

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160008

Grants.gov Tracking#: GRANT12171173

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/24/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="920057727"/>	* c. Organizational DUNS: <input type="text" value="0479453730000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:
Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="(907) 522-7400"/>	Fax Number: <input type="text" value="(907) 522-3399"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

84-299A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

CSD_VTE_GI_424-14.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

The Voyage to Excellence - Generation Indigenous project will ensure participants graduate high school with the skills and knowledge to transition from school to college or careers.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="542,078.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="542,078.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

14. Areas Affected by Project (Cities, Counties, States, etc.)

This project serves communities within the boundaries of:

Chugach School District (Tatitlek, Chenega Bay, Whittier, FOCUS homeschool),

Kenai Peninsula Borough School District (Project GRAD Kenai schools of Port Graham, Nanwalek, Ninilchik, and Tyonek only);

Copper River School District (Glennallen, Kenny Lake, Slana, True North Academy, Upstream Learning);

Yukon-Koyukuk School District (Allakaket, Nulato, Koyukuk, Manley Hot Springs, Huslia, Hughes, Kaltag, Ruby, Minto, and Raven Correspondence);

Yupiit School District (Akiachak, Akiak, Tuluksak);

Kodiak Island Borough School District (Akhiok, Chiniak, Karluk, Kodiak, Larsen Bay, Old Harbor, Ouzinkie, Port Lions);

Cordova City School District (Cordova); and

Northwest Arctic Borough School District (Ambler, Noorvik, Buckland, Selawik, Deering, Kiana, Kobuk, Kotzebue, Kivalina, Noatak, Shungnak, and NWABSD Home School).

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Bob Crumley"/>	TITLE <input type="text" value="Superintendent"/>
APPLICANT ORGANIZATION <input type="text" value="Chugach School District"/>	DATE SUBMITTED <input type="text" value="05/24/2016"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Chugach School District * Street 1: 9312 Vanguard Drive, Suite 100 Street 2: _____ * City: Anchorage State: AK: Alaska Zip: 99507 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U. S. Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: Chugach School Middle Name: _____ * Last Name: District Suffix: _____ * Street 1: 9312 Vanguard Drive, Suite 100 Street 2: _____ * City: Anchorage State: AK: Alaska Zip: 99507		
b. Individual Performing Services (including address if different from No. 10a) Prefix: Dr. * First Name: Robert Middle Name: _____ * Last Name: Crumley Suffix: _____ * Street 1: 9312 Vanguard Drive, Suite 100 Street 2: _____ * City: Anchorage State: AK: Alaska Zip: 99507		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Bob Crumley * Name: Prefix: Dr. * First Name: Robert Middle Name: _____ * Last Name: Crumley Suffix: _____ Title: Superintendent Telephone No.: (907) 522-7400 Date: 05/24/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160008

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

CSD_VTE_GI_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) - Section 427

GEPA Statement for *Voyage To Excellence – Generation Indigenous*

(VTE-GI) Project

In carrying out its educational mission, Chugach School District ensures the equitable participation in and access to its federally funded activities and services for students, teachers, and other program beneficiaries with special needs or special considerations.

Chugach School District does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender, genetic predisposition or sexual orientation in its education and research programs, services and activities. The district provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, and other participants.

Project activities provide for inclusion of all community members. Project staff are trained and experienced in culturally appropriate strategies for working with Alaska Native families and children. The majority of participants are Alaska Native, but the project opportunities are open to all residents in partner communities. Sites are accessible to persons with physical disabilities. Specific accommodations will be made for students and parents with disabilities to participate fully in project activities.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Chugach School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Robert Middle Name:
* Last Name: Crumley	Suffix:
* Title: Superintendent	
* SIGNATURE: Bob Crumley	* DATE: 05/24/2016

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT: Chugach School District (CSD)

Voyage To Excellence – Generation Indigenous

The **purpose** of the *Voyage To Excellence – Generation Indigenous (VTE-GI)* project is to provide for nine 1-2 week-long residential career development phases and 1 month-long residential summer career camp each serving up to 28 students. Curriculum will include contextually-based, relevant academic instruction; intensive career planning with a focus on careers available in rural Alaska Native communities; personal and life skill development necessary in both rural and urban environments; and a foundation of Alaska Native cultural identity through Alaska Native cultural learning opportunities, interactions, and on-the-job training opportunities with Alaska Native industry professionals.

The **defined local geographic area** of the project is the communities in the rural central and southcentral regions Alaska, specifically the communities within the boundaries of 8 school districts – Chugach, Kenai Peninsula Borough Project GRAD, Copper River, Yukon-Koyukuk, Yupiit, Kodiak Island Borough, Cordova City, and Northwest Arctic Borough. The project seeks to address **four key barriers** to the readiness of Alaska Native students for K-12 school and college and career readiness: 1) low academic achievement, 2) access and exposure to career development/life skill opportunities, 3) loss of cultural identity, and 4) need for personal/social skill development.

Community-based strategies include providing focused, contextual academic instruction in personally relevant fields of interest; opportunities to apply technical mathematics, reading, and writing in real life situations; work readiness and employability skills training during phases and camps that focus on careers available in rural AN communities; career exploration/job shadowing; occupational endorsements and certifications, and dual college credits; college

readiness skill development and planning; personal and life skill development; positive social skill development; cultural learning opportunities, interactions, and on-the-job training opportunities with Alaska Native industry professionals; *VTE-GI* job shadows and internships within local communities; and yearly staff training to increase knowledge and skills in strategies for integrating Alaska Native culture into *VTE-GI* phases. By staging the *VTE-GI* phases at a residential school in Anchorage, students will have access to the largest employers and business partners in Alaska who are eager to make a favorable impression on the future workforce.

The **measurable objectives** are to increase: 1) student achievement on state assessments and end of phase personal, social, and cultural performance assessments; 2) enrollment in post-secondary institutions; 3) high school graduation rates; and 4) participation in Alaska Native cultural activities and opportunities. Additional objectives ensure: 1) job shadow/internship experiences are provided in careers available in rural Alaska Native communities; 2) participants have a Personal Learning and Career Plan; 3) participants improve their knowledge of long-term expectations for college and career readiness and personal, social, life skill, and Alaska Native cultural development; and 4) completions of industry certifications, dual credit, and occupational endorsements.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

Chugach School District

Voyage To Excellence – Generation Indigenous

****Table of Contents****

Narratives

1. *Project Narrative (Need for Project)*_____ p. 1

2. *Project Narrative (Quality of the Project Design)*_____ p. 9

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NARRATIVE (a) Need for Project:

Alaska Native (AN) students, particularly those living in rural Alaska, often experience overwhelming challenges in making a successful passage from high school to life with skills to thrive beyond graduation in postsecondary education or full-time employment. Nationally, statistics demonstrate that a disproportionately low percentage of Alaska Native/American Indian (AN/AI) students enroll in and graduate from college (Knapp, Kelly-Reid & Ginder, 2012). In 2012 in Alaska, 21% of AN students enrolled in college while 41% of white students did (Hanson & Pierson, 2016). In Alaska, 39% of AN students who started in 2005 as first-time, full-time students at a four year institution graduated, as compared to 60% of all white students.

Barriers: The *Voyage To Excellence (VTE)* partnership is comprised of the AN tribal entities and schools within the boundaries of the Chugach, Kenai Peninsula Borough, Copper River, Cordova City, Kodiak Island Borough, Northwest Arctic Borough, Yukon-Koyukuk, and Yupiit school districts in rural central and southcentral Alaska. The *VTE* partnership conducted and reviewed a needs assessment in March - April of 2016 via teleconferencing, surveys, and focus group meetings. It was reviewed by members of AN communities and school district staff to gain more insight into barriers for AN students to college and career readiness and to obtain objective strategies for addressing these barriers. Data to determine needs and priorities were obtained from quantitative, qualitative and anecdotal sources. The consortium identified 5 key barriers to the readiness of AN students for college and career readiness: 1) low academic achievement, 2) low socioeconomic status and social concerns, 3) access and exposure to career development/life skill opportunities, 4) loss of cultural identity, and 5) need for personal/social skill development. A summary of key findings from the needs assessment will be discussed and addressed within the *Voyage To Excellence – Generation Indigenous (VTE-GI)* project narrative. The project is

designed to address all of the underlined barriers listed.

Table 1: VTE District Demographics (AK DEED, 2015)

Kenai project schools = Port Graham, Nanwalek, Ninilchik, Tyonek only; * = District average

Partner District	# of Schools,		%	Dropout	% Low	Graduation Rate
	Priority		AN/AI	Rate	Income	(14-15)
	Schools -		(15-16)	(14-15)	(15-16)	
	Population					
State of Alaska	NA	132,966	23.0%	3.7%	49%	75.6%
AN/AI				6.0%		63.6%
Chugach (CSD)	4, 0	336	13.1%	5.97%	73%	75%
AN/AI		44		8.0%		33.33%
Copper River (CRSD)	5, 0	425	41.88%	3.9%	54%	77.14%
AN/AI		178		6.85%		69.23%
Kenai Peninsula Borough	4, 0	283	48.56%	2.83%*	74%	81.73%*
(KPBSD) AN/AI		136		3.7%*		72.86%*
Yukon-Koyukuk (YKSD)	10, 2	1,556	29.56%	4.96%	81%	36.02%
AN/AI		460		6.36%		41.86%
Yupitit (YSD)	3, 3	460	97.17%	11.52%	100%	51.61%
AN/AI		447		11.3%		50.0%
Kodiak Island Borough	8, 0	2,416	19.83%	1.29%	40%	89.47%
(KIBSD) AN/AI		479		2.8%		80.43%
Cordova City (CCSD)	1, 0	356	16.11%	0.59%	54%	92.0%
AN/AI		57		0.0%		50.0%

Northwest Arctic (NWASD) AN/AI	12, 4	2,013 1872	93.0%	4.41% 4.41%	100%	74.77% 74.53%
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Low academic achievement: AN students made up a larger share of grade 12 enrollment than they did of graduates, while the opposite was true of white students. Other races made up about the same share of graduates as they did of enrollment (AK DEED, 2012). On the National Assessment of Educational Progress (NAEP) (U.S. Department of Education NCES, 2013), far fewer of Alaska’s AN/AI 4th and 8th grade students scored at or above proficient in comparison to U. S. and Alaska averages in both Reading and Math.

Table 2: 2013 NAEP Proficiency	Reading		Math	
	Grade 4	Grade 8	Grade 4	Grade 8
U. S., Alaska, Alaska AN/AI	34%, 27%, 7%	34%, 31%, 12%	41%, 37%, 13%	34%, 33%, 16%

AN/AI students consistently perform lower than other demographic groups on standardized achievement tests in all academic areas. Academic Measures of Progress (AMP) results (AK DEED, Spring 2014) show low results were consistent across all grade levels in all partner districts for both English Language Arts (ELA) and Math, particularly for AN/AI students.

Table 3: 2014-15 9th Grade AMP Scores “Does not meet standards” (AK DEED, 2016)

n/a = < 5 tested	AK	CSD	CRSD	KPB SD	YKSD	YSD	KIB SD	CCSD	NWASD
ELA	67.1%	70%	77.4%	57.6%	61%	100%	58%	68.4%	91.8%
ELA AN/AI	85.5%	n/a	93.3%	70%	86.4%	100%	67.6%	n/a	92.7%
Math	73.7%	100%	74.2%	68.1%	89.2%	95.7%	73.5%	52.6%	93.3%

Math	86.6%	n/a	80%	72.9%	100%	95.7%	80%	n/a	93.6%
AN/AI									

9 schools served in this project are identified by the Alaska DEED (2014) as priority/focus schools in need of significant improvement and increased support and oversight. Project partners have 7845 students enrolled; 30% of them are attending persistently low achieving schools.

Social and economic concerns: AN communities in rural Alaska wrestle with a host of significant social concerns including alcoholism, poor health and living conditions, educational challenges, and poverty with limited or no social support services available. AN teenagers are far more likely than other Alaska teenagers to commit suicide. They make up only about 22% of teenagers in Alaska, but they accounted for 67% of all suicides over the decade from 2002-2011. (Institute of Social and Economic Research, 2014). 60% of the victims of child abuse in 2012 were AN children. 13% of ANs reside in housing without complete plumbing (Martin, Hill 2009). 22% are living below poverty level as compared to 13% of all Americans.

Heating fuel and other necessities are overwhelmingly expensive in rural Alaska. R. Blauvelt (Blauvelt, 2015) recalls his trip to one rural village in Alaska, “One 30-ounce can of refried beans was \$5.87. One gallon of purified water cost \$8.55. Two and a half pounds of bananas were \$9.04.” The total average cost of living index for Anchorage in Jan. 2015 was 132.9, while the U.S. average is 100.0 (Fried, 2015). The cost of groceries in Kodiak (a transportation hub) in 2015 was 142.6% of the U.S average, housing was 157.1%, and transportation was 166.6%, All of these are understandably higher in remote villages.

The lack of jobs in rural Alaska compounds the extremely high cost of living. Unemployment rates in villages are staggering Year-round jobs are scarce in remote areas of Alaska; most are seasonal in construction or fishing (AAA Native Arts, 2016). The March 2016 unemployment

rate areas within the *VTE* partnership were 17% for the Northwest Arctic region, 19.6% for the Yukon-Koyukuk region, and 11.5% for the Chugach (Valdez/Cordova census) region while the statewide average totaled 7.3% (Alaska Department of Labor and Workforce Development, 2016) and the national average was only 5.1% (Bureau of Labor Statistics, 2016).

Lack of access/exposure: Students in partner districts often have limited access to relevant academic, urban life skill, and career exploration experiences that excite kids about their future, whether remaining in their communities or pursuing postsecondary education or a career elsewhere. Students are often unaware of the breadth of career options available or how to enter such industries.

40% partner school districts are Regional Educational Attendance Areas that serve unincorporated regions of the state where there is no local taxation to support schools. Transportation is very expensive; as a result, students are rarely exposed to an urban environment. A needs survey was conducted in March -April of 2016 with *VTE* partner students, parents, school staff, and community members. Results clearly illustrated that students in the rural schools served by the *VTE-GI* project have very limited opportunities to discover and experience the very basic everyday interactions that urban students enjoy. Their villages are hundreds of miles from any urban setting, most only accessible by plane or boat. 31% of those surveyed identified the local school was not able to provide sufficient opportunities for children to prepare for college (college tours; financial aid and college application support; ACT/SAT Prep, etc.), and 27% did not feel the local schools provided opportunities for students to practice job preparation skills (career exploration, resume writing, job shadowing, etc.). The biggest obstacle to students doing well in high school was identified as the lack of opportunities for students to achieve their goals for the future (41%). Urban life skill development, job/college

preparation skills, career exploration, employability skills, school to life planning, and life skill development were identified as the top needs for support for local schools.

