

(a) Need for project (25 points).

All students need a vision of who they are and where they are going. Yupit School District is committed to providing students with a quality education that provides every child an opportunity to complete high school and possess the skills needed to pursue a career and further education of their choice. Improving schools to increase student academic achievement has been heavily prioritized in the 21st century. The need to provide students with equally high quality career and technical education opportunities must be addressed with focus and intensity to effect significant improvement in student options for success. *School to Life* will ensure that all children at all levels across the district will have access to quality career and technical education opportunities that illuminate the reasons for schooling. The Yupit School District Regional School Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment (adopted 11/2006). The current enrollment is 453 students; 97% are Alaska Native (Central Yup'ik Eskimo) and 85% are limited English proficient (LEP).

Priorities**1) Consortium that includes at least one Alaska Native Regional Nonprofit Organization**

The three schools served by this proposal are located in the Central Yup'ik communities of Akiachak, Akiak, and Tuluksak. The district belongs to a consortium including three Alaska Native Regional Non-Profit Organizations: Akiachak Native Community IRA, Akiak Native Community and City of Akiak, and Tuluksak Native Community IRA.

2) Improving the Effectiveness and Distribution of Effective Teachers or Principals:

Yupit is has intentionally hired to increase the number of highly qualified teachers using rigorous interview protocols. New hires are required to participate in a two-week summer school orientation in the village where they are assigned. The purpose of this orientation is to familiarize the new certificated staff with an introduction to local culture, district curriculum, and the general understanding of rural Alaska. The district pays for air travel, per diem, and a stipend for participating. The district provides training and support in core curriculum, assessment, classroom management, family engagement, English learner instructional strategies, and culturally responsive teaching. Yupit is fully engaged in efforts to increase and retain the number and percent of effective teachers and administrators and to reduce the impact of

ineffective staff through training, improved evaluation protocols, and nonrenewal. The district continues to experience a high rate of turnover. Two of three experienced principals this year and 61% of certified staff are returning for 2012-2013.

3) Turning Around Persistently Lowest-Achieving Schools:

The district has consistently been among the lowest scoring districts in Alaska since the 1990s and identified by the state for improvement under state ratings and NCLB criteria. Yup'it was designated one of five lowest performing districts in the state under NCLB in 2007. The district was assigned a state trustee, district coach and a team of instructional coaches in 2009-2010. The district is now in the fourth year of state intervention. Currently the district schools are in Year Two of a district-wide transformation model School Improvement Grant (SIG).

On the last reported state-mandated academic achievement assessments, about 75% of students in third-tenth grade scored Below Proficient in reading and more than 80% scored Below Proficient in Writing and Mathematics. District student achievement 2009-2011 dipped in Reading (-1%) and Math (-3%) as Writing improved 2%. Despite intense efforts to implement reforms and improvements, overall student achievement continues to remain relatively flat on average from year to year as improvements are not sustained across time (<http://www.eed.state.ak.us/reportcardtothepublic/Reports>).

The most recently reported district dropout rate was 18.6 % for all students; with male students (26%) leaving school early at double the rate of female students (12%).

Yup'it School District 2010-2011 Attendance, Graduation and Dropout Rates						
Subgroup	Attendance Rate		Graduation Rate		Dropout Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
All Students	81.92%	84.62%	26.92%	33.33%	18.23%	18.60%
Female	83.29%	86.05%	23.53%	22.22%	18.75%	12.09%
Male	80.39%	83.11%	33.33%	40.00%	17.65%	25.93%
http://www.eed.state.ak.us/reportcardtothepublic/Reports/FrontPageDistrictLevel English language proficiency and academic achievement						

All students in kindergarten through grade twelve in the district are targeted for services. Children are born into a bilingual culture and typically experience both Yup'ik and English from birth. There is an

achievement gap between dual language learners and monolingual English-speaking children, even after these children have spent five or six years in U.S. schools (Ballantyne et al, Summary, 2008). Yupit students as a population have not closed the gap in district history (25 years). More than eighty percent are identified as Limited English Proficient. The schools qualify for 100% free and reduced lunch. There are early childhood and Head Start programs offering home-based and center services birth to five. However, the readiness level of children entering school remains among the lowest in the state.

Need to improve background knowledge

The district's instructional program includes core curriculum aligned with state standards and Grade Level Expectations, research- and evidence-based resources, and a variety of staff supports that include training, coaching, and mentoring to support classroom instruction. Teachers find that students too often lack the kinds and extent of background experience that can be assumed in most classrooms. Akiachak, Akiak, and Tuluksak—are located near the western edge of Alaska in the roadless region east of Bethel, the western hub for state, medical, commercial, and transportation services. The economies of these traditional villages are primarily dependent on subsistence hunting, fishing and gathering, employment in education and other public services, and seasonal work such as commercial fishing, fire-fighting and construction. Down-sized public agency funding and poor fish returns combined with higher costs of goods, services, and transportation have significantly affected local economies.

Our students face many challenges in their daily lives. Outside the school walls they experience high poverty, isolation, and limited access to resources taken for granted in communities and cities on the road systems of America. Bethel, the nearest hub for services and flights to Anchorage, is accessible from the villages only by boat, bush plane, snow machine or ice road, based on the season and weather. Aviation fuel is █████ a gallon and gasoline is █████ a gallon in Bethel. The ability to travel limits the options for providing students with opportunities to build background knowledge of common experiences that textbooks typically assume students already know and understand. Student travel for school activities is restricted to air travel by Board policy. If the temperature reaches -30, travel is halted. Each village has a local government office, a K12 school, washateria, Native Health Clinic, small grocery store, generators, water plant, post office, and a fuel farm. Most community residents haul water and use honey buckets.

