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a) Need for Project

The Matanuska-Susitna Valley (known locally as “the Mat-Su” or “the Valley”) is located in Southcentral Alaska just south of the Alaska Range and about 35 miles north of Anchorage. The Mat-Su area is the fastest growing region in Alaska and includes the communities of Wasilla, Palmer, Chickaloon, Big Lake, Houston, Willow & Talkeetna. The Matanuska-Susitna Borough contains a total area of 25,260 square miles (half the size of the State of New York or twelve times the size of the State of Delaware) and includes the entirety of both the Matanuska and Susitna Rivers and valleys formed by the convergence of three different mountain ranges: the Alaska Range, the Talkeetna Mountains and the Chugach Mountains. The Mat-Su Borough is included within the Anchorage Metropolitan Statistical Area.

The Mat-Su area has seen tremendous growth in the last forty years, as noted in the table. The population increase over the last forty years is an astounding 1,367%. In recent decades the growth rate has been approximately 50% per decade. According to the 2010 U.S. Census 87.56% of the Valley population were White; 5.5% were Native American and the balance is comprised of small numbers of Blacks, Asians, Pacific Islanders, Hispanics and other races. In Wasilla, the

Matanuska-Susitna Borough		
Population		
Year	Population	10-Year Growth
1970	6,509	
1980	17,816	273.71%
1990	39,683	222.74%
2000	59,322	149.49%
2010	88,995	150.02%

Knik Tribal Council has watched tens of thousands of non-Natives move into our traditional

homeland as well as many thousands of other Alaska Native/American Indians (AN/AI). In the last ten years the size of the Native community in the Mat-Su has grown to as many as 10,000 individuals.

The cost of living in Rural Alaska has made moving to the Mat-Su Valley a reasonable option for many rural AN/AI Alaskans even though they are trading their family ties, traditions, and subsistence lifestyle for a more fast-paced, capitalistic, and hectic existence. The AN/AI students coming into our region for education are ill equipped to succeed in the frenetic pace of schools teeming with as many students as their entire villages.

This steady population increase has affected the ability of Matanuska Susitna Borough School District (MSBSD) to accommodate the influx of students. Reports indicate that the district accommodates approximately 450 new students a year, basically enough for a new school each year. This migratory trend creates a diverse cliental of students for MSBSD and a new set of instructional and climate needs. Classroom climates and instructional frameworks, what is considered learning, thinking, and knowing, impact a student's connectivity and ability to learn. While the MSBSD's assessment numbers for Adequate Yearly Progress are consistently higher than the state targets, AN/AI are regularly found at the bottom of their subgroups, with near perfect participation in the assessments. Many of these learning gaps are a result of higher expectations at MSBSD compared to rural LEAs and the lack of a targeted instructional program which supports learning gaps while capitalizing on inherent learning strengths. Table 1.1 provides a dim view of achievement as AN/AI students fall below the district average in **All** grades and **All** content areas. In addition, AN/AI students graduated at a 12% lower rate than the

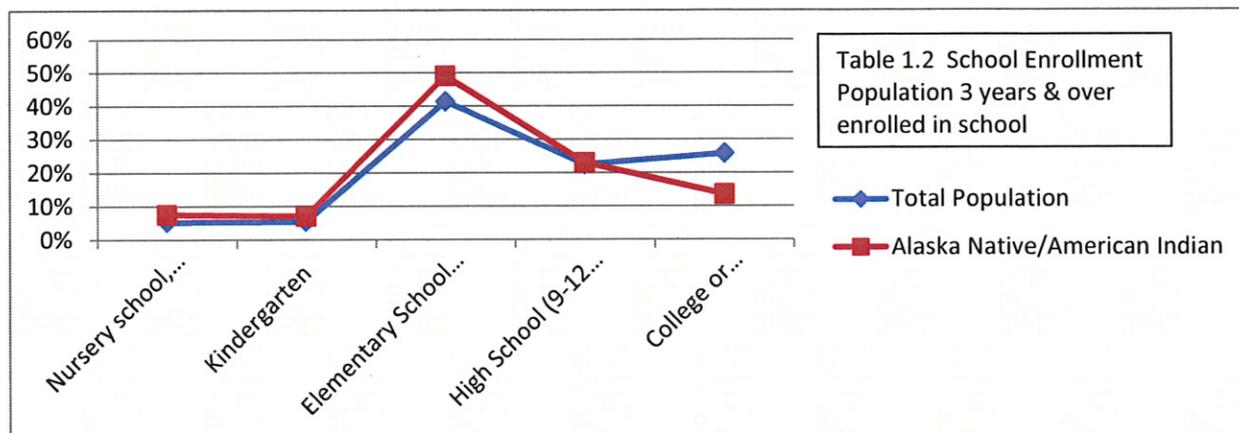
district average and while they are only 16% of the population, they are overrepresented as discipline referrals. The achievement pattern of an entire