Alaskan employers have worked together with schools and communities to identify the critical skills, values, and attitudes they expect and need from employees, such as willingness to learn, pride in doing a good job, being a good team member, showing a positive outlook, dependability, and showing initiative. The lack of employment opportunities for rural AN students equates to a lack of opportunities to see these career development skills in action in their own communities. Students have virtually no access to summer jobs, college and career fairs, job shadowing opportunities, or internships. When there are jobs in the community, they are often highly competitive. AN students need career guidance and job shadow and internship prospects that will connect them with a goal for the future, make current schoolwork seem relevant and meaningful, and help them envision a successful future for themselves.

Former Alaska Commissioner of Education Jerry Covey (2011, pp. 2-4) writes, “Teachers in small rural high schools are spread thin just to teach the minimal requirements for graduation and have little time and fewer resources at their disposal to deliver much needed advanced academic, enrichment, and career and technical education courses... Although Alaska’s rural high-school system meets legal muster, it is presently stretched beyond its capacity to deliver programs and services that meet the academic and career and technical education needs of its students.”

For-profit Native corporations are some of the most prominent Alaska-owned businesses and employers in the state. Only 25% of their employees, however, are AN. AN students need skill development, connections, and opportunities to pursue AN corporation and tribal AN council positions available in local villages, regional hubs, and Anchorage.

Loss of cultural heritage: “Whatever words are chosen to depict the situation of Alaska's

Native people, there can be little doubt that an entire population is at risk...At risk of losing, irretrievably, cultural strengths and attributes essential for the building of a new and workable social and economic order” (Alaska Natives Commission, 1994). Researchers of AN/AI students agree that cultural strength increases academic success and that AN/AI students who are firmly rooted in their cultural community are likely to have lower absenteeism, dropout rates, higher test scores and are more likely to be academically successful and pursue higher education (Deyhle, 1995; Cleary & Peacock, 1998; Greenwood, 2006, Yoder et. al., 2006). Bassett and Tsosie (2012) state, “With respect to risk factors, historical trauma, not knowing one's culture or language, not having a connection to elders, and growing up in an unhealthy home environment all contribute to Native traumatic injury response.” Toulouse (2008) states, “Educators can either make or break the school experience of the Aboriginal student. This is why it is so important that the Aboriginal students see themselves (history, originals, culture) in the classroom.” The *VTE-GI* project focuses on the need to support AN villages in stimulating cultural identity and fostering cultural pride in young students by providing project participants with AN cultural thematic units and field trips, guest speakers, on-the-job training experiences with AN employers and cultural experts and training for project staff on strategies for integrating AN culture into *VTE-GI* phases.

Need for personal and leadership skill development: Homesickness, substance abuse, money management, and lack of a support network are challenges often encountered by young people who leave their villages for urban work. Rural AN students are often unable to succeed at an urban college or job because they lack the independent living skills to use public transportation, shop for groceries, rent an apartment, etc. As one educator on the *VTE* needs survey (2016) said, “Rural students need more opportunities for life after high school. I feel students get the basics

here in school, however, when they graduate they are not prepared for life outside the village.”

Opportunities within local community: The *VTE* partnership has identified several opportunities within local communities served to support AN students: individual tribal councils, the regional non-profit Native organizations such as Chugachmiut, business partnerships, and the local school districts. The *VTE* partnership has identified and leveraged these community and regional supports to provide opportunities for AN students through academic support; personal and life skill development; and career exploration, development, and planning opportunities in a formal partnership as evidenced in the attached partnership agreement and the attached explicit MOA between CSD and Chugachmiut.

Existing programs, practices, service providers and funding sources: The *VTE-GI* project is complemented by a variety of existing college and career readiness opportunities within the communities served. CSD currently operates a statewide variable-term residential school with a classroom and dormitory facility where it runs a Microsoft IT Academy, STEM phases, and urban career phase opportunities with current funding sources. The *VTE-GI* project would provide intensive college and career exploration and school-to-life transitional skill development opportunities with a focus on careers applicable to rural AN villages. The *VTE-GI* project is complemented by an early childhood education program and a robust distance-learning program. A standards-based, performance-based P-12 instructional framework has been developed and includes standards, assessments, and standards-based reporting tools in each content area aligned to Alaska’s state standards. Developmentally appropriate, research-based curriculum aligned with these standards has been adopted and purchased. Sound employment, enrollment, financial, evaluation, and communication procedures are established and consistent across the partnership. A preschool family support system is currently in place (preschool family

personal visits, parent/child group activities, kits available for checkout). All school districts receive state allocations as well as a variety of federal, state, and foundational grants as described on pp. 23-26). AN corporate donations currently support a school-to-life transition program in Anchorage, on-site career instruction in locally relevant industries (welding, maritime/fishing, etc.), certified teachers within villages, a variety of cultural heritage projects (Cultural Heritage Week, Native Youth Olympics, etc.), college scholarships, and career opportunities.

NARRATIVE (b) Quality of the Project Design:

Defined Local Geographic Area: The *VTE-GI* project serves the rural, predominantly AN communities in the central and southcentral regions of Alaska, specifically the communities within the boundaries of 8 school districts – Chugach (Tatitlek, Chenega Bay, Whittier, FOCUS homeschool); Kenai Peninsula Borough (Project GRAD Kenai schools of Port Graham, Nanwalek, Ninilchik, and Tyonek only); Copper River (Glennallen, Kenny Lake, Slana, True North Academy, Upstream Learning); Yukon-Koyukuk (Allakaket, Nulato, Koyukuk, Manley Hot Springs, Huslia, Hughes, Kaltag, Ruby, Minto, and Raven Correspondence); Yupiit (Akiachak, Akiak, Tuluksak); Kodiak Island Borough (Akhiok, Chiniak, Karluk, Kodiak, Larsen Bay, Old Harbor, Ouzinkie, Port Lions); Cordova City (Cordova); and Northwest Arctic Borough (Ambler, Noorvik, Buckland, Selawik, Deering, Kiana, Kobuk, Kotzebue, Kivalina, Noatak, Shungnak, and NWABSD Home School). The *VTE* partnership (see attached MOA) also includes 2 AN tribal organizations (Native Village of Tatitlek IRA Council, Native Village of Chenega Bay IRA Council), 3 AN corporations/businesses (Tatitlek Corporation, Chenega Corporation, Alaska Native Heritage Center - ANHC), 4 other businesses (Northern Industrial Training – NIT, Prince William Sound Economic Development District – PWSEDD, Alaska Air Transit – AAT, Alaska Geographic); and 1 regional AN non-profit organization (Chugachmiut).

Chugachmiut's intensive role is outlined and evidenced by a separate, attached MOA.

Scientific Research: The *VTE-GI* project supports underserved, financially disadvantaged AN youth. An extensive review of research on effective practices, as evidenced by the attached bibliography, has been utilized to develop academic, personal/social, and career development objectives with a focus on works by Fullan (2001); Gysbers (1997); Levine & Lezotte (1990); and McAlonan, Hotchkiss & Urich (1999). *VTE-GI* is guided by the National Career Development Guidelines (2007) and provides the content, organizational framework, opportunities, and the resources otherwise not available in remote Alaskan high schools with a curricular focus on motivation to achieve, decision-making, goal-setting, planning, problem-solving, interpersonal effectiveness, communication skills, cultural identity and effectiveness, responsibility, and career exploration and planning. Research regarding comprehensive guidance programs shows a positive relationship on students' grades and career development, increased Vocational Identity scores, fewer problems in school, and higher satisfaction with educational quality (Lapan, Gysbers, & Sun, 1997; Lapan, Gysbers, and Petroski, 2001; Lapan, Gysbers, Hughey, and Arni, 1993; Nelson, Gardner, & Fox, 1998).

Academic instruction in *VTE-GI* phases is contextual and relevant to accomplishing meaningful tasks using technical reading, writing, and math. AN students will routinely analyze, synthesize, evaluate, and apply skills and knowledge in new, unpredictable, real-life situations outside the four walls of the classroom. Participants will write cover letters and resumes for real job training positions; create tangible budgets based on potential career earnings in fields of interest; compute taxes; calculate interest; balance checkbooks; navigate public transportation; participate in job shadowing opportunities; plan nutritious meals on a budget; and select affordable, healthy free time activities. The power of using real life connections to make

learning meaningful and relevant is often minimized in traditional education, yet research indicates its importance with indigenous students (Barnhardt, R., & Kawagley, 2005). Four learning styles are common among Native children (Pewewardy, 2002): (a) field-dependent (Tharp, 2006), (b) visual (Lipiniski, 1989, 1990), (c) reflective (Hall, 1991; McShane & Plas, 1994), and (d) classroom management positive effecting (Lipka et al., 2005). The traditional Western approach to education stresses auditory learning, but the approach toward learning for AN students must include contextual experiences that makes a connection to the student's culture as well as time for reflection and internal processing. Lipka et al. (2005) conducted research on teaching math to AN students through a curriculum that included contextual models (e.g., building a smokehouse). Results indicated that the culturally relevant approach led to an increase in students' learning when compared to a more traditional, Western style of math instruction with the same group of students. Barta et al. (2001) suggested that a contextual approach to learning that included culturally relevant curricula was a necessary bridge between home and school. To increase retention, *VTE-GI* phases are based on Learning Theory which indicates learning is best when students interact, engage in hands-on activities, and apply content across environments (McAlonan et al., 1999).

To foster a positive cultural identity, culture must form the foundation of learning experiences (Battiste, 2002; Toulouse, 2008). Culture is learned through ceremonies, gatherings, stories, music, games, arts, crafts, and experiences utilizing cultural materials. Elders and community members are considered the most important means for cultural knowledge to be passed down, however, in many AN villages, cultural identity, language, stories, and arts have been lost. The support of the tribal councils, the regional non-profit organization, and the ANHC are key components of this strategy. To foster cross-cultural competency, the project draws largely from

the research of Rasmussen (2013, 2015) and Endicott, Bock, and Narvaez (2003) who found that the more students were exposed to cultural differences and diversity, the higher their moral reasoning; understanding of the variety of beliefs, values, expectations, and assumptions that others might use; and flexibility in resolving conflicts. Cultural competency is learned through interactions with cultural diversity not typical in AN villages; goal setting and follow through; self-reflection on one's own culture, attitudes, perceptions and biases; identifying cultural communication and decision-making styles; and getting feedback regarding individual biases.

Past *VTE* efforts show improvement in academic achievement of some of the lowest-performing students in Alaska. The mean gains for reading, writing, and math made by students who had taken one or more section of the High School Graduation Qualifying Exam (HSGQE) before *VTE* attendance and then retook the test within eight months were all statistically significant (Cope, 2013). From 2004-2010 the average HSGQE point gain for these students was 57.5 for reading, 53.5 for writing, and 68.38 for math. In addition, while overall graduation rates in the partner districts are generally lower than the state average (see Table 1), the graduation rate for students who completed 3 or more past *VTE* phases was 98%, averaged over eight years as compared to 71.1% statewide in 2013. Student progress towards Personal/Social, Career Awareness, and Leadership standards have been measured. The self-reported pre- to post-activity gains in perception of skills were also measured. For almost every phase, the pre- to post- gains in all were statistically significant. These results indicate that the program holds promise as a successful innovation for increasing high school graduation. *VTE* activities engage students in learning and encourage academic motivation while simultaneously developing other skills related to personal growth (Costa & Kallick, n.d.).

Goals, Objectives, and Outcomes: The *VTE-GI* project is guided by four goals, subsequent

strategies, and measurable outcomes evaluating the success of the project. The **first goal** of the project is to increase the percentage of AN students who meet or exceed proficiency standards for reading, and mathematics on State assessments by providing contextual, AN culturally relevant academic instruction. **Strategy 1.1** Provide focused, contextual academic instruction in personally relevant fields of interest. **Strategy 1.2** Provide opportunities to apply technical mathematics, reading, and writing in real life situations. **Outcomes: 1.a)** The percentage of *VTE-GI* phase completers who consistently demonstrate proficiency on math, reading, and writing on newly adopted Alaska state assessments will increase by 2% (Spring 2017 baseline) in years 2-4. (The state of Alaska is in the process of changing state required assessments with guidance from ESSA. The first year of the project will also be the first year of the new state assessment tool.) **1.b)** The percentage of project participants who complete 2 or more *VTE-GI* phases and enroll in post-secondary training will increase by 2% over Spring 2016 baseline in years 1-4. **1.c)** 90% of students who complete a *VTE-GI* college prep phase will meet ACCUPLACER or WorkKeys scores that meet the goals of their Personal Learning and Career Plan (PLCP). **1.d)** 90% of students who complete 2 or more *VTE-GI* phases will graduate from high school in four years.

The **second goal** is to increase the percentage of AN students with the skills and knowledge to successfully transition to postsecondary education or full-time employment by providing career development opportunities for fields available in rural AN communities. **Strategy 2.1** Provide work readiness training and increase employability skills during phases that focus on careers available in rural AN communities. **Strategy 2.2** Assist students in career exploration/job shadowing and in developing a PLCP. **Strategy 2.3** Facilitate occupational endorsements and certifications and provide opportunities to gain dual college credits. **Strategy**

2.4 Promote college entrance through a phase that focus on college prep, readiness, and planning (*It's My Life*). **Outcomes: 2.a)** 100% of students completing 2 *VTE-GI* phases will have two or more job shadow/internship experiences in careers available in rural AN communities. **2.b)** 100% of project participants will have a PLCP by graduation. **2.c)** 75% of students completing 2 *VTE-GI* phases will earn an industry certification, dual credit or occupational endorsement. **2.d)** 75% of *It's My Life* phase participants will enroll in post-secondary training. **2.e)** In phase participant surveys, 90% of respondents will report that *VTE-GI* phases have improved their knowledge of long-term expectations for college and career readiness. (**GPRA**).

The **third goal** is to increase the percentage of AN students who display the personal and life skills necessary to be successful in transitioning to post-secondary education in an urban environment or employed independent living both in and out of rural AN communities.

Strategy 3.1 Provide personal and life skill development including time management, scheduling, goal setting, problem solving, money management, budgeting, self-directed task completion, decision making, stress management, leadership, and critical thinking. **Strategy 3.2** Foster positive social skill development in group and professional settings. **Outcomes: 3.a)** 90% of project participants will report personal growth in responsibility, personal and social skill development, and the ability to live and work independently on all post-phase self-evaluations. **3.b)** 90% of students completing *VTE-GI* phases will achieve proficiency on personal and social standards as measured by end of phase assessments (see sample in other attachments).

The **fourth goal** of the *VTE-GI* project is to ensure cultural identity is the foundation of *VTE-GI* experiences through opportunities to learn and participate in AN thematic units, interact with AN industry professionals, share local AN culture, and facilitate on-the-job training opportunities within AN communities. **Strategy 4.1** Utilize AN thematic units provided by

Chugachmiut and ANHC in *VTE-GI* phases. **Strategy 4.2** Identify and contract AN employers and industry professionals in *VTE-GI* phases for job shadow, guest speaker, and field trip opportunities. **Strategy 4.3** Coordinate with local village councils to coordinate *VTE-GI* job shadows and internships within local communities. **Strategy 4.4** Coordinate with regional AN partner organizations and cultural experts to provide yearly staff training to increase knowledge and skills in strategies for integrating AN culture into *VTE-GI* phases and identify/develop applicable curriculum. **Outcomes: 4.1)** By the end of each project year, 90% of project participants will report personal growth in AN cultural awareness on all post-phase self-reflections. **4.2)** 90% of project participants will participate in 2 quality AN cultural thematic units and activities per *VTE-GI* phase. **4.3)** 90% of students completing *VTE-GI* phases will achieve proficiency on AN cultural standards as measured by end of phase assessments (developed by December, 2016). **4.4)** 90% of project staff will report participation in trainings resulted in personal growth in their ability to promote students' cultural development.