Teachers discover, at all grades, that content must be explained using multiple strategies. Increasing demands on instructional time and a lack of access to the quantity and variety of contextual resources commonly experienced in more populous regions limit a teacher's opportunities for developing missing background knowledge and vocabulary through concrete experiences. Recently, Secretary Arne Duncan said, "Low-income students who had arts-rich experiences in high schools were more than three times as likely to earn a B.A. degree as low income students without those experiences," commenting on the latest NCES arts survey. Yupit School District offers three elective credits in Architectural Drawing I, Speech/Oral Stories, and Yup'ik Crafts.

Technological advances hold promise of accessing visual, real time experience outside of the villages. Schools have internet access, computers, laptops, and Smart Boards in classrooms. Network maintenance and communications are a struggle, dealing with breakdowns and power outages that regularly interrupt teacher efforts to use technology during instruction.

Need to improve opportunities in career and technical education

Community councils have passed and presented resolutions through Local Advisory School Boards (seek out and provide vocational education opportunities (Akiachak Native Council, 12 January 2012). Of the three schools, the largest has a full-time highly qualified teacher and an active program. Two of the schools have experienced interrupted CTE programs due to teacher turnover.

More than a third (38%) of YSD high school students have explored careers and developed employability skills through participation in Voyage to Excellence (VTE), a Chugach School District Program designed to provide students with opportunities to apply what they have learned in school to real life situations. In addition, students gained skills and training in various areas including life skills, personal development, social development, service training, urban familiarization, leadership, and career development while earning college credit. Thirty-nine students have had opportunities to achieve important goals such as earning emergency rescue training and EMT certification. Students must meet rigorous eligibility and participation standards. Students report, and teachers have observed, significant changes in some students' commitment to school and personal goal-setting. However, funding for those opportunities ends next school year.

Poverty, Educational Attainment and Demographics Ages 18-24 Years

Demographic	Akiachak		Akiak		Tuluksak	
Population* 2011 DOL estimate	655		367		373	
30.75% Poverty Status (2010 Census)	27.6%		21.9%		32.8	
Population* 2011 DOL estimate ages 18-24	69		30		100	
Without HS Diploma/GED 18-24 years and Above	21	30%**	14	47%**	67	67%**
With HS Diploma/GED 18-24 years	30	43%**	12	40%**	28	28%**
% Native Alaskan	96%		95%		95%	
* http://www.dced.state.ak.us/dca/commdb/CIS.cfm **American Community Survey, Alaska Department of Labor and Workforce Development 2006-2010 Estimated 5-Year Data http://live.laborstats.alaska.gov/cen/acsdetails.cfm?l=3223&ay=20105&an=Akiachak+ANVSA&ds=14#B15001						

According to the Alaska Education Plan (2009) "At least a third of Alaska students will leave school without a diploma. Some Alaska high school graduates have completed their public education yet do not have a direction in life and are not prepared for a career...." Alaska Department of Labor and Workforce Development data (see table below) estimates fifty percent of the 18-24 population in Akiachak, Akiak, and Tuluksak do not have a GED or HS diploma. T

EDUCATIONAL ATTAINMENT OF THE POPULATION 18 YEARS AND OVER (18-65+)							
Universe: Population 18 years and over	Akiachak N=374		Akiak N=183		Tuluksak N=340		District N=897
18 to 24 years	Male	Female	Male	Female	Male	Female	n=199
9 th -12 th grade, no diploma	12	9	8	6	34	33	102
HS graduate, GED or Alt.	11	19	8	4	16	12	61
Some college, no degree	7	7	4	0	0	5	23
Bachelor's degree	4	0	0	0	0	0	4
(American Community Survey, Alaska Department of Labor and Workforce Development 2006-2010 Estimated 5-Year Data http://live.laborstats.alaska.gov/)							

he school district is the largest employer in the villages. In order to be eligible to work for the district, an applicant must have a GED or high school diploma. The pool of viable candidates is shrinking as the numbers of young people leaving school without a diploma increase. Improving the employability of this

population will expand their options and benefit the communities. Funding that supports existing GED classes, teachers and materials, is ending.

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

The **goal** of this grant is to improve educational opportunities for Alaska Native students and young adults by providing access to exciting career and technical education activities and programs that inspire a sense of who they are as individuals with plans to help them realize their dreams. They will explore careers and develop skills in an educational environment that integrates core academics with real world relevance for Alaska Natives in the 21st century. This grant leverages the resources of successful career training models in the region and state to increase student first-hand knowledge about possibilities in any one of the sixteen identified career clusters.

School and community partnerships will create opportunities for students to explore the necessary work adults perform to support life in the community and identify links to occupational and educational choices. From that base, students will be more able to examine their choices as they explore increasingly complex learning and career options.

