

The Alaskan Institute for Student Support (AKISS) Program

(a) Need for project (25 points).

WorldWide IDEA (WW IDEA), the applicant (qualifying as Priority 4—Novice Applicants) and an educational 501(c)(3) nonprofit organization, brings an exciting innovation to 8th to 12th graders in Alaska rural LEAs in collaboration with four (4) school districts: Southeast Island, Hydaburg, Yukon-Koyukuk, and Kenai Peninsula Borough, with the support of tribal councils (Competitive Preference—Priority 1). The *Alaskan Institute for Student Support (AKISS) Program* will motivate and engage some of Alaska's most at-risk Native students toward realistic and relevant careers and higher education. This redirected mindset with its relevance to high school and "what lies ahead" will empower students with the motivation and desire to plan their pathways to success, including the engagement in and completion of pre-career and pre-college coursework. Eight distinct strategies will improve student success and increase access to employment and/or continuation into post-secondary educational programs (see page 5).

The AKISS program will invite approximately 700 8th through 12th grade students across 23 schools from the four partner districts to participate, with more than half of those being Alaska Native students. The districts cover a vast geographical area of nearly 90,000 square interior and Kenai Peninsula miles, and more than 2,200 square miles across three of Alaska's southeast islands. The statistics for the Alaska Native population show great educational need in respect to Standards Based Assessment (SBA) test results and graduation rates. Three of the four participating districts are listed on the state's 2011-12 Title I District Improvement List. Southeast Island, the only district not listed, will support and mentor their neighboring district, Hydaburg, participating jointly in the program activities.

Standards Based Assessment (SBA) Test Proficiency Data for all Alaska Native Students Percent of Students falling <i>Below/Far Below</i> Proficiency (2011)								
	Reading		Math		Writing		Science	
	All Students	Native Alaskan Students						
<u>YKSD</u> Elementary	29.8%	48.9%	45.2%	48.3%	30.3%	45.6%	54.9%	76.5%
Middle	23.1%	40.1%	42.7%	45.5%	34.9%	52.3%	58.8%	80.6%
High	28.9%	42.7%	48.7%	68.5%	40.4%	58.7%	46.8%	78.3%
<u>SE Island</u> Elementary	20% or less	NA	28.2%	NA	34.4%	NA	40% or Less	NA
Middle	21%	NA	21.4%	NA	31.6%	NA	45.5%	86.5%
High	26%	NA	21.2%	NA	26.5%	NA	23.1%	NA
<u>Hydaburg</u> Elementary	40%	*N/A	50%	*N/A	40%	*N/A	60%	*N/A
Middle	50%	*N/A	57.1%	*N/A	57.1	*N/A	N/A	*N/A
High	40%	*N/A	60%	*N/A	40%	*N/A	60%	*N/A
<u>KPB</u> Elementary	11.9%	20.89%	16.5%	24.5%	13.6%	23.9%	31.9%	47.4%
Middle	11.3%	18.5%	18.5%	28.3%	16.3%	28.7%	31.7%	52.1%
High	11.6%	15.5%	29%	35.3%	17.3%	26.8%	27.4%	39%

***Population N count too small to report**

Graduation Rates for Alaska Native	
District	Combined Graduation Rates
Yukon-Koyukuk, Southeast Island, Hydaburg, and Kenai Peninsula Borough	51.2
<i>NOTE: Graduation rate is based on a weighted average</i>	

In addition to significant academic need displayed in the assessment chart, the graduation rate clearly depicts that a large portion of the Alaska Native population is not graduating from high school and will have very little chance to become successful productive adults without a high school degree. Although most students will eventually enter the labor force, research shows that those without a high school diploma have greatly diminished opportunities. Additionally, for the 47 percent who graduate, fewer leave high school prepared to work or go on for further degrees (Steinberg, 2008). Preparing for college and for a career should not be mutually exclusive options for high schools, and it should also include multiple post-secondary options in

addition to four-year degree programs (Litow and Schwartz, 2011). The economic value attached to completion of ever-greater levels of education is well documented. In 2009, adults ages 25 and older who had dropped out of school or had not acquired a GED earned up to 41 percent less than those who had completed high school or had GEDs, census data show. The gap widened when comparing the incomes of high school dropouts with people with a bachelor's degrees. In 2009, male and female college graduates earned [REDACTED] and [REDACTED] respectively, while male and female high school dropouts earned [REDACTED] and [REDACTED], respectively (U.S. Census Bureau, 2011). Several other external factors affect the ability of students to succeed prior to their entering school, even at elementary level.

