

COMPETITIVE PRIORITIES

Priority One - Ketchikan Indian Corporation (KIC) is considered a regional non-profit organization. KIC has 501(c)(4) non-profit status with the Internal Revenue Service. It also serves as a regional leader in K-12 and vocational education with the creation of the Southern Southeast Alaska Technical Education Center, which serves all of southern southeast Alaska (Ketchikan, Saxman, Wrangell, Metlakatla, and Prince of Wales). See the “Other Attachments” section of the application, pages 24-26, for documentation.

Priority Three – The Tribal Scholars project will provide services to students enrolled in Ketchikan Gateway Borough School District’s persistently lowest-achieving school at the high school level, Revilla/Fast Track Virtual High School. Revilla is considered a Tier I school, however, its reported enrollment numbers exempted it from inclusion as a Tier I school. It was later classified as a Tier III school according to the FY10 School Improvements Grant Program. See the “Other Attachments” section of the application, pages 27-32, for documentation.

NEED FOR PROJECT:

Ketchikan Indian Corporation (KIC), doing business as Ketchikan Indian Community, a federally-recognized tribe, proposes to meet the unique needs of Alaska Native (hereinafter referred to as Indian, Alaska Native, AN, Native, or tribal) students through a cohort program that targets at-risk 9th and 10th grade AN students. The goal of the project is to increase the graduation rate and postsecondary preparedness of tribal youth in Ketchikan Gateway Borough School District (KGBSD). Specifically, KIC will offer the Tribal Scholars Program (TSP), a cohort program that strengthens the competency and skill of students in the challenging subjects

of English, math, science, and social studies, which will lead to increased educational attainment. The Tribal Scholars Program uses meaningful assessment, early intervention, and culturally-responsive curricula to address the unique educational needs of tribal students.

The need for such a project is demonstrated by the academic performance of tribal students, who are outperformed by their non-Native peers in KGBSD. KIC estimates that nearly one-third of Alaska Native students in the local school district are at risk of educational failure. Only 55% of tribal students graduated compared to 73% overall graduate high school within four years (Ketchikan Gateway Borough School District, 2011). KIC will partner with KGBSD and the Organized Village of Saxman (OVS) to deliver a tribally-initiated program. See the “Other Attachments” section of the application, pages 20-21, for a letters of support.

Target Group: The TSP will impact the target group of 184 Native high school students, representing nearly 30% of all high school students in KGBSD (Alaska Department of Education and Early Development, Assessment and Accountability, 2011). It will provide intensive services for underperforming tribal students with attendance issues, multiple D’s or F’s in core courses and/or who do not meet State standards in reading, writing and math. Each year, the Tribal Scholars Program (TSP) will enroll two cohorts (9th and 10th grade) of no fewer than 12 students each. The total number of Indian students who will receive intensive services will begin with 24 during the first year and grow to 48 by the end of the three-year grant cycle.

FIGURE 1: TARGET GROUP OVER 3 YEARS

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Year 1	12 students	12 students			24 students
Year 2	12 students	12 students	12 students		36 students
Year 3	12 students	12 students	12 students	12 students	48 students

Our Community: KGBSD is comprised of the City of Ketchikan, City of Saxman, and Ketchikan Gateway Borough located on the coastal island of Revillagigedo, accessible only by boat or plane. On our island are two federally-recognized tribes, Ketchikan Indian Community (KIC) and the Organized Village of Saxman (OVS). KGBSD students attend schools at five elementary schools, one junior high, two high schools, one youth correctional facility, and a correspondence program. Nearly every Native student in KGBSD is enrolled in KIC or OVS.

As the largest of two federally-recognized tribes on the island, KIC is appropriately suited to address the needs of Alaska Native students in KGBSD. In accordance with statute 20 U.S.C. 7401, section 7305(c), KIC has consulted with the Organized Village of Saxman (OVS). Since the project will provide support to students who are from both communities.

Our Organization: Ketchikan Indian Community (KIC) is a federally-recognized tribe with 5,584 members located in Ketchikan, Alaska. Our constitution was ratified on January 27, 1940 and the Tribe was incorporated under Section 16 of the Indian Reorganization Act of 1934, as amended for Alaska in 1936. Our mission is: “Ketchikan Indian Community, working together, shall provide for the general well-being of all tribal members and beneficiaries...” The Tribe is governed by the Tribal Council, an elected body of 8 councilors. In 1992, the Tribe negotiated a P.L. 93-638 (Indian Self-Determination Act) Compact Agreement with the federal government. KIC is the 4th largest employer in our community and regularly collaborates on the local, state and federal level to increase services for tribal members and beneficiaries.

