

Need For The Project

The Yukon Flats School District (YFSD), located on the Yukon River drainage in Alaska's northern interior, covers more than 55,000 square miles (the size of New York State). Ninety-one (91%) percent of the district's 264 students are Gwichin and Koyukon Athabascans or Inupiaq (State of Alaska, Department of Education & Early Development, 2011). Students live in the following seven remote village sites: Arctic Village, Beaver, Circle, Fort Yukon, Venetie, Stevens Village, and Chalkyitsik. Fairbanks, as the closest urban center is roughly an hour's flight from the villages by small commuter aircraft. Circle is the only village accessible by road from Fairbanks. The extreme climate in the region adds to the isolation. Temperatures can range from 60 degrees below zero in the winter to 90 degrees above zero during the short summer. The region's economy is based on a mixture of traditional subsistence (hunting, fishing, and gathering), trapping, and wage employment.

As Table 1 depicts, there is a region wide high rate of poverty among village residents.

Table 1: 2010 Yukon Flats School District Sites

	Total Population	% Native	Median HH Income	% Adults Not Working	% Poverty
Arctic Village	167	88.8%	\$22,500	26.3%	34.9%
Beaver	77	97.6%	\$20,938	32.6%	29.5%
Chalkyitsik	75	85.5%	\$41,250	37.5%	11.5%
Circle	101	84.6%	\$15,625	28.6%	60.3%
Fort Yukon	598	89.2%	\$30,500	21.5%	20.6%
Stevens Village	73	84.6%	\$40,500	16.7%	33.3%
Venetie	181	91.6%	\$ 9,583	57.1%	24.1%
Total/Average	1,272	88.8%	\$25,842	31.5%	30.6%

* Data: State of Alaska Community Database/Census 2010 Statistics

Similar demographics are in evidence within the Yukon-Koyukuk School District, whose nine school sites are offered Career Technology education opportunities through a partnership agreement with YFSD. The YK district schools are located along the Yukon, Koyukuk and

Tanana river systems, in a geographic region larger than the state of Washington (approx. 65,000 square miles), downriver from Fairbanks. Greater than ninety-eight (98%) of the districts 303 river school students are Alaska Native (Athabaskan).

Student achievement in YFSD and YKSD is extremely low. Results of the spring 2011 State of Alaska standards based assessments (YFSD students), reflected - 57.7% of 3rd; 52.0% of 5th; 42.3 of 7th; and 45.5% of 9th grade students are not proficient in reading (Table 2: 2011 State of Alaska Standards Based Assessment). Similar patterns hold true for writing and math. Test scores from the Alaska High School Graduating Qualifying Exam (HSGQE) in 2011 for YFSD Juniors and Senior's, show that 46% of those students were still not proficient in reading; 59% were not proficient in writing and 47% were not proficient in math. Students who do not pass this exam will not receive a high school diploma in the state of Alaska. The Yukon Flats Vocational Educational Center is working to address these needs in order to prepare our high school students for successful entry-level transition into the job market, military enlistment, or post-secondary education.

Table 2: 2011 Standards Based Assessments

	Percent of Students <i>Not Proficient</i>		
	Reading	Writing	Math
Grade 3	57.7%	73.1%	46.2%
Grade 4	60.0%	60.0%	50.0%
Grade 5	52.0%	53.8%	61.5%
Grade 6	78.9%	68.4%	57.9%
Grade 7	42.3%	57.7%	56.0%
Grade 8	60.0%	70.0%	85.0%
Grade 9	45.5%	72.7%	63.6%
Grade 10 (HSGQE)	66.7%	58.3%	58.3%

As a result of these low Standards Based Assessment scores, four of the seven YFSD schools and four of nine YKSD schools are not making Adequate Yearly Progress (AYP) as defined by

the "No Child Left Behind Act" (State of Alaska, Report Card to the Public, AYP, 2011).

Students in YFSD and YKSD are more likely to drop out of school compared to their counterparts in other Alaska school districts. For the 2009-2011 school years, thirty-seven (37) YFSD students from grade(s) 10 -12 were recorded as having dropped out.

For 2011, more than 3% of YFSD students dropped out of school (Alaska Dept. of Education & Early Development/District Dropout Rates, 2011). In comparison, only 4.7% of students statewide dropped out of school. YFSD ranks 53rd of Alaska's 56 school districts in drop out rate, with only three other districts having a higher rate (Alaska, District Dropout Rates, 2010).

In a response to the aforementioned, the Yukon Flats Vocational Education Center began offering shop courses for students in 9-12 grades on a trial basis, in January 2006. With the 2006-2009 three-year grant from the U.S. Department of Education, the Voc. Ed Center was able to expand its program offerings within the Career Pathways of – Business, Construction, & Health.

Through the course of the 2009-2012-project period, the Voc. Ed Center refined course offerings. During this time the Alaska Career Cluster framework was employed, within the Business, Construction & Health course sequences. Students further engaged in classes specific to respective Career Pathways, and generated high school/college credit for defined coursework. Expanded career counseling services were also in evidence. The 2011-2012 school year, witnessed the implementation of individual student *Personal Learning & Career Plan* (PLCP). Via this planning instrument, students-parents-elders-village principal/teachers were involved in systematic career preparation encompassing – elementary/*career awareness*, middle school/*career exploration*, high school/*skill development*.