Socioeconomic Statistics from the 2010 Census Data		
(Population 25 years and over -1999 income)	U.S.	Alaska
Percent high school graduate or higher	80.3%	27.4%
Percent bachelor's degree or higher	24.4%	13.2%
Median household income	[REDACTED]	[REDACTED]
Per capita income	[REDACTED]	[REDACTED]

Furthermore, Alaska Native students are also exposed to social risk factors that create barriers to learning within the communities they live and to preparing them for careers and leadership in their tribes and communities. Data from the 2010 Youth Risk Behavior survey specifically for Alaska Native Students illustrate the following trends:

	Alaska Native	All Races	% Difference
Bullied on school property	17%	12.2%	+4.8
Felt sad or hopeless	25%	21.2%	+3.8
Considered attempting Suicide	17.2%	13.9%	+3.3
Made a plan to commit suicide	14.6%	11.4%	+3.2
Hit, Slapped or hurt by boy/girl friend	12.5%	9.2%	+3.3
Used marijuana one or more times	60.2%	44.5%	+15.7

Too often, the focus for supporting Alaska Native students and improving their achievement is relatively limited to curriculum. As critical as content and instruction are to the learning process, research shows that students actively process learning when they feel safe and cared for by the community. Maslow's pyramid-shaped hierarchy of needs (1943) confirms that until personal safety issues and the feeling of belonging occurs, significant academic learning will be greatly impaired or virtually impossible. Decades of research has proven this pyramid to be accurate and this is particularly true in the Alaska Native communities, which tend to be isolated, and have strong family ties that tend to be negatively impacted by unhealthy social norms, such as alcohol and abuse. Schools tend to stay focused on academics and gloss over or avoid these essential needs and supports. The unemployment rate for the area reflects the lack of educational attainment and remains significantly above the nation with the highest being the Prince of Wales Island at 19 percent, where the Southeast Island and Hydaburg School Districts are located. Additionally, the Southeast Island School District has a large free and reduced lunch program with a poverty rate of 70.2 percent for FY 2012.

(b) Quality of the project design (30 points).

The *Alaskan Institute for Student Support (AKISS)* project will provide new pathways and challenges educators to improve the system that leaves many students behind—e.g., those unprepared for work or college, those who drop-out feeling they cannot complete or compete, and those who see no connection between school and work (Harvard, 2011). Beginning in 8th grade, *AKISS* will assist Alaska Native students in connecting with caring adults, and recognize and cultivate their leadership skills, while improving academics as they gain a greater understanding of where they are going after high school and how they will access career and post-secondary programs that take them there. Project *AKISS* will address academic needs, improve graduation rates, and enhance positive life choices by implementing a comprehensive

integrated delivery strategy that includes the following Student Support components:

8 Student Support Components	Component Descriptors to assist in addressing the needs of the targeted populations
Mentoring /Phlight Clubs	<i>In-school and/or “lock in” style student leadership/mentoring programs that will enhance school climate, improve self-advocacy, and improve the web of social connectedness. See attached Phlight Club brochure providing an example of past student leadership/mentoring club events conducted with Alaska Native students in the Yukon Koyukuk School District.) This will also include the ALAS program.</i>
Student Support Card Curriculum	<i>This will involve several instructional programs that are linked to the seven measurable metrics of the Integrative Youth Development model (IYD).</i>
Student Support Card Hub	<i>A Web-based application with which students, local counselors, school administrators, and program facilitators interact. This application will take IYD’s measurable metrics student content to the next level of implementation and usefulness for analyzing and facilitating effective student support. Using the online interface and tools, students complete surveys and activities, such as creating and adjusting their Mission Statement. That qualitative and quantitative data collected from students is made available to counselors, administrators, and facilitators, as appropriate, for identifying and targeting needs for in-time intervention, redirection, and cultivation. Due to limited internet connectivity in rural Alaskan school districts, the hub will include an intranet within each school and iPad labs will be utilized for student surveys, interest inventories, Web-based mentoring and program reporting features.</i>
Regional Leaders	<i>A single regional district-connected adult leader is crucial for effective communication, coordination, and long-term sustainability. Each region will have a local leader identified, cultivated, and supported for this purpose. Program Leader will train Regional Leaders utilizing a Train-the-Trainer model. Regional Leaders will receive formal training twice per year, as well as ongoing coaching and support. The use of Train-the-Trainer model will assist with sustainability after the project is completed.</i>
Professional Development for Teachers (Phlight Academies)	<i>Includes district-wide training and ongoing coaching around developing and sustaining a caring and connected school climate.</i>
Parent and Community Events	<i>Includes local organizations, parents, family, and “Pillars”. Pillars are considered any adult who is in a student’s web of support or who would like to be available to be in a student’s web of support. These facilitate the school community (parents, community members, social service providers, youth serving organizations, teachers, school staff, etc.) to think about what they are currently doing to enrich the developmental/educational ecology of their students.</i>
School Board Workshops	<i>Working with the local school advisory boards to see the policy implications of caring and connected schools, create and pass policies that promote caring and connected schools, and support the board members in aligning their budgets</i>

	<i>toward "What Works for Kids", being defined as an enriched developmental/educational ecology.</i>
"Helping Kids Succeed – Alaska Native Style"	<i>Provision of Career and Post-secondary learning options and Literature to promote about changing the whole world around the whole student. Includes an implementation handbook will be developed to further support ongoing program implementation and sustainability post-grant period.</i>