The Tribe's education department provides support services to both youth and adults. Adult services include job placement and training, vocational training grants, and higher education advising and scholarships. Until 2009, youth services were limited to cultural enrichment activities provided by tribal staff to elementary students attending the local school district. Prompted by a lack of culturally-relevant support in schools for tribal youth a demonstrated through staggering dropout statistics and enabled by a multi-year Alaska Native Education grant, the Tribe developed a dropout prevention program that is currently being employed at local middle and high schools levels. These broad efforts to serve at-risk Native youth will continue during the 2012-2013 school year with tribal resources.

Need 1: *Native students in KGBSD struggle to meet state standards in reading, writing and math.* In the areas of reading and writing, over 1 out of 3 Alaska Native 9th and 10th graders do not satisfactorily meet or exceed state standards. In math, the results are worse with nearly 2 out of 3 Native 9th and 10th graders do not satisfactorily meet or exceed state standards.

During the 2010-2011 school year, the majority of Indian 9th and 10th grade students were proficient or better in the areas of reading and writing on state assessments (known in the State of Alaska as Standards Based Assessment or SBA), albeit by a small margin. In reading, 29 out of 43 9th graders (or 68%) and 26 out of 43 10th graders (or 62%) were proficient or higher. Writing scores were similar with 26 out of 43 9th graders (or 61%) and 27 out of 42 10th graders (or 64%) considered proficient or higher. However, most Native students underperformed in the math. Only 21 out of 43 9th graders (or 49%) and 15 out of 42 10th graders (or 36%) were proficient or better in math. This equates to an average of 35%, 38%, and 58% of high school

students who are below or far below proficient in reading, writing, and math, respectively.

Collectively, these deficiencies represent a failure by the local school district to adequately meet the needs of its Indian students, especially in the area of mathematics.

Need 2: *Native students in KGBSD are not successfully completing challenging core courses at a rate that will allow them to graduate within four years.* In-class performance of Alaska Native students at our traditional high school is troubling. In English and Math, approximately one-third (or 26 out of 76) ninth and 10th graders receive a D or F. The results are slightly better for science where approximately 25% (or 22 out of 76) and social studies where approximately 1 out of 7 (or 10 out of 76) ninth and 10th graders receive a D or F. These statistics mirror national trends, where Indian students are less likely to complete core academic tracks than their non-Native peers (Devoe & Darling-Churchill, 2008).

Research indicates that 9th grade students that are “on-track,” meaning they accumulate the appropriate number of credits towards graduation and have no more than one F in a core course, are 3.5 times more likely to graduate in four years (Allensworth & Easton, 2008). Intervention for failing students before and during their 9th grade year should be practiced in KGBSD.

Incorporating course performance with State standards to evaluate the likelihood of high school success for students represents a more comprehensive way of identifying at risk students and implementing intervention strategies that will lead to their increased graduation rates.

Research indicates that Native students experience greater engagement (Kana'iaupuni, 2008) and respond more positively to culturally-responsive curricula and thus, perform better in the

classroom when it is utilized (Agbo, 2001). In a statewide survey of Native households, one study found that 91% of respondents thought it was important or very important to teach Alaska Native cultures in Alaska schools. (McDowell Group, 2001) Yet, KGBSD is currently devoid of any culturally-responsive curricula at the high school level despite the academic challenges of its Native students. Existing curricula must adapt to the Alaska Standards for Culturally-Responsive Schools to better meet the unique needs of Indian students.

Need 3: *Alaska Native students in KGBSD graduate at a rate that 18% lower than their peers.* Only 55% of Alaska Native students in KGBSD compared to 73% overall graduate high school within four years (Ketchikan Gateway Borough School District, 2011). In the Class of 2011, of those who did not graduate 12 out of 21 (or 57%) dropped out and 9 out of 21 (or 43%) persisted to graduate within 5-6 years.