Grade	Mathematics		Reading		Writing		Science	
	% of All students	% of Native students	% of All students	% of Native students	% of All students	% of Native students	% of All students	% of Native students
3	82	75	88	78	82	70	56	44
4	80	71	84	74	82	72	61	47
5	78	73	88	88	83	79	X	X
6	78	70	85	78	77	70	X	X
7	76	70	86	77	72	72	X	X
8	77	67	91	85	85	76	71	57
9	68	59	86	76	81	66	X	X
10	68	54	82	71	78	65	62	49

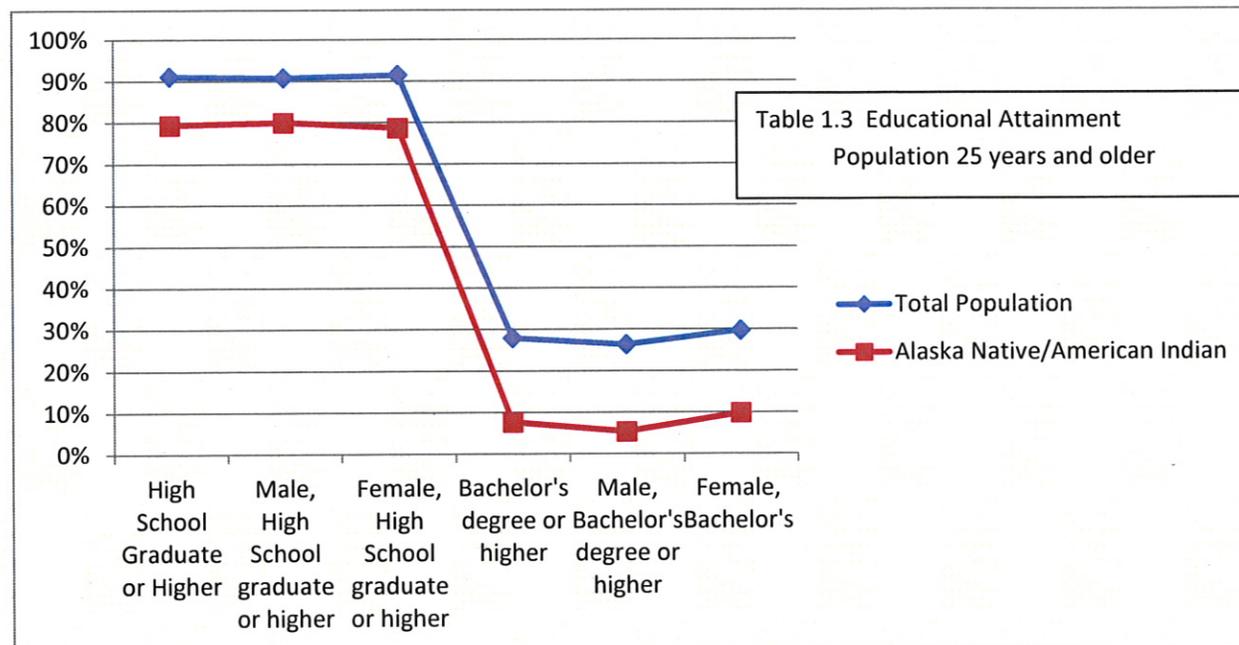
Racial group provides important indicators of the effectiveness of the instructional program as well as the educational climate. All children have the capacity to learn so the next step is to diagnose the barriers that inhibit that innate capacity.

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When compared to the rest of the state, AN/AI school enrollment percentages are actually **higher** than their classmates; until College or Graduate School (Table 1.2) where AN/AI enrollment drops by almost 50% of their peers across the state.