Design Is Appropriate to Needs: The *VTE-GI* project is highly supported by strong theory with a rationale that includes a logic model (other attachments) to emphasize the theory of change in the program design. The **problem** the *VTE-GI* project seeks to address is discussed more fully in the needs section of this application, but it can be summarized as AN students experience challenges in making a successful passage from high school to postsecondary education or full-time employment. The **purpose** of the project is to ensure AN students graduate high school with the personal, life, and social skills; college and career awareness and planning; and the cultural identity to successfully transition from school to employment or further training. Several **inputs** or resources invested in the program currently exist and are identified on pp. 8-9.

The *VTE-GI* project provides for nine 1-2 week-long phases (Journey to Flight is two 2 week-long phases) and 1 month-long summer camp each serving up to 28 students. Curriculum will include contextually-based, academic instruction; career planning with a focus on careers available in rural AN communities most often identified in a *VTE* needs survey (2016); personal and life skill development necessary in both rural and urban environments; and a foundation of AN cultural identity. Each phase's standards is aligned with Alaska standards for reading, writing, math, AN culture, and science and focuses on specific social, emotional, and life skills to provide experience with employed adult living. Each phase includes scoring rubrics that include the academic, personal, life, career and cultural development skills targeted by the phase. Scoring guides are reviewed with students before activities, discussed in debriefing, and used to provide students feedback. Researchers, Levine and Lezotte (1990), have emphasized mastery of content and more authentic measurements of curriculum mastery using portfolios, projects, and actual performances – all important and common measurement tools in the *VTE* project.

Follow-up preventative and system supports will be provided at sites by the *VTE* counselor. Teachers and the *VTE* counselor will help students develop external assets (support systems, boundaries, expectations, empowerment, etc.) and internal assets (commitment to learning, positive values, social skills, positive identity, etc.) as an integrated part of the curriculum. The Developmental Assets Framework (Benson, et. al. 2011) is designed to promote positive behaviors and attitudes, reduce high-risk behaviors, build resiliency, and support students as they walk in both the western and traditional worlds now and into the future.

VTE-GI phases and camps will extend existing *VTE* phases which focus on STEM careers, First Trek phases for students in grades 7-9 focused on career exploration, and other industry specific phases that do not have a rural AN village career and cultural focus. All *VTE-GI* phases

and camps address the need to provide vocational development opportunities to students beyond those available in local villages through personal planning and hands-on experience. Every student will develop a PLCP in the Alaska Career Ready system which will be used as students set, develop, and revise goals. By staging the *VTE-GI* phases at a residential school in Anchorage, students will have access to *VTE*'s career guidance counselor as well as the largest employers in Alaska who are eager to make a favorable impression on the future workforce. Students benefit from a wealth of stable, formal and informal business partnerships, including forty-five employers who will provide tours, job shadowing, and career awareness activities. Nine *VTE* business partners were listed in Alaska's Top 100 Largest Private Sector Employers in 2010 (Alaska DOL, 2011).

In the 10 day First Responder phase, students will earn their Emergency Trauma Technician certification while exploring a variety of careers in the First Responder field including fire, police, Village Public Safety Officers (VPSO), Alaska State Troopers, and Search and Rescue. NIT and Beacon will be utilized for training such as blood borne pathogens and First Aid/CPR. The Anchorage Police and Fire Departments as well as the Alaska State Troopers VPSO program (Anchorage) will provide opportunities such as field trips, guest speakers, interviews, and participation in work-based learning opportunities.

During the 5 day Village Health phase, students will explore careers in the health industry and participate in field trips, guest speakers, interviews, and participation in work-based learning opportunities with regionally based health organizations such as the Alaska Native Tribal Health Consortium, the Community Health Aide Program, Dental Health Aide Program, and Area Health Education Centers. This field is one of the largest employers in Alaska boasting 10.2% of the state's job in 2015, and it is the largest generator of new jobs (Alaska DOL, 2016).

In the 10 day Natural Resource Management phase, students will explore rapidly growing fields focused on sustainability, conservation, and environmental protection and preservation in high demand careers in rural Alaska such as mining, oil/gas, timber, fishing. According to the Alaska Department of Labor (2016), “In 2015, 4.2 percent of Alaska’s wage and salary jobs were in the oil and gas industry. While that doesn’t sound like a large number, it’s more than 14 times the percentage for the U.S. as whole.” Other natural resources jobs accounted for 5.1% and mining 5% of the State’s jobs.

The 10 day Indigenous Culinary Arts phase will allow AN students to gain their Alaska Food Handler certificates while focusing on both traditional and current indigenous diets, food sources, nutritional value, needs, and cuisine. Local AN chefs and Alaska Native Health Consortium will provide hands-on training.

During the 10 day Construction Trades phases, participant will earn National Core Construction certificates. Students interested in maintenance, building construction, road work, CDL licensure, and mechanic positions have expressed interest in this phase. 5.2% of Alaska’s jobs lie in this field (AK DOL, 2016). NIT will provide training in industrial trades such as welding and heavy equipment operation.

The 5 day Early Childhood/Preschool phase will enhance positive parenting skills and improve student understanding of childhood developmental stages for work in local childcare/preschool settings. Students will complete intensive child development training through THREAD while simultaneously participating in hands-on teaching practicums. Child Development Associate (CDA) hours will be awarded and can be applied toward a CDA credential. 52.9% of Alaskan high school juniors and 55.6% of seniors self-report being sexually active according to the Centers for Disease Control and Prevention (2010). The teen birthrate in

2013 for females ages 15-19 in Alaska was 30.3 births per 1000 females.

The Journey to Flight phase will provide two 2-week aviation sessions. Upon successful completion, students will receive industry certification by passing their FAA Private Pilot Airplane Knowledge exam. They will learn about fundamentals of flight, aeronautical publications, Federal Aviation Regulations, navigation, flight planning, radio procedures and weather. They will receive job readiness and pre-employment skills training through guest speakers, field trips, interviews, and participation in work-based learning opportunities with industry partners such as Alaska Air Transit (AAT) and RAVN Air. This phase will prepare students for local and global marketplaces in an identified Alaskan high growth industry. According to the Alaska Transportation Industry Workforce Development Plan (DOL, 2006), “Air transport is, by far, the largest sector of the transportation industry in Alaska, supported by more than 1,100 airports, seaplane bases and aircraft landing areas and more than 3,000 airstrips across the state.” According to the U.S. Dept. of Labor Bureau of Labor Statistics (2015), Alaska has the highest concentration of airline pilots, co-pilots, and flight engineers in May 2013 with the annual median wage of these careers being the second highest in the nation.

College bound students will participate in the 10 day It’s My Life phase where they focus on specific careers of interest and participate in job shadows related to those careers. The career planning process includes researching and evaluating school and career options, setting and revising goals for life after high school, making PLCPs, applying for college scholarships, SAT/ACT prep, college tours, resource education, and practicing using urban life skills. Students learn life skills such as how to access public transportation, preparing nutritional meals; selecting healthy free time activities; creating a monthly budget; learning to rent an apartment, purchase a vehicle, establish credit, and set up and manage savings and checking accounts.

Students interested in pursuing jobs with local tribal councils and businesses or local or regional Native corporations will participate in the 5 day Business and Corporate Careers phase. AN partners such as Chugachmiut, Tatitlek and Chenega Corporations, and the PWSEDD will provide field trips, speakers, interviews, and work-based learning opportunities. Tribal partners will work to extend work-based learning opportunities when students return back to their site.

Voyage Camp will be a month long summer intensive career and academic academy for students in grades 9-12. Students have the choice of different training strands that vary from year to year as AN village relevant, industry specific projects. Successful completion in strands will allow students to gain their driver's license, national certificates, high school credit, and dual college credit. Instruction also focuses on preparing for the SAT, ACT and WorkKeys tests. Learning during Voyage Camp continues on the weekends, with focused and structured outdoor leadership opportunities. Throughout the month-long camp, students participate in academic and career sessions, practice using urban life skills, and employ leadership and teamwork skills.

Collaboration of Appropriate Partners: Program strategies and activities include a true community partnership between school districts, local and regional AN tribal organizations, and regional business partners each with specific roles outlined in the attached *VTE Partnership Agreement* and comprehensive MOA with Chugachmiut that capitalize on the strengths of each member. These partnerships are the cornerstone of the *VTE-GI* project.

Project staff members are responsible for providing quality instruction and hands-on experiential learning, 24-hour student supervision and support to ensure safety, and for communicating with all partners providing regular opportunities for feedback and continuous improvement. Staff are also responsible for providing partners with individualized student performance reports; collecting data for the Project Evaluator (PE); and providing administrative,

personnel, and fiscal management of *VTE-GI* activities.

District partners will be responsible for ensuring students are prepared for *VTE-GI* project attendance, providing student level data for reporting and evaluation purposes, assisting with facilitating student travel to the *VTE* Residential School, promoting *VTE-GI* opportunities in their local communities, encouraging students to attend multiple *VTE-GI* phases, and participating in efforts to gather feedback and make continuous improvement to the program.

Regional and tribal organizations will assist the PD in developing AN cultural units and connections, securing resources for integrating AN culture into *VTE-GI* curriculum and identifying culturally relevant AN field trips, guest speakers, and job training opportunities. They will aid in planning and providing training to project staff on cultural project strategies and objectives and serve as a liaison between *VTE* staff and local communities to help facilitate local job training and AN cultural experiences. Tribal partners will also provide leadership for the project by participating in the *VTE* Consortium Meetings.

Business partners will provide local job shadows, internships, and on-the-job training opportunities; *VTE* funding when it is available; participate in the *VTE* Consortium Meetings and efforts to gather feedback and make continuous improvement to the project; and provide guidance on *VTE-GI* curriculum and activities. A partnership with the ANHC will provide project students with AN cultural workshops, tours, art classes, and connections with Anchorage's AN community through participation in AN community events. ANHC will also provide internships for students in a wide variety of jobs including maintenance workers, tour guides, office assistants, gift shop workers, and AN Dancers. Finally, ANHC will provide training for staff on integrating AN culture into *VTE-GI* phases.

NARRATIVE (c) Quality of Project Personnel:

Key personnel, qualifications, and primary responsibilities for management include:

Project Director (PD – 100% FTE, 190 days): As PD, Stephanie Burgoon (resume attached) will provide all budget oversight, program implementation, staff supervision, and operational and project management responsibilities; facilitate monthly Management Team (MT) meetings; facilitate the work of the PE and collect data; oversee teacher recruitment and professional development; supervise maintenance of the *VTE* school; maintain ongoing communication with all project partners; seek and maintain business partnerships within the community, local and regional AN organizations, and partnerships with other school districts; and manage student recruitment. Mrs. Burgoon has a Masters of Education in curriculum and instruction from Texas A&M University and a post-graduate principal certification from the University of Alaska (UA), Anchorage. She has 18 years of experience in education including extensive experience as the lead teacher of the *VTE* School; teaching in and developing and maintaining partnerships in rural AN villages, and in grant management with other *VTE* School initiatives.

Other Key Personnel: **Project Administrator (PA in kind by CSD – 10% FTE, 24 days):** Dr. Robert Crumley (resume attached) holds a Ph.D. in Education Leadership from the UA Fairbanks. He is the Superintendent of CSD, has 21 years of experience in school administration, and will serve as administrator for the project. His role will be to oversee federal finance and reporting requirements; provide support for PD and PE; communicate regularly with PD, PE, project partners, and *VTE* Consortium Committee (VTECC); provide staffing and performance evaluations; and serve as authorized representative for the project. The role of the PA will be an in-kind donation by CSD. His successful leadership has guided CSD in being recognized as one of the state and nation's principle educational innovators as evidenced by the commendations from the Alaska Performance Excellence (APEX) Award, the Malcolm Baldrige National

Quality Award for Excellence in Education, and the New American High School award. He has a wealth of experience in education in rural Alaska, both as a teacher and an administrator.

VTE Counselor (VC – 100% FTE, 190 days): Chris Irvin (resume attached), the *VTE* counselor, will implement a comprehensive counseling program that addresses academic, career, and personal/social development for all students; disseminate and assist students in using career guidance resources; and assist students with their PLCP and electronic portfolios; participate in monthly MT meetings; and collaborate with parents and site teachers to assist students with educational and career planning. Chris is pursuing his Masters of Science in Mental Health Counseling from Capella University and has served 21 years as a mental health professional including extensive work in academic and career counseling with AN/AI students.

Activities Facilitators (AF – 3 x 75% FTE, 135 days): AFs (job description attached) provide assistance with planning, set-up, and coordination of all student phases; chaperone and help facilitate a variety of student activities; follow up with school site teachers on progress and/or recommendations for students upon their return; track, correspond with, and maintain contact with *VTE-GI* graduates in all districts through surveys, phone contact and email up to 4 years past graduation; plan, coordinate, and assist with logistics of student travel to/from *VTE-GI* phases; and participate in monthly MT meetings.

The *VTE-GI* project will also be supported by an additional *VTE* School teacher, administrative assistant, evening chaperones, and business manager provided in kind by CSD.

Quality of Experience: CSD is the lead applicant for the *VTE-GI* project. This district has a record of successful management of grant-funded initiatives that demonstrates their capacity to improve outcomes that are relevant to the *VTE-GI* project's focus of college and career readiness, post-secondary transition preparation, and cultural heritage. CSD was awarded an

Alaska Native Education (ANE) Grant called Alaska Native Early Childhood Education Phase II (*ANECE2*, 2011-2014). This grant focused on college and career readiness through an early childhood concentration by providing preschool to AN 3-5 year old children in four rural Alaskan school districts (CSD and partners Lake and Peninsula School District [LPSD], Kuspuk School District [KSD], and Lower Yukon School District [LYSD]). 64% of preschool students enrolled throughout the life of the grant achieved significant gains between pre- and post-test on the AGS Language Subscale (ANE, 2014). Average student proficiency increased in 12/13 subtests of AGS assessment. 52% of students who attended ANECE2 preschool prior to kindergarten scored “consistently demonstrates” in all 5 language subtests on the Alaska Developmental Profile versus only 43% of students who did not attend partnership preschools prior to kindergarten.