Too often, school districts like KGBSD pass its students from grade level to grade level when they have not yet mastered the skills necessary to do so. Evidence of this can be found by the number of tribal students who read below their grade level, 81% of Native 8th graders compared to 62% of their white peers (Devoe & Darling-Churchill, 2008). Without the requisite literacy skills, for example, to be successful in core courses, Alaska Native students experience a lack of persistence in high school and post-secondary pursuits.

Lower graduation rates leads to decreased postsecondary opportunities for Native students, who are less likely to enroll in college than their non-Native peers, 26% compared to 40%, representing less than 1-percent of the total enrollment in colleges and universities (Devoe &

Darling-Churchill, 2008). Success in college is also troubling. For example: According to John Pugh, University of Alaska Southeast's Chancellor, "Many of our students emerge from village communities not-fully-equipped to engage in the rigorous study required by college work. Specifically, 66% of our incoming students must enroll in remedial work in English or math prior to taking degree level requirements" (Pugh, 2010). These students are less likely to earn a degree (Bangser, 2008).

When designing this project, principals of both Ketchikan High School and Revilla/Fast Track Virtual School acknowledged that a system failure exists and that KGBSD schools are not responding appropriately or quick enough to remedy this problem. Rather than continue the course of ignoring the educational needs of Indian students, KIC is accepting, owning, and addressing this problem through the Tribal Scholars Program.

Increasing graduation rates through meaningful assessment, early intervention, and culturally-responsive curricula represents a promising practice that will address the unique educational needs of KGBSD's Native high school students. *By raising the graduation rate of Alaska Native students in KGBSD by nearly 15% over the three-year grant cycle (55% in 2011 to 68% in 2015), the Tribal Scholars Program will serve as a model dropout prevention program.*

QUALITY OF PROJECT DESIGN

The Tribal Scholars Program (TSP) uses a cohort model and block scheduling to deliver a two-year intensive core subject curriculum to identified at-risk 9th and 10th grade Native students. In order to ensure its students are academically successful, the TSP embraces Alaska State Content

and Performance Standards and Grade Level Expectations and Alaska Standards for Culturally Responsive Schools.

Philosophy: The TSP integrates Ketchikan Indian Community’s Three Rs: Relationships, Relevance and Rigor, which incorporates best practices for dropout prevention programs (Allensworth & Easton, 2008; Kennelly & Monrad, 2007).

Relationships: The classroom and school environment must be welcoming and supportive of its students. The culture of tribal youth in KGBSD is based on the notion of reciprocity and balance within one’s own clan and in relation to other clans. Thus, teachers must acknowledge that its students can simultaneously serve as teachers. Everyone a part of the school community (including parents and families) possesses certain gifts that must be respected and can be shared with others. Educators move, appropriately and fluidly, from classroom to community and look for ways to strengthen the family-student-teacher triangle (Balfanz, 2009).

Relevance: Schools should prepare Native students for success in both traditional and contemporary cultures. Historically, “the curricula, teaching methodologies and assessment strategies associated with mainstream schooling are based on a worldview that does not adequately recognize [indigenous knowledge]” (Kawagley, Norris-Tull, & Norris-Tull, 1998). The Alaska Standards for Culturally-Responsive Schools encourages “shifting the focus in the curriculum from teaching/learning about cultural heritage as another subject to teaching/learning through the local culture as a foundation for all education” (Assembly of Alaska Native

Educators, 1998). Western and Native knowledge both play equally important roles in the classroom.

Rigor: Educators and schools must build a culture of high expectations with identified career and postsecondary pathways to success (Bangser, 2008). High academic standards and services for at-risk students are not seen as mutually exclusive, embracing the notion that “What is good for the least of us, is good for all of us.” Schools with school-wide achievement standards, rather than those targeted at high-achieving students only, strengthen postsecondary pursuit of all students (Schneider, 2006). Tribal values and Alaska State standards are used to measure the success of tribal students. Assessment is encouraged, takes many forms, and ensures accountability.

Early Intervention: TSP practices early intervention by using an early warning system that identifies students who meet at least one of the following risk factors:

- Attend school less than 70% of the time,
- Receive 2 or more D’s and F’s in core courses,
- Do not meet or exceed proficiency on Alaska Standards Based Assessments (SBAs).