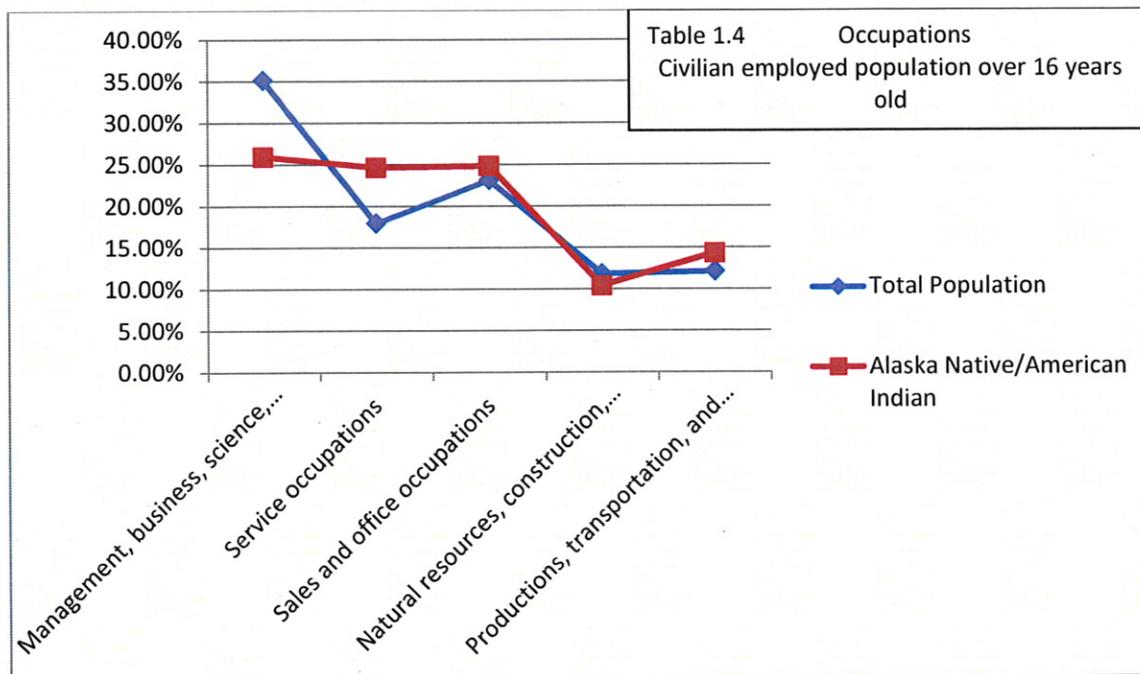


This shortcoming is then demonstrated further (Table 1.3) when AN/AI “Educational Attainment” is measured consistently below the overall population of the state.



When this information is taken into account, with the types of careers AN/AI are obtaining, a lack of education becomes clear (Table 1.4). The state population’s Management, Business,

Science and Art occupations are almost 10% higher than AN/AI. While AN/AI hold a higher percentage of Service, Sales and Office related occupations.



The Native Community has lost their regional identities due to relocating to the Mat-Su Valley. There is no strong sense of Community among our AN/AI residents as traditionally the shared community was the foundation of values, traditions, skills and identity for the development of youth. MSBSD and KTC have combined resources and missions to provide targeted educational services to AN/AI students through the Duch’ deldih Partnership.

Identified Gaps of Service:

- Access and representation in higher level courses that research connects to degree attainment.

- Development of curriculum which capitalizes on AN/AI learning modalities as a strength based approach to engagement.
- Participation in activities, throughout the learning stages, that support sequenced skill development and student connection.

The Duch'deldih Partnership is rooted from the Dena'Ina meaning “we are learning” and will be designed to tighten the gaps identified by the Census and MSBSD data gathered.

b) Quality of the Project Design

The Duch'deldih Partnership program design meets several competitive priorities of this funding package. *Knik Tribal Council as the grant recipient meets the mark of Alaska Native Regional nonprofit organization as well as the novice applicant. (See appendix).* Through research study and data analysis the Duch'deldih Partnership has target middle school students as the primary focus for educational support. Studies indicate that middle school skill development is correlated to success in high school and further degree attainment. MSBSD data analysis has identified this age group as “learning dip”, meaning learning gaps are increase dramatically during these school years in the AN/AI population. KTC and MSBSD will create developmental appropriate avenues of curriculum developed from proven programs designed to promote the values, culture and traditions of AN/AI while at the same time instilling within the program participants the need for rigorous degree attainment related curriculum. The Duch'deldih Partnership program asserts two conceptual understandings. First, learning is a continuum that starts in infancy and continues throughout life. Second, educational equity is fair access to skills and information the lead to resources. The Duch'deldih Partnership program seeks to marry the two concepts by

providing two afterschool programs at the elementary school level which prepare and feed those participants into two *Special Mission Schools* at the Palmer Junior Middle School and Wasilla Middle School. These academic programs will be enhanced by a Summer Culture camp designed to expose elementary youth to subsistence, traditional, and cultural activities designed to enlighten camp participants to the connection between the cultures of the AN/AI people and science/math. Response to access and representation in higher level courses that capitalizes on AN/AI learning modalities as a strength and are connected to a sequenced learning plan. The Duch'deldih Special Mission Schools (DSMS) will focus on student connection, development of skills that are necessary for degree attainment, and building community capacity. The DSMS program will create earned opportunities for its students and provide success built upon success. The program will ensure that AN/AI are exposed to "Native ways of Knowing" in concert with scientifically rigorous programs such as Science, Technology, Engineering, and Math (STEM) and Alaska Native Science and Engineering Program (ANSEP). To prepare some of the elementary school aged children for success in Middle school, the DSMS will support two afterschool programs based on the success of KTC's King's Corner program that received a "Champions for Children" award from the MSBSD.

Duch'deldih I & II Special Mission Schools

The Duch'deldih Special Mission Schools will be the main focus of our proposal and will target 162 AN/AI students in grades 6-8. These schools will be focused on "hands-on" learning of the STEM related curriculum that has proven to be effective with AN/AI students by the successes generated by the nationally recognized ANSEP program (<http://www.ansep.net>). The STEM coalition was developed in in order to educate key policy designers and power brokers on the Duch'deldih Partnership – Knik Tribal Council Proposal Narrative 84.356A

connection between STEM education and US economic futures. The key purposes are delineated on the coalition website <http://www.stemedcoalition.org> :

- Foster new and innovative policy initiatives designed to:
 - Encourage and inspire more of our best and brightest students, especially those from underrepresented or disadvantaged groups, to study in STEM fields;
 - Improve the content knowledge and professional skills of the PK-12 STEM teacher workforce and informal educators;
 - Recruit and retain highly-skilled STEM teachers;
 - Improve the resources available in STEM classrooms and other learning environments;
 - Encourage partnerships between state and local educators, colleges, universities, museums, science centers, STEM research and development organizations, and the business, science, and technology communities that will improve STEM education; and
 - Encourage better coordination of efforts among federal agencies that provide STEM education programs.