Mentoring and Phlight Clubs: A critical component of this proposal is the application of research-based programs that foster and build systemic social relationships between Native students and individual teachers/counselors and other caring adults. Research shows that academically successful and resilient children and youth's normal development is often fostered by significant key adult social relationships. That is, the majority of resilient children experience unconditional acceptance from at least one important person, a charismatic adult in their lives. (Goldstein and Brooks, 2002). Providing a sense of connectedness at school is essential to achievement and the reduction of high-risk behaviors, such as drugs, alcohol, and violence (Adolescent Health Study, NSDUH 2004 SAMHSA National Registry of Effective Programs and Practices). In fact caring, capable, and committed adults invested in the lives of young people are the most important developmental asset associated with higher levels of positive youth development and, as well, with lower levels of problem/risk behaviors (e.g., substance use or violence) (Theokas and Lerner, 2006). For instance, the presence of mentors, formal and informal, can be one of the most important asset for positive youth development that exists in communities (Theokas and Lerner, 2006; Larson, 2006). Researchers have found that students need key personal anchors who can provide stable and positive emotional relationships. In school, teachers can play an important role in fostering this resilience. Teachers may mentor students, either on a formal or informal basis. Or, they may play a role by offering something extra, perhaps by offering emotional support during hard times, acting as the student's advocate when conflict arises in school or at home, or providing an opportunity to pursue a special talent

or interest. Additionally, boys and girls who perceived an increase in levels of teacher support over the middle school years showed corresponding declines in depression and increases in self-esteem. (Reddy, R., Rhodes, J.E., and Mulhall, P. (2003). The continuity of the mentor relationships is also important. For example, a study found that youth who were matched to one mentor for more than 12 months, compared with less than 12 months, reported significant increases in their self-worth, perceived social acceptance, perceived scholastic competence, valued school, had higher-quality parental relationships, and had significant decreases in drug and alcohol use. (Grossman, J.B., and Rhodes, J.E. (2002). Plight Clubs will be held biannually with simultaneous and related mentoring support. Mentor and student leadership will be support ongoing through various means.

Project *AKISS* would match high-risk Alaska Native students with mentoring adults, such as teachers or counselors, to provide mentoring relationships over the three years of the project. Teachers and staff will participate in biannual “Phlight Academies”, Professional Development training in how to be a high-quality mentor, how to implement new instructional strategies, how to utilize results from the MAPs assessment, and how to improve student connectedness and school climate. Additionally, parents and community members will also have an opportunity to participate in a community component of the mentoring project. Two of the programs that would be utilized to facilitate the training of staff, data collection, and provide support materials for students would be “ALAS” and the “Student Support Card”. Compensation allowance will be paid to school staff participating in the mentoring after hours training to implement these programs in their schools. All programs have supported research behind them. “*ALAS*” is listed on the Institute of Education Sciences “What Works Clearinghouse” site as a successful program. For the students, the ALAS program is an intervention that is designed to address student, school, family, and community factors that affect dropping out. Each student is assigned a counselor or

other mentor who monitors attendance, behavior, and academic achievement. The mentor provides feedback and coordinates interventions and resources to students, families, and teachers. The mentor also serves as an advocate for students and intervenes when problems are identified. Students are trained in problem-solving, self-control, and assertiveness skills. School Counselors will also aid in the development of an Individual Learning Plan (ILP) to assist in the transition of students in becoming productive and successful community members. The development of the ILP will provide students with a roadmap to the Alaskan core set of requirements, so that they might qualify to receive funding for post-secondary education opportunities through the Alaska Performance Scholarship program. Participating parents are trained in parent-child problem solving, how to participate in school activities, and how to contact teachers and school administrators to address issues.

A review of the literature reveals strong evidence connecting resilience and long-term academic success. In fact, this is often the missing link for at-risk youth. A longitudinal study by Scales et al. (2003) found that higher levels of resiliency traits are strongly correlated with higher Grade Point Averages (GPAs) among middle and high school students and that these findings hold true over time, so that students reporting more resiliency characteristics early in the study had higher GPAs three years later, compared to students with fewer assets at the start (Scales, P. C, Roehlkepartain, E.C., Neal, M., Kielsmeier, J.C., & Benson, RL.2006). The body of research shows that not only can resiliency significantly affect school and life outcomes for youth, but that resiliency skills can be learned, measured, and have lasting effects on academic performance. Researchers have concluded that everyone has the capacity for learning resiliency, and once obtained, these self-protective characteristics can be improved and strengthened over time (Bernard, B., 1991). Solberg, S., Carlstrom, A., Howard, K., Jones, J. et al. (2007) identified six key skills as the foundations of educational resiliency that *AKISS* will implement.

These skills are: building confidence, making connections, setting goals, managing stress, increasing self-advocacy, and understanding motivation.

An important strategy in this program will be building teachers' capacity through professional development to foster healthy skills development in the students that are mentored. Another tactic involves cultivating a supportive school climate that emphasizes personalization and high expectations. Additionally, teaching resiliency skills with targeted curricular materials can enhance student resilience and lead to improved academic outcomes throughout their educational careers.

Four Student Support Activities will actualize the mentoring programs, increase student leadership and connectedness to caring adults, and improve school/community climate:

Student Support Activity	Target Audience	Addressed Need
Phlight Academy	School/Program Staff (Teachers, Counselors, Principals)	Professional Development for school and program staff to build their capacity to teach students to embrace self-responsibility, resiliency, and become the active creators of a successful future by developing self-mastery and problem solving skills required for success in the 21st Century and to give them the skills needed to cultivate good stable mentoring relationships with students. ALAS training is also included.
Phlight Club	Middle School and High School Students	To provide students, especially Alaska Native, with the opportunity to recognize and cultivate their leadership skills, build confidence, set goals, manage stress, increase well-being and self-advocacy, and make positive adult connections. Student Support Card training and assessments are included. Student ILP/Mission Statements are developed.
Community/ Tribal Events	Tribal council members and other supporting adults in the community	Community training and other activities to assist adult leaders with building their capacity to teach students to embrace self-responsibility, resiliency, and a sense of community.
School Board Workshops	School Board Members	Workshops will work with school boards to assess policies and procedures, as well as effect changes, as needed, for providing and promoting caring and supportive school climates.

