 2012/13	Student "Flight Plan"

Monitor Flight Plans	PM, FSL, CS	Sep 2012/13- May 2014/15	Updated plan, advising notes
Training, support for CS and Student as needed via audio/video conference	PM, FSL	Ongoing	Meeting notes, support materials
Families are aware of students “Flight Plan” and provide input	PM, FSL	Ongoing	Communication log
CS and Family roundtable discussions	PM, FSL	Oct 2012/13 Jan 2012/13	Meeting notes
<i>Objective 3. Provide an opportunity for student participants to develop readiness to become part of the university, training, or employment environment.</i>			
Logistics Student and CS for second immersion	PM, FSL	Jan 2014/15	Flight, hotel, meeting space arrangements, contracts
Student demonstrate that they have an understanding of post-secondary commitments and expectations	PM, CD	Mar 2014/15	At least 90% of student participants and their CS will participate in a four-day campus cultural
Students and CS Sponsors attend four-day immersion	PM	Mar 2014/15	Videos, re-visit and re-create personal mission statements
Provide Students, CS, and Families with PSE and career materials to discuss	PM, FSL	Apr 2014/15	PSE, Career Materials

Speaker commitments, PSE admissions counselors, college students, professionals	PM	Aug – Oct 2014/15	Immersion Schedule
Logistics to bring Student and CS to Anchorage for second immersion	PM, FSL	Sept 2014/15	Flight, hotel, meeting space arrangements, contracts
Students demonstrate readiness to become part of the campus culture.	PM, CD	Nov 2014/15	At least 85% of student participants attend a four-day campus cultural immersion
Students attend four-day campus cultural immersion	PM, CD	November 2014/15	Students re-visit and re-create personal mission statements
Students and families prepare for student's departure for PSE	PM, FSL, CS	Nov-Aug 2014/15	PSE applications, meeting notes, PSE arrangements, community engagement night

The implementation of the management plan will begin with the anticipated start date of Sept. 1, 2012. Revision of project procedures will be made as needed in response to the Independent Evaluator's process and outcome evaluation feedback. In addition, activities will be monitored and improved upon with semester meetings of the Leadership Team, comprised of members of the Consortium.

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 TWA program to serve two cohorts of 30 students from their recruitment freshman year, to graduation to college entrance and follow-up. During that time, the project will serve 60 students, which includes serving Community Sponsors who will be better trained to work with other students who are not in Take Wing on post-secondary education pursuits. The project will serve 60+ families of the students, which often includes the extended family, which will allow siblings to also benefit from the student/family's experience. Similarly, the community itself will benefit through the coordinated efforts of the project/district/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. Finally, in consideration of the cost per participant, the cost is still less than what it costs communities in terms of unprepared, at-risk, uneducated youth who fail to thrive and become incarcerated or commit suicide or receive unemployment and other services.

(ii) The coordinated activities of Take Wing Alaska project with the Consortium partners will optimize the grant-funded resources to increase participant recruitment and retention and to assist districts in improving their students' transition from youth to adulthood, from secondary to post-secondary achievements. Take Wing Alaska and Consortium partners' match resources will further extend the project efforts. AVCP will assist with recruitment, encouraging shareholder/regional students to stay in school and to transition to a post-secondary program and receive the transitional assistance to help ensure their success. AVCP, in addition to providing staff time for participation in the Leadership Team, 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. Schools will provide services connected to the community engagement piece and housing the Community Sponsors and the Take Wing Alaska after school clubs. 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. The immersion experiences are necessary to provide the cross-cultural preparation for rural students to have on-campus and urban exposure to aid their understanding of what post-secondary endeavors require of them when they must leave home, often from a village of 500 people to a campus of over 20,000 in Alaska's largest urban center(s). Similarly, to adequately case-manage these students and their families, the staff will need to be traveling extensively to meet their needs. The immersion experiences themselves are funded to pay for the campus dorms/meals, the speakers and activities. In an allocation by design, the program will be spending [REDACTED] on direct services to students; [REDACTED] on travel (travel throughout Alaska is costly because of the limited road system and the vast distances between isolated rural communities); [REDACTED] on evaluation; [REDACTED] on program administration.

E. QUALITY OF PROJECT EVALUATION

The evaluation of the *Take Wing Alaska* project will focus on the operation and goal of increasing rural Alaska Native students' successful transition to postsecondary education and/or job training. It will monitor students' self-awareness, confidence, and readiness to begin the post-

secondary cultural transition process; how family and community support better prepare students for this transition; and how cultural immersion experiences affect the students' attitudes, opinions, and perceptions and prepare students to successfully transition to college/job training. Two evaluators, Drs. Cope and Germuth, both of whom have worked with Alaska Native populations, including students and communities, will work closely with the AKHF staff to design and implement the evaluation plan. They will have primary responsibility for collecting, analyzing, and reporting both formative and summative data.