Teachers and paraprofessionals will have the support of community liaisons and technical support for integrating the resources and career exploration activities into their classrooms. A grant manager will plan and coordinate all program activities, including surveys, travel arrangements, contracts, supplies and evaluation. The program design follows these protocols:

- Every activity relates to a Pathway or Career Cluster.
- Classroom activities identified by teachers based instructional needs or opportunities, are organized by project staff, are integrated, and not added-on.
- Activities are planned for high interest for students, zero stress for teachers.
- The activity is sustainable or has the potential for long-lasting benefits.

Program sustainability is critical. Every element of the project will be tested with these questions: How does this activity contribute to continuing academic benefits for all Yupit students? What will be in place as a result of this action that will support the continuance of project services to students, teachers and community members?

Objective 1: Integrate place-based career awareness education into core curriculum instruction to make connections between school and the world outside of the classroom. Students who recognize the purposes for learning are more likely to improve school attendance and set goals that include graduation.

- a) Activities that educate young students about the work and jobs necessary to support community life will build a foundation of background knowledge, vocabulary, and understandings about the importance of work. When students and teachers experience and question the places outside of school as part of the school curriculum, linking school and place-based experience, they can better understand the place where they live and create new relationships (Gruenewald, 2003). Place-based learning is a way for students, teachers, and community residents to look at their communities in new ways (Rural Policy Matters, 2011). Original occupational posters will feature local workers and former graduates in Yup'ik and English. A digital handbook of local resources identified for academic potential including local knowledge of traditional tools and technology, linking them to modern applications, and exploring future potential.
- b) Established vocational training programs, Yuut Elitnaurviat in Bethel and Anchorage House, will provide technical assistance to the project to design career exploration units that will connect sixth-twelfth grade students with the world of work in Bethel. The experiences and expectations of "Yup'it Uptellerkaq" will align with the successful Anchorage House New Beginnings Phase for junior high. The students will be aware that the next level of opportunity for real world experiences will be Search Week (Phase1) at Anchorage House for students who meet the standards for eligibility. To be eligible to participate in career exploration trips, students will know and understand that they must meet expectations that align with standards of employability (Reference: YES! by APICC).
- c) The definitively effective intervention for secondary students has been their participation in the career planning programs developed by Chugach School District and made available to districts across the state. Through these programs lasting one to three weeks during the school year, or four weeks in the summer, secondary students are based in Anchorage. The staff makes certain students are exposed to a vast array of career options that they want to explore. They participate in work based learning opportunities including field trips, job shadows, and career explorations. Students engage in the career planning process, researching and evaluating options, setting goals and making plans for life after high

school. They can earn dual credit and certificates.

d) Expand and enrich career awareness and technology education for all students with visiting specialists from the Arts, AV Technology, and Communications Career Cluster. Any school staff may request that the project arrange for a specialist for an educational purpose aligned with the career cluster for their class or a group of teachers may decide to collaborate.

Objective 2: Build the capacity of schools and communities to continue support for effective career and technical education for all students. Integrate technology into core instruction.

a) Career and Technology Student Organizations (CTSOs) are another venue to encourage exploration in areas of student interest. CTSOs organized at the schools may apply to the Board for district level recognition, and have access to entrepreneurial grants to initiate projects. HOSA-Alaska (Health Occupations for Students of America) is one example that has chapters in a number of high schools and resources for organizing a chapter.

b) The high schools will implement Tech-Prep E-Learning courses in Health Sciences through UAF-CRCD. The district and UAF-CRCD will plan collaboratively in fall 2012 with intent to implement Tech Prep Health 105 or Health 110 in three high school programs at the beginning of 2013. UAF-CRCD has piloted a tech-prep health pathway tailored for rural high schools. Students are brought to Fairbanks where they receive orientation, meet instructors and their cohort, and are trained in Blackboard.

University of Alaska-Fairbanks CRCD Health Pathway Tech-Prep E-learning Schedule 2012-2015	
Fall 2012 Planning, site visits, meetings with administration, counselors, mentor teachers	Spring 2013 Health 110 (2 CR) Professionalism in the Workplace
Fall 2013 Health 105 (2 CR) Intro to Health Careers Health 122 (1 CR) First Aid/CPR	Spring 2014 Health (2 cr) Professionalism in the Workplace Health 100 (3 CR) First Aid/CPR
Fall 2013 - Spring 2014 (year long) Health 100 (3 CR) Medical Terminology	
Fall 2014 Health 105 (2 CR) Intro to Health Careers Health 122 (1 CR) First Aid/CPR	Spring 2015 Health 110 (2 CR) Professionalism in the Workplace

c) Many students leave school without finishing in part because they fall behind in their classes for a number of reasons and are unable to recover the credits. This project will implement an online credit recovery program in each school. The practice has been to place students with a teacher who helps them make up the class through independent study. Because school staffs are small, a high school teacher may have students retaking three or four levels of core credit classes during one period. The credit recovery program will be managed by an EdTech Tutor, under the direction of the mentoring teacher. The classroom situation will ease and the student will have access to a learning situation that allows progress toward the goal with extra support. Aventa Online has good quality audio that gives students options to repeat a passage and online teachers who will answer questions.

d) Educational technology will be explored in classrooms with technical assistance for building and using interactive web pages on the district website for classroom purposes. Teachers will be provided resources and technical support for connecting their classes with opportunities to interact with other students on national and international projects that enhance any lesson to suit the teacher's purpose and student interest. The **International Education and Resource Network (iEARN)** is the world's largest non-profit global network that enables teachers and youth to use the Internet and other technologies to collaborate on projects that enhance learning and make a difference in the world. Student groups and organizations can participate in national and international projects using technologies ranging from e-mail to WWW. They can initiate and propose projects that encourage cross-cultural understanding and friendship through the iEARN Collaboration Centre. The iEARN motto is "learning with the world, not just about it." Prepared lesson plans let teachers and classes engage immediately with on-going collaborative projects such as "A Day in the Life" involving K-12 students around the world.