CSD was also awarded an Indian Education Demonstration Grant called Fathers And Mothers Impacting Learning Years (*FAMILY*, 2013 – 2017) to complement early childhood services and enhance family supports. The goals of this grant are to ensure AN students from CSD, LPSD, KSD, and LYSD are prepared for future college and careers by providing support to families of AN 3-5 year old children through monthly individual *FAMILY* visits and monthly *FAMILY* group activities, providing HighScope online workshops for early childhood staff, and providing preschool to one Yupik village in LYSD.

Another college and career readiness grant awarded to CSD was the ANE Grant (*School To Life*, 2012-2015), which supported the *VTE* program serving rural AN youth statewide and was aimed at providing AN high school students career exploration, job readiness and academic support, and leadership and resiliency skills to transition from school to employment, further training, or post-secondary education. Project student graduation rates measured 87% as

compared to the statewide average of 62% (ANE, 2015). Students who were not proficient on the Alaska High School Qualifying exams and became proficient after attendance at EXCEL summer camp was 62.5%. Post-secondary enrollment for project students was 74% compared to the statewide average of 52%. CSD also received an additional ANE Grant called *STEM of VTE* (2014-2017) to expand existing *VTE* career and life skill phases for high school students with a concentration on careers in science, technology, engineering, and math, in partnership with Microsoft IT Academy and the Alaska Commission on Postsecondary Education. CSD was also awarded a 1-year Alaska Department of Labor grant (2014-2015) to help support this statewide variable-term residential school in Anchorage.

CSD was awarded a grant from the Alaska State Council (2014-2015) to provide support for the Native Village of Tatitlek's Cultural Heritage Week for Alutiiq students in grades P-12.

VTE-GI partner Project GRAD Kenai was awarded an ANE grant in 2012 called Project ACCESS, with the objectives of increasing teacher effectiveness, increasing student achievement, and empowering students to achieve their goals through personal development.

VTE-GI partner YSD was awarded an ANE grant in 2012 called the YSD School to Life Project, with the goals of integrating place-based career awareness into core curriculum instruction, integrating technology into core curriculum instruction, supporting Career and Technology Student Organizations, implementing Tech-Prep E-Learning courses in Health Sciences through UAF-CRCO, providing online credit recovery options for high school students, and implementing Adult Education with ITTS, Pre-GED, and GED online courses.

VTE-GI partner YKSD was awarded an ANE grant in 2012 called the School Success Model. Grant objectives include implementing professional development and coaching; implementing universal screening, progress monitoring, and data-driven instruction; and significantly

increasing the academic success of the YKSD students.

Indian Self-Determination and Education Assistance Act (ISDEAA): CSD and all project partners are equal opportunity/affirmative action employers and fulfill the spirit and the law of all equal rights legislation including the ISDEAA giving AN/AI preference in hiring, contracts, and project opportunities. CSD actively recruits diverse staff members with an emphasis on hiring AN staff. The *VTE-GI* project is committed to ensuring equal access and treatment for all project participants regardless of race, color, national origin, gender, age, or disability. Recruitment efforts will encourage participants from traditionally under-represented backgrounds. School districts will promote and advertise phases in their small schools and community hubs. Social media websites will be utilized to provide information and *VTE-GI* opportunities for each district. Additionally, special education referral processes and Individual Education Plans are implemented for students with disabilities, and all students learn in inclusive classrooms.

NARRATIVE (d) Adequacy of Resources:

Partner Relevance and Commitment: Collaboration is at the heart of the *VTE-GI* project. School districts, local and regional AN tribal organizations, and regional business partners have already committed to successful implementation in the attached MOU which outlines responsibilities of each organizational partner. These commitments are defined more fully in the Collaboration of Appropriate Partners section of this narrative (pp. 20-21).

CSD, the managing partner for the *VTE-GI* project, will provide leadership; instruction; supervision; communication; student performance reports; data collection/evaluation; and administrative, personnel and fiscal management. CSD is recognized within Alaska and beyond for educational leadership and creative, standards-based solutions to meet the needs of AN students. They were one of the first recipients of the coveted National Baldrige Quality Award

in Education. The *VTE* School will be utilized for all project phases during the school year with faculty, support staff, offices, instructional rooms, technology, local transportation, and dorm rooms to provide for daily living and boarding.

District partners will encourage *VTE-GI* phase attendance, provide data for reporting and evaluation; implement school-level follow-up activities; and participate in the *VTECC*. Regional and local AN organizations and business partners will provide job shadows, internships and on-the-job training opportunities and provide input through participation in the *VTECC*. They will assist in developing career specific and AN cultural units and connections, securing resources for integrating industry and AN culture into *VTE-GI* curriculum, and identifying relevant field trips. The need for support once a student returns home is important work provided by local partners. *VTE-GI* staff will work with students' home school districts and local AN organizations to ensure that each student has a solid future focus as they move beyond high school.

Reasonable Costs: The proposed project budget is cost-effective; supportive of project objectives; and includes reasonable, sufficient costs consistent with regional expenses (see Budget Narrative for detailed cost breakdown). The budget reflects services to be delivered to 280 students annually. The cost per participant is \$1,936 per year, hardly an excessive educational expense for rural Alaska. 95% of the total budget is allocated for direct services to students (salaries, benefits, training, cultural and classroom supplies, travel, equipment.). Even though a local match is not required for this program, the *VTE-GI* partners are committing local funds that add up to at least a 57% match to the grant funds. Most of the local matching funds help support additional teaching and support staff, student travel, and operation of facilities.

NARRATIVE (e) Quality of the Project Management Plan:

Table 4: Project Management Plan Annual Timeline and Milestones:

Timeline Years	Activity	Milestone	Responsibility
1-4			
By 8/31	Hire new/replacement <i>VTE-GI</i> staff	Contracts signed	PA, PD
By 9/1	Develop phase & camp annual calendar –	Calendar published	PD, AFs
9/1-8/31	115 days or more of <i>VTE-GI</i> phases and camps for students -	Registrations, phase plans & evaluations	PD
By 25 th of each month	9 monthly MT meetings	Agendas and reports	PD, VC, AFs
By 9/30	* Recruit students for <i>VTE-GI</i> phases * Advertise/recruit for <i>VTECC</i>	Registrations 10-12 members	PD, AFs, Supts. PA, PD
By 10/31 - updated continually	Develop business/university/tribal opportunities (cultural, job shadows, internships, field trips, speakers, training, credits, and certifications)	Phase plans & descriptions, certifications & credits summary	PD, VC, AFs, partners
By 10/31, 1/31, 4/15, & 6/15	* Quarterly <i>VTECC</i> meetings * Qtrly. communication updates	Agendas & reports Newsletter, FaceBk.	PA, PD, partners PD, AFs
By 11/30 & 5/30	Internal evaluation of performance - Semi-annual	Revised/updated plans, curriculum	PA, PD, PE
By 12/30 Yr. 1 only	Develop end of phase Cultural Performance Assessment	Assessment/Rubric	PD, AN partners, ANHC
By 4/30	* Recruitment of students for Summer Camp * Staff, Participant, Partner Surveys	Applications secured Survey results	PD, VC, AFs, Supts. PD, PE

	* Summer <i>VTE-GI</i> Camp staff hired * AN Cultural integration training	Staff hired Agenda & sign in	PA, PD PA, PD
By 4/30 & 7/31	Annual Performance Report & update - program revisions based upon evaluation results and feedback	Federal report & update submitted, Revisions yr. 2-4	PA, PD, PE, VC
By 6/10	* State assessments & graduation * Graduate followup surveys/interviews	Asmt./Grad./Drop-out/Post- grad. plan Summary	Supts., PD, PE
By 6/30	Develop, revise, & enter data management info. system AIMS	AIMS structure and revisions	PE, PD, CSD's IT
By 8/15	Voyage Camp – at least 2 <i>VTE-GI</i> strands offered	Registrations, Voyage plans	PD, VC, AFs

Evaluation Provides Performance Feedback & Periodic Assessment: The *VTE-GI*

project's processes and organizational structure ensure ongoing feedback and continuous improvement of implementation and student performance. The MT and the *VTECC* will ensure high quality services. The MT will be responsible for operational decisions and provide oversight of the project objectives. It will consist of the PD, VC, the additional VTE teacher hired in-kind by CSD, and AFs. They will meet monthly, but will also meet semi-annually with the PE to monitor outcomes and the administration of program elements. They will review recruitment efforts; surveys and other feedback from phase participants, staff, and partners; training agendas; phase attendance, reflections and assessment rubrics; state testing; and administration of program elements. A management information system (AIMS) containing student-level and program-level data will be developed to track the implementation and outcomes of the program, afford on-demand reviews of data, and inform the evaluation.

The *VTECC* will consist of the PA, PD, VC, AFs, and representatives from partner organizations and will ensure AN perspective is included throughout project implementation. The *VTECC* team will meet quarterly to analyze the opportunities and challenges for AN students and to ensure project activities fulfill project goals and objectives. They will also provide input for continuous improvement in meeting student, community, and partner needs.

Continuous improvement is imbedded in multiple *VTE* processes. Student, staff, and district satisfaction surveys and student perception surveys related to achievement of standards are used to improve activities and programming and are useful in identifying and targeting student needs. A business partner survey and a graduate follow-up survey will also provide data that can be used to improve the program. Finally, performance rubrics will be used to assess student growth at the end of each phase. Rubrics are targeted and individualized, highlighting particular areas of strength and challenges for each student for ongoing support.

Tribal & Parent Involvement: Community voice and AN perspective for the *VTE-GI* project has primarily been formalized through the partner participation in monthly meetings of the *VTECC*. This team (which included AN business partners, parents, and tribal leaders) studied the needs, opportunities, and barriers for regional AN students and developed a plan to address those needs. Tribal organizations, parents of AN students, and AN students have also contributed to the development of the *VTE-GI* project through participation in parent/community/student surveys, focus group meetings, and both formal and information opportunities for input (Parent Advisory Committee [PAC] meetings, community and tribal meetings with school district staff, etc.). Partner representatives reviewed a needs assessment in April of 2016 to gain more insight into barriers for AN students to college and career readiness and to obtain focus areas with ensuing strategies for addressing these barriers.

The *VTE-GI* project will continue to formalize tribal and parent involvement through the inclusion of semi-annual reports and surveys during established PAC and tribal meetings in each village. The *VTCCC* will also continue to provide for community input and project oversight. Community voice for the project will be formalized through the inclusion of annual participant, partnership, and staff surveys to gather feedback for continuous improvement. Results will be used to improve activities and programming. Staff evaluations and ongoing feedback will guide and improve trainings.

Local and regional tribal partners and the ANHC will also be involved in guiding the project by helping coordinate activities within the communities served; participating in efforts to gather feedback to improve services; helping facilitate clear communication between partners, students, parents and community members; providing project oversight through participation in the *VTECC*; assisting in the development of AN units, activities, and curriculum; helping secure cultural resources; and assisting in training to integrate AN culture into phases.

Capacity Building and Long-term Results: Long-term outcomes and results beyond the period of Federal financial assistance include increased AN student achievement, cultural identity, confidence, resiliency, student involvement, graduation rate, college/career readiness, post-secondary attendance, economic status, and career opportunities; increased staff knowledge and ability to meet the needs of AN students' academic, personal, social, and cultural needs; and decreased AN at risk population. These long-term outcomes are assessed through multiple summative and formative measures including state assessments, phase performance rubrics; student, staff, and partner perception surveys; training attendance rates and evaluations; and cultural unit rubrics to monitor, assess, and improve the quality of program activities and

attainment of milestones.

NARRATIVE (f) Quality of Project Evaluation:

Strategies for Replication or Testing: The evaluation of the *VTE-GI* project has been purposefully designed to inform partners about strengths and weaknesses and inform others about the effectiveness of its strategies for replication by providing specific tools, resources, and guidance regarding implementation and evaluation. The evaluation has also been designed to consider the impact of specific *VTE-GI* objectives by measuring student achievement in relation to *VTE-GI* phase participation. A *VTE-GI* Guidebook will be developed and revised by the PD each year of the project for replication in other programs and will include five sections as recommended by the U.S. DOE, Reform Support Network (2014) in their planning and implementation guide for instructional improvement systems: standards and curriculum; instructional design, practices and research; assessment and growth; professional development for teacher and leader effectiveness; data analysis and reporting. The *VTE-GI* Guidebook will include summaries of best practices and lessons/learned and each of the five sections will include subsections for vocational implementation as well as cultural identity implementation. Key instructional, professional development, assessment, evaluation documents and reports will be added to the Guidebook, allowing for replication of evaluation as well as continuous improvement efforts. The *VTE-GI* Guidebook allows for replication of ideas between isolated AN villages in Alaska as well as replication to other AN/AI communities. During project year 4, developers will share project strategies and successes during the annual Alaska Federation of Natives conference.

Quarterly *VTECC* meetings, monthly MT meetings, semi-annual internal evaluations and meetings with the PE will utilize the Continuous Improvement Model (Plan, Implement,

Evaluate, Refine) to guide improvements in vocational, instructional, and cultural enhancement practices. Management and advisory teams will review data identified in project outcomes to identify gaps and weaknesses for continuous improvement, compare phase participation to student achievement, develop an annual report, and determine program effectiveness over the life of the grant. Additionally, the PE will provide ongoing performance feedback to the project director, management team, and VTECC as outlined in the project management plan.

Project Evaluator (PE – 10% FTE, 24 days): Doug Penn (resume attached) comes with a strong record of successful grant and project management and evaluation responsibility. Mr. Penn has a Masters of Education in Educational Leadership and superintendent credentials from the UA, Anchorage. He has 26 years of experience in education including extensive experience in the VTE School and in teaching in rural Alaska. He is experienced in the design, implementation, and reporting of qualitative and quantitative research. The PE, in conjunction with the PD, will design reporting tools, collect and analyze data, report project progress and data in the APR, and provide feedback for continuous improvement on an ongoing basis. If time is needed for project evaluation outside the 0.1 FTE, it will be an in-kind donation by CSD.

Project evaluation includes objective performance measures clearly aligned to project goals and intended outcomes. Evaluation includes both quantitative and qualitative data. Table 5 summarizes the alignment of project goals, strategies, objectives, types of data to be collected, measurement instruments, benchmarks, and timelines for data collection.