The nature of the program effectiveness was gauged by requisite quantitative/qualitative data.

The 2011-2012 school year witnessed forty (42) high school students from YFSD & YKSD participating in Voc. Ed programs, with 91% (thirty-eight - 38) remaining in school. Student feedback was sought out, as to what worked in the programs, and how do we improve.

Elementary –

“I liked the Voc-Ed class because I want to be a photographer...The class I went to helped me understand all the positions (camera, lighting, people to be interviewed)...The most fun I had at that class was shooting awesome videos, and I hope to do it again next year.”

Jr. High –

“Construction trades helped me a lot, and how to do math easier. It also gave me the opportunity to see how the work is done in the field...I learned a lot about being a carpenter, plumber, electrician and a welder...we got to learn how to use the tools.”

High School –

“Voc-Ed benefited me by showing my way to success. I never knew anything that I know now... like constructing walls, welding and today learning about being a heavy equipment operator...I know now what I’m going to do (after high school).”

“Voc Ed pushes us to bigger and greater lives, and benefited me by opening my job opportunities in the trades. I love working with my hands, and with wood...from attending Voc. Ed I got a carpentry Internship Job this coming summer...Voc Ed helped me inside and out of class.”

Quality Of The Project Design

The Career Cluster/Career Pathway framework employs a systematic process of Career Counseling beginning in the mid-elementary school years, and recognized as *Career Awareness*. As students move to the upper elementary and mid-school grades *Career Exploration* emerges as

the driving force for student activities. By the high school years, students engage in *Skill Development* activities within their chosen Career Pathway. Through the noted continuum, *Relevancy* in career/job prep is central to each students planning via the *Personal Learning & Career Plan* (PLCP), and as reinforced by *Real-World Experience* (OJT/Student Internships), and supported by experientially based instruction grounded in *Learning Styles*.

- *Relevancy*: Students prepare for jobs that are essential in their village, the State of Alaska, and on a regional basis to the circumpolar northland.
- *Real-world Experience*: Students take classes that bring them into the world of work; explore career options through job shadowing, and via student internship.
- *Learning Styles*: Program instruction incorporates learning styles research and theory. Students are afforded multiple avenues for acquiring knowledge and skills, while demonstrating proficiency in required subjects via an applied academics format.
- *Incentives*: Students gain intrinsic motivation and self-confidence within their Pathway studies, while recognizing incentives towards graduation through concurrent enrollment.
- *Support*: Students engage with adult mentors in all phases of their Career Pathway development, and to include – HSGQE Prep, individual tutoring, life skills and career counseling, and elder encouragement via Gwichin Language instruction.

Project Goals and Objectives

Goal: To prepare Yukon Flats School District students for a smooth transition to the “World of Work”, continued career-technical training, entry into the armed forces, or post-secondary education opportunities, by building a stronger connection between family-community-culture-education.

Objective #1: To increase the high school graduation rate for students served by the Vocational Education Center in the YFSD by 10 % per grant year.

Purposeful academic choices in the Career Clusters of business, construction and health will demonstrate to students how their education applies to their village, Alaska and the world. Career counseling will ensure that students develop insights towards their personal and academic skills & abilities, how these relate to success in their schooling, while laying the groundwork for informed opportunities beyond high school. Starting in grade 5, students begin their *Personal Learning & Career Plan (PLCP)*, focusing on their skills & interests, within and outside of school. During the 7th. -8th. grades years the process becomes more formalized, as students are introduced to the *Alaska Career Information System (AKCIS)*, and develop initial *Career Interest Portfolios*. Continuing in high school, students pursue skill development in their chosen Career Cluster of - Business, Construction, Health or Natural Resources. Students in 11th. -12th. Grades have the opportunity of a summer internship in the village, as a follow-up to the “Career Pathway” field trip to Fairbanks. During these activities students shadow a given professional in their job assignment(s), while engaging in mock interview(s), and other job prep activities.

Objective #2: Increase the number of vocational education program students proficient in reading, writing, and math by 25% by graduation as measured by the HSGQE scores in the 10th grade.

“Applied Academics” (reading, writing, math, science) will continue to be incorporated into the career-tech instruction and experiential based learning activities of the vocational education program. Through these hands-on processes, and development of proficiencies in the given academic subject matter, performance on the yearly Standards Based Assessments will be

enhanced. Towards this process, the Voc. Ed Center will offer a Skills Academy for those students preparing for the Spring HSGQE.

Objective #3: *To increase the number of YFSD students who graduate with the skills and knowledge to enter the workforce, the military, or matriculate to post-secondary education by 80 % within six months of graduation.*

The project's courses will provide industry-based certifications (National Career Readiness Certificate) to program completers, with the option of dual-credit courses within a certificate granting post-secondary program, and leading to an associates and/or bachelors degree. Students completing high school will have real options after graduation for entry-level positions in business, construction, health care or natural resources.

Objective #4: *To refine the focus, scope, and integrity of the existing Career Clusters and associated Career Pathways.*

To date the Voc. Ed Center has curriculum in place for the Career Clusters and specific Career Pathways identified in Table 3.