Educational technology specialists will work with teachers to set up their classrooms to integrate technology, and they will continue to provide technical support with return visits and distance communication. Project staff will also respond to teacher requests to arrange for an AV media or communications specialist to assist with a project. The overarching goal of this project is to enrich teaching and learning for everyone by linking participants to resources, experiences, explorations and the necessary supports for linking school to life and getting ready--*Uptellerkaq*.

Objective 3: This project will increase the pool of eligible, skilled job applicants in the region by offering GED preparation and training for career preparedness to improve the skill base of the young adult (ages 18-24) workforce in Akiachak, Akiak and Tuluksak. Young adults who recently left school, with or without diplomas, will be encouraged to enroll in online courses to earn a GED and a National Career Readiness Certificate with the support of a teacher and a tutor. The school will be the center for the evening courses. In the largest village, a satellite workstation will be set up in the early childhood program office for access by young parents who live at that end of the village distant from the school. Project staff will recruit and encourage participants to complete a GED and develop a personal learning and career plan. Teachers and tutors in each village will teach ITTS and GED courses available online through AVTEC-Alaska's Institute of Technology. In addition the district will purchase a one-time institution license for Pre-GED available to all three sites. Designed for students lacking the reading ability to work with GED-level materials, **Pre-GED Online** is a support for students in need of additional assistance as they pursue a GED. The grant will purchase virtual one-year seats for all eligible interested students in each program. In the second year of the grant, the project will implement KeyTrain and Career Ready 101 Online and provide tutoring to young adults who need to prepare themselves to qualify for a National Career Readiness Certificate (tests in Applied Mathematics, Locating Information, Reading Information) and the NCRC Plus (tests of Work discipline, Teamwork, Customer Service Orientation, and Managerial Potential). The NCRC certifications are earned by meeting performance criteria on the WorkKeys© and *Talent*© assessments. Career planning and literacy tutoring are offered concurrent with scheduled classes. Career Guides from Yuut Elitnaurviat, the People's Learning Center in Bethel, visit the villages and provide a variety of career information and options such as driver's education classes and written test administration. The opportunities offered by these grant activities will be widely and continuously publicized to reach and encourage every eligible individual.

Objective 4: The project engages community support through awareness, publicity, and collaboration in addressing grant activities. The grant manager and community liaisons coordinate community gatherings to share progress on grant activities, present information about grant developments, demonstrate student learning, and announce upcoming events. They will continuously solicit input and feedback to monitor for improvement, through community gatherings, roundtable discussions with local agencies and

organizations, public surveys, interviews and conversations. Yuut Elitnaurviat and project staff will organize an annual Careers Fair in each community, inviting participation by local and regional businesses, service providers and agencies.

Resources

Alaska Department of Education and Early Development

http://www.eed.state.ak.us/tls/assessment/keytrain/AK_CRC_Flyer.pdf

Career and Technical Student Organizations. Office of Vocational and Adult Education (OVAE), UDOE:

<http://www2.ed.gov/about/offices/list/ovae/pi/cte/vso.html>

Career planning and real world experiences

http://www.edline.net/pages/Chugach_VTE_Program/ www.yuut.org/

Credit recovery online

<http://aventalearning.com/curriculum/high-school/>

Educational technology in the curriculum

<http://www.us.earn.org> , www.earn/about

Gruenewald, D. (2003) The Best of Both Worlds: A Critical Pedagogy of Place. EDUCATIONAL RESEARCHER, pp. 3-12

Johnson, J., Strange, M., Madden, K. (2010) The Rural Dropout Problem: An invisible Achievement Gap. Report published by Rural School and Community Trust, Arlington, VA. 22209. See <http://www.ruraledu.org/articles.php?id=2038>

The report reviews high school dropout rates and related factors in rural high schools throughout fifteen Southern and Southwestern states.

Parsad, B. and Spiegelman, M. (2012) Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-10. Statistical Analysis Report. NCES.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012014>

Place-based education

<http://ankn.uaf.edu/Curriculum/Articles/RayBarnhardt/CultureCommPlaceANE/>

"Place-Based Learning Offers Opportunities for High-Poverty Schools." The Rural School and Community Trust. *Rural Policy Matters* (September, 2011)

http://www.ruraledu.org/print_article.php?id=2758

Youth Employability Skills or YES! Rubrics based on surveys of Alaskan employers

<http://www.apicc.org/servlet/content/YES.html/>

(c) Quality of the management plan (20 points).

The District Superintendent will serve as Project Director. This grant funds the position of a full-time Grant Manager who will coordinate all grant activities under the supervision and guidance of the Project Director. A Community Liaison in each village will coordinate grant activities between community and school. Yupiit School District will work closely with local and regional partnerships including University of Alaska College for Rural Community Development (UAF-CRCD) This grant will support the combined efforts of people and organizations to work together to support the improvement of career and technical education across the district. Akiachak Native Council, Akiak Native Council, and Tuluksak Native Council are active and concerned partners in the mission to improve career training for students. A process for intentional continuous review and progress monitoring will be in place and communicated to all stakeholders through regular community gatherings and project staff attendance at Tribal Council and Local Advisory School Board meetings (LASB).