Student Support Card Curriculum: This curriculum will be directed by Derek Peterson, Program Leader, and will consist of seven metrics covered in four 50-minute lessons, each constructed in a comprehensive framework. These lessons will teach, reinforce, and measure each metric. Integrative Youth Development (IYD) strives to take the best of the youth-development research, and then focus efforts on each child or teen to deliver systemic improvements that positively affect all children and youth in the community. Each metric is supported by research and covers the following: **Metric 1 – Rule of 5** – Every child/youth needs to have and maintain at least five positive, caring adults ("anchors") in his or her life who have and communicate high expectations for them. **Metric 2 – Tangible Supports** – Easy-to-measure environmental supports (assets) typically provided by an individual's family, school, and larger community. **Metric 3 – Intangible Supports** – Harder-to-measure supports (assets) that each individual holds and nurtures within. They are virtues, values, and behaviors that have been taught to, modeled for, and absorbed by the individual. (Metrics 1, 2, and 3 are based on research by Emmy Werner, Richard Catalano and David Hawkins, Peter Benson, Michael Resnick, Derek Peterson, and Alaska ICE.) **Metric 4 – The Child/Youth** has innate resiliency factors (biological characteristics, talents, intelligences, and gifts), most of which can be grown. **Metric 5 – Ecological Health** – These are deficit behaviors/factors that can undercut a child/youth's ecological health. (Based on research by Centers for Disease Control, Communities that Care, and CADCA.) **Metric 6 – Caring for Carers** – Each caring Anchor ("carer") needs to have his/her own network of support. (Based on the Stress Scale Test, Duke University, University of Arizona, Robert Putnam.) Carers also need support in order to avoid "dropping the strings" in the "webs of support" of the children/youth that they anchor. **Metric 7 – Social Norms** – Climate or context have strong influence on what behaviors, attitudes, values, and beliefs the child/youth internalizes and/or participates in.



In Student Support Activities, students and adults actively reflect on how a youth is like a balloon, uplifted to some degree by their own assets and resiliency factors, but also relying on others - that is, strings in their web of support - to keep them from falling and to help promote and celebrate their successes.

DESIGN TOOLS TO SUPPORT GOALS

Measures of Academic Progress (MAP): Ongoing assessment overtime is a critical component of any successful academic program. Understanding each student's academic level gives teachers the power to help them excel. MAP by Northwest Evaluation Association, provides computerized adaptive assessment tools that make it possible to provide educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time. These assessment tests present students with engaging, age-appropriate content. As students respond to questions, the test responds to the student, adjusting up or down in difficulty. The result can be a rewarding experience for the student, and a wealth of detailed information for teachers, parents and administrators. MAP has underlying statistics and data driving the assessment that ensures accuracy and is based on over 24 million assessments given over more than three decades.

Student Support Card Hub: This Web-based hub will be composed of two parts: A public website that serves as collective portal with calendars, announcements, social media links, etc., as relevant for all of the partners – including the adults and students. The second part of the Hub will be a Web-based application with which students, local counselors, school administrators, and program facilitators interact. This application will efficiently collect and help analyze IYD's measurable metrics to support and facilitate effective implementation for optimal student support. Currently, no software application exists that could serve to sufficiently collect and analyze the data needed from this program. Therefore, a custom system will be designed, developed, refined, and maintained by WW IDEA in cooperation with ICAR-US and program partners. In Year 1, development of the application will begin, with live access available beginning Spring 2013, in time for the spring Phlight Clubs and Academies. It will be built to

provide secure and appropriate access for each set of users. Student users will have their own unique logins for using the online interface and tools to complete their own set of surveys of self-reported conditions, risk factors and behaviors, which will also drive each student's Mission Statement. This statement narrative helps students focus on both their current conditions and begin thinking about and planning for their future later in high school and beyond graduation.

The application will store every survey and all other data input in order to collect longitudinal data for each student for more meaningful evaluation and tracking. The application will also collect counselor and reported data, which may include testing data over time to collect measurable achievement that can be tracked simultaneously with student self-reported data. That qualitative and quantitative data collected from the students is made available to counselors, administrators, and facilitators, as appropriate. Analysis and reporting tools will be integrated within the application for general analysis and for identifying and targeting specific needs to support in-time intervention, redirection, and cultivation. In Year 2, efficiency for delivery of this hub will be improved. This will include a "portable lab", which will include 30 mobile/tablet devices for student use in completing their self-reported data. Developers will also create a "local area network" component to collect student data offline and then sync with the main Web-based database. This feature will help minimize the problems often faced in schools where computers and computer lab time may be limited and Internet access limited and unreliable. The devices will be locally networked to 2 dedicated laptops, which will be set up for the purpose of collecting student data from the associated mobile devices, without the need for Internet service. This will allow the program leaders the ability to perform some initial review and analysis of the data on-site together, and as Internet access is available, the laptops will send the data packages to the central Web-based application for long-term storage and ongoing analysis. Assessment of Web-based hub will be completed at the end of each year in order to enhance and refine the

application and its deliverables for improved implementation the following year.