Objective # 5: *To increase student self-esteem & self-confidence, and contribute to a positive attitude towards their schooling and community, while establishing a systematic career plan.*

This objective will be measured by monitoring student performance at their parent school, as reflected by the performance criteria of – attendance, participation, working with fellow students/adults, and their involvement assisting elders in their village. Additional insight(s) will be gained from the respective adult mentor, while focus group & survey responses will afford an added perspective towards student growth. Individual students will engage in self-assessment via a quarterly PLCP review, with Voc. Ed staff.

YFSD Vocational Education Program Focus and Activities

Vocational Courses: The project will provide hands-on Career Technology instruction per four Career Cluster areas: Business, Construction, Health Care, and Natural Resources (Table 4). The defined Career Pathways represent identified entry-level employment opportunity areas, which parallel student interest, and are essential to the rural communities. The course sequencing between the Voc. Ed Center and UA courses utilizes the CTE Course Description & Cross-walk curriculum framework, consistent with the State Career Technology Education Plan & Alaska Department of Education and Early Development guidelines. Specific courses utilize the National Center for Construction Education and Research (NCCER) Contren Learning Series. Table 3 indicates the Voc. Ed Center aligned, "dual credit" courses.

TABLE 3: YFSD CAREER CLUSTER/CAREER PATHWAY/VOC. ED CENTER-UA ALIGNMENT

Career Cluster	Career Pathway	Voc. Ed./CTE Course(s)	Aligned UA Course(s)/Program/Degree
Business	Computer Technology	* A+ Certificate/Cisco/Network Tech	___ Information Technology Spec. Cert., AAS
	Digital Media & Robot.	* Website Design	___ Computer Engineering, BS
	Tribal Gov't/Leadership	* Video/Audio Comm. * Robotics Program. * Tribal Governmental Organization/Operations * Office Practices	___ Broadcast/Photo Journalism, BA; Comp. / Media Art, BA ___ Tribal Mgt., Cert., AAS ___ Bus. Mgt., Applied, Cert.; ___ Rural Develop., BA, MS ___ Rural Human Svcs, Cert.
Construction	Building Systems	* Residential Carpentry * Intro Facilities Maint.	___ Construction Trades Tech., Cert., AAS; Construction Management, Assoc.
	Power Mechanics	* Alternative Energy/ Cold Climate Design/ Construction	___ Civil Eng., BS, MCE, MS ___ Diesel/Heavy Equip., Cert.;
	Component Welding	* Small Engines/Diesel Repair/Hydraulics * Pipeline/Structural	___ Power Generation, Cert. ___ Process Technology, AAS ___ Apprenticeship Tech. AAS
Health	First Responder	* First Aide/CPR	___ Emergency Services, AAS
	Comm. Based Health	* Baby Sitter Cert. * Dental Asst.	___ Dental Assistant/Hygiene, Cert., AAS; Com. Health Med. Assist., Cert, AAS;
	Medical Office Mgt.	* Medical Office Practices	___ Dental Reception, CERT
Natural	Forest Products	* Logging/Sawmill Operations	___ Renewable Resources, AAS

Career Cluster	Career Pathway	Voc. Ed./CTE Course(s)	Aligned UA Course(s)/Program/Degree
Resources	Agriculture & Forestry Wildlife Biology & Conservation	* Wood Product Mfg. * Bio-Mass Systems * Plant Science/Crop Production * Fire Science/Fire Suppression * Habitat/Animal Studies * River Systems/Aquatic Life * Tundra Ecology/Climate Change	___ Nat. Resources Mgt., BS, MS ___ Natural Resources & Sustainability, PhD ___ Natural Resources Mgt. & Geography, MNRMG, MA ___ Northern Studies, BA, MA ___ Wildlife Biology and Conservation, BS, MS ___ Global Studies, BS ___ Geophysics, MS PhD

* **Occupational Endorsements:** Administrative Assistant, Bookkeeping Technician, Entry Level Welder, Medical Billing, Medical Coding, Medical Office Reception, Nurse Aide, Rural Human Services, Rural Utilities Business Management

Hands-on instructional opportunities provide an array of methods for assessing student achievement and help reflect Alaska Native student learning.

The Voc. Ed Center offers Career Cluster/Career Pathway “Applied Academics” programs to students from grades 5 – 12 via three different formats, and where *Skills/Competencies, Work Attitudes, Work Values* (AK Career Tech Ed. Plan) are a point of focus.

1. Intense Session(s)/District-Wide (5-8 Instructional Days): Students from YFSD & YKSD village sites are offered courses from the Career Cluster areas of Construction, Business, Health, Natural Resources. Two intense sessions during the school year are designated as Upper Elem. & Jr. High level (12-18 students/session), and oriented towards *Career Awareness & Exploration*, while incorporating specific *Skill Development* activities. The remaining intense sessions are directed towards High School level (10-14 students/session), and engage students in *Career Awareness/Exploration* while introducing students to a host of industry driven “skill sets”. Students completing sessions with defined proficiencies qualify for industry certificates.