Quality of personnel

The Project Director role is filled by Yupiit School District Superintendent, Howard Diamond. He has designated ■■■ FTE for grant staff supervision, budget monitoring and approval of all grant expenditures. He will ensure that activities adhere to approved grant guidelines. Superintendent Diamond earned his Bachelor's Degree from SUNY, Buffalo, his M.S. in Teaching from SUNY-Brockport, and certification in Special Education from University of Arizona-Tucson. He has been a classroom teacher, a special education director, a principal and superintendent. His history with Yupiit School District predates the organization of the district when he took a teaching position in Tuluksak in 1979. He has served as principal and superintendent in Iditarod, Yakutat and Hoonah prior to returning to Yupiit. He has successfully managed Alaska Native Education, Office of English Language Acquisition, Alaska 21st CCLC and ANEP grants. Superintendent Diamond is an effective hands-on leader who is intensely interested in what is good for students.

The Grant Manager provides for overall planning of grant activities and coordination of resources to implement the goals and objectives of the Alaska Native Education Program (ANEP) School to Life (**StL**), within the grant deadlines. The Grant Manager works with Community Liaisons and principals to implement grant activities in the schools and community; oversees the distribution of resources and grant staff responsibilities; attends board meetings, community roundtables, and grant-related school events. The Grant Manager will report to the Superintendent on a regular basis to ensure that activities are progressing as planned and milestones are being met. The Grant Manager has a background in grant project or program management, is knowledgeable about educational technology and career education.

The Community Liaison in each will be a resident of the community with a background in working with people and the ability to organize events and activities. The Liaison will communicate effectively in Yup'ik and English; have good word processing skills and the ability to process film and photos using a computer. The Liaison is responsible for planning and organizing a daily schedule to complete projects and enjoys challenges. The role of the Community Liaison is critical for bringing school and community together through positive experiences and effective communication. The Community Liaison is moderate and tactful with people, reliable and a leader of good standing in the community.

The Grant Clerk keeps the online grant activities calendar updated as set up by Technology Director. Maintains separate site binders for grant-related travel, grant timesheets, records on public meetings and announcements, contracts & MOAs, track supply requisitions and general filing. Does word processing, photo storage, copies and prepares agendas and handouts for meetings, types meeting notes.

The Adult Education Instructor is a highly qualified teacher at each school who will teach evening classes featuring online and blended coursework with the assistance of the Adult Education Tutor. The Adult Ed Instructor will incorporate literacy instruction as appropriate. The teacher is able to assist students who need support with online courses, teaches the material to reinforce skills, monitors student progress and keeps records, has worked successfully with older students, relates positively and patiently with all students. The instructor provides tutors with directions and materials, demonstrates strategies and explains the learning expectations; monitors assessments and keeps necessary records. The instructor is familiar with GED materials.

The Adult Education Tutor [REDACTED] FTE at each site will assist the Adult Education Instructor to support

students as directed by the teacher. The AdultEd Tutor is bilingual, speaks and reads English fluently, is from the community, and has good computer skills for online courses. The AdultEd Tutor works with GED Online, ITTS, Pre-GED, WorkKeys, and KeyTrain 101. The Adult Ed Tutor is bilingual in Yup'ik and English, and knows all of the young adults in the community, and communicates well with them. This individual practices confidentiality and is a good role model.

Educational Technology Tutor [REDACTED] FTE (Credit Recovery, Tech-Prep)

The EdTech Tutor will provide necessary support for students who are unfamiliar with the technology and skills for successfully completing online courses for credit recovery and Tech-Prep. The EdTech Tutor will work closely with each student's teacher of record and the counselor, reporting daily attendance and weekly progress. The EdTech Tutor will log on-line course issues and questions for the Grant Manager. The EdTech Tutor practices confidentiality and relates well to high school students, who are well-known to the tutor. The EdTech Tutor is a resident of the community and a role model for young people.

Independent Evaluator Sharon Anderson is Independent Evaluator for this grant. She graduated with a Bachelor of Arts in History and English from Smith College -Northampton and completed her Masters of Science in Curriculum and Instruction at University of Oregon-Eugene. She was certified as a Reading Specialist in California and again at UAF. She has taught primary, intermediate and junior high school, Title I, Chapter I, technology, drama, journalism, and language arts. Over the past ten years she has written grants, directed and reported seven U.S. Department of Education grants. She has been in Alaska for thirteen years, and spent most of those in Yup'it where she recently retired. She will review and confirm the evaluation plan with the Project Director and the Grant Manager, make on-site observations in each community, and meet with school staff, grant staff, and the tribal councils. She will prepare summary reports and the Annual Progress Report for the Project Director.