Anticipated Goals, Objectives, and Outcomes for the Project:

GOALS	OBJECTIVES	OUTCOMES
Goal 1: Increase Student Achievement	1.1 – The percentage of Alaska Native students in school served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments will increase by 10% per each year of the project (GPRA 1).	1.1 – Students will show significant gains in reading, mathematics, and science as evidenced by Post Assessment on: Alaska’s Standard Based Assessment and Measures of Academic Progress.
Goal 2: Increase Graduation Rates	2.1 – The percentage of students in schools served by the program who graduate from high school with a high school diploma in four years will increase by 10% per year for each year of the project (Retention Measure) (GPRA 2).	2.1 – Resiliency training for students through Phlight Clubs and related Student Support Card activities will result in increased graduation rates from high school.
Goal 3: Improve Student Resiliency	3.1 – Increase measurable and meaningful improvements in student’s developmental ecology.	3.1 – Parents will demonstrate increased knowledge of strategies they can use at home with their children as evidenced by parent surveys and home visits. There will be a 10% increase, annually, of students who report measurable and meaningful improvements in their developmental ecology, through meaningful adult connections determined by developmental surveys.

C. Quality of the Management Plan (20 points).

- (i) **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timeliness, and milestones for accomplishing project tasks (10 points).**

To ensure that the stated goals, objectives and outcomes for the proposed project are met, *AKISS* will operate under a solid management plan with clearly defined roles, responsibilities, and timelines that will serve as the underpinning of *AKISS*. The foundation of the management plan is the Management Team. The Management Team will consist of the Project Director, the Program Leader, one Regional Leader, and the Financial Manager. The purpose of the

Management Team is to assure fidelity of implementation, monitor the grant for ongoing modification/improvement, oversee the budget (along with organization-established procedures), evaluate progress, develop professional development activities, and establish any new policies/procedures. The Management Team will also ensure that in each year of the project period that the necessary financial resources are provided to ensure the goals and objectives of each year are met. Project applicant WorldWide IDEA, Inc. (WW IDEA) has successfully provided educational programs to Alaska Native students throughout the state and will be the fiscal agent for the project and will provide the Project Director, Jennifer Lutey, and the Program Assistant, Lisa Kerscher. WW IDEA will follow standard accounting procedures, standard contracting procedures will conduct independent yearly audits, and has the internal capacity needed to implement the project. The Management Team will ensure all materials will be procured using grant-compliant procurement and bid procedures and accounting systems. Positions will staff according to established policy and procedures of WW IDEA, Inc. and local School District policy. The Project Director and project partners will immediately begin the process of staffing the other positions for the *AKISS* project upon awarded funding. The Program Leader, Derek Peterson, will serve as lead facilitator in all professional development activities and provide thematic and contextual continuity among expert guest lecturers. The Project Director and Program Leader will serve as the principal liaisons between the project's partners, professional development, and educational partners while ensuring the cohesiveness of the project as a whole. There will also be a Regional Leader within each region being served. Each Regional Leader will supervise region-level project implementation, and there will be a point of contact in each region (see more concerning responsibilities in chart below).

WorldWide IDEA, Inc. will serve the educational consortium for this program and will coordinate with the participating school districts and partners to follow all developed policy and procedures approved by the Boards of Education and the State of Alaska for employment, procurement of materials or supplies, and travel relevant to the school districts.

Staff Title	Responsibility	Qualifications
Project Director (0.4)	Direct all program activities and services; interviews and recommends staff; supervises and evaluate project staff at all levels; writes job descriptions for project; initiates all purchase orders; initiates all contracts; coordinates professional development activities; works with the grant partner's Fiscal Officer on all expenditures for salaries, materials, supplies and monitor of budget; tracks participant professional development hours; prepares site location for all seminars; assists with organizing professional development opportunities; attends Management Team meetings; prepares agenda and notifies members of Management Team meetings; works with partners; provides partners ongoing information; collect data for evaluator.	Master's/specialist's degree; administration/Supervision; evidence of leadership; knowledge of and prior experience in the provision of professional development; prior experience in coordination of travel with school groups; strong interpersonal skills; prior experience with grant budgets involving procurement, outsourcing and partnerships; prior experience with grant management
Program Leader (Consultant)	Develops materials and trainings for student and adult activities; leads all Phlight Clubs and Academies; provides direct and ongoing training, coaching, mentoring, and related support activities to students and adults; attends Management Team meetings; facilitates data collection.	Master's/specialist's degree; minimum 10 years of experience in youth development and advocacy; experience working in or with schools; experience in working with Alaska Native communities
Regional Leaders (3 at 0.5)	Recruits elementary, middle, high school, and community mentors, participants for commitment to the project; works with Program Leader to arrange mentoring schedule with schools' principals & teachers; attends Regional Leader meetings; attends school and community meetings; assists in professional development opportunities, Models mentoring and provides some direct assistance when mentors are unavailable.	3 years of experience working in or with Alaska Native schools; has previously been involved in successful student or adult training.
Program Assistant (0.75)	Manages and facilitates program communications, and scheduling; leads design of public access web-based portal ("Hub"); manages Hub content; collates data to a workable format for evaluator; assists in professional development design. Attends many of the onsite trainings to assist the Program Leader.	Prior experience with scheduling of professional development and meetings, experience working with grant directors, program leaders, and evaluators; experience with relevant technologies, including website development and maintenance.