2. Intense Session(s)/Fort Yukon (5 Instructional Days): Students from Fort Yukon are offered specific courses from the Career Clusters, which have registered high interest from this

largest student Voc. Ed population group. Courses such as Video/Audio Communication, Robotics, Small Engines, and Welding & Wood Products lead to Industry certificates being earned.

3. Semester Long Classes/Fort Yukon (2 hr. Block): Students from Fort Yukon 5th. -8th. grade(s), participate as a class group in focused *Skill Development* sessions – Culinary Arts, Digital Media, Small Engines, & Woodworking. In addition, the Voc. Ed program provides a tutor for all sessions, during the mandatory evening study hall.

Real-World Work Experiences: Through the Alaska Career Technology Education (AKCTE) initiative and the Alaska Dept. of Labor/Workforce Investment Board (AWIB) programs, student see the relevance of their schooling, build on their success, and stay in school. The activities chronicled in Table 4 are representative of the process.

Table 4: Career Awareness/Exploration/Skill Development Activities 2011-2012

Gr. Level	Activity	Description	Partner Participation
5-12	<i>Personal Learning Career Plan</i> (PLCP) (begin Sept. 2011)	Students engaged in developing individual PLCP, with parent-teacher-elder-mentor input (Career Counselor oversight)	AK Process Indust. Careers Consortium Alaska Quality Schools Initiative Alaska Industry Skills Coalition AK Association of General Contractors
K-12	Career Orientation Day: Smokejumper "Demo Jump"	Students introduced to - Fire Science & Fire Behavior; "Applied Academics" (reading, writing, math, science) in Wilderness Fire-Fighting; Career Clusters/Career Pathway Wildland Fire Job Entry Positions	Alaska Fire Service Alaska SmokeJumper Project Bureau of Land Management Dept. of the Interior
Primary	Career Awareness/Exploration – <i>Lemonade Day</i>	Students developed business plans, advertising campaigns & business management strategies. Performed cost analysis (expense vs. profit), sales, and cleanup.	Gwitchyaa Zhee Tribal Government University of Alaska Alaska Commercial Co. City of Fort Yukon Yukon Flats School District
Jr. High	Career Clusters/Career Pathways - Field	Visit Fort Yukon community agencies/businesses; tour & interact with adult mentor	Gwitchyaa Zhee Tribal Government University of Alaska KZPA Radio

	Trip (In Village)	employees; and learn what the person does in their job & what education/training was required ("Applied Academics" – Reading, Writing, Math, Science)	GZ Corp Fuel Alaska Commercial Co.
H.S.	Career Clusters/ Career Pathways- Session II./ Fairbanks	Mock job interview(s); resume writing, Job Shadowing, Univ. Student Services, Career & Life Skills Readiness.	Alaska Job Corps, University of Alaska/Fairbanks (Rural Student Services), Alaska Pipeline Training Center, AK State Troopers, <i>Design Alaska</i> , Doyon Limited, JL Properties, Interior AK AHEC - Fairbanks Memorial Hospital, <i>Nomadic Stars</i> , Public Radio/KSUA-Fairbanks

As noted in Table 5, students from the 11th and 12 grade Voc. Ed program will further their understandings of their career direction, as a participant in a 5-day "Career Pathway" session to Fairbanks. During this session, students participate in job shadows, explore the UA Fairbanks, and learn urban survival skills. Table 5 outlines the day-to-day activities.

Table 5: Career Pathway Fairbanks Session Activities

Timeline	Activity	Partner Participation
March - April	Worked with Students to develop Personal Learning and Career Plan (PLCP). Used Career Cluster interest surveys to help determine and guide students' futures.	Yukon Flats School District
30-Apr	Met with TCC Dietician to discuss healthy eating. Toured the UA-Fairbanks Campus. Met with the financial aid & admissions office. Met with Rural Student Services. Toured the Community and Technical College Campus.	UA-Fairbanks UAF Rural Student Services UAF Community & Technical College Tanana Chiefs Conference
1-May	Participated in a resume writing activity at the AK Job Center. Introduced to the services offered. Interacted with Bank Manager to discuss the particulars of "credit" and how it affects your personal finances. Discussed how to open bank accounts and various services offered. Participated in mock interviews. Students observed the "do's and don'ts" of interviews and engaged each other in the process.	Alaska Job Center Denali State Bank Doyon Limited
2-May	Job shadowing assignments per Personal Learning and Career Plan (PLCP)	Chief Andrew Isaac Health Center r (Interior AHEC)

		Nomadic Stars - Graphic Design KSUA Radio Station AK State Troopers Pipeline Training Center Design Alaska - Engineering & Design Firm
3-May	Get state identification cards. Take test for drivers permit or driver's license. Toured a large-scale residential apartment complex. Discussed the requirements and procedures for application for housing. Discussed the financial requirements and consequences of independent living. Toured the Chena Hot Springs Geothermal Power Generation Plant. Discussed alternative energies and environmental impact.	State of AK Dept. of Motor Vehicles JL Properties Chena Hot Springs
4-May	Evaluation of session; students returned to their home communities.	Evaluation Research Associates

Support Services: Academic support underlies subject matter proficiency and perseverance to graduation for Native students. The program will provide academic support through a 5-day intensive High School Graduation Qualifying Exam test preparation *Academy*. The session is open to first time test takers (tenth graders) and repeating Jr.'s/Sr.'s in the spring semester.