SCHOOL TO LIFE GRANT TIMELINE (Quarterly)		2012-2013				2013-2014				2014-2015			
PLANNING AND STARTUP													
Activity	Responsibility	1	2	3	4	1	2	3	4	1	2	3	4
Publish notice of grant award	Project Director	x											
Revise annual budget	Project Director Business Manager	x				x				x			
Post Grant Manager position	Project Director	x											

Yupit School District Alaska Native Education
School to Life *Uptellerkaq* "Getting Ready"

Hire Grant Manager, one-year renewable contract, dependent on grant funding	Project Director	x												
YSD CTE Advisory Committee meets quarterly	Project Director Grant Manager		x	x	x	x	x	x	x	x	x	x	x	x
Hire Grant Evaluator, initial bid, renewable	Project Director	x												
Post part-time position for grant clerk	Project Director	x												
Hire grant clerk	Project Director	x												
Post Community ANEP Liaison position for each community	Project director	x												
Hire Community ANEP Liaison: Akiachak ANEP Liaison, Akiak ANEP Liaison, Tuluksak ANEP Liaison	Project Director or designee	x												
Review budget status monthly	Project Director	x	x	x	x	x	x	x	x	x	x	x	x	x
Submit monthly progress reports to the Superintendent and the Project Director	Grant Manager	x	x	x	x	x	x	x	x	x	x	x	x	x
Submit articles on grant activities to the monthly district newsletter	Grant Manager	x	x	x	x	x	x	x	x	x	x	x	x	x
Conduct Student Interest Survey grades 6-12	Grant Manager	x		x				x					x	

GOAL: Expand and enrich career awareness & technical education opportunities for all students

OBJECTIVE 1: Integrate Place-Based Education (PBE) Instructional Strategies, Content and Practices

Activity	Responsibility	1	2	3	4	1	2	3	4	1	2	3	4
Create an illustrated resource binder to introduce community members in different occupations. Include interviews with former graduates, Elders and their areas of expertise and background knowledge, individuals willing to share skills in language, traditional crafts, arts and technologies -Ongoing.	Community ANEP Liaison	x	x	x	x	x	x	x	x	x	x	x	x
Community CTE Resources are posted on YSD website and regularly updated	Grant Manager Technology Director		x		x				x		x		x
Create bilingual CTE posters featuring local community workers and former graduates - Ongoing	Grant Manager Community ANEP Liaison Technical support	x	x	x	x	x	x	x	x	x	x	x	x
Integrate elementary career exploration links K-8 into core instruction, using local PBE resources -Ongoing	Grant Manager Community ANEP Liaison Technical support Yuut Elitnaurviat People's Learning Center		x	x		x	x	x		x	x	x	
Organize and supervise implementation of supplemental CTE electives for enrichment, concentrator, summer, and career exploration with visiting specialists in variety	Grant Manager	x	x	x	x	x	x	x	x	x	x	x	x

and range of occupations -Ongoing																		
Identify qualified high school students to participate in the Anchorage-based Voyage to Excellence experience to expand awareness of career and college options and for training not available in remote villages-Ongoing	Principals Counselors Teachers	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
"Yupit Uptellerkaq" Activities Integrate middle/JH school career exploration links into core instruction using local PBE and Bethel resources to build background knowledge	Grant Manager Community ANEP Liaison Technical support Yuut, VTE		x	x		x	x	x			x	x	x					
OBJECTIVE 2: Build Capacity: Integrate technology into core instruction																		
Activity	Responsibility	1	2	3	4	1	2	3	4	1	2	3	4					
Ensure all classroom technology is updated and fully functional, before the beginning of school and on a regular schedule	Technology Director Service providers	x					x						x					
Plan introduction of foundation skills for Tech Prep and complete the logistics for fitting the course within the secondary schedule Coordinate implementation of Tech Prep Health 110 at sites -Ongoing	Grant Manager Principals Counselors Annie Hopper, UAF-CRCD	x	x															
Post RFB for educational technology providers to provide training and ongoing support with phone, internet and continued training	Project director Technology Director	x					x						x					
Contract with Educational Technology services provider	Project Director	x					x						x					
Facilitate Career and Technical Student Organizations (CTSO) to create opportunities for students to participate in interest groups in Alaska, the nation and the world -Ongoing	Grant Manager Teachers																	
Each school, class and department will be represented on the district website and provided the resources to fully utilize the available potential for linking activities to Alaska technology and employability standards-Ongoing	Technology Director Educational Technology services provider		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Introduce iEARN resources and provide technical assistance to connect each classroom with the iEARN Collaboration Centre	Technology Director Educational Technology services provider	x	x				x	x					x	x				
Attendance at Alaska Society for Technology in Education (ASTE) conference for Grant Manager and EdTech Tutors	Project Director Principals			x						x								x
Objective 3: Improve Access to Credit Recovery and Adult Basic Education																		
Activity	Responsibility	1	2	3	4	1	2	3	4	1	2	3	4					

Yupit School District Alaska Native Education
School to Life *Uptellerkaq* "Getting Ready"

Implement a technology-based credit recovery program	Grant Manager Technology Director	x	x	x	x	x	x	x	x	x	x	x	x	x
Establish a GED program at each site for young adults 18-24 with a certified teacher (extra-duty contract) and part-time tutor	Grant Manager	x	x	x	x	x	x	x	x	x	x	x	x	x
Implement Work Keys and career counseling to young adults 18-24 who do not have a National Career Readiness Certificate, with a certified teacher (extra-duty contract) and p/t tutor. Implement Career Ready 101 Year 2	Grant Manager	x	x	x	x	x	x	x	x	x	x	x	x	x
Offer adult literacy tutoring	Grant Manager	x	x	x	x	x	x	x	x	x	x	x	x	x
Recruit qualified people to apply for M certificates in vocational areas, Yup'ik language or culture	Grant Manager Principals	x	x	x	x	x	x	x	x	x	x	x	x	x
Plan and implement a campaign to recruit young adults into the GED and National Career Readiness programs	Community ANEP Liaison Community ANEP Liaison	x	x	x	x	x	x	x	x	x	x	x	x	x