Research indicates that both attendance and course performance in English and math are the most important predictors for dropping out with 8th graders (Kennelly & Monrad, 2007; Balfanz, 2009). Rather than wait for these predictors to fulfill their promises, TSP will identify students as early as the 8th grade for participation in the program. Aggressive monitoring of attendance and course performance of all AN students during the first month of 9th grade, as the transition year is often one of the most powerful indicators of educational failure (Jerald, 2006).

Structure: Tribal Scholars Program students are dually-enrolled in Ketchikan High School and Revilla/Fast Track Virtual School. Core courses will be taught by KGBSD Highly Qualified teachers through Revilla/Fast Track Virtual School’s curriculum which uses differentiated instruction. “With differentiated instruction, students of color can explore a topic through a teaching approach that best meets their learning style, while examining the values, beliefs and ideas that shape their experiences” (NYU Steinhardt School of Culture, Education, and Human Development, 2008). Curriculum will be supplemented by community-based research and service projects, strengthening student relationships with and classroom relevance to our tribal community. TSP students complete elective courses and participate in after school activities at Ketchikan High School. Revilla/Fast Track Virtual School courses are typically considered correspondence offerings; however, TSP will deliver this curriculum in the classroom at its tribal education facility, Southern Southeast Alaska Technical Education Center (SSEATEC).

FIGURE 2: DAILY TSP CLASS SCHEDULE

	9 th Grade	10 th Grade
1 st Period	English/Social Studies	Math/Science
2 nd Period		
3 rd Period	Math/Science	English/Social Studies
4 th Period		
Lunch	Transport to KHS	Transport to KHS
5 th Period	Elective #1	Elective #1
6 th Period	Elective #2	Elective #2

TSP students and their families are supported by KIC’s Student Services Specialist, in addition to having all of KGBSD offerings made available to them. Using the 3 R’s in its approach, KIC cultivates relationships with its students that extend beyond the classroom and serve to meet social, behavioral, and culture needs. KIC offers referrals to its health clinic, behavioral health

services, and other community agencies for students and their families in time of need. And both students and parents participate in monthly gatherings designed to increase their leadership and self-efficacy skills using culturally relevant approaches.

The structure of the Tribal Scholars Program empowers learners to take advantage of the resources of both the Tribe and the school district. Students who are struggling as a result of cultural discontinuity will benefit from the collaborative design, as well as from being able to access the range of opportunities at the school such as extra-curricular and the variety of electives available.

Assessment: A rigorous evaluation program will guide the Tribal Scholars Program. The TSP will utilize a variety of evaluation tools, including focus groups, nationally normed assessments administered using specific cycle times and narrative style interviews that provide insight into the “intangibles” of educational processes. Research indicates beyond the critical period (first month of a student’s 9th grade year) of high school transition (Balfanz, 2009), dropout prevention programs must use individualized assessment to support at risk students (Allensworth & Easton, 2008). Assessment in the TSP will inform instruction, as well as dictate the integration of specific wraparound support services for students and their families. A more detailed discussion of assessment is described in the “Quality of Project Evaluation” section, pages 23-26.

Goals, Objectives and Outcomes

Goal 1: Increase the graduation rate of tribal youth in KGBSD.

Objectives

1. Each year, 12-15 students from the 9th and 10th grade cohorts will enroll in the Tribal Scholars Program.
2. Each year, 100% of TSP students will earn 1 full credit in each of the core courses.
3. Each year, 100% of TSP students will earn a grade of C or better in each of the core courses.
4. Each year, 100% of TSP students will complete 1 community-based research or service projects in two of the four core courses.

Goal 1 Activities: All AN students who meet any of the Early Intervention criteria (attendance, grades, and assessment results) will be invited to participate in the Tribal Scholars Program.

Promotional brochures that describe TSP goals and approach are sent along with a letter to parents, who must elect to have their child participate. In accordance with the Family Education Rights and Privacy Act, TSP students must have a signed consent form to share attendance, grades, credits, and standardized test results with TSP staff.

Instruction is designed to ensure success in challenging core courses: English, math, science, and social studies. All core courses are offered through Revilla/Fast Track Virtual School, which is standards-based curriculum and taught by TSP Teachers who are Highly Qualified in Math/Science and English/Social Studies. Engaging KIC's 3 R's approach, TSP students will complete at least two research or service based projects to supplement their classroom learning. Examples of projects might include: oral history video documentation, genealogy research, environmental cleanup at sacred sites, or heritage language comics. Additionally, TSP will use student and parent focus groups to gather and integrate their feedback into project services.