Fiscal Manager (0.5)	Works directly with Project Director for budget administration and oversight; manages procurements and other expenses, including travel, lodging, materials, allowances, etc.; provides regular internal audit reports to Project Director; schedules independent audits.	Prior experience with experience with budgets, prior experience working with grant directors,
Supplies and Materials Manager (0.5)	Orders and coordinates distribution of supplies and materials for project; maintains inventory records; coordinates with Project Leader and Regional Leaders to fulfill needs on time and on budget; regularly reports expenses to Fiscal Manager	Prior experience managing, distributing, and tracking supplies/materials.
Mentors (allowances for training)	Attend professional development trainings; coordinate with and report activities to appropriate Regional Leader	Teachers, counselors, or other appropriate adult, as approved by its associated partner

Project AKISS Timelines and Milestones

Proposed Project Period by Month	Timelines, continuous improvement strategies and milestones	Responsible partners
Aug 2012	Inform partners and staff of award. Employ grant personnel. First meeting of available (<i>AKISS</i>) Management Team members	Superintendents, (or other Partner leader) & Project Director
Sept 2012	First joint meeting of (<i>AKISS</i>) Management Team and Regional Leaders. Determine dates for participant recruitment. Establish linkage and contracts with all partners begin identifying potential student mentors, procure (programs, software, and materials), and begin development of instruments for evaluation (surveys, PD evaluations, and training).	Project Director & Superintendents, (or other Partner leader) with support from External Evaluator **All MOU's and letters of commitment are located in APPENDIX
Oct 2012	Identification of middle school and high school students. Using the updated school calendar, set definite timelines for staff development activities.	Project Director, Program Leader, Regional Leaders
Oct/Nov 2012	First Phlight Academies conducted for staff, parents, and administration on mentoring, courseware utilization, academic curriculum alignment, and Student Support Card curriculum and surveys/Hub.	Program Leader, Regional Leaders
Nov 2012	Management Team meeting to monitor implementation progress – Quarterly update report on implementation timelines.	Project Director, Program Leader, Regional Leaders, Mentors, educators, parents, and administration.
Dec	Management Team meeting with External	Management Team, External

2012	Evaluator; meeting to review implementation status. Students all identified, mentors initial training and assigned, new curriculum is being used.	Evaluator, Mentors
Jan 2013	Second sessions of Phlight Academies (Professional Development) conducted for staff, and administration on mentoring, courseware utilization, and curriculum.	Project Director, Program Leader, Regional Leaders, Mentors, educators, parents, and administration.
Feb 2013	Management Team meeting with external evaluator for process evaluation – 2 nd Quarterly update report on implementation timelines.	Project Director, Management Team members
Mar/Apr 2013	Spring sessions of Phlight Academies (Professional Development) conducted for staff, and administration on mentoring, courseware utilization, and curriculum; Phlight Clubs for students; Community Events conducted	Project Director, Program Leader, Regional Leaders, Mentors, educators, parents, and administration
Mar/Apr 2011	Review of mentor reports, Student Support Card reports, career reports, status on assessment from MAP.	Project Director, Management Team, (AKISS) participants
Apr/May 2013	Second joint meeting of (AKISS) Management Team and Regional Leaders. Debrief on Year 1 implementation and collect data; reflections and discussions regarding considerations for implementation next year.	Management Team & Regional Leaders
May 2013	Management Team meeting with external evaluator for process and summative evaluation data collection and review; 3 rd Quarterly update report on implementation timelines.	Management Team and External Evaluator
August 2013	Annual Performance Report (APR) is completed in August of 2013	Project Director, Management Team; External Evaluator, and partners
Sep/Oct 2013 and 2014	Fall sessions of Phlight Academies (Professional Development) conducted for staff, and administration on mentoring, courseware utilization, and curriculum; Phlight Clubs for students; Community Events conducted	Project Director, Program Leader, Regional Leaders, Mentors, educators, parents, and administration
July 2013 -June 2015	Cycle begins again for program implementation and review. Where program had concerns or issues, modifications to project AKISS are made based upon APR review.	Project Director, Management Team; External Evaluator and partners

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project (10 points).

AKISS procedures and organizational structure will provide for ongoing feedback to the Management Team and will ensure that continuous improvement will occur. The organizational

structure, as illustrated below, sets up a process for continual feedback from participants and staff to the Management Team that then recommends continual modifications and improvements. Additional input from formative assessments, status reports, historian updates, and APR will give the Management Team input that will result in continuous improvement.

Continuous Improvement Feedback Flow Chart



Additionally, quarterly and annual reporting will be held to assist all partners in effectively monitoring benchmarks, milestones and work toward sustainability.

(d) Adequacy of resources (15 points).

(i) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits (5 points).