Table 5: Project Evaluation Goals, Objectives, Outcomes, Timeline, Benchmarks

Objective/Outcome/<u>Benchmark</u>	Timeline, Analysis, <u>Tool</u>
Goal 1: ...providing contextual, AN culturally relevant academic instruction.	
a. The percentage of <i>VTE-GI</i> phase completers who	Analysis & comparison of:

<p>consistently demonstrate proficiency on math, reading, and writing on newly adopted Alaska state assessments will <u>increase by 2% (Spring 2017 baseline) in years 2-4.</u></p>	<p>a. <u>participant state asmt. scores</u> (assessed in Apr., analyzed in Oct.);</p>
<p>b. The percentage of project participants who complete 2 or more <i>VTE-GI</i> phases and enroll in post-secondary training will <u>increase by 2% over Spring 2016 baseline in years 1-4.</u></p>	<p>b. <u>graduate follow-up surveys/interviews</u> (collected in May, analyzed in Jun.);</p>
<p>c. <u>90%</u> of students who complete a <i>VTE-GI</i> college prep phase <u>will meet ACCUPLACER or WorkKeys scores that meet the goals of their PLCP.</u></p>	<p>c. <u>ACCUPLACER, WorkKeys scores</u> (collected in May, analyzed in Jun.);</p>
<p>d. <u>90%</u> of students who complete 2 or more <i>VTE-GI</i> phases will <u>graduate from high school in four years.</u></p>	<p>d. <u>phase participation lists</u> (collected monthly) & <u>records for graduation</u> (collected in Jun.) (analyzed in Jul.);</p>
<p>Goal 2: ... providing career development opportunities for fields available in AN communities.</p>	
<p>a. <u>100%</u> of students completing 2 <i>VTE-GI</i> phases will have two or more job shadow/internship experiences in careers available in rural AN communities.</p>	<p>Analysis & comparison of: a.- c. <u>participant lists; records; portfolios; phase rubrics; credits, certifications & endorsements</u> (collected monthly, analyzed in Jun.);</p>
<p>b. <u>100%</u> of project participants will have a PLCP by graduation.</p>	<p>d. <u>graduate follow-up surveys/interviews</u> (collected in May, analyzed in Jun.)</p>
<p>c. <u>75%</u> of students completing 2 <i>VTE-GI</i> phases will earn an industry certification, dual credit or occupational endorsement.</p>	<p>e. Phase participant surveys</p>
<p>d. <u>75%</u> of <i>It's My Life</i> phase participants will enroll in post-secondary training.</p>	
<p>e. In phase participant surveys, <u>90%</u> of respondents will report</p>	

<p>that <u>VTE-GI</u> phases have improved their knowledge of long-term expectations for college and career readiness.</p>	<p>(collected at conclusion of each phase, analyzed in May)</p>
<p>Goal 3: ... display the personal and life skills necessary to be successful</p>	
<p>a. <u>90% of project participants</u> will report personal growth in responsibility, personal and social skill development, and the ability to live and work independently on all post-phase self-evaluations.</p>	<p>Analysis & comparison of:</p>
<p>b. <u>90% of students completing VTE-GI phases</u> will achieve proficiency on personal and social standards as measured by end of phase assessments.</p>	<p>a.-b. <u>student perception surveys, phase P/S rubrics</u> (collected monthly, analyzed in Jan. & Jun.)</p>
<p>Goal 3: Ensure culture identity is the foundation of <u>VTE-GI</u> experiences ...</p>	
<p>a. By the end of each project year, <u>90% of project participants</u> will report personal growth in AN cultural awareness on all post-phase self-evaluations.</p>	<p>a.-c. <u>student perception surveys, phase AN Culture rubrics, cultural</u></p>
<p>b. <u>90% of project participants</u> will participate in quality AN cultural thematic units per <u>VTE-GI</u> phase.</p>	<p><u>unit rubrics,</u> (collected monthly, analyzed in</p>
<p>c. <u>90% of students completing VTE-GI phases</u> will achieve proficiency on AN cultural standards as measured by end of phase assessments.</p>	<p>Jan. & Jun.) d. <u>Professional Development</u></p>
<p>d. <u>90% of project staff</u> will report participation in trainings resulted in personal growth in their ability to promote students' cultural development.</p>	<p><u>evaluations</u> (collected by May, analyzed in Jun.)</p>

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Chugach School District

Voyage To Excellence – Generation Indigenous

Description of Defined Geographic Area to be served

The *VTE-GI* project serves the Alaska Native communities in central and southcentral Alaska, specifically the communities within the boundaries of 8 school districts:

Chugach School District (Tatitlek, Chenega Bay, Whittier, FOCUS homechool),

Kenai Peninsula Borough School District (Project GRAD Kenai schools of Port Graham, Nanwalek, Ninilchik, and Tyonek only);

Copper River School District (Glennallen, Kenny Lake, Slana, True North Academy, Upstream Learning);

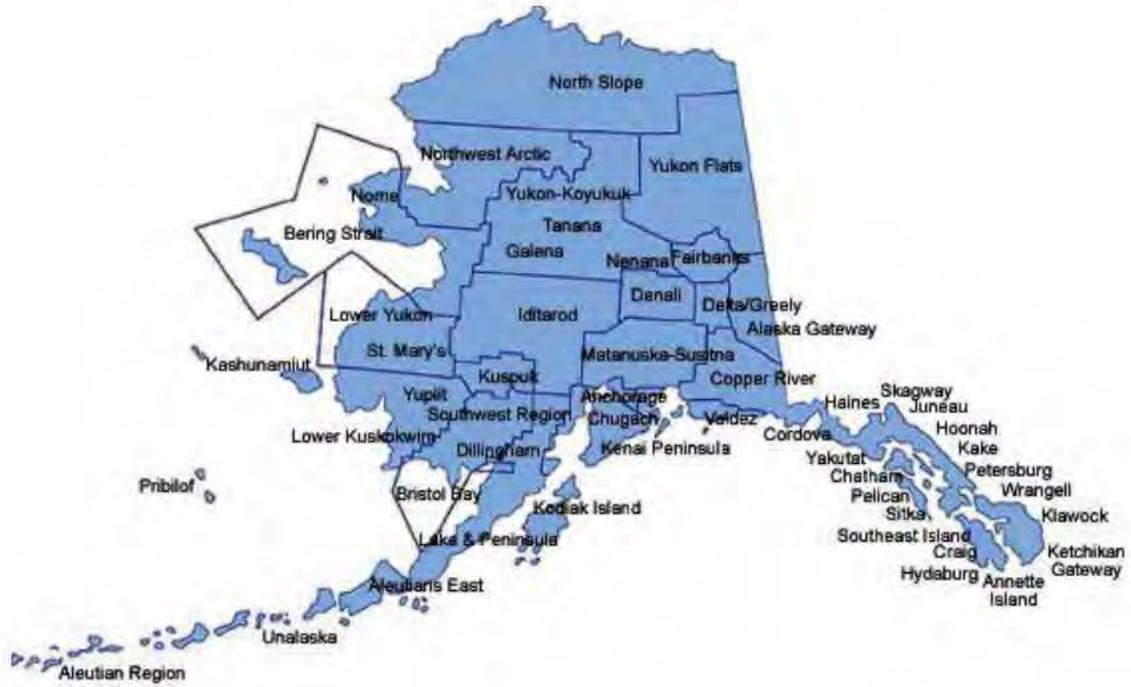
Yukon-Koyukuk School District (Allakaket, Nulato, Koyukuk, Manley Hot Springs, Huslia, Hughes, Kaltag, Ruby, Minto, and Raven Correspondence);

Yupit School District (Akiachak, Akiak, Tuluksak);

Kodiak Island Borough School District (Akhiok, Chiniak, Karluk, Kodiak, Larsen Bay, Old Harbor, Ouzinkie, Port Lions);

Cordova City School District (Cordova); and

Northwest Arctic Borough School District (Ambler, Noorvik, Buckland, Selawik, Deering, Kiana, Kobuk, Kotzebue, Kivalina, Noatak, Shungnak, and NWABSD Home School).



Chugach School District

Voyage To Excellence – Generation Indigenous

Needs Assessment Summary

The VTE partnership is made up of the communities in the rural central and southcentral regions Alaska, specifically the communities within the boundaries of 8 school districts – Chugach (Tatitlek, Chenega Bay, Whittier, FOCUS homeschool); Kenai Peninsula Borough (Project GRAD Kenai schools of Port Graham, Nanwalek, Ninilchik, and Tyonek only); Copper River (Glennallen, Kenny Lake, Slana, True North Academy, Upstream Learning); Yukon-Koyukuk (Allakaket, Nulato, Koyukuk, Manley Hot Springs, Huslia, Hughes, Kaltag, Ruby, Minto, and Raven Correspondence); Yupiit (Akiachak, Akiak, Tuluksak); Kodiak Island Borough (Akhiok, Chiniak, Karluk, Kodiak, Larsen Bay, Old Harbor, Ouzinkie, Port Lions); Cordova City (Cordova); and Northwest Arctic Borough (Ambler, Noorvik, Buckland, Selawik, Deering, Kiana, Kobuk, Kotzebue, Kivalina, Noatak, Shungnak, and NWABSD Home School). The VTE partnership also includes 2 AN tribal organizations (Native Village of Tatitlek IRA Council, Native Village of Chenega Bay IRA Council), 3 AN corporations/businesses (Tatitlek Corporation, Chenega Corporation, Alaska Native Heritage Center - ANHC), 4 other businesses (Northern Industrial Training – NIT, Prince William Sound Economic Development District – PWSEDD, Alaska Air Transit – AAT, Alaska Geographic); and 1 regional AN non-profit organization (Chugachmiut). The communities involved in this needs assessment are all rural, mostly remote Alaskan villages ranging in school populations from 10 students to over 1000, and year-round residents are mostly Alaska Native (AN). They have formed a community coalition to gain more insight into barriers for AN students to college and career readiness and obtain objective strategies for addressing these barriers.

To improve efforts, a community needs assessment was conducted. A variety of measures were reviewed over the past 2 years including VTE Parent, Student, and Community Member Needs Assessment Surveys; Alaska Measures of Progress data; National Assessment of Educational Progress data; a variety of reports from the Alaska Department of Education and Early Development (dropout rates, graduation rates, priority schools, low income, etc.); the Voyage to Excellence – School to Life Final Performance Report; *Longitudinal Impact Study: Chugach School District Voyage to Excellence*; Alaska Department of Labor reports and publications; CDC reports; U.S. Dept. of Labor Bureau of Labor Statistics reports; and a variety of other data sources and research.

Community voice and AN perspective for the VTE partnership has primarily been formalized through the partner participation in monthly meetings of the *VTE Consortium Committee (VTECC)*. This team (which included AN business partners, parents, and tribal leaders) studied the needs, opportunities, and barriers for regional AN students and developed a plan to address those needs. Tribal organizations and Alaska Native parents and students have also contributed to the development of the *VTE-GI* project through participation in parent/community/student

surveys, focus group meetings, and both formal and information opportunities for input (Parent Advisory Committee [PAC] meetings, community and tribal meetings with school district staff, etc.). Partner representatives reviewed a needs assessment in April of 2016 to gain more insight into barriers for AN students to college and career readiness and to obtain focus areas with ensuing strategies for addressing these barriers.

Data reviewed was so extensive, a summary of these findings is provided below.

Graduation Rates: Nationally, statistics demonstrate that a disproportionately low percentage of Alaska Native/American Indian (AN/AI) students enroll in and graduate from college (Knapp, Kelly-Reid & Ginder, 2012). In 2012 in Alaska, 21% of AN students enrolled in college while 41% of white students did (Hanson & Pierson, 2016). In Alaska, 39% of AN students who started in 2005 as first-time, full-time students at a four year institution graduated, as compared to 60% of all white students. AN students made up a larger share of grade 12 enrollment than they did of graduates, while the opposite was true of white students. Other races made up about the same share of graduates as they did of enrollment (AK DEED, 2012).

Social concerns: The Cultural Heritage and Education Institute (2016) asserts, “Substance abuse is the single most important debilitating force among ANs: the suicide rate is four times greater than the national average and nearly 80% of all AN deaths are alcohol related.” AAA Native Arts (2016), states, “The FAS (Fetal Alcohol Syndrome) prevalence rate among ANs is 3.5 times that for all Alaskans and at least 7 times the high end of the national rate of .1 to .7% for the U. S. as a whole.”

AN teenagers are far more likely than other Alaska teenagers to commit suicide. They make up only about 22% of teenagers in Alaska, but they accounted for 67% of all suicides over the decade from 2002-2011. (Institute of Social and Economic Research, 2014). 60% of the victims of child abuse in 2012 were AN children. 13% of ANs reside in housing without complete plumbing (Martin, Hill 2009). 22% are living below poverty level as compared to 13% of all Americans.

VTE District Demographics (AK DEED, 2015)

Kenai project schools = Port Graham, Nanwalek, Ninilchik, Tyonek only; * = District average

Partner District	# of Schools,		%	Dropout	% Low	Graduation Rate
	Priority		AN/AI	Rate	Income	(14-15)
	Schools -		(15-16)	(14-15)	(15-16)	
	Population					
State of Alaska AN/AI	NA	132,966	23.0%	3.7% 6.0%	49%	75.6% 63.6%
Chugach (CSD) AN/AI	4, 0	336 44	13.1%	5.97% 8.0%	73%	75% 33.33%
Copper River (CRSD) AN/AI	5, 0	425 178	41.88%	3.9% 6.85%	54%	77.14% 69.23%
Kenai Peninsula Borough (KPBSD) AN/AI	4, 0	283 136	48.56%	2.83%* 3.7%*	74%	81.73%* 72.86%*

Yukon-Koyukuk (YKSD) AN/AI	10, 2	1,556 460	29.56%	4.96% 6.36%	81%	36.02% 41.86%
Yupitit (YSD) AN/AI	3, 3	460 447	97.17%	11.52% 11.3%	100%	51.61% 50.0%
Kodiak Island Borough (KIBSD) AN/AI	8, 0	2,416 479	19.83%	1.29% 2.8%	40%	89.47% 80.43%
Cordova City (CCSD) AN/AI	1, 0	356 57	16.11%	0.59% 0.0%	54%	92.0% 50.0%
Northwest Arctic (NWASD) AN/AI	12, 4	2,013 1872	93.0%	4.41% 4.41%	100%	74.77% 74.53%

Academic Achievement: On the National Assessment of Educational Progress (NAEP) (U.S. Department of Education NCES, 2013), far fewer of Alaska’s AN/AI 4th and 8th grade students scored at or above proficient in comparison to U. S. and Alaska averages in both Reading and Math.

2013 NAEP Proficiency	Reading		Math	
	Grade 4	Grade 8	Grade 4	Grade 8
U. S., Alaska, Alaska AN/AI	34%, 27%, 7%	34%, 31%, 12%	41%, 37%, 13%	34%, 33%, 16%

AN/AI students consistently perform lower than other demographic groups on standardized achievement tests in all academic areas. Academic Measures of Progress (AMP) results (AK DEED, Spring 2014) show low results were consistent across all grade levels in all partner districts for both English Language Arts (ELA) and Math, particularly for AN/AI students.

2014-15 9th Grade AMP Scores “Does not meet standards” (AK DEED, 2016)

n/a = < 5 tested	AK	CSD	CRSD	KPB SD	YKSD	YSD	KIB SD	CCSD	NWASD
ELA	67.1%	70%	77.4%	57.6%	61%	100%	58%	68.4%	91.8%
ELA AN/AI	85.5%	n/a	93.3%	70%	86.4%	100%	67.6%	n/a	92.7%
Math	73.7%	100%	74.2%	68.1%	89.2%	95.7%	73.5%	52.6%	93.3%
Math AN/AI	86.6%	n/a	80%	72.9%	100%	95.7%	80%	n/a	93.6%

9 schools served in this project are identified by the Alaska DEED (2014) as priority/focus schools in need of significant improvement and increased support and oversight. Project partners have 7845 students enrolled; 30% of them are attending persistently low achieving schools.