Cultural support is equally important - "A school curriculum that promotes the language and culture of the community or tribe served—adopted in partnership with that community—holds significant promise for improving academic performance of Native children. This finding has been reported in policy studies, research and evaluation studies for years." (Demmert 2001). To address this facet of the student's development, the program will provide a yearlong Gwichin language class via video conferencing. The culminating event from the language class is a weeklong language immersion institute in the Spring, where Gwichin elders teach student's survival skills, crafts, Gwichin games, subsistence skills, and sewing.

Recruitment: Program recruitment is accomplished by the following ways: 1) August - brochures mailed to families with 5-12 grade students; 2) Sept./Feb. – Voc. Ed Director visits the district schools, presenting program information to students; and 3) Aug-May –Voc. Ed Director presents information to YFSD Board of Education, principals, and community groups.

Partner Roles – YFSD Consortium: The following organizations deliver this program to students: Council of Athabaskan Tribal Governments (CATG), Tribal Councils (villages), UA Education Center in Fort Yukon. Table 6 outlines the roles that the program’s partners fulfill. Each partner has also submitted a letter of support.

TABLE 6: PARTNER ROLES

Partner	Project Roles
Council of Athabaskan Tribal Governments	<ul style="list-style-type: none"> • CATG's Education Department will coordinate with Yukon Flats School District Voc. Ed Director in Career Cluster/Career Pathway development • CATG agrees to include the senior students in their Career Pathways Mentoring Program. • CATG agrees to share career-counseling resources for juniors and seniors to enter into career pathways. • CATG will provide a representative to sit on the Vocational Center Advisory Committee to continue to work towards program sustainability. • The Yukon Flats School District Vocational Education Center will: <ol style="list-style-type: none"> 1. Coordinate courses with CATG's Education Department. 2. Coordinate use of classrooms and the construction shop. • CATG will provide 20-hour health industry internships for students in the health industry strand through the village health clinics.
Tribal Councils	<ul style="list-style-type: none"> ▪ The Tribal Councils will provide 20-hour internships for students enrolled in the business/technology vocational pathways. ▪ The Gwichyaa Zhee Gwich'in Tribal Council, located in Fort Yukon, will provide a representative to serve on the Vocational Education Advisory Board.
UA Education Center in Fort Yukon	<ul style="list-style-type: none"> ▪ The University will assist in aligning YFSD/UA curriculum in business, construction, health, & natural resources field(s) providing students with “concurrent enrollment”/dual credit toward high school completion and post-secondary certification or degree. ▪ The University will work with the YFSD to implement the formalized tech-prep agreement. ▪ The University will provide a representative to serve on the Vocational Education Advisory Board.

Relevant to the *continuous improvement* efforts of the Voc. Ed Center has been the alignment with the State of Alaska Career Technology Education (AKCTE) Plan/AK Dept. of Education & Early Development (EED) *Curriculum/Cross-Walk* framework, and the Alaska Department of Labor/Workforce Investment Board (DOL)(AWIB) *WorkKeys* assessment initiative.

The Voc. Ed Center will continue with the following for 2012-2013

- complete the Career Cluster/Career Pathway course framework update
- implement a Natural Resources Career Cluster/Career Pathway sequence
- collaborate with University of Alaska for enhanced “concurrent enrollment” offerings
- initiate distance delivery model with remote villages for A+/Cisco, Tribal Gov’t./ Leadership, Medical Record Keeping, and Office Management courses
- expand student internship opportunities and staff externships with business/gov’t.
- establish working agreements with regional/global tribal-business-industrial partners

Quality Of The Management Plan

Personnel: The qualifications, including relevant training and experience, of key project personnel are described below. Job descriptions and resumes are attached.

Superintendent: The Superintendent will devote 10% of their time to overseeing the Vocational Education Center - hiring, supervising, evaluating the vocational education director.

Vocational Education Director: The vocational education director will devote 100% of their time to strategic/operational planning, while directing/coordinating/implementing all aspects of the Voc. Ed Center programs. The Director’s time will be allocated as administrative/100%, per defined responsibilities & duties. The director will interface with staff from Alaska Career Technology Education (AKCTE), Alaska Dept. of Education & Early

Development (EED), and the Alaska Department Labor/Workforce Investment Board (DOL) (AWIB), as it relates to - selection of curriculum, alignment of coursework (concurrent enrollment), development of CTE course descriptions/crosswalk(s), selecting instructional materials and resources, and ordering supplies from vendors. The director will coordinate program activities with community partners, school principal, and principal-teachers. In addition, the director will hire, supervise, and evaluate session instructors, vocational assistant/career counselor, vocational program liaison, dormitory monitors, session tutor, cook and kitchen helper. The director will maintain program files, and required records, while adhering to EED and YFSD guidelines and policy. Requisite program reports will be prepared for – Voc. Ed Advisory Committee, Regional School Board, Superintendents (YFSD/YKSD), program partners and the granting agency.