The per-student cost for *AKISS* is projected at [REDACTED] per year for the three-year program. Given the significant impact of the project and challenges of significant at-risk population in extremely remote locations, the cost is considered very reasonable. There is a **sustainability** factor in this project that will over time significantly lower the cost and greatly expand the impact. The training of staff will result in a changing of the school climate and culture. The Student Support Hub created by WW IDEA will provide access in perpetuity for

districts participating in the project. Using a Train-the-Trainer model, the project will assure the training of new staff long after grant funds conclude. A Professional Learning Community will emerge with a new understanding of the critical need for adult mentors and higher expectations in regards to graduation rates. *AKISS* will not only change the pedagogical systemic instructional process but the procurement of much of the instructional materials, courseware, and assessment materials will be utilized long after the grant cycle concludes. The 2011 census tells us that average dropout makes [REDACTED] less per year. If this project positively impacts the 475 students that are likely dropouts based upon current rates for Alaska Native students in these districts, then the programs cost are very reasonable. Collectively, if the project improves the graduation rates at the goals set for the total 896 students will graduate that would have been dropouts. This would equate to over [REDACTED] plus earnings differential in the life of these earners.

(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Partner	Relevance	Commitment
"ALAS"	Dropout prevention program and mentoring program for High School and Middle School.	ALAS Dropout Prevention (ALAS) is a research and evidence-based middle and high school program listed on the Federal Institute of Education Sciences Clearinghouse of "What Works". The efficacy of ALAS is validated by an internal evaluation, several outside evaluations, and is recognized by the U.S. Department of Education's What Works Clearinghouse.
Northwest Evaluation Association	Will provide individual curriculum assessment to facilitate the instruction for Alaska Native students	Ongoing assessment overtime is a critical component of any successful academic program. Understanding each student's academic level gives teachers the power to help them excel. MAP, by Northwest Evaluation Association, provides computerized adaptive assessment tools that makes it possible to provide educators with the detailed information they need to build curriculum and meet their students' needs, one child at a time. These assessments tests present students with

		engaging, age-appropriate content. As students respond to questions, the test responds to the student, adjusting up or down in difficulty.
Ed Evaluation *MOU Attached	Will provide quality ongoing evaluative data and support for Annual Performance reporting	Ed Evaluation staff has over 15 years of providing comprehensive evaluative services and Federal APR reporting. Ed Evaluation will be involved in meetings, analysis of data, development of surveys, PD evaluations, Annual Federal reporting, and consultative services as needed.
ICAR-US Institute for Community & Adolescent Resiliency	High Quality Professional Development for Staff and program implementation for Student Resiliency and Advocacy.	ICAR-US has committed to 15 days of professional development and ongoing support with the Project Director, Regional Leaders, Community and Tribal Councils, and Teachers. Trainings will use the Train-the Trainer model for Phlight Academies to improve school and community climate, increase connectedness, and increase student's developmental ecology/resiliency.
WorldWide IDEA (WW IDEA)	501(c)(3) Charitable Education Organization providing program collaborative organization between partners and technology services to Alaska Native schools.	WW IDEA will be the fiscal agent and will direct the grant project and provide coordination between the Regional Leaders, participating schools, consultants, local Tribal Councils, and WW IDEA. WW IDEA will also design and build the Student Support Card comprehensive assessment, reporting and partner school-community information hub online and offline system to carry out this project.
Tribal Councils *Letters of Commitment Attached from Huslia Village and Village of Kaltag; Also, see Eligibility Documentation	Competitive Preference Priority 1 Will be valued community mentors for the project and will provide essential guidance in respect to determining employment opportunities	The local tribal councils will provide in-kind resources such as facilities, community meeting space, help facilitate community relationships with the local schools and supports positive student development activities such as Native student councils, open gym and opportunities to be involved in the local tribal council work.

(iii) The extent to which the budget is adequate to support the proposed project.

Budget resources are adequate to support the project. There are sufficient personnel to provide direction to the grant and accomplish the goals and objectives. There are ample funds to provide professional development to all mentors, to obtain and analyze data in the form of surveys, PD evaluations, achievement monitoring/testing, graduations rates, and post-secondary activities related to school and employment. Additionally, there are sufficient funds for the procurement of programs, consultants, evaluation personnel, and materials that are essential to the implementation of initiatives and monitoring of objectives/milestones.

(e) Quality of project evaluation (10 points).**(i) The extent to which methods of evaluation are thorough, feasible and appropriate to the goals, objectives, and outcomes of the proposed project.**

(See description of evaluative design responses to 5, 6 and 7 below chart.)

(1) Types of Data to be collected	(2) Data collection timeline	(3 & 4) Methods used to collect and Instruments
1.) The percentage of Alaska Native students in school served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments will increase by 10% per each year of the project (GPRA 1)	Baseline spring 2012 and each June of project	Alaskan Standards Based Assessment and Measured Progress Assessment
2.) The percentage of students in schools served by the program who graduate from high school with a high school diploma in four years will increase by 10% per year for each year of the project (Retention Measure) (GPRA 2)	Baseline spring 2012 and each June of project	Graduation rate statistics for Alaskan Natives provided to Alaska Department of Education
3.) Improve Student Resiliency with a 10% increase, annually, of students who report measurable and meaningful improvements in their developmental ecology, through meaningful adult connections	Baseline spring 2012 and each July of the project	Determined by developmental surveys collected through the Student Support Card web-based assessments.

(5) How will data be analyzed?