Differentiated instruction ensures students are given tools for success in their courses, leading to grades of C or better.

To maintain their connection to their peers and the larger school community, TSP students will complete their elective courses at Ketchikan High School. By being dually-enrolled, they will have the opportunity to participate in a myriad of afterschool activities.

Students are expected to participate in TSP for up to two years, at which point they “graduate” from TSP and transition full-time to Ketchikan High School by meeting Alaska State grade level expectations and meeting or exceeding proficiency on state assessments.

Goal 1 Outcomes:

1. By the end of the three-year grant cycle, 100% of TSP students in the inaugural 10th grade cohort will graduate.
2. By the end of the three-year grant cycle, 100% of TSP students will be on-track to graduate based on the number of credits completed (9th – 5.5 credits, 10th – 11 credits, 11th – 16.5 credits).
3. By the end of the three-year grant cycle, increase the percentage of AN students in KGBSD who graduate with their incoming 9th grade cohort from 55% to 73%.

Goal 2: Increase postsecondary preparedness of tribal youth in KGBSD.

Objectives

1. Each year, 100% of TSP students will complete a comprehensive intake that includes academic and aptitude assessment.
2. Each year, 100% of TSP students will achieve a minimum of 85% school attendance in all courses.
3. Each year, 100% of TSP students will complete an individualized graduation and educational fulfillment plan.
4. Beginning in year two, 50% of TSP students in 11th or 12th grade will enroll in dual-credit English or math courses at the University of Alaska Southeast and Ketchikan High School.

Goal 2 Activities: TSP students will participate in a comprehensive intake that includes academic and aptitude assessments such as MAPS ®, AIMSWeb ®, and GORT-5 ® testing. TSP students are placed into courses appropriate for their academic needs and that will build competency and skill in the challenging core courses. At the conclusion of each semester, existing graduation plans are modified to reflect their current course completion rate.

Graduation plans can and are encouraged to include postsecondary education. TSP students are tested prior to their transition to Ketchikan High School using the Accuplacer placement tests utilized by University of Alaska Schools. “Graduating” TSP students will place in English 110 or English 111 and Math 105 and Math 107. This means TSP aims to take at-risk students and prepare them for a successful post-secondary transition. TSP students who place into English 110 or Math 105 are again tested during their fourth year of high school in anticipation of higher

placement. Participants who have completed the transition to Ketchikan High School will be allowed to take dual-credit English and Math courses during their third and fourth year.

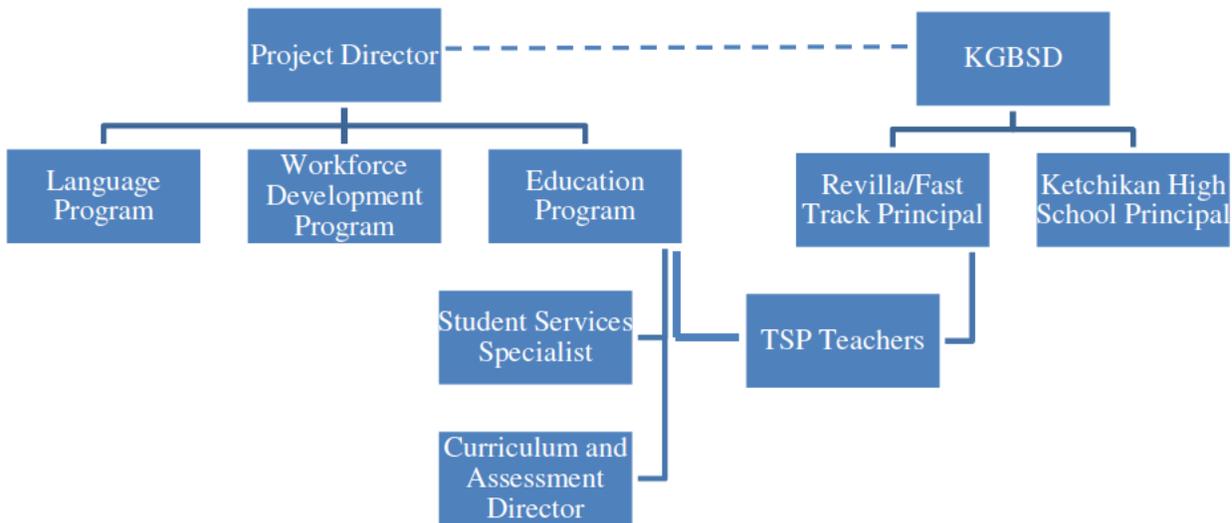
Wraparound services, including daily attendance monitoring, non-punitive truancy services, and student/family advocacy to schools and referral agencies, are provided by the Student Services Specialist. Both students and parents participate in monthly gatherings coordinated by the Student Services Specialist designed to increase their leadership and self-efficacy skills. The focus for students is on traditional character development, the focus for parents is on increasing awareness of and advocacy for their child's educational rights. These services are provided during the TSP 9th and 10th grade, as well as when the students "graduate" to full-time enrollment at Ketchikan High School.