The DSMS partnership recognizes the overlap of STEM curriculum and the inherent learning styles of AN/AI students. The STEM related focus is critical to developing study habits, positive social development, group development, and confidence of self. AN/AI educational achievement is drastically lower than their peers across the whole state. STEM related curriculums are designed the focus on student engagement and skills from early grades in science, math, and technology to help raise interest for their subsequent years of education and on into their careers. Linking the need for this knowledge to careers is an important tenet of STEM curriculum. The

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ANSEP curriculum, takes the concepts of STEM related curriculum and expands the foundation of AN/AI participation to include Middle school aged AN/AI and give them the opportunity to participate in Summer-bridging programs, focused academics communities, student cohorts, networks of peer and professional mentors, internships, through high school and into College. ANSEP's curriculum is exclusive, and as such has high standards for partnerships. The following components will be included in the instructional design in order to meet the ANSEP criteria:

1. An academic trajectory for participating students that allows them to complete Algebra 1 prior to graduation from 8th grade.
2. Participants build a computer.
3. Post course skills assessment for all science and math classes.
4. Hands on summer experiences in science and engineering.
5. Student achievement data which is reported annually.
6. Weekly ANSEP student meetings for all participating students at your schools.

Algebra I is considered the most important Math class for students as it is a "Gateway" class to degree attainment. Algebra I in Eighth grade allows students to get in front of the curve, setting them up for advanced math in high school. Studies have shown a correlation between the rates of success in college with advance Math/Science exposure. Algebra I by itself doesn't create success, in fact, if not designed properly; it could stunt the academic growth, as it will set students up for failure. The Duch'deldih Partnership will create a rolling start of Math education in 6th grade that will gradually increase the competencies of the students to Algebra I in the 8th grade.

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Instructional schedules at each site will be designed to deliver scoped and sequenced STEM and ANSEP curriculum to 6th-8th grade students at two middle school sites: Palmer Middle School and Wasilla Middle School. An atmosphere of support will be created through addition “advisory” instructional times built into the school day to ensure that students who struggle have a safety net of instructional time. Two 1.0 FTE content specialists will be hired through grant funds to provide direct instruction at the chosen sites. These sites were chosen based on AN/AI enrollment and academic need as well as centralized geographic location. Transportation for students not currently within the chosen site boundaries has been included in this application.

Transportation funding removes the geographic barrier that exists for many AN/AI families.

Duch’ deldih Special Mission Schools will utilize “Native ways of knowing” concepts to help AN/AI students associate their knowledge of traditions and practices from their heritage to STEM related curriculum. Ray Barnhardt asserted in his book, Indigenous Knowledge Systems/Alaska Native Ways of Knowing, “For a Native student imbued with an indigenous, experientially grounded, holistic world view, typical approaches to schooling can present an impediment to learning, to the extent that they focus on compartmentalized knowledge with little regard for how academic subjects relate to one another or to the surrounding universe.” The DSMS will also make career and employability skills intrinsic to the program.

More than ten years of national research has shown that the more developmental assets (protective factors) pre-teenagers have, then the more likely they are to succeed in school, be tolerant, help others, and abstain from alcohol or drugs. This research identified factors that contribute to the resiliency of children. These protective factors include both external factors (those factors provided by the family or community) and internal factors (those values and skills

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intrinsic to the individual). The underlying philosophy of the resiliency research is that focus needs to center on the positive attributes we want for our children, *not* on the problems that must be solved. The DSMS will help students build traits and skills that allow them to make good decisions and bounce back from adversity, then many of the problems we currently focus on in negative ways will be eliminated or significantly reduced. The home, family, school, and community are critical in building these resiliency factors in students. Protective factors are a result of the interaction and relationships that children experience during school and while living in their communities. <http://www.search-institute.org/developmental-assets-are-free>, (Eccles & Goodman, 2002). The DSMS project's goal is to integrate protective factors into the instructional design as a key foundation for learning.

As demonstrated in tables 1-4, there is a missing link regarding AN/AI student Educational Achievement. The Duch'deldih Partnership believes that one barrier to success is the training and expertise of the educators. A project of this magnitude requires instructors with skills in content, positive climate supports, and cultural strengths. The DSMS partnership will impact the effectiveness of teachers of AN/AI students by hiring staff with proven expertise in these three areas and continue to build staff capacity in these areas through the life of the grant.

Due to the size of MSBSD there exist large, personnel resources to draw on for this project. Currently the district has one successful STEM focused middle school. The DSMS will draw on that internal capacity through stipends which connect current successful STEM teachers with DSMS teachers on a monthly basis to discuss monthly curriculum, results of assessment, instructional responses, and effective strategies. In addition to this teacher network, MSBSD will provide access to ANSEP and STEM academies throughout the life of the grant. Teacher

effectiveness will be measured through analysis of student achievement in grades received, climate surveys, and standardized test results thus meeting *priority 2 to improve the effectiveness of teachers*. Program and training will be revised based on student achievement.