Economic Concerns: R. Blauvelt (Blauvelt, 2015) recalls his trip to one rural village in Alaska, “One 30-ounce can of refried beans was \$5.87. One gallon of purified water cost \$8.55. Two and a half pounds of bananas were \$9.04.” The total average cost of living index for Anchorage in Jan. 2015 was 132.9, while the U.S. average is 100.0 (Fried, 2015). The cost of groceries in

Kodiak (a transportation hub) in 2015 was 142.6% of the U.S average, housing was 157.1%, and transportation was 166.6%, All of these are understandably higher in remote villages.

Year-round jobs are scarce in remote areas of Alaska; most are seasonal in construction or fishing (AAA Native Arts, 2016). The March 2016 unemployment rate areas within the *VTE* partnership were 17% for the Northwest Arctic region, 19.6% for the Yukon-Koyukuk region, and 11.5% for the Chugach (Valdez/Cordova census) region while the statewide average totaled 7.3% (Alaska Department of Labor and Workforce Development, 2016) and the national average was only 5.1% (Bureau of Labor Statistics, 2016).

40% partner school districts are Regional Educational Attendance Areas that serve unincorporated regions of the state where there is no local taxation to support schools.

Lack of College and Career Development Infrastructure: A needs survey was conducted in March -April of 2016 with *VTE* partner students, parents, school staff, and community members. Results clearly illustrated that students in the rural schools served by the *VTE-GI* project have very limited opportunities to discover and experience the very basic everyday interactions that urban students enjoy. Their villages are hundreds of miles from any urban setting, most only accessible by plane or boat. 31% of those surveyed identified the local school was not able to provide sufficient opportunities for children to prepare for college (college tours; financial aid and college application support; ACT/SAT Prep, etc.), and 27% did not feel the local schools provided opportunities for students to practice job preparation skills (career exploration, resume writing, job shadowing, etc.). The biggest obstacle to students doing well in high school was identified as the lack of opportunities for students to achieve their goals for the future (41%). Urban life skill development, job/college preparation skills, career exploration, employability skills, school to life planning, and life skill development were identified as the top needs for support for local schools. As one educator on the *VTE* needs survey (2016) said, “Rural students need more opportunities for life after high school. I feel students get the basics here in school, however, when they graduate they are not prepared for life outside the village.”

Former Alaska Commissioner of Education Jerry Covey (2011, pp. 2-4) writes, “Teachers in small rural high schools are spread thin just to teach the minimal requirements for graduation and have little time and fewer resources at their disposal to deliver much needed advanced academic, enrichment, and career and technical education courses... Although Alaska’s rural high-school system meets legal muster, it is presently stretched beyond its capacity to deliver programs and services that meet the academic and career and technical education needs of its students.” For-profit Native corporations are some of the most prominent Alaska-owned businesses and employers in the state. Only 25% of their employees, however, are AN. AN students need skill development, connections, and opportunities to pursue AN corporation and tribal AN council positions available in local villages, regional hubs, and Anchorage.

Loss of Cultural Identity: “Whatever words are chosen to depict the situation of Alaska’s Native people, there can be little doubt that an entire population is at risk... At risk of losing, irretrievably, cultural strengths and attributes essential for the building of a new and workable social and economic order” (Alaska Natives Commission, 1994). Researchers of AN/AI students agree that cultural strength increases academic success and that AN/AI students who are firmly

rooted in their cultural community are likely to have lower absenteeism, dropout rates, higher test scores and are more likely to be academically successful and pursue higher education (Deyhle, 1995; Cleary & Peacock, 1998; Greenwood, 2006, Yoder et. al., 2006). Bassett and Tsosie (2012) state, “With respect to risk factors, historical trauma, not knowing one’s culture or language, not having a connection to elders, and growing up in an unhealthy home environment all contribute to Native traumatic injury response.” Toulouse (2008) states, “Educators can either make or break the school experience of the Aboriginal student. This is why it is so important that the Aboriginal students see themselves (history, originals, culture) in the classroom.”

Barriers: Findings indicated five key barriers existed to the readiness of AN students for college and career readiness: 1) low academic achievement, 2) low socioeconomic status and social concerns, 3) access and exposure to career development/life skill opportunities, 4) loss of cultural identity, and 5) need for personal/social skill development.

Existing Supports: It was found that many services and activities have been provided to address these areas. The key local supports include individual tribal councils, the regional non-profit Native organizations such as Chugachmiut, business partnerships, and the local school districts. The *VTE* partnership has identified and leveraged these community and regional supports to provide opportunities for AN students through academic support; personal and life skill development; and career exploration, development, and planning opportunities. The *VTE-GI* project is complemented by a variety of existing college and career readiness opportunities within the communities served. CSD currently operates a statewide variable-term residential school with a classroom and dormitory facility where it runs a Microsoft IT Academy, STEM phases, and urban career phase opportunities with current funding sources. The *VTE-GI* project would provide intensive college and career exploration and school-to-life transitional skill development opportunities with a focus on careers applicable to rural AN villages. The *VTE-GI* project is complemented by an early childhood education program and a robust distance-learning program. A standards-based, performance-based P-12 instructional framework has been developed and includes standards, assessments, and standards-based reporting tools in each content area aligned to Alaska’s state standards. Developmentally appropriate, research-based curriculum aligned with these standards has been adopted and purchased. Sound employment, enrollment, financial, evaluation, and communication procedures are established and consistent across the partnership. A preschool family support system is currently in place (preschool family personal visits, parent/child group activities, kits available for checkout). All school districts receive state allocations as well as a variety of federal, state, and foundational grants as described on pp. 23-26). AN corporate donations currently support a school-to-life transition program in Anchorage, on-site career instruction in locally relevant industries (welding, maritime/fishing, etc.), certified teachers within villages, a variety of cultural heritage projects (Cultural Heritage Week, Native Youth Olympics, etc.), college scholarships, and career opportunities. All school districts receive state allocations as well as a variety of federal, state, and foundational grants.

Programs and Funding: CSD was awarded an Alaska Native Education (ANE) Grant called Alaska Native Early Childhood Education Phase II (*ANECE2*, 2011-2014). This grant focused on college and career readiness through an early childhood concentration by providing preschool to AN 3-5 year old children in four rural Alaskan school districts (CSD and partners Lake and

Peninsula School District [LPSD], Kuspuk School District [KSD], and Lower Yukon School District [LYSD]). 64% of preschool students enrolled throughout the life of the grant achieved significant gains between pre- and post-test on the AGS Language Subscale (ANE, 2014). Average student proficiency increased in 12/13 subtests of AGS assessment. 52% of students who attended ANECE2 preschool prior to kindergarten scored “consistently demonstrates” in all 5 language subtests on the Alaska Developmental Profile versus only 43% of students who did not attend partnership preschools prior to kindergarten.

CSD was also awarded an Indian Education Demonstration Grant called Fathers And Mothers Impacting Learning Years (*FAMILY*, 2013 – 2017) to complement early childhood services and enhance family supports. The goals of this grant are to ensure AN students from CSD, LPSD, KSD, and LYSD are prepared for future college and careers by providing support to families of AN 3-5 year old children through monthly individual *FAMILY* visits and monthly *FAMILY* group activities, providing HighScope online workshops for early childhood staff, and providing preschool to one Yupik village in LYSD.

Another college and career readiness grant awarded to CSD was the ANE Grant (*School To Life*, 2012-2015), which supported the *VTE* program serving rural AN youth statewide and was aimed at providing AN high school students career exploration, job readiness and academic support, and leadership and resiliency skills to transition from school to employment, further training, or post-secondary education. Project student graduation rates measured 87% as compared to the statewide average of 62% (ANE, 2015). Students who were not proficient on the Alaska High School Qualifying exams and became proficient after attendance at EXCEL summer camp was 62.5%. Post-secondary enrollment for project students was 74% compared to the statewide average of 52%. CSD also received an additional ANE Grant called *STEM of VTE* (2014-2017) to expand existing *VTE* career and life skill phases for high school students with a concentration on careers in science, technology, engineering, and math, in partnership with Microsoft IT Academy and the Alaska Commission on Postsecondary Education. CSD was also awarded a 1-year Alaska Department of Labor grant (2014-2015) to help support this statewide variable-term residential school in Anchorage.

CSD was awarded a grant from the Alaska State Council (2014-2015) to provide support for the Native Village of Tatitlek’s Cultural Heritage Week for Alutiiq students in grades P-12.

VTE partner Project GRAD Kenai was awarded an ANE grant in 2012 called Project ACCESS, with the objectives of increasing teacher effectiveness, increasing student achievement, and empowering students to achieve their goals through personal development.

VTE partner YSD was awarded an ANE grant in 2012 called the YSD School to Life Project, with the goals of integrating place-based career awareness into core curriculum instruction, integrating technology into core curriculum instruction, supporting Career and Technology Student Organizations, implementing Tech-Prep E-Learning courses in Health Sciences through UAF-CRCO, providing online credit recovery options for high school students, and implementing Adult Education with ITTS, Pre-GED, and GED online courses.

VTE partner YKSD was awarded an ANE grant in 2012 called the School Success Model. Grant objectives include implementing professional development and coaching; implementing

universal screening, progress monitoring, and data-driven instruction; and significantly increasing the academic success of the YKSD students.

Chugach School District
Voyage To Excellence – Generation Indigenous

Partnership Memorandums of Agreement



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Voyage To Excellence – Generation Indigenous (VTE-GI) Memorandum of Agreement

The goal of the VTE-GI project is to ensure Alaska Native and American Indian students graduate high school with the skills and knowledge to transition from school to adulthood and the character, resiliency, and leadership skills necessary to be successful in pursuing college, a career, and to meet life's challenges. The VTE-GI project will provide resources, infrastructure, and learning opportunities not available in small rural high schools by providing a variety of phases and camps throughout the school year and summer that focus on careers relevant and applicable in rural Alaska Native villages. Phases will focus on career planning; goal setting; academic, personal and life skill development; and cultural competency. It will connect students to post-secondary training opportunities such as the university system, career and technical programs, apprenticeships, internships, and moving directly into the workforce. Partnerships with Alaska Native owned companies and corporations, Alaska Native employers, and local community employers will be utilized to strengthen the transition of Alaska Native students to the world of work and provide opportunities to gain skills required by local employers. VTE-GI will provide opportunities for students to earn specific career related certificates such as Emergency Trauma Technician, Emergency Medical Technician, National Construction Education, National Food Service, Certified Nursing Assistants, Technology, and many more. The project will ensure that students exit high school with a strong Personal Learning and Career Plan (PLCP) and with the skills known to relate to adult success.

Organizations signing this MOA are committed to funding student participants (when applicable) through scholarships and/or from across Alaska as those funds become available and agree to the partner responsibilities as described below:

- I. **Responsibilities of the Chugach School District Voyage To Excellence School:**
 - A. Develop, implement, and ensure VTE-GI activities; quality instruction; and hands-on, experiential learning for approximately 280 student participants per year.
 - B. Offer a unique and valuable educational experience for all students as they develop critical employability skills such as: communication, decision-making, problem solving, goal setting, working in groups, and basic life skills (sharing chores, cleaning, building positive relationships with others).
 - C. Provide individualized student performance reports.
 - D. Provide 24-hour supervision and support.



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Tuvalu Community School
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Chenega Bay Community School
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- E. Provide comfortable living, learning, and sleeping arrangements, three well-balanced meals each day, and healthy evening leisure activities.
- F. Communicate with all partners and provide regular, ongoing opportunities for feedback and continuous improvement.
- G. Provide administrative, personnel, and fiscal management of *VTE* activities ensuring they are carried out in accordance with federal requirements.
- H. Ensure compliance with all federal, state, and local procurement rules and regulations and grant program reporting requirements.
- I. Collect and provide data necessary to show evidence of success of the project activities to the project evaluator.
- J. Ensure students learn to:
 - Apply decision-making, problem solving, and goal setting processes.
 - Employ strong personal ethics including punctuality, quality task completion, effort, and honesty.
 - Demonstrate personal awareness through sharing of traditional values, interests, strengths, and weaknesses.
 - Practice important leadership skills including communication, motivation, team building, and gaining consensus.
 - Build a Personal Learning and Career Plan.

II. Responsibilities of Partner LEAs (Yup'it, Kenai Peninsula Borough Project GRAD, Copper River, Cordova City, Kodiak Island Borough, Northwest Arctic Borough, Yukon-Koyukuk,):

- A. Ensure students are prepared for *VTE-GI* project attendance by meeting the session admission requirements.
- B. Participate in continuous improvement of *VTE-GI* services and provide project feedback through participation in the *VTE* Consortium Meetings.
- C. Provide transportation and funding for *VTE-GI* participation as that funding is available.
- D. Provide student access to *VTE* staff and the post-secondary counselor.
- E. Provide student-level data to *VTE* staff for reporting and evaluation purposes.
- F. Promote *VTE-GI* in local communities and encourage students to complete phases and camps.
- G. Participate in the development and facilitation of clear communication procedures between *VTE-GI* partners, students, parents and community members.
- H. Participate in efforts to gather feedback and make continuous improvement to the project.
- I. Implement school-level *VTE-GI* activities with rigor and fidelity.



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III. Responsibilities of Alaska Native Village Tribal Partners (Native Village of Tatitlek, Native Village of Chenega):

- A. Help coordinate *VTE-GI* activities within the respective communities served.
- B. Provide and/or arrange local job shadows, internships, and on-the-job training opportunities for *VTE-GI* students as they become available.
- C. Participate in continuous improvement of the *VTE-GI* project and provide project feedback during VTE Consortium meetings.
- D. Provide operational funding for students to participate in *VTE-GI* educational services as that funding is available.
- E. Participate in the development and facilitation of clear communication procedures between *VTE-GI* partners, students, parents, and community members.
- F. Provide wisdom, guidance, expertise, and leadership in the development and deployment of locally appropriate *VTE-GI* activities and instruction.

IV. Responsibilities of Alaska Native Regional Corporations, Village Corporations, and other business/training partners (Chugachmiut, Alaska Air Transit, Alaska Native Heritage Center, Alaska Geographic, Chenega Corporation, Tatitlek Corporation, Northern Industrial Training, Prince William Sound Economic Development District):

- A. Provide and/or arrange local job shadows, internships, and on-the-job training opportunities for *VTE-GI* students as they become available.
- B. Participate in continuous improvement of the *VTE-GI* project and provide project feedback during VTE Consortium meetings.
- C. Provide funding for students to participate in *VTE-GI* educational services as that funding is available.
- D. Participate in the development and facilitation of clear communication procedures between *VTE-GI* partners, students, parents, and community members.
- E. Provide wisdom, guidance, expertise, leadership, and/or staff development in the development and deployment of *VTE-GI* career and/or cultural competency activities and instruction.
- F. Provide wisdom, guidance, expertise, leadership, and/or staff development in the development of locally appropriate *VTE-GI* activities, curriculum, instruction, and assessments.