Jim Cammon is the Vocational Education Director for Yukon Flats School District, and administrator of the program. From February 1, 2012 through May 14, 2012, Mr. Cammon has directed the Voc. Ed Center in coordination of - six (6) intensive sessions to YFSD/YKSD students; provided oversight of daily Career Tech classes provided to Fort Yukon students; communicated with AK State staff; interfaced with local advisory board, regional school board, CATG/tribal/local corporation/ University of Alaska resources; engaged in program planning for 2012-2013 SY, and formulated/submitted the Alaska Native Education (ANE) Grant proposal for the 2012-2013 SY. Mr. Cammon's qualification(s) reflect twenty + years involvement in public education, comprised of - six (6) years as a Career Technology Instructor (Secondary/Post-Secondary Education); four (4) years coordinating Pre-employment/ Co-op Ed/Job Placement Programs (Dept. of Education - "School-to-Work"/"School-to-Careers"); two (2) years directing "magnet" vocational school programs (Community College); one (1) year serving as Director for

Regional Center Cooperative Services (New Mexico Department of Special Education); thirteen (13) years as secondary school principal on the Navajo Indian Reservation (New Mexico) and K-12 principal in rural "bush" Alaska. Mr. Cammon's education background includes - BS/Industrial Education-Business Education; MA/Education Administration/Higher Education Community College Leadership. Personal work experience reflects - Licensed General Contractor (Residential/Commercial Construction); Smokejumper USDA/Forest Service.

Vocational Assistant/Career Counselor: A Vocational Assistant/Career Counselor will be hired, supervised, and evaluated by the Vocational Education Director. The Vocational Assistant/Career Counselor will share the duties of program management and career counseling. Specific job responsibilities include - assisting instructors with individual session logistics/set-up, session liaison for dormitory oversight, provide for transport of session students from airport to the Voc. Ed Center, assist students in grades 6-12 with setting up *Personal Learning & Career Plan* (PLCP), administer skill development & aptitude assessment(s), gather career/scholarship information for students in grades 6-12 district wide, assist in generation of program evaluation data, and provide oversight of those students serving summer internships. The Vocational Assistant/Career Counselor will have a high school diploma and successfully completed industry, military sponsored, or university coursework in office practices/ management, counseling/social work, and/or career tech ed. The position requires knowledge of diverse cultural groupings and life styles. Flexibility and adaptability are critical in this assignment.

Vocational Program Liaison: The Vocational Education Director will hire, supervise, and evaluate the Vocational Program Liaison. The program liaison will serve as communication link with district school sites. The liaison will monitor the submission of session forms, while checking on student progress at their parent school. The liaison will further assist in on-going

data collection, for those students who have dropped out of YFSD schools, or graduated and previously attended the Voc. Ed Center programs. Applicants for the Vocational Program Liaison position will have a high school diploma, previous office work experience, possess business like attitude/attention to detail, effective communication skills, and a concern for kids.

Vocational Education Instructors: The vocational education director will hire, supervise, and evaluate the instructors. In addition, the district will hire twelve (5-8 day) contractual equivalent instructors each year to teach other vocational courses and intensive sessions held in Fort Yukon. Instructors will plan and provide vocational instruction in their fields; create a classroom environment that meets program goals (incorporates learning styles, cooperative learning and community participation); guide the learning process and employ a variety of instructional techniques; attend to records as required by district policy. The instructors will have a Type A or M Alaska Certificate, be experts in their career fields; and experience working with secondary student populations.

Gwichin Language Instructor: The vocational education director will hire, supervise, and evaluate the Gwichin language instructor. The language instructor will plan and provide Gwichin instruction through video conferencing; create a classroom environment that meets program goals; guide the learning process and employ a variety of instructional techniques; maintain accurate, complete, and correct records as required by district policy; and attend staff meetings. The Gwichin language instructor will be a native speaker of Gwichin and will have experience working with secondary students and have a State of Alaska Type M Teaching Certificate. The Gwichin language instructor is Lillian Garnett. Lillian is a fluent Gwichin speaker who resides in Arctic Village. Prior to moving back to Arctic Village Lillian developed and taught Gwichin Language at the UA Fairbanks for thirteen years, and worked for YFSD. She

was instrumental in helping design Gwichin Language materials for K-12 students, and offers students not only language instruction but also a wealth of knowledge about the Gwichin culture.

Tutor: The tutor will assist students with developing their reading, writing, math, and science skills, in completion of homework assignments while in attendance for the Intensive Sessions in Fort Yukon. The tutor will have experience working with secondary students. He or she will have a minimum of a high school diploma or GED. A bachelor's degree is preferred.

Dorm Monitor: Dorm Monitors will serve in a "house parent" role, providing oversight of students lodged in the Vocational Education Center dormitory during intensive sessions. Monitors will also supervise food preparation for students staying in the program dormitory. A male monitor will be hired to supervise the boys' wing of the dormitory, while a female monitor will be hired to supervise the girls' wing of the dormitory. The Dorm Monitor will have experience working with secondary students & a minimum of a high school diploma or GED.

Cook: The Vocational Education Director will hire, supervise and evaluate the Cook, who is tasked with preparing meals (Breakfast/Lunch/Dinner) for those students and staff in attendance for the seventeen Intensive Sessions. The cook will be charged with tallying food orders, developing menu's for the respective sessions, determine and carryout the appropriate & nutritious cooking and serving methods, engage in the baking of breads/cakes, utilize industry appropriate kitchen area cleanup procedures and routines, maintain an on-going food and supply room inventory. The Cook will have a high school diploma, and provide evidence of current licensure, as a State of Alaska Food Service Worker. The Cook will be neat in appearance, personable with fellow staff, visiting instructors, and students in attendance.