For academic achievement and graduation rates each year, an analysis of the results will be compared to see if statistical significant progress has been achieved. *Qualitative data* such as responses to evaluation forms/feedback from peer reviews will be summarized and main ideas presented in a brief narrative. Responses to surveys will be summed across participants per training session and across years, which includes data collected via the Student Support Card application. A database with teacher and student data will be developed by evaluator and updated annually. Project *AKISS* evaluators will use variance (ANOVA) and multivariate (MANOVA) statistical analysis to evaluate progress toward key goals.

(6) When information will be available?

Formative reports will be developed monthly to allow for timely reviews of progress and continuous monitoring. These reports will consist of quantitative and qualitative data such as; pretests data, survey data, summations of teacher observations, summative data on lesson plan reviews, summative data from professional development evaluations, financial data, and overall implementation status reports. For the Management Team, formative data will be shared quarterly. Annual summative reports and APR will be submitted by required dates to Management Team and U.S. Department of Education.

(7) Accountability and Replication in other settings

An ongoing utilization-focused evaluation (Patton, 2002) will provide the Management Team and key personnel the information they need in an ongoing, timely manner to enable them to make real-time decisions about the varying grant-related activities. This formative evaluation approach provides users with summary data on implementation fidelity and preliminary outcomes so that mid-course revisions can be made. Specifically, the evaluators will review

meeting minutes; PD training evaluations, graduation rates, achievement scores, agendas and sign-in sheets for training, logs of mentoring activities, and participation in Phlight Clubs. The evaluation team will conduct phone, Web conference or face-to-face conferences quarterly with the Management Team to **monitor progress and denote successes for future sustainability and replication**. At each meeting, interview and survey data will be presented and discussed. Recommended intervention strategies for each program will be made. Recognizing that ongoing project evaluation is a key component to the success and ongoing monitoring of any project, in the addition to the project evaluator, the *AKISS* project will also devote the needed time of the Project Director towards collecting and maintaining evaluative data.

(ii) The extent to which the methods of evaluation include the use of the objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data the extent possible.

Benchmarks To Increase Comprehensive Instructional Effort	Major Objectives	Outcomes	Methods used to collect and Instruments	Timeline
1. Increase Student Achievement	1.1 – The percentage of Alaska Native students in school served by the program who meet or exceed proficiency standards for reading, mathematics, and science on the State assessments will increase by 10% per each year of the project (GPRA 1)	Students will show significant gains in reading, mathematics, and science as evidenced by Post Assessment on: Standards Based Assessment and MAP	Alaskan Standard Based Assessment Program and Measures of Academic Progress	Baseline Spring 2012 and each June of project
2. Increase Graduation Rates	2.1 – The percentage of students in schools served by the program who graduate from	Due to teaching resiliency through Student Support Card program, more students will	Graduation rate statistics for Alaska Natives provided to	Baseline Spring 2012 and each June

	high school with a high school diploma in four years will increase by 10% per year for each year of the project (Retention Measure) (GPRA 2)	graduate from high school	Alaska Department of Education	of project
3.Improve Student Resiliency	3.1 – Improve Student Resiliency with a 10% increase, annually, of students who report measurable and meaningful improvements in their developmental ecology, through meaningful adult connections.	Students will show increased meaningful connections to adults (mentors) as evidenced by Student Support Card assessments and Phlight Club mentoring opportunities with students.	Student Support Card Assessment surveys.	Baseline Fall 2012 and each June of project

The summative evaluation will be consistent with the standards of the Coalition for Evidence-Based Policy (“Key items to get right in conducting a controlled trial in education,” Dec. 2005). Formative evaluation will assess implementation fidelity as well as teachers’ attitudes about the project and the Management Team’s lived experiences in implementing the project. An external evaluator with expertise in prior Federal grant evaluations and implementation will work with director and Management Team to ensure that the project is implemented with fidelity.

Quantitative and qualitative performance measures and evaluations will be used to determine whether the project is actually implemented as intended and to provide feedback to project staff to help them keep on track. The quantitative and qualitative evaluation data will be collected and reported to the Management Team quarterly:

Quantitative:	1) Teacher pre/post assessment data on knowledge about student resiliency
	2) Student pre/post achievement test data
	3) Graduation Rate
	4) Adult connections to students
Qualitative:	1) Focus group interviews with participants
	2) Electronic surveys of the Management Team and established partners on programmatic implementation
	3) Teacher logged reflections of lessons learned
	4) Student resiliency risk fact survey (Risk Youth Behavior Survey)
	5) Reviews of student Individual Learning Plans for evidence of College and Career Readiness

Ed Evaluation, LLC staff will be on board with the AKISS staff from the day one of award through the final evaluation report. Ed Evaluation, LLC staff has over 15years of providing successful comprehensive evaluative services and federal Annual Performance Reporting and data collection. They have evaluated numerous Department of Education federal grants including; Teaching American History, Student Drug Testing, Math and Science Projects, Counseling grant, Drug and Alcohol Prevention, and Safe Schools and Healthy Students. The use of an external evaluator will improve the fidelity of implementation and the ability to maintain objectivity in the analysis of the project data Ed Evaluation staff will participate as an active member of the Management Team that will be in place to assure all goals, objectives, and benchmarks are met. The project's external evaluator, Ed Evaluation, LLC staff, will meet periodically with the Management Team to discuss collected data and progress toward the project's goals and objectives.