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Agreement and Signatures – Alaska Native Village Tribal Partners and Regional Corporations:

The said authorizing official agrees to the above on behalf of their organization. If an award notice is received, the Board of Directors will have an opportunity to ratify this agreement, or a mutually updated version of this agreement. Each year, this agreement will be updated and revised to incorporate any changes in policies and regulations in force in the project partner organizations.

(b)(6)

Jan Vanderpool, Executive Director
Chugachmiut

(b)(6)

Lloyd Allen, Board Chairman
The Tatitlek Corporation

(b)(6)

Ann Mayo-Kiell, Program Director
Alaska Geographic

(b)(6)

Adam Crum, Executive Vice President
Northern Industrial Training

(b)(6)

Sue Cogswell, Executive Director
Prince William Sound Economic Development District

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David Totemoff, President
Tatitlek IRA Council

(b)(6)

Charles Totemoff, President & CEO
Chenega Corporation

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Larry Evanoff, President
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Dan Owen, President
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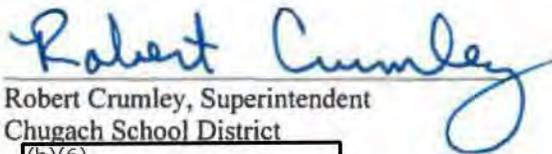
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Agreement and Signatures – Partner LEAs:

The said authorizing official agrees to the above on behalf of their organization. If an award notice is received, the LEA School Board will have an opportunity to ratify this agreement, or a mutually updated version of this agreement. Each year, this agreement will be updated and revised to incorporate any changes in policies and regulations in force in the project partner organizations.



Robert Crumley, Superintendent
Chugach School District

(b)(6)

Jane Beck, Executive Director
Project GRAD - Kenai Peninsula

(b)(6)

3/29/16

Rayna Hartz, Interim Superintendent
Yupit School District

Alex Russin
Digitally signed by Alex Russin
DN: cn=Alex Russin, ou=Cordova School
District, o=Superintendent,
email=arussin@cordovaed.org, c=US
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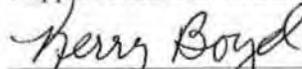
Alex Russin, Superintendent
Cordova City School District



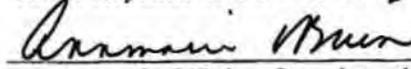
Stewart McDonald, Superintendent
Kodiak Island Borough School District



Michael Johnson, Superintendent
Copper River School District



Kerry Boyd, Superintendent
Yukon-Koyukuk School District



Dr. Annmarie O'Brien, Superintendent
Northwest Arctic Borough School District



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MEMORANDUM OF AGREEMENT (MOA)

between

THE CHUGACH SCHOOL DISTRICT

and

CHUGACHMIUT

This historic MEMORANDUM OF AGREEMENT between Chugach School District, representing, Tatitlek and Chenega Bay Schools, and Chugachmiut, the regional tribal consortium, recognizes the importance of establishing a government-to-government relationship that fosters mutual understanding, shared responsibilities and a commitment to working together for the improvement of student learning.

This agreement recognizes the importance of developing curricula that relates the history, culture, language, traditional arts, and government of the Chugach Sugpiat Region, for all students in the identified schools. It also recognizes that improvements are needed in the education of Alaska Native and American Indian youth to strengthen their academic achievement and enhance life opportunities, and that the education of Alaska Native/American Indian children can be advanced by providing curricula that includes Native experiences and perspectives.

I. INTENT

THIS AGREEMENT is hereby made and entered into by the Chugach School District, hereinafter referred to as the District, and Chugachmiut, who will collaborate to establish curricula on Tribal history, culture, language, traditional arts, and government in the District.

II. SCOPE OF AGREEMENT

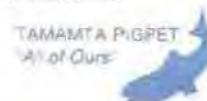
THIS AGREEMENT is intended to establish cultural curricula for use in schools under the oversight of the Chugach School District Board of Education.

III. DATE AND TERM

THIS AGREEMENT will become effective upon signing by all parties and will commence at the start of the 2015-2016 school year. The Agreement shall be reviewed annually by the parties to determine its continuation and/or need for modification.

PARTIES' MUTUAL RESPONSIBILITIES

- Work cooperatively to ensure appropriate, efficient communication in support of the objectives of this agreement.
- Ensure consistent attendance by District/Tribal representatives at all meetings and functions related to accomplishing the objectives of this agreement.



- Regularly share information about students' successes and barriers to success with the intent to improve programs and ensure high school completion by students served by these programs.
- Schedule annually a joint meeting of the District Instructional Team leaders and Chugachmiut to confer on the academic progress of Alaska Native/American Indian students and review the status of programs related to Tribal curricula.
- Work jointly to create a program of classroom and community cultural exchanges and celebrations.

CHUGACH SCHOOL DISTRICT'S RESPONSIBILITIES

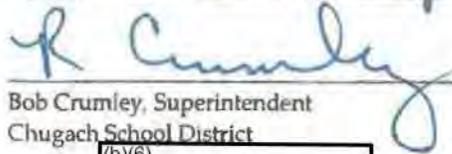
- Collaboratively work with Chugachmiut to identify appropriate time and space in order to provide use of school district facilities and staff support necessary for the implementation of curricula on Tribal history, culture, language, traditional arts, and government.
- Collaborate to identify mutual goals for Alaska Native/American Indian students and explore potential sources of funding or other resources for development and implementation of cultural programming.
- Ensure the presence of a certified staff member in the classroom/facility engaged in the oversight of students at all times during language lessons, presentations by Elders and locally recognized experts, and traditional arts classes.
- Share refined data on student successes and barriers to success needed for reports to funders of Cultural programs.
- Assist Chugachmiut to identify appropriate applicants for both Local Education Coordinator and Sugt'stun teacher positions in Tatitlek and Chenega Bay, and identify a representative from the district to participate in candidate interviews.
- Collaboratively work with Chugachmiut to identify appropriate time and space for staff training on instructional materials related to the Alaska Cultural Content Standards and curricula offered by Chugachmiut.
- Regularly monitor progress on implementation of the identified curricula.
- Provide and distribute as appropriate, information to parents, students and the community regarding the implementation of the Tribal curricula.

CHUGACHMIUT'S RESPONSIBILITIES

- Identify a representative from the department to serve on the Instructional Review Committee convened by the District to recommend curricula on Tribal history, culture, language, traditional arts, and government.

- Provide material regarding the Region's culture, history, language, traditional arts, and government, including Heritage Kits, Sugt'stun, and other curricula that may be useful in enhancing the cultural programming free of charge.
- Offer staff training at an on-site in-service or during regular districtwide in-service meetings on the importance of regular place-based instruction, the Alaska Cultural Content standards, and ways to get the optimum benefit from using Chugachmiut's series of heritage kits.
- Facilitate and fund participation by Tribal Elders and locally recognized experts to support classroom teachers as culturally appropriate activities are planned and presented in both individual classrooms and schoolwide
- Assist in identifying and accessing potential sources of funding or other resources to support the development and implementation of Alaska Native/American Indian curricula envisioned by both the District and Chugachmiut, and develop grant proposals that will bring those programs to reality.
- Hire and train a Sugt'stun (language) teacher for each school and enroll them in the Kodiak College OEC: Sugt'stun program leading to an OEC in language instruction and AA in education.
- Offer distance delivered Sugt'stun classes as needed until the Sugt'stun teacher is prepared to assume responsibility for the program
- Hire and train a Local Education Coordinator from each community to support the presentation of cultural curricula within the context of each school schedule and the CSD student performance standards. This includes locating and contracting with Elders and local recognized experts, gather information to address educator concerns and wishes as they pertain to cultural curricula, and to continue the development of museum quality Heritage Kits.
- Provide the district with documentation of insurance coverage for all employees working in school buildings on behalf of Chugachmiut.

Signed, this 15th day of April, 2015, by:



Bob Crumley, Superintendent
Chugach School District

(b)(6)

Angela 'Jan' Vanderpool, CEO
Chugachmiut, Inc.

Chugach School District

Voyage To Excellence – Generation Indigenous

Evidence of Capacity

CSD was also awarded the ANE Grant (*School To Life*, 2012-2015 - PR #S356A120001), which supported the VTE program serving rural AN youth statewide and was aimed at providing AN high school students career exploration, job readiness and academic support, and leadership and resiliency skills to transition from school to employment, further training, or post-secondary education. Project student graduation rates measured 87% as compared to the statewide average of 62% (ANE Final Performance Report, 2015). Students who were not proficient on the Alaska High School Qualifying exams and became proficient after attendance at EXCEL summer camp was 62.5%. Post-secondary enrollment for project students was 74% compared to the statewide average of 52%.

CSD was awarded an Alaska Native Education (ANE) Grant called Alaska Native Early Childhood Education Phase II (*ANECE2*, 2011-2014 – PR #S356A110004) which focused on college and career readiness through an early childhood concentration by providing AN 3-5 year old children in 4 rural Alaskan school districts (CSD and partners LPSD, Kuspuk School District -KSD, and Lower Yukon School District - LYSD) preschool, increasing early childhood staff retention, and implementing a preschool curriculum review and training cycle to provide a strong education foundation for future success. 64% of preschool students enrolled throughout the life of the grant achieved significant gains between pre- and post-test on the AGS Language Subscale (ANE Final Performance Report, 2014). Average student proficiency increased in 12/13 subtests of AGS assessment. 52% of students who attended ANECE2 preschool prior to kindergarten scored “consistently demonstrates” in all 5 language subtests on the ADP versus only 43% of students who did not attend partnership preschools prior to kindergarten.

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Evidence of Involvement of Indian Tribes and Parents

To improve efforts, a community needs assessment was conducted. A variety of measures were reviewed over the past 2 years including VTE Parent, Student, and Community Member Needs Assessment Surveys which were completed by parents of Alaska Native high school students, parents of Alaska Native high school students, and Alaska Native community and tribal members. Surveys were collected in April of 2016. Findings were summarized in April of 2016 and shared via teleconferencing and focus group meetings with Alaska Native tribal, business, and community partners.

Extensive data was reviewed and analyzed beginning in the Fall of 2015 during a variety of focus group meetings throughout partnership communities (monthly meetings of the *VTE Consortium Committee* [which included AN business partners, parents, and tribal leaders], district school boards, Parent Advisory Committee meetings, and Tribal Council meetings) all of which included Alaska Native parents and tribal members. The *VTE Consortium Committee* led the efforts of reviewing the data to identify barriers to Alaska Native student achievement and identify strategies to address the identified barriers. This committee was composed of school district personnel, representatives from local Alaska Native local and regional tribal entities, and Alaska Native school board members from partner districts. This committee met monthly in the 2015-16 school year to develop the focus of the *VTE-GI* project.

AN project partners, Chugachmiut and the Alaska Native Heritage Center, will serve as the lead organizations working with the Project Director to develop AN cultural units and opportunities and providing professional development for project staff.

Regional and tribal organizations will assist the PD in developing AN cultural units and connections, securing resources for integrating AN culture into *VTE-GI* curriculum and identifying culturally relevant AN field trips, guest speakers, and job training opportunities (job shadows, internships, etc.). They will aid in planning and providing training to project staff on cultural project strategies and objectives and serve as a liaison between *VTE* staff and local communities to help facilitate local job training and AN cultural experiences. Tribal partners will also provide leadership for the project by participating in the *VTE Consortium Meetings*.

Business partners will provide local job shadows, internships, and on-the-job training opportunities; *VTE* funding when it is available; participate in the *VTE Consortium Meetings* and efforts to gather feedback and make continuous improvement to the project; and provide guidance on *VTE-GI* curriculum and activities. A partnership with the ANHC will provide project students with AN cultural workshops, tours, art classes, and connections with Anchorage's AN community through participation in AN community events. ANHC will also provide internships for students in a wide variety of jobs including maintenance workers, tour guides, office assistants, gift shop workers, and AN Dancers. Finally, ANHC will provide training for staff on integrating AN culture into *VTE-GI* phases.

The *VTE-GI* project will continue to formalize tribal and parent involvement through the inclusion of semi-annual reports and surveys during established PAC and tribal meetings in each village. The *VTECC* will also continue to provide for community input and project oversight. Community voice for the project will be formalized through the inclusion of annual participant, partnership, and staff surveys to gather feedback for

continuous improvement. Results will be used to improve activities and programming. Staff evaluations and ongoing feedback will guide and improve trainings.

Chugach School District

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Demonstration of Research Basis

The *VTE-GI* project supports underserved, financially disadvantaged AN youth. An extensive review of research on effective practices, as evidenced by the following bibliography, has been utilized to develop academic, personal/social, and career development objectives with a focus on works by Fullan (2001); Gysbers (1997); Levine & Lezotte (1990); and McAlonan, Hotchkiss & Urich (1999). *VTE-GI* is guided by the National Career Development Guidelines (2007) and provides the content, organizational framework, opportunities, and the resources otherwise not available in remote Alaskan high schools with a curricular focus on motivation to achieve, decision-making, goal-setting, planning, problem-solving, interpersonal effectiveness, communication skills, cultural identity and effectiveness, responsibility, and career exploration and planning. Research regarding comprehensive guidance programs shows a positive relationship on students' grades and career development, increased Vocational Identity scores, fewer problems in school, and higher satisfaction with educational quality (Lapan, Gysbers, & Sun, 1997; Lapan, Gysbers, and Petroski, 2001; Lapan, Gysbers, Hughey, and Arni, 1993; Nelson, Gardner, & Fox, 1998).

Academic instruction in *VTE-GI* phases is contextual and relevant to accomplishing meaningful tasks using technical reading, writing, and math. AN students will routinely analyze, synthesize, evaluate, and apply skills and knowledge in new, unpredictable, real-life situations outside the four walls of the classroom. Participants will write cover letters and resumes for real job training positions; create tangible budgets based on potential career earnings in fields of interest; compute taxes; calculate interest; balance checkbooks; navigate public transportation; participate in job shadowing opportunities; plan nutritious meals on a budget; and select affordable, healthy free time activities. The power of using real life connections to make learning meaningful and relevant is often minimized in traditional education, yet research indicates its importance with indigenous students (Barnhardt, R., & Kawagley, 2005). Four learning styles are common among Native children (Pewewardy, 2002): (a) field-dependent (Tharp, 2006), (b) visual (Lipiniski, 1989, 1990), (c) reflective (Hall, 1991; McShane & Plas, 1994), and (d) classroom management positive effecting (Lipka et al., 2005). The traditional Western approach to education stresses auditory learning, but the approach toward learning for AN students must include contextual experiences that makes a connection to the student's culture as well as time for reflection and internal processing. Lipka et al. (2005) conducted research on teaching math to AN students through a curriculum that included contextual models (e.g., building a smokehouse). Results indicated that the culturally relevant approach led to an increase in students' learning when compared to a more traditional, Western style of math instruction with the same group of students. Barta et al. (2001) suggested that a contextual approach to learning that included culturally relevant curricula was a necessary bridge between home and school. To increase retention, *VTE-GI* phases are based on Learning Theory which indicates learning is best when students interact, engage in hands-on activities, and apply content across environments (McAlonan et al., 1999).