Kitchen Helper: The Vocational Education Director will hire, supervise and evaluate a Kitchen Helper, charged with assisting the Cook with the preparation of Breakfast/Lunch/

Dinner for students and instructional staff in attendance for the seventeen (17) sessions. The kitchen helper will follow the cooks direction(s) in preparing & serving the given menu items, assist in kitchen cleanup and maintaining an orderly kitchen and food storage area during the session(s). The Kitchen Helper will have a high school diploma or GED, be neat in appearance, personable with fellow staff, visiting instructors and all students in attendance.

Timeline: A timeline outlining the project's objectives, actors, events, beneficiaries, and anticipated results is included on the following page.

Activity	Person Responsible	Outcomes and Anticipated Results	Year	August	September	October	November	December	January	February	March	April	May	June	July
Hire vocational education teachers, Voc. Asst./Career Counselor	Voc. Ed. Director	1 FTE and 17 highly qualified Career Tech teachers with training in learning styles are hired .88 FTE Voc. Asst./Career Counselor hired	1	X											
Hire Dorm Monitors	Voc. Ed. Director	2 PTE House Parent will supervise students attending the two-week intensive classes.	1	X	X	X	X	X	X	X	X				
Hire Tutor for 5-8 day intensive sessions	Voc. Ed. Director	1 PTE tutor will work with students enrolled in intensive classes.	1	X	X	X	X	X	X	X	X				
Hire Gwichin Language instructor	Voc. Ed. Director	1 PTE language instructor hired	1	X											
Advertise RFP	Voc. Ed. Director	Utilize public media, education trade association Journals, in advertising RFP for project evaluator	1	X											
Contract with project evaluator	Voc. Ed. Director Superintendent	Evaluator contracted and under contract by September 2012	1	X											
Evaluation/Assessment instruments created.	Evaluator	Evaluation tools are developed, implemented	1				X	X	X						
Consortium review program data	Voc. Ed. Director	On-going program review in address school/community needs.	1	X	X	X	X	X	X	X	X	X	X	X	X
Recruit students	Voc. Ed. Director	140 students receive recruitment materials; 50 students participate in program annually; on average 12 students enroll in each class offered.	1		Ongoing through project period										
Mail a recruitment brochure to parents.	Voc. Ed. Director	100 families receive recruitment materials; 50 students participate in program annually; on average 12 students enroll in each class offered.	1	X	X										
Deliver 5-8 day intensive sessions	Voc. Ed. Director Teachers	17 intensive sessions (Elem., Jr. High, HS) are provided; on average 12 students enroll in each class; on average, 90% of students pass the courses with a C or better.	1		X	X	X	X	X	X	X	X	X	X	X
Deliver Jr. High sessions	Voc. Ed. Director Teachers	8 classes (7 th -8 th graders) are provided in Fort Yukon; on average 12 students enroll in each class; on average, 90% of students pass the courses with a C or	1		X	X	X	X	X	X	X	X	X	X	X

Activity	Person Responsible	Outcomes and Anticipated Results	Year	August	September	October	November	December	January	February	March	April	May	June	July
Career Orientation K-12	Voc. Ed. Director Voc. Asst./Career Counselor	140 students (7 th - 8 th) attend the Career Awareness/Exploration "Demo Jump" at Airfield better.	1										X		
Career Awareness/Exploration Lemonade Day	Primary Teachers	Primary students develop business plans, advertise, establish business strategy, perform cost analysis, sales, cleanup	1										X		
Career Cluster/Career Pathway Field Trip (In Village)	Voc. Ed Director/ Jr. High Teacher(s)	18 students (7 th - 8 th) visit Fort Yukon community agencies/businesses; tour & interact with adult mentors	1									X			
Career Cluster/Career Pathway Fairbanks Session	Voc. Ed. Director Voc. Asst./Career Counselor	12 students (11 th - 12 th) attend Career Pathways Session/Fairbanks	1									X			
Career Counseling	Voc. Ed Director Voc. Asst./Career Counselor	All students in grades 5-12 district wide will create a <i>Personal Learning & Career Plan</i> (PLCP)	1	X	X	X	X	X	X	X	X	X	X		
HSGQE Academy	Voc. Ed. Director Pat McDonald	12 students take the clinic; 100% pass the HSGQE. One clinic in March for 10-12 graders.	1							X					
HSGQE	YFSD Teacher	18 students take the Gwichin language course.	1		X						X				
Gwichin Language Course	Voc. Ed. Director Teacher	18 students participate in the immersion institute	1		X	X	X	X	X	X	X	X	X		
Gwichin Language Immersion Institute	Voc. Ed. Director Teacher		1								X				
Evaluation Data Collected	Voc. Ed. Director Evaluator	Data is collected and analyzed in a timely manner to inform program improvement.	1												
Annual Program Reports	Voc. Ed. Director	Voc. Ed. Director submits annual reports to U.S. DOE /YFSD Board of Ed. and Program Advisory Board.	1										X		
Annual and Final Evaluation Reports	Evaluator	Evaluator submits annual/final reports to the YFSD Vocational Education Director and finding to Adv. Bd	1												X