The formative evaluation will provide information on the processes and operation of the program and is intended to help AKHF organize, implement, and improve the TWA project. The summative evaluation will measure success in meeting program objectives and goals for AKHF and the funding agency. Process questions this evaluation will address include, but are not limited to: 1) How effective are program staff in providing necessary information and logistical support to participating students, parents, and community sponsors?, 2) Which parts of the program appear to be functioning as intended and which are not?, and 3) What changes appear to be needed? Data will be collected through a variety of measures including interviews with program staff, site visits, observations, and student, community sponsor, and parent interviews/focus groups and/or surveys.

Outcome questions include, but are not limited to, 1) What are the students' self-awareness, confidence and readiness to begin post-secondary cultural transition process at the beginning of their participation in the program? 2) What are the students' self-awareness, confidence and readiness to begin post-secondary cultural transition process after they complete the program? and 3) What has been the affect of the family and community support person on the students' self-awareness, confidence and readiness to begin post-secondary cultural transition

process? The outcome evaluation plan is shown in more detail below and includes information on what data will be collected and the analyses.

Outcome Evaluation			
<p>Goal: To increase rural Alaska Native students’ opportunities for successful transition from their home culture/community to post-secondary urban/campus culture in order to meet their long-term goals of professional or leadership positions in their home community.</p>			
<p>Outcome 1: Student participants will demonstrate self-awareness, confidence and readiness to begin the post-secondary cultural transition.</p>			
Question	Performance Measure	Data Collection	Analysis
<p>1. To what extent do students who participate in the Take Wing Alaska program demonstrate self-awareness, confidence, and readiness to begin the transition to post-secondary education and campus culture?</p>	<p>100% of the student participants (n=60) show increased readiness for the Post-Secondary Education transition measured by the difference in pre/post assessments.</p>	<p>Pre-assessment collected at program start (summer) with post assessment collected yearly in spring. Student focus groups/interviews conducted annually</p>	<p>T-test to ascertain areas of change that are statistically significant pre-post. Content analysis</p>
	<p>Community sponsors of 100% of participants (n=60) rate their students as showing growth pre-post on measures of readiness for the post-secondary education transition.</p>	<p>Pre-ratings collected at program start (summer); post ratings collected yearly in spring. CS focus groups conducted annually</p>	<p>T-test to ascertain areas of change that are statistically significant pre-post. Content analysis</p>

Outcome 2: Student participants, sponsors and their parent/guardian will demonstrate that they have an understanding of post-secondary commitments and expectations.			
Question	Performance Measure	Data Collection	Analysis
2.To what extent do student participants, sponsors and their parent/guardian will demonstrate that they have an understanding of post-secondary commitments and expectations?	100% of students will have a parent/guardian at the initial student/parent training.	Program records	Counts
	100% of students will attend first Summer Immersion sophomore year.	Program records	Counts
	At least 95% of student participants in their Junior year and their community sponsor will participate in a four-day campus cultural immersion.	Program records	Counts
	100% of community sponsors and parents will report ways in which they are helping their child transition to post-secondary education or job training.	Survey of parents and community sponsors about their support of the program and their child's successful transition to college/job training.	Frequencies, means, sd, content analysis
Outcome 3: Student participants will demonstrate character readiness to become part of the university, training, or employment environment.			
Question	Performance Measure	Data Collection	Analysis
3.To what extent do	At least 90% of the students will	Program records	Counts

participants	participate in a four-day campus		
demonstrate character	immersion setting shadowing a		
readiness to become	student mentor for classes, campus		
part of the university,	events and social settings.		
training, or	At least 90% of the students will	School records	Counts
employment	graduate with a high school diploma		
environment?	by program end. <i>(GPRA 3)</i>		
	At least 95% of project completers	Program records	Counts
	will transition to university, training		
	or employment		

In addition, the evaluation will also report on GPRA measures 1 and 3 as these are applicable to this proposed project: (1) the percentage of Alaska Native students in schools served by the program who meet or exceed proficiency standards in reading, mathematics, and science on the Alaska State assessments and (3) the percentage of Alaska Native students in schools served by the program who graduate from high school with a high school diploma in four years.

PRODUCTS: The Alaska Humanities Forum must submit a final performance report to the U.S. Department of Education. Drs. Cope and Germuth shall complete an evaluation report to the satisfaction of the Alaska Humanities Forum that will comply of the dates for with the submission of the final performance report to the U.S. Department of Education.