Duch'deldih Magnet Schools will utilize cohorts of students to create a sense of community for AN/AI students. These cohorts will truly observe the concept of "cohort". Cohorts are a group of people united to achieve a certain goal. Cohorts are reliant upon each other for the whole group's success. AN/AI class participants will be placed into cohorts to ensure each participant's success as it pertains to the understanding of assigned academic work and testing. The Cohorts will assist AN/AI students to find their voices; to ask questions, to express themselves, to participate without concern of embarrassment or ridicule by peers. As AN/AI students grow in confidence via achievement and demonstrated success, they will have earned opportunities to become the leaders of subsequent cohorts and will set the tone for success in that assigned cohort.

The goal of the DSMS is to pull the AN/AI students together to achieve success, both academically and individually, to raise expectations of themselves, their peers, their families, and our Community.

Duch'deldih Afterschool Programs

KTC received an award from the MSBSD for the success of this important program at Knik Elementary. AN/AI students who participated in this program consistently maintained or improved their academic scores as a result of King's Corner at Knik Elementary School. Knik Elementary schools, AN/AI students have been competing with the other top subgroups demonstrating consistent improvement with their academic achievement. The funding source for Duch'deldih Partnership – Knik Tribal Council Proposal Narrative 84.356A

this vital program has eclipsed and grant program funds will be utilized to continue the stimulation of student passions and creation of opportunities to expose students to culturally relevant activities that promote traditional values such as, Native Youth Olympic (NYO) skills, while applying them to current events. This program will feed AN/AI students to the Duch'deldih Magnet schools to continue rolling that success into the formative Middle School years.

Knik elementary afterschool success is confirmed by the SBA scores of the program participants through previous funding opportunities. This success is why KTC is seeking a stronger partnership with the MSBSD by recreating the success at Knik at Sherrod Elementary School. This program combined impact approximately 100 students annually. These two schools are feeder programs for Palmer Junior Middle School and Wasilla Middle school the two sites chosen for the Special Mission Schools. In addition these two sites are regionally located to provide far reaching geographic supports. After school support times will be based on community needs. MSBSD staggers the start times of the district elementary and middle schools. This time lapse provides an opportunity to work with parents to build a "convenient" extended day support program which is offered before school or after depending on parental need. These sites were chosen based on AN/AI enrollment and academic need. Program funds will support 2 yearlong extended contracts to certified staff members to provide direct instruction to the afterschool program.

Camp Knik K'Kalta: Duch'deldih Partnership will create an opportunity for AN/AI students 13 years old and younger with a two-week Summer Cultural immersion program. KTC has hosted this program since 2010 and has been wildly successful among Tribal members and AN/AI

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residents in the Mat-Su Valley. This program is designed to introduce AN/AI students to cultural traditions, team building exercises, traditional subsistence practices, and the heritage of the Knik Tribe.

The opportunity to enrich 50 AN/AI Youth with traditional fishing, traditional food, and traditional sharing has not only become very successful, it has created an expectation among AN/AI residents, whether they are tribal members or not. The Duch'deldih Partnership will be the next step in the development of a more developed "hands-on" opportunity to link AN/AI students to the specific knowledge of STEM related curriculum through the learning style developed over a millennia by Native people.

Camp participants "pick" fish, utilizing Knik Tribe's Educational Fishery Permit, learning how to identify species of salmon, how to take care of this valuable staple of Alaska's indigenous peoples. Dena'Ina Elders direct the "processing" of the fish, cleaning, cutting, brining, hanging, and smoking of the salmon. Camp participants are involved at most every step of the process, parents often volunteer with this process and our Native Community is strengthened incrementally as a result.

The subsistence skills are more than processing salmon, beading, sewing, basket weaving, and other culturally important skills are taught and demonstrated in a hands-on fashion. Native Ways of Knowing are observed without conscience thought as subsistence activities themselves are relevant to academic understanding. Harvesting salmon is much more than feeding families, the traditions taught is more than throwing out a net, it is recognizing the time of year, reading the signs of the season, it is forecasting the strength of the salmon return, it is understanding

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escapement to conserve and ensure future strong returns of fish, it is using science to process and preserve the salmon for consumption months later, every tradition, every subsistence activity is relevant to the understanding of its place in the grand scheme of things.