Goal 2 Outcomes:

1. By the end of the three-year grant cycle, 100% of TSP students will meet or exceed state standards in the areas of reading, writing, and math on the Alaska Standards Based Assessment (SBA).
2. By the end of the three-year grant cycle, 100% of TSP students will place into the equivalent of University of Alaska's English 110 or 111 and Math 105 or 107 based on ACCUPLACER ® results by the end of their 12th grade year.
3. By the end of the three-year grant cycle, 50% of TSP students in 11th or 12th grade will have a specific plan to pursue post-secondary education that includes completed college course work and an admissions portfolio.

QUALITY OF MANAGEMENT PLAN

Key Personnel: Key personnel for this project include Project Director, TSP Teachers, Student Services Specialist, and Curriculum and Assessment Director. The following chart provides an organizational overview of the project.



Responsibilities/Tasks	Timeline
<p>Project Director (25% FTE)</p> <ol style="list-style-type: none"> 1. Co-hires TSP Teachers with KGBSD 2. Contracts with Curriculum and Assessment Director and Evaluator 3. Supervises Student Services Specialist and Curriculum and Assessment Director 4. Provides monthly reports to Evaluator and Tribal Council 5. Meets with KGBSD staff to review project progress, maintains high standards of collaboration 6. Submits annual and final performance report to DOE 	<p>August</p> <p>August</p> <p>Ongoing</p> <p>Monthly</p> <p>Quarterly</p> <p>April</p>

7. Attends technical assistance training	Upon request
TSP Teachers (2 @ 100% FTE)	
1. Conducts comprehensive student intake	September-October
2. Develops individual graduation and educational fulfillment plan	September-May
3. Delivers Revilla/Fast Track Virtual School curriculum using differentiated instruction	September-May
4. Guides student community-based research and service projects	September-May
5. Coordinates ACCUPLACER ® testing for TSP students	May
Student Services Specialist (50%-100% FTE)	
1. Collaborates with KGBSD to recruit TSP students	April-August
2. Monitors attendance and provides non-punitive truancy services	September-May
3. Serves as a home-to-school liaison for TSP families by conducting home visits	Ongoing
4. Contributes to development of individual graduation and educational fulfillment plans	May
5. Makes student/family referrals to community agencies	Ongoing
6. Provides leadership for TSP family gatherings	September-May
7. Maintains high standards of collaboration w/school district	Ongoing
Curriculum and Assessment Director (Contractual)	
1. Develops intake and individual graduation and fulfillment plan standards	August
2. Guides and directs academic and aptitude assessments (including MAPS ®, AIMSWeb ®, and GORT-5 ®) in collaboration with	September-May

KGBSD	
3. Approves student community-based research and service projects	September-May
4. Conducts student and family focus groups	January-May
5. Co-evaluates TSP teachers with KGBSD	January-May
6. Attends technical assistance training	Upon request

Year 1 Milestones

1. 12 TSP students from the original 9th grade cohort will persist to 10th grade.
2. 12 TSP students from the original 10th grade cohort will persist to 11th grade.
3. 60% of TSP students will meet or exceed state standards in the areas of reading, writing, and math on the Alaska Standards Based Assessment (SBA).