Ongoing throughout project

Resources

The Vocational Education Center of YFSD proposes to serve roughly 140 youth from an impoverished geographic region of Alaska, where un-employment averages 37.45% and 31.45% of the population are currently living in poverty (State of Alaska Community Database/Census 2010 Statistics). The project per pupil cost of [REDACTED] represents an important investment in the youth of rural Alaska, as they seek to better themselves through the acquisition of viable job skills, a positive work ethic and a future as a contributing member of society. A measurable success rate of the Voc. Ed Center program, defines that 91% of students served are staying in school, committing to their studies at their parent school, and graduating on time with their peers (Voc. Ed Center/ Tracking Data 2011-2012 SY).

The partnerships established at the local level underwrite this observed success. The partner sponsored student internships, support & involvement of career awareness & exploration activities, opportunities for advanced education, and formulating the notion within our youth of a future free from poverty, define the level of commitment. Certainly, YFSD remains vested in this process through the "bricks & mortar" evidenced in the Voc. Ed Center, its learning labs and dorm facility. However, it is the level of support at the highest district level, backed by the talents-skills-commitment of the Voc. Ed Center staff, that fuel the positive change occurring in the lives of those students served by this valuable program.

Evaluation

YFSD will contract with an independent evaluator to engage in the requisite data gathering (quantitative/qualitative), for purposes of the formal program evaluation.

Evaluation of the vocational education program will include both formative and summative elements. The purpose of formative evaluation is to assess and assist with goals and priorities; to provide direction for planning by assessing alternative courses of action and draft plans; and to guide program management by assessing implementation of plans and interim results (Stufflebeam and Shinkfield, 2007)¹.

The principal evaluator guides the evaluation with a view that it is not the nature of the collected information that determines a formative evaluation but how that information is used - consequently, the evaluation involves participatory approaches. The data collected is intended to help guide the implementation of the project, to help staff develop a critical perspective around the work they are doing not just in the program but also in the effectiveness of the program through an evidence-based approach. The evaluator also holds the view that formative evaluation should always precede an outcomes-based, summative, or final evaluation primarily because it provides an evidence-based opportunity for staff to reflect on the program's effectiveness and modify the project if they choose to do so before the grant is completed and the opportunity to be responsive is past. The participatory evaluation approach includes consulting with the project faculty, staff and stakeholders to increase the use of findings by those involved, to ground data in participants' perspectives; improve cost-effectiveness and teach Western inquiry and logic skills. (Levin, 1993; Patton, 2002)¹.

The evaluator annual activities include:

- meeting with the program staff (by teleconference) six monthly meetings during the academic year to hear reports and updates on progress toward meeting program objectives and provide monthly monitoring agendas;

- conducting one site visit per semester with evaluation team of two (to include an Alaska Native evaluator assistant);
- holding focus groups with students participating in the intensive sessions; interviewing faculty (2 per year) and project staff (2); and hold an on-site evaluation update meeting;
- reviewing student participant enrollment documents and HSQE results;
- interviewing half of the 12 student intern supervisors in Tribal Councils, etc. as selected randomly;
- surveying all students participating in intensive sessions for attitudes on education and self-esteem (to include a Fort Yukon-based assistant).

A written annual formative evaluation report will be delivered at the end of the school year. Should the project be extended, grant year 1 will be a formative evaluation report with stated reasons to justify the extension and the summative report will be due 60 days after the extension ends. The annual formative evaluation report will include a summary of activities carried out and student participation, problems and how they were resolved, address the evaluative questions (see below) and include recommendations for program improvement. The Program Director will base their program reports on the evaluation reports and present evaluation results annually to the vocational education advisory board.

The evaluation will utilize results from existing testing to measure proficiency in reading writing and mathematics (Objective 1) and analysis of student participant school records to determine dropout rates or increasing graduation rates (Objective 2) – addressing the GPRA Indicators. Document analysis of records kept through project

support services provides data on student participant post-secondary enrollments (Objective 3). Updates provided at monthly meetings by project faculty and staff will identify the developing career clusters (Objective 4). Pre/post surveys will be used to measure students' attitudes toward education and future opportunities. Surveys will be developed with project faculty and staff and administered each semester to all students in the intensive vocational education cohorts (Objective 5).

The formative and summative reports will address the following evaluative questions:

1. To what extent and how timely have project objectives been met?
2. What methods of educational pedagogy, delivery methods and cultural factors can be identified that influence student participant success in the Yukon Flats Vocational Education project?
3. What are the indicators as identified by student participants that help them succeed in vocational courses?
4. What are the reported strengths and weaknesses of vocational student interns as viewed by their supervisor? How are these identified factors integrated into subsequent grant years?

The Yukon Flats Vocational Education Center Program will connect with the cultural needs of our youth and their villages through exposure to career exploration, academic support, culturally relevant math-reading skills and exposure to vocational opportunities. Over the breadth of this project, program offerings and services will provide needed support and educational opportunities for over 140 students in the Yukon Flats region.