The Duch'delhih Project Goals & Measures of Success

- Objective 1: Increase the access and success of AN/AI students in higher level courses that connect to degree attainment through a strength based approach to engagement.
 - *Performance Measure 1a:* Increase by 2% annually the percent of AN/AI students who are enrolled in Algebra I as an 8th grader be better prepared for
 - *Performance Measure 1b:* Increase by 2% annually the percent of AN/AI students who receive a passing grade (A-C) in Algebra I as 8th graders.
- Objective 2: Improve the effectiveness of teachers who teach primarily AN/AI students.
 - *Performance Measure 2a.* Increase by 10% annually the percent of participating AN/AI students in grades 6-8 who are proficient in Math as measured by the SBA
 - *Performance Measure 2a.* Increase by 10% annually the percent of participating AN/AI students in grades 6-8 who are proficient in Reading as measured by the SBA
 - *Performance Measure 2a.* Increase by 10% annually the percent of participating AN/AI students in grades 6-8 who are proficient in Writing as measured by the SBA
 - *Performance Measure 2a.* Increase by 2 points annually the overall connectedness of participating students regarding their schools as measured by the climate survey.
- Objective 3: Provide culturally relevant experiences which support youth development.
 - *Performance Measure 3a* Increase by 10% annually the participation in afterschool programs and cultural activities.

c) Quality of the Management Plan:

i. Responsibilities, Timelines, Milestones

The project team will consist of a working partnership between Knik Tribal Council and Matanuska Susitna School District. In order to manage a project of this magnitude theDuch'deldih project has delineated specific roles and responsibilities for the key personnel.

The Project Co-Director (Employment & Training Director - Knik Tribal Council) - Kevin Toothaker. Mr. Toothaker has an advance degree in Arts. He is enrolled in Knik Tribe and is an Inupiat professional who has over 10 years of experience in Native work force development. He is committed to establishing high standards for native youth while ensuring success safety nets. Mr. Toothaker is a member of the Career Readiness Committee for Alaska Process Industry Careers Consortium and he will perform general project oversight, budget maintenance, and administer Camp Knik K'Kalta. Mr. Toothaker will be responsible to work collaboratively with MSBSD representatives and the project evaluator to collect the required data for quarterly and annual reports.

The Project Co-Director (Assistant Federal Programs Director - Matanuska Susitna School District) – Marci Orth. Ms. Orth has a Master's Degree in Educational leadership with Bachelors in K-8 education. Ms. Orth is an enrolled member in the Port Lions Tribe and has over 17 years of grant administrative experience. She will oversee the administration of grant activities residing in school district sites including: Special Missions Schools and extended day school supports.

Executive Director of Knik Tribal Council - Richard Porter. As Executive Director of the Knik Tribal Council since 2007, Mr. Porter has provided successful leadership according to Knik Tribal Council's strategic direction. He is responsible for the management of human resources, tribal assets and funds used to meet contractual commitments to provide social services to eligible clients of Knik Tribe in the Matanuska Susitna Valley. He also has extensive experience in applying for and managing federal grants as well as working with many Alaska Tribes assisting them with grant management and providing technical assistance with their work plans.

Special Missions Instructional Staff to Be Hired will be Teachers who are qualified in Science or Math with experience in culturally diverse settings, positive climate initiatives, and content integration. Instructional staff will be responsible to provide instruction, assess and respond to student understanding, and report student achievement throughout the life of the grant.

Extended School Day Staff to Be Hired will be certified teachers who have proven success teaching Math and Language Arts inside diverse settings. Extended school day staff will be responsible to provide support outside the school day.

Camp K'Kalta Staff to Be Hired will be experienced cultural experts who support the development of skills and understanding in students of cultural knowledge.

Evaluator (Celtic Tiger) – Meghan McCarthy-Grant. Ms. McCarthy-Grant has 15 years of experience writing successful grants for school districts and educational service districts. She will perform the project evaluation.

Job Position	Job Responsibilities
Co Project Directors	Responsible for overseeing the entire project operations, budget, and staff evaluations
Principals	Responsible for on-site supervision of

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	Duch'deldih Partnership Special Mission Schools teachers and afterschool coordinators
Certified Teachers (2)	Responsible for planning and implementing ANSEP/STEM related curriculum for Middle School AN/AI students
Extended School Day Staff (2)	Responsible for planning and implementing culturally relevant afterschool activities and tutoring for participants
Camp K'Kalta Summer Cultural Camp Manager	Responsible for planning and implementing a two week cultural camp curriculum, activities, field trips, workshops, and coordinate with KTC Employment & Training Director for times and exercises concerning KTC Educational Fish Permit. Hiring staff to facilitate camp
Culture Camp Teachers (4)	Camp participants will be divided into cohorts and each cohort will have a teacher responsible for instruction and workshops
Culture Camp Counselors (5)	KTC Summer Youth participants will assist Camp teachers with daily duties for Culture Camp
Culture Camp Nurse	Provide on-site medical attention should it be required

The unique situation of this partnership will allow the leadership of this proposal to operate the programs in conjunction with their current duties and current job descriptions. Each Leader will be able focus and accentuate what each does well, and communicate the wishes of the KTC and MSBSD. Inter entity collaboration is dependent on clear communication, as delineated in the project communication plan, Camp K'Kalta Program Schedule, and Project Timelines.