Year 2 Milestones

1. 12 TSP students from the Class of 2017 9th grade cohort will persist to 10th grade.
2. 12 TSP students from the original 9th grade cohort will persist to 11th grade.
3. 12 TSP students from the original 10th grade cohort will persist to 12th grade.
4. 80% of TSP students will meet or exceed state standards in the areas of reading, writing, and math on the Alaska Standards Based Assessment (SBA).
5. 50% of TSP students from the 10th grade cohort will enroll in dual-credit courses

Year 3 Milestones

1. 12 TSP students from the Class of 2018 9th grade cohort will persist to 10th grade.
2. 12 TSP students from the Class of 2017 9th grade cohort will persist to 11th grade.

3. 12 TSP students from the original 9th grade cohort will persist to 12th grade.
4. 12 TSP students from the original 10th grade cohort will graduate.
5. 100% of TSP students will meet or exceed state standards in the areas of reading, writing, and math on the Alaska Standards Based Assessment (SBA).
6. 50% of TSP students from the original 9th and 10th grade cohorts will enroll in dual-credit courses and have a specific plan to pursue post-secondary education.

Feedback Procedures: TSP uses multiple evaluative methods as described in the “Quality of Project Design” section, see pages 12 and 15. A broad overview of the assessment and their timelines are charted below:

Evaluative Element	Calendar Months (August-July)												Responsible Party	
	A	S	O	N	D	J	F	M	A	M	J	J		
Intake and educational plan standards	X													Curriculum and Assessment Director (CASD)
TSP student identification and recruitment	X								X	X	X	X		KGBSD and Student Services Specialist (SSS)
Student intake		X	X											TSP Teachers
TSP Assessments		X	X	X	X	X	X	X	X	X				CASD
Student and family focus groups						X				X				CASD
State assessments				X				X						KGBSD

TSP Teacher Evaluation					X				X			KGBSD and CASD
Review and revise educational plans					X				X			TSP Teachers and SSS
Attendance Monitoring		X	X	X	X	X	X	X	X			SSS

The TSP data collected by staff is both formative and summative. The Project Director is primarily responsible for formative evaluation, ensuring project improvement and reporting progress to partners and KIC Tribal Council. The evaluator is responsible for summative evaluation to determine if the goals, objectives and outcomes are achieved. See the “Quality of Project Evaluation” section of the application, pages 23-26, for a detailed discussion.

ADEQUACY OF RESOURCES

The primary partners for this project include Ketchikan Gateway Borough School District and the Organized Village of Saxman (OVS). OVS is a small- and need-tribe, therefore, its interests are represented in this project, but it does not have the capacity to be actively involved. Letters of support from both entities are included in the “Other Attachments” section of this grant application, pages 20-21. KIC is requesting a total of [REDACTED] for the three-year project. Project costs are fully outlined in the budget narrative.

Partner Roles: The responsibilities highlight the respective strengths of the two primary partners. KGBSD will offer a curriculum aligned with Alaska State Content and Performance Standards and Grade Level Expectations. In addition, TSP students will benefit from the

district’s standard elective courses, extracurricular activities, and supportive services. KIC will deliver their curriculum using differentiated instruction and the Alaska Standards for Culturally-Responsive Schools. As a tribally-delivered project, TSP will benefit from the existing relationships KIC has with tribal youth and their families, especially those whose educational needs have not been met by the local school district.

Ketchikan Indian Corporation	Ketchikan Gateway Borough School District
Administration	
<ul style="list-style-type: none"> • Project Management: liaisons with project partners, hires and supervises project staff, co-hires and co-supervises certified teachers, works directly with all project contractors, collaborates with finance staff, submits required reports. • Provision of classroom and transportation. • General Administration: advertises and recruits of TSP students, conducts comprehensive student intake, coordinates ACCUPLACER ® assessments. 	<ul style="list-style-type: none"> • General Administration: identifies TSP students through early intervention, co-hires and co-supervises project teachers (including evaluation using district-approved teacher evaluation process). • Provision of student information system and district email system for staff and students, and access to AIMSWeb ® and other district approved online evaluation resources. • Administration of State assessments (SBA and HSGQE) for students.
Instruction & Curriculum	
<ul style="list-style-type: none"> • Differentiated Instruction for core courses (English, math, science, and social studies) using Revilla/Fast Track Virtual School 	<ul style="list-style-type: none"> • Provision of Revilla/Fast Track Virtual School online curriculum. • Elective credit instruction at Ketchikan High