Objective 4: Engage Community Support

Coordinate community gatherings to report progress on grant activities, present information about grant developments, demonstrate student learning, and announce upcoming events. -Monthly	Community ANEP Liaison Grant Manager	x	x	x	x	x	x	x	x	x	x	x	x	x
Organize a Career Awareness Fair -Annual	Community ANEP Liaison Grant Manager Yuut Elitnavriat, Bethel	x	x	x	x	x	x	x	x	x	x	x	x	x

BENCHMARKS: GRANT EVALUATION

Activity	Responsibility	1	2	3	4	1	2	3	4	1	2	3	4
Develop plan for data collection, review, and monitoring grant activities	Project Director Grant Manager Grant Report Writer	x					x			x			
GPRA: Students will make progress in reading, writing and mathematics on state-mandated standardized assessments: Alaska Standards-Based Assessments (SBAs) HSGQE 10-12	Director of Curriculum & Assessment Coordinator				x				x				x
GPRA: Students will make progress in English language proficiency on state-mandated assessments. WIDA ACCESS	Director of Curriculum & Assessment Coordinator				x				x				x
GPRA: Graduation rate will improve.	Project Director or his designee				x				x				x
Project Goal: Attendance rate will improve.	Project Director or				x				x				x

	his designee																		
Project Goal: Collect quantitative and qualitative evidence of student achievement including but not limited to 1. GED completion 2. NCRC number and levels of certificates 3. Examples of student products (all media) 4. VTE participation reports 5. Awards and achievements 6. District newsletters 7. CTE courses completed 8. Reports of CTSO clubs and programs	Grant Manager																		
		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Project Goal: Collect qualitative evidence of the impact of grant activities for participants Description of events and feedback from participants (community agenda, date, time, number of participants, activities, special guests)	Grant Manager																		
		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Project: Reports from contracted service providers describing the services provided and participant feedback	Project Director Grant Manager	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Required Department of Education Annual Progress Report submitted	Project Director				x						x								x
Final report submitted at end of grant period	Project Director																		x
Annual Status Updates submitted	Project Director					x							x						x

(d) Adequacy of resources (15 points).

(i) The average cost of direct services to individuals is estimated to be [REDACTED]. This seems reasonable when the diminishing costs of the online course licenses extend over the life of the technology and the numbers of students and adults who will continue to have free access to TABE and GED training. The benefits of increasing the number of persons who are better prepared for a successful future and the contributions they will make are anticipated, but incalculable. The cost benefits of reclaiming options for these young people will continue to appreciate.

Costs are further reduced by school district contribution of the Superintendent’s time to serve as Project Director. The business office is experienced and consistently has good audits. The help and

support of district office personnel, billing and payroll, internet and communications reduce costs significantly. Costs for this project are higher in Year 1 as one-time costs for licenses are included.

(ii) Akiachak, Akiak, and Tuluksak Tribal Councils have been committed to improving education for the students since the district was established. They always give their support. Yuut Elitnaurviat Career Guides will be the major points of contact for the district in the collaboration to organize career awareness field trips for students in Bethel. They are very active in career awareness and career readiness. Furthering the connection with them, the People's Learning Center, will open doors to many options for students to consider just down the river. UAF-CRCD is another partner who is generous with offers of support to make opportunities available to our high school students through the UAF system. Those students who work to take advantage of the opportunity will have a head start on their future. The Our Future Leaders early childhood program was quick to say they would find space to support a Young Parents computer workstation in the Akiachak office available, to be available 8-5. That is one of the few buildings with internet access on that end of the village.

The most definitively effective intervention for secondary students has been their participation in the career planning programs developed by Chugach Voyage to Excellence (VTE) and made available to districts across the state. The VTE Anchorage House staff will help the ANEP Grant Manager create a framework for an introductory career awareness unit based on their "New Beginnings" phase developed for seventh and eighth grades. The ANEP staff will then create place-based plans for each site using local and regional resources to explore possible career opportunities. Activities focus on trust, teambuilding, communication, and expectations. This transitional program will set a foundation and improve students' potential for success in high school. It will also set the stage for students to understand how they can make choices to move to the next level and the next opportunities. The anticipated results and benefits are an improved dropout rate and increased graduation rate.

(iii) The budget is considered adequate to support the proposed project. It is fairly tight relative to personnel costs; these typically increase from year to year and it is difficult to predict. One project objective is to develop other options to provide opportunities for students roughly equivalent to the program at Anchorage House. District partners Yuut Elitnaurviat and UAF-Kuskokwim Campus are willing

to lend their expertise to help us build a regional program. That should result in reduced costs and a more sustainable program.

(e) Quality of project evaluation (10 points).

Under the Government Performance and Results Act (GPRA), the following performance indicators have been established to evaluate the overall effectiveness of the Alaska Native Education Program:

1. **Goal 1a: (GPRA)** 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 (Student Achievement)

Performance Measure 1a: Assessments used to address GPRA for this project are required Alaska Standards-Based Assessments (SBAs) administered to students in grades three-ten annually in April.