Activity	Timeline	Responsible Partner
1. Hire Project Coordinator	Fall 2012	Co Project Directors
2. Hire Special Missions Instructors and begin instructional program	Fall 2012	Co Project Directors
3. Hire afterschool staff and begin afterschool	Fall 2012	Site principals

programming		
4. Professional development Special Missions Staff – regarding STEM	Fall 2012	MSBSD representative in collaboration with KTC
5. Evaluation and revision of program.	Monthly, Quarterly, and Annually	Evaluator
6. Hire cultural camp staff and conduct summer cultural camp	Spring 2012	KTC

ii. Procedures For Feedback

Duch'deldih Special Mission Schools & Afterschool Programming		
Timeline	Activities	Responsible Personnel
Weekly	Special Mission staff will participate in weekly ANSEP dialogues.	Project Teaching Staff
Monthly	Project Partnership meeting – to discuss program success and barriers.	MSBSD, Knik Tribal council
Monthly	Staff Data Dialogue – data, curriculum, and instruction review to ensure effective instruction and positive climate.	Project Teaching Staff
Quarterly	Data review, program achievements for quarterly KTC board updates	Project Coordinator
Yearly	Data review, staff evaluations	All Project Personnel and Partners

Camp Knik K'Kalta Program Schedule		
Timeline	Activities	Responsible Personnel
April/May	Identify Camp Manager	Project Coordinator, Tribal Liaison
May	Send Camp Information to Camp Manager	Project Coordinator
June	Identify and prepare to hire 5 Camp Teachers	Project Coordinator, Camp Manager
June	Identify and prepare 5 Camp Counselors	Project Coordinator, Camp Manager
July	Facilitate Camp in concert with MSBSD	Project Coordinator, Tribal Liaison, Camp Manager
August	Data review, staff evaluations, Annual report	Project Coordinator,

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	completed for submittal	Camp Manager
Summer	Recruitment and facilitation of Camp Knik K'Kalta report, and evaluations	Project Coordinator, Camp Knik K'Kalta Manager

d) Adequacy of Resources

i. Reasonableness of Costs

Each of the partners in this project is providing extensive facilities, equipment, supplies and staff that are being augmented through this grant. KTC currently operates ██████████ dollars annually of grant funds while MSBSD operates over ██████████ dollars of grant funds. Knik Tribal Council will be the grant recipient and fiscal agent who will provide oversight and administration of Knik Summer Camp including facilities, staffing, book keeping, custodial services, and communication networks. KTC is contracting with Matanuska Susitna School District to provide direct student intervention. MSBSD houses the Special Mission School and Extended School Day School sites. Therefore MSBSD provides the facilities, custodial services and supplies, bookkeeping services, access to the school telephone system and computer network, paper supplies, use of copying machine, and utilities for the main focus of the grant. These resources ensure that this grant project will be successful. Each agency contributes to the partnership by providing the following programs to children and their families:

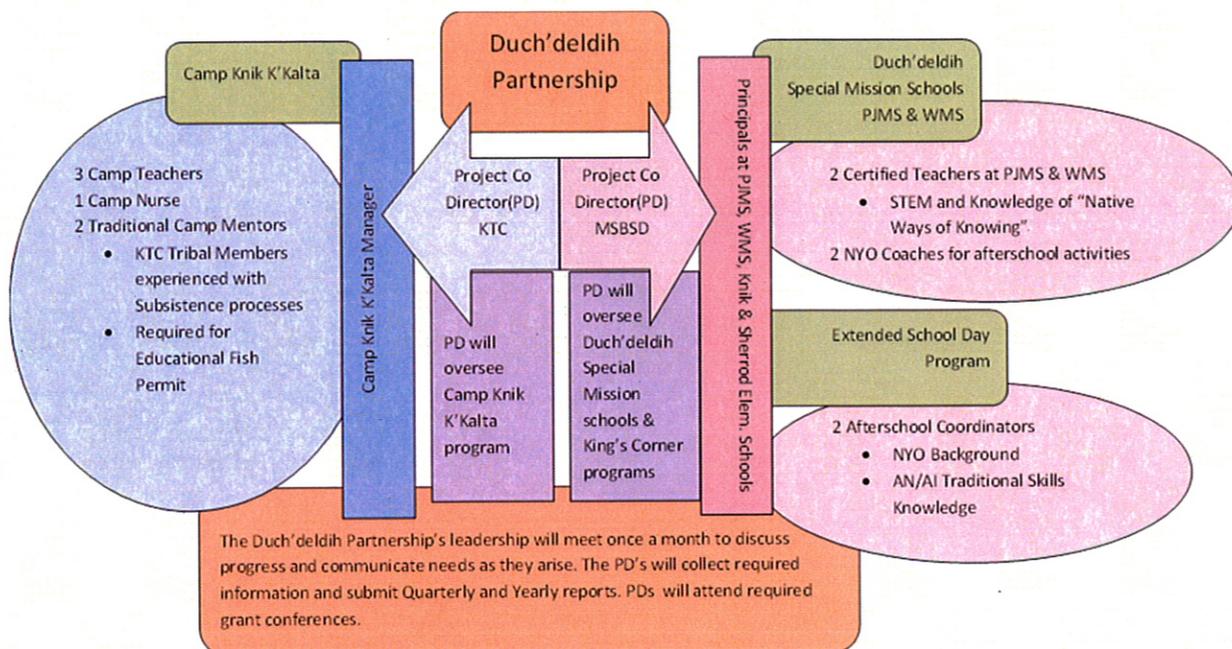
Knik Tribal Council: Grant recipient: Knik summer camp provides Athabascan cultural activities: healthy life skills training; and family activities to facilitate healthy parent and child interactions. KTC operates social services and will work closely with MSBSD to meet the needs of high risk families.