<p>online curriculum.</p> <ul style="list-style-type: none"> • Oversight of community-based research or service projects. 	<p>School.</p> <ul style="list-style-type: none"> • Dual-credit course offerings at Ketchikan High School for TSP students in grades 11/12.
<p>Student Support</p>	
<ul style="list-style-type: none"> • General: Attendance monitoring, non-punitive truancy services, student/family advocacy, referrals to tribal and community agencies. • Provision of monthly gatherings for students/families. 	<ul style="list-style-type: none"> • Provision of guidance counseling services at Ketchikan High School. • Access to extracurricular activities. • Special Education services, if needed for TSP students.

The majority of these project responsibilities are detailed in the KGBSD Letter of Support. See the “Other Attachments” section of the application, page 21, for documentation.

QUALITY OF PROJECT EVALUATION

Both qualitative and quantitative data will be collected by project personnel and made available to the evaluator on a semi-annual basis. In accordance with statute 20 U.S.C. 401, section 7305(D), KIC has informed KGBSD of our application. Both KIC and KGBSD will work together to generate the data required for the Government Performance and Results Act (GPRA). Quantitative data will include information such as attendance records, course progress, grade performance, state proficiency exam results. Additional qualitative data will be produced by

project personnel through monthly reports and interviews, including details on steps taken to accomplish project objectives and outcomes.

Goal 1 Outcomes:

1. By the end of the three-year grant cycle, 100% of TSP students in the inaugural 10th grade cohort will graduate.
2. By the end of the three-year grant cycle, 100% of TSP students will be on-track to graduate based on the number of credits completed (9th – 5.5 credits, 10th – 11 credits, 11th – 16.5 credits).
3. By the end of the three-year grant cycle, increase the percentage of AN students in KGBSD who graduate with their incoming 9th grade cohort from 55% to 73%.

Goal 2 Outcomes:

1. By the end of the three-year grant cycle, 100% of TSP students will meet or exceed state standards in the areas of reading, writing, and math on the Alaska Standards Based Assessment (SBA).
2. By the end of the three-year grant cycle, 100% of TSP students will place into the equivalent of University of Alaska's English 110 or 111 and Math 105 or 107 based on ACCUPLACER ® results by the end of their 12th grade year.
3. By the end of the three-year grant cycle, 50% of TSP students in 11th or 12th grade will demonstrate will have a specific plan to pursue post-secondary education that includes completed college course work and admissions portfolio.

The evaluator will use standard social science methodology and tools to evaluate the data produced by the project. The evaluator will measure how closely the project is following the proposed objectives and subsequent activities; and, whether or not those activities outlined in the project design are contributing to the attainment of project objectives and outcomes. Further, the evaluator will determine if objectives, outcomes or activities require modification. The evaluator will provide her findings to the Project Director for the submission to the Department of Education and KIC Tribal Council, in a written report at the conclusion of the semi-annual evaluations. The evaluator will also prepare the ANEP Annual Performance Report, integrating the semi-annual evaluations in the preliminary and final reports. It is the responsibility of the Project Director to seek approval from the Department of Education for any modifications that are recommended by the evaluator.

At the conclusion of each year of the project, the Project Director will share results with KGBSD, OVS, and other interested parties, inviting feedback from the community. Focus will be placed on ways to further collaborate, leverage resources and improve project outcomes.

Evaluator Qualifications: Our evaluation will be conducted by Priscilla Schulte, who is a Professor of Anthropology and Sociology with a specialized interest in multicultural education. She completed her doctorate at the University of New Mexico in Adult Education and has taught at institutions situated on or near tribal communities. She previously served as an evaluator for KIC education programs in 1981-82, 1988 and 2009-12. She is intimately familiar with the local Alaska Native community through professional affiliations and will be able to generate

appropriate recommendations for project improvement. A copy of her resume is found in the “Other Attachments” section of this application, see pages 8-15.

Conclusion

The Tribal Scholars Program uses meaningful assessment, early intervention, and culturally-responsive curricula to address the unique educational needs of tribal students. Using these best practices, KIC will increase the graduation rate and postsecondary preparedness of tribal youth in Ketchikan Gateway Borough School District (KGBSD), most notably increasing the Alaska Native graduation rate from 55% to 68% over the three-year grant cycle.

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