Goal 1b: (Project) The percentage of Alaska Native students in school served by the program who meet or exceed proficiency standards for reading and writing English on state-required measures (Student Achievement)

Performance Measure 1b: Assessments used to measure student progress in English acquisition are state-required required ACCESS for ELLs (WIDA) administered to students grades K-12 in March.

2. **Goal 2a: (GPRA)** The percentage of students in schools served by the program who graduate from high school with a high school diploma in four years (Retention Measure) or graduation rate.

Goal 2b: (Project) Student attendance will increase, decreasing the gap between the district attendance rate and the state average attendance rate.

3. **Project Objective:** Demonstrate the effectiveness of the community-school collaborations to develop place-based career awareness education.
4. **Project Objective:** The percentage of Young Adults 18-24 who successfully complete a GED.
5. **Project Objective:** The percentage of Young Adults 18-24 who successfully earn a National Career Ready Certificate.
6. **Project Objective:** The percentage of student s who successfully complete credit recovery courses
7. **Project Objective:** The percentage of students who complete CTE electives

8. **Project Objective:** The number of classes that participate in projects integrating educational technology

GOALS, OBJECTIVES AND OUTCOMES FOR EVALUATION

GOAL/ Objective	Data	Responsible	Date	Outcome Measure	Instrument	How information will be used
Goal 1a: Academic achievement Achieving Proficient or Above Proficient	Quantitative	Assessment Coordinator	Annual April	The % of student P and Above will increase	Alaska SBAs April-Annual	To analyze strengths and weaknesses of instructional programs
GPRA Academics Goal 1b: Making progress toward Proficiency in academic achievement	Quantitative	Assessment Coordinator	Annual April	The % of students making progress will increase	Alaska SBA	To analyze strengths and weaknesses of instructional programs
GPRA English language Goal 2a: Achieving proficiency in English language	Quantitative	Assessment Coordinator	Annual March	The % of students P will increase	WIDA	To analyze strengths and weaknesses of instructional programs
GPRA Goal 2b: Making progress toward proficiency in English language	Quantitative	Assessment Coordinator	Annual March	The % of students making progress will increase	WIDA	To analyze strengths and weaknesses of instructional programs
GPRA Retention Goal 3: Reducing the gap between the district and the state average Graduation Rate	Quantitative	Project Director	Annual May	The district retention rate will move toward the state rate	Reports to the Public	To identify variables that seemed to have the most impact
Program Objective 1 Career Awareness and Technical Education	Qualitative	Grant Manager Community Liaisons	Monthly Report		Documents Products CTE trips Teacher survey Student survey(s) Community Survey	To modify activities to emphasize positives and improve outcomes
Program Objective 2 Educational Technology	Qualitative	Grant Manager	Quarterly	90% of teachers will report engaging students in technology projects YSD website will show student work	Website content Classroom observations Conversations with principals & teachers Student input	Find out what teachers want to be the next step

Program Objective 3 Adult Basic Education	Quantitative	Grant Manager	Quarterly	60% of students enrolled will successfully completed a course Attendance rate	Participant online survey Teacher records on student progress	What most helped promote success? What interfered with success?
Program Objective 4 Community	Qualitative	Grant Manager Community Liaison(s)	Quarterly	90% of survey respondents will say they are satisfied or very satisfied with grant activities	Agendas Signin lists Meeting minutes Exit Passes Community surveys Evaluation gatherings	To hold conversations during gatherings and get community reactions

BENCHMARKS: THREE-YEAR GRANT EVALUATION PLAN

Activity	Responsibility	1	2	3	4	1	2	3	4	1	2	3	4
Develop plan for data collection, review, and monitoring grant activities	Project Director Grant Manager Evaluator	x					x			x			
GPRA: Students will make progress in reading, writing and mathematics on state-mandated standardized assessments: Alaska Standards-Based Assessments (SBAs) HSGQE 10-12	Director of Curriculum & Assessment Coordinator				x				x				x
GPRA: Students will make progress in English language proficiency on state-mandated assessments. WIDA	Director of Curriculum & Assessment Coordinator				x				x				x
GPRA: Graduation rate will improve.	Project Director				x				x				x
Project Goal: Attendance rate will improve.	Project Director				x				x				x
Project Goal: Collect quantitative and qualitative evidence of student achievement including but not limited to 9. GED completion 10. NCRC number and levels of certificates 11. Examples of student products (all media) 12. VTE participation reports 13. Awards and achievements 14. District newsletters 15. Yupit Uptellerkaq units 16. Reports of CTSO clubs and programs	Grant Manager	x	x	x	x	x	x	x	x	x	x	x	x
Project Goal: Collect qualitative evidence of the impact of grant activities for participants Description of events and feedback from	Grant Manager	x	x	x	x	x	x	x	x	x	x	x	x

Yupit School District Alaska Native Education
 School to Life *Uptellerkaq* "Getting Ready"

participants (community agenda, date, time, number of participants, activities, special guests)															
Project: Reports from contracted service providers describing the services provided and participant feedback	Project Director Grant Manager	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Required Department of Education Annual Progress Report submitted	Project Director Evaluator				x					x					x
Final report submitted at end of grant period	Project Director Evaluator														x
Annual Status Updates submitted	Project Director Evaluator					x					x				x

Yupit School District Alaska Native Education
School to Life *Uptellerkaq* "Getting Ready"