Matanuska-Susitna Borough School District: Special Missions School – Extended School

Day: School District facilities and personnel will be utilized for program activities that are conducted as a part of the school district educational program.

ii. Relevance and Commitment of Partners

KTC MSBSD Partnership Flow chart



iii. Justification of Adequacy of Proposed Budget

The Duch'deldih partnership will coordinate federal funding as well to support program goals.

Title I: The MSBSD federal programs director coordinates professional development offerings for district staff. STEM and ANSEP training needs will be integrated in the school improvement planning supported by Title 1 funding.

Title VII: resources from our formula Indian Education funds will provide support through professional collaboration, student identification, and tutoring support. Contributed towards with start-up of the program and will pay for portions of tutors.

e) Quality of Project Evaluation

The evaluation plan will focus on collection of data to determine how well the project is meeting its goals. In order to assess the impact of this project, the evaluation is designed to be both summative (capturing the lessons learned) and formative (to guide the project throughout its implementation) in nature. The evaluation will include both formal evaluation instruments and procedures and informal evaluation instruments in order to gain a full picture of the impact of the project. The Co-Directors will work closely with the external evaluator to ensure that evaluation results are used to improve the program implementation and effectiveness on each component.

The data collection activities will be used to address these key evaluation questions:

i. Description of Evaluation Plan

1. Types of Data to be collected

- Are more AN/AI students getting access to high level math courses
- Are more AN/AI students having success in high level math courses.
- Are educators becoming more effective in teaching AN/AI students.
- Are more students deemed proficient in reading on the state standards-based tests?
- What is the overall quality of the program?
- What challenges were encountered in project implementation and how were they addressed?

Ample opportunities exist for the collection of the data including program participation, course completion rates, student grades; standards based assessments, and climate surveys.

2. Timeline for Data Collection

The Co Project Directors will collect data from the project staff each month and forward that data to the outside evaluator for data analysis.

3. Methods used - The following evaluation strategies will be used:

Activity Data: The Project Director, and the staff involved in implementing the project will maintain a summary of services documenting the activities of the program.

Participation Data: Participation in Knik Summer camp will be collected and tabulated by camp personnel and reported to the evaluator at the conclusion of camp. Participation in extended school day activities will be tabulated on a monthly basis and reported to the project evaluator. Formative student achievement results will be captured monthly as a part of the Special Missions monthly data dialogue. These results will be reported to Co Project Directors and the project evaluator monthly. Summative data such as grade attainment, enrollment data, and standards based assessments will be reported annually.

4. Instruments to be Developed

Participant Survey: Climate surveys will be given at the Special Missions School Sites at the beginning of each year and at the conclusion. Results will be tabulated by project staff and reported to the evaluator.

5. Method of Analysis

Objective	Data Collection	Indicator of Success
Objective 1: Increase the access and success of AN/AI students in higher level courses that connect to degree attainment through a strength	Enrollment numbers Semester report cards	<u>Performance Measure 1a:</u> Increase by 2% annually the percent of AN/AI students who are enrolled in Algebra I as an 8 th grader be better prepared for <u>Performance Measure 1b.</u> Increase by 2% annually the

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based approach to engagement.		<i>percent of AN/AI students who receive a passing grade (A-C) in Algebra I as 8th graders.</i>
<u>Objective 2:</u> Improve the effectiveness of teachers who teach primarily AN/AI students.	Annual SBA results Pre/Post Climate Surveys	<i><u>Performance Measure 2a.</u> Increase by 10% annually the percent of participating AN/AI students in grades 6-8 who are proficient in Math as measured by the SBA <u>Performance Measure 2a.</u> Increase by 10% annually the percent of participating AN/AI students in grades 6-8 who are proficient in Reading as measured by the SBA <u>Performance Measure 2a.</u> Increase by 10% annually the percent of participating AN/AI students in grades 6-8 who are proficient in Writing as measured by the SBA <u>Performance Measure 2a.</u> Increase by 2 points annually the overall connectedness of participating students regarding their schools as measured by the climate survey.</i>
<u>Objective 3:</u> Provide culturally relevant experiences which support youth development.	Enrollment number in extended school day program and summer camps	<i><u>Performance Measure 3a</u> Increase by 10% annually the participation in afterschool programs and cultural activities.</i>

6. Timeline for Reports

Project Co Directors will collect and evaluate reports on a monthly, quarterly and annual basis.

Co Directors will communicate monthly concerning the development and implementation of project objectives and outcomes.

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7. Use of Data for Monitoring Progress and Effectiveness

The data collected will be evaluated by the project Co Directors, and program adjustments as a result of the data, will be administered in collaboration with KTC and MSBSD.

ii. Quantitative and Qualitative Data Using Objective Performance Measures

The evaluator will measure results against the expected outcome indicators that are outlined in the Objectives/Activities/Outcomes Matrix above. An annual evaluation report will be provided to program partners for review and revision.