To foster a positive cultural identity, culture must form the foundation of learning experiences (Battiste,

2002; Toulouse, 2008). Culture is learned through ceremonies, gatherings, stories, music, games, arts, crafts, and experiences utilizing cultural materials. Elders and community members are considered the most important means for cultural knowledge to be passed down, however, in many AN villages, cultural identity, language, stories, and arts have been lost. The support of the tribal councils, the regional non-profit organization, and the ANHC are key components of this strategy. To foster cross-cultural competency, the project draws largely from the research of Rasmussen (2013, 2015) and Endicott, Bock, and Narvaez (2003) who found that the more students were exposed to cultural differences and diversity, the higher their moral reasoning; understanding of the variety of beliefs, values, expectations, and assumptions that others might use; and flexibility in resolving conflicts. Cultural competency is learned through interactions with cultural diversity not typical in AN villages; goal setting and follow through; self-reflection on one's own culture, attitudes, perceptions and biases; identifying cultural communication and decision-making styles; and getting feedback regarding individual biases.

Past *VTE* efforts show improvement in academic achievement of some of the lowest-performing students in Alaska. The mean gains for reading, writing, and math made by students who had taken one or more section of the High School Graduation Qualifying Exam (HSGQE) before *VTE* attendance and then retaken the test within eight months were all statistically significant (Cope, 2013). From 2004-2010 the average HSGQE point gain for these students was 57.5 for reading, 53.5 for writing, and 68.38 for math. In addition, while overall graduation rates in the partner districts are generally lower than the state average (see Table 1), the graduation rate for students who completed 3 or more past *VTE* phases was 98%, averaged over eight years as compared to 71.1% statewide in 2013. Student progress towards Personal/Social, Career Awareness, and Leadership standards have been measured. The self-reported pre- to post- activity gains in perception of skills were also measured. For almost every phase, the pre- to post- gains in all were statistically significant. These results indicate that the program holds promise as a successful innovation for increasing high school graduation. *VTE* activities engage students in learning and encourage academic motivation while simultaneously developing other skills related to personal growth (Costa & Kallick, n.d.).

Chugach School District:

Voyage To Excellence – Generation Indigenous (VTE-GI)

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Chugach School District

Voyage To Excellence – Generation Indigenous Description of Continuing Activities

Sustainability of the *Voyage to Excellence – Generation Indigenous* project is somewhat dependent on district and discretionary grant funding. Recognizing the potential instability of both, school district partners are committed to actively seeking long-term funding solutions for program operating costs through the work of the *VTE* Consortium Committee's monthly meetings. Sustainability planning began with the determination of the *VTE* School as a variable-term, statewide residential school by the State of Alaska, Department of Education and Early Development, which entitles the *VTE* School to state funding. Even though a local match is not required for this program, the *VTE-GI* partners are committing local funds that add up to at least a 57% match to the grant funds. Most of the local matching funds help support additional teaching and support staff, student travel, and operation of facilities. Funding for the program is also supported through Alaska Native corporate donations. Evidence of project success will allow partners to secure funding from local, state, and federal programs to continue and expand project initiatives. Having a partnership of committed organizations will allow project partners to identify new funding streams or other resources to continue operations such as the new tax incentives for regional and additional local Alaska Native corporate donations.

A *VTE-GI* Guidebook will be developed and revised by the PD each year of the project for replication in other programs and will include five sections as recommended by the U.S. DOE, Reform Support Network (2014) in their planning and implementation guide for instructional improvement systems: standards and curriculum; instructional design, practices and research; assessment and growth; professional development for teacher and leader effectiveness; data analysis and reporting. The *VTE-GI* Guidebook will include summaries of best practices and lessons/learned and each of the five sections will include subsections for vocational implementation as well as cultural identity implementation. Key instructional, professional development, assessment, evaluation documents and reports will be added to the Guidebook, allowing for replication of evaluation as well as continuous improvement efforts. The *VTE-GI* Guidebook allows for replication of ideas

between isolated AN villages in Alaska as well as replication to other AN/AI communities. During project year 4, developers will share project strategies and successes during the annual Alaska Federation of Natives conference.

Long-term outcomes and results beyond the period of Federal financial assistance include increased AN student achievement, cultural identity, confidence, resiliency, student involvement, graduation rate, college/career readiness, post-secondary attendance, economic status, and career opportunities; increased staff knowledge and ability to meet the needs of AN students' academic, personal, social, and cultural needs; and decreased AN at risk population. These long-term outcomes are assessed through multiple summative and formative measures including state assessments, phase performance rubrics; student, staff, and partner perception surveys; training attendance rates and evaluations; and cultural unit rubrics to monitor, assess, and improve the quality of program activities and attainment of milestones.

Chugach School District
Voyage To Excellence – Generation Indigenous

Resume Project Director

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sburgoon@chugachschoos.com

PROFESSIONAL EXPERIENCE

- 2013-present **Voyage to Excellence, Chugach School District, Anchorage Alaska**
Teach and assess students 7-12 grades in a variable-term, residential state school with a focus on career and technical education and life skills; Implement and report federal and state grants; Implement performance- based educational system; Provide safe, student-centered learning environment; Supervise and evaluate site staff; District leadership mentor; Revise district curriculum and assessment with teachers and administrators
- 2003-2013 **Whittier School, Chugach School District, Whitter, Alaska**
Head Teacher, grades 4-12
Teach grades 4-12; Implement performance-based educational system; Provide safe, student-centered learning environment; Create and teach lessons in all content areas for multiple grades; Perform duties of site administrator; District leadership mentor; Revise district curriculum and assessment with teachers and administrators
- 2000-2003 **Iditarod Area School District, McGrath, Alaska**
Teacher, grades 3-12 (McGrath), grades 5-11 (Grayling), grades 3-7 (Anvik)
Implement standards-based educational system; Provide safe, student-centered learning environment; Create and teach lessons in all content areas for multiple areas; Revise district curriculum with teachers and administrators; Textbook selection committee; Create and implement Search and Rescue Team; Mentor new teachers
- 1998-2000 **Texas A&M University, College Station, Texas**
Lecturer, Center for Academic Enhancement
Teach multiple sections of CAEN 101: *Succeeding in College* to classes of 25-30 students; Textbook selection committee; Mentor and advise college students; Hire and supervise Supplemental Instruction leaders for Chemistry courses; Conduct workshops and training seminars on educational philosophies and teaching strategies, GRE preparation, and basic study skills

EDUCATION

Post-Graduate Certificate – Principal
Department of Educational Leadership
University of Alaska, Anchorage, AK
May 2008

M.Ed. Education Curriculum and Instruction
Emphasis in Reading Instruction
College of Education
Texas A&M University, College Station, TX
May 2000

BS Interdisciplinary Studies

College of Education

Texas A&M University, College Station, TX

December 1996

CERTIFICATES/ENDORSEMENTS

Administrative Certificate – Principal Grades K-12

State of Alaska

Professional Teacher Certificate – Grades 1-8

State of Alaska

Highly Qualified

Elementary Education

Middle School (Language Arts, Math, Social Studies & Science)

High School Language Arts

High School Math

High School Social Studies

High School General Science

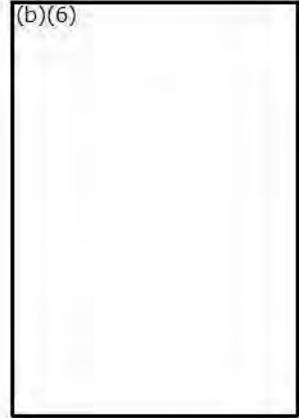
LEADERSHIP

- 2003-** **Prince William Sound Teacher Association**
Member 2003-present, President 2009-present
- 2013-** **District Mentor**
Mentor head teachers in Chugach School District
- 2012-2013** **Educational Consultant**
Susan B. English School, Seldovia, Kenai Peninsula Borough School District
- Summer 2009** **Revised and updated Chugach School District board policy**
Chugach School District
- Fall 2008** **Presentation: "Implementing Individual Learning Plans in the K-12 Classroom"**
Chugach, Kuspuk, & Lake and Peninsula School Districts
- April 2008** **Presentation: "Teaching Reading Using a Balanced Instructional Model"**
Southcentral Foundation Faculty Inservice
- 2007-2008** **Revised District Reading and Writing Standards and aligned to Alaska Grade Level Expectancies**
Chugach School District
- January 2005** **Presentation: "Implementing a Standards Based Design in Math and Science"**
Alaska Quality Schools Coalition Winter Symposium

Chugach School District
Voyage To Excellence – Generation Indigenous

Resume Project Administrator

Robert Crumley, Ph.D.
9312 Vanguard Drive, Suite 100
Anchorage, Alaska 99507
(907) 522-7400
bcrumley@chugachschoools.com



Career Objective:

Key leadership position in an educational organization committed to systematic continuous improvement in meeting the needs of every child.

Experience:

- 2005 – Present Superintendent: Chugach School District
- 1999 - 2005 Executive Director of Instruction and Assessment: Chugach School District
- 1997 - 1999 District-Wide Principal: Chugach School District
- 1995 – 1997 Principal/Teacher: Whittier Community School, Chugach School District
- 1994 – 1995 Secondary Math Teacher Annette Island School, Metlakatla AK.
- 1992 – 1994 Secondary Math Teacher Marjory Stoneman Douglas High, Parkland FL.
- 1992 – 1994 Assistant Athletic Director Marjory Stoneman Douglas High, Parkland FL.
- 1986 – 1992 Secondary Math Teacher Hollywood Hills High School, Ft. Lauderdale FL.

Educational Preparation:

- 2008 **Interdisciplinary PhD.** Philosophy/Ed. Leadership: University of Alaska Fairbanks
- 2001 **Superintendent Credentialing Program**: University of Alaska Anchorage
- 1992 **Master of Educational Leadership**: Nova University, Ft. Lauderdale FL
- 1986 **Bachelor Degree in Education**: Western Montana College, Dillon, MT. Major: Secondary Math, Social Studies

Adjunct Professor Courses - University of Alaska, Anchorage

EDL 638	Instructional And Curricular Leadership
EDL 637	Educational Leadership and Organizational Behavior
EDL 672	Student Performance

Special Recognition/Awards:

2015	<i>Superintendent of the Year</i>	State Award
2009	<i>Alaska Performance Excellence Award (APEX)</i>	State Award
2001	<i>Malcolm Baldrige National Quality Award for Excellence in Education</i>	National Award
2000	<i>New American High School Award</i>	National Award

Key Presentations and Consulting:

Spring 2010 & 2011	Baldrige Performance Excellence Program Quest For Excellence Speaker
Spring 2009	Keynote Speaker for the Exemplary Institutue , Albuquerque, New Mexico
Spring 2006	Performance pay consultant for the North Slope Borough School District during negotiations
July 2005	National Forum on Educational Policy hosted by the Education Commission of the States, Panalist: Denver, CO.
August 2004	Alaska Quality Schools Institute Facilitator: 22 schools districts representing 80,000 students throughout Alaska as well as 10 other states that designs better educational systems that assist all students in attaining high standards. Anchorage, AK
July 2004	National Academy Foundation. Keynote Presenter: "Partnerships for America's Youth", New York, NY.
January 2004	CPEx Achievements In Excellence 2004 Keynote Presenter: "Colorado Performance Excellence, Achievements in Excellence", Colorado Springs, CO.
October 2003	Alaska Association of School Boards. "Reinventing Schools Coalition", Anchorage, AK.

- January 2003 **Principles for Principals**, Keynote Presenter: “Using Data-Driven Decision Making to Improve Student Learning”, Online forum hosted by North Carolina Department of Public Instruction.
- October 2002 **5th Annual Leadership Institute** University of Alaska, Anchorage Keynote Presenter: “Igniting the Power to Lead”, Anchorage AK.
- February 2002 **The Quest for Excellence XIV featuring the 2001 Award Recipients of the Malcolm Baldrige National Quality Award**, Keynote and Plenary Presenter: Washington DC.

Publications:

- Fall 2002 Crumley, R. co-author: **Guide for ReInventing Schools**
 Summer 2008 Crumley, R. author: **A Description of Baldrige In Education Leadership Concepts Within The Alaska Quality Schools Model Of Education**

References:

Roger Sampson

rsampson@ecs.org

(b)(6)

President, Education Commission of the States

Dr. John Monahan

(b)(6)

**Assistant Professor, Educational Leadership Program
 University of Alaska Statewide**

Jerry Covey

(b)(6)

Former Commissioner of Education for Alaska

Chugach School District
Voyage To Excellence – Generation Indigenous

Resume Project Evaluator

Douglas L. Penn



(b)(6)

EDUCATION

Superintendent Certification
University of Alaska, Anchorage / May 2008

Masters of Education, Educational Leadership, Type B Certification
University of Alaska, Anchorage / May 2003
Dean's Honor List 2001-2003

Special Education Endorsement
University of Alaska, Anchorage / April 2000
Dean's Honor List 1998-2000

Multiple Subjects Professional Teaching Credential
Humboldt State University, Arcata, CA / May 1996
Dean's Honor List 1995-1996

Bachelor of Arts, Physical Geography
University of California, Santa Barbara / March 1990
Dean's Honor List 1988-1990



SPECIAL STRENGTHS

Educational Leadership	Math and Science
Special Education	Alaska Standards Based Learning / Implementation
Curriculum and Assessment Design	Technology (PC, Macintosh, Internet Applications)

EDUCATIONAL EXPERIENCE

District Wide Administrator / Teacher / District SPED, K-12 grades 8/97-Present
Chugach School District – 2001 Malcom Baldrige National Quality Award for Education
2009 Alaska Performance Excellence Award

Whittier Community School, Chugach School Dist., Whittier, AK

- District Wide Administrator, Assistant Superintendent responsibilities 6/05-present
- District Wide Principal, K-12 grade, 8/99-present
- District Wide mentor teacher in Science and Math
- Teacher, 7th-12th grade, 8/98-6/99
- Teacher, 6th-8th grade, 8/97-6/98
- Facilitated instructional model from skills based learning through real-life applications.

Teacher, K-8th grade (multi-aged classroom) 8/96-6/97

Chenega Bay Community School, Chugach School Dist., Chenega Bay, AK

- Taught all grade levels and content areas in classroom and community settings.
- Assessed using portfolios designed in conjunction with district standards and benchmarks.
- Extensive development of hands-on curriculum, including in class salmon hatchery.
- Implemented Multisensory Teaching Approach for reading to improve fluency.
- Planned and implemented a 3 week educational and cultural exchange trip around Montana.

Instructor

6/91-9/91

Glacier Institute, West Glacier, MT

- Designed curriculum and instruction in Biological, Physical, & Cultural Sciences
- Provided instruction for children grades 4-6 and assistance for college level courses.

Special Education Behavioral Specialist

11/90-6/91

Devereux Foundation-Education Dept., Santa Barbara, CA

- Instructed developmentally/emotionally disabled students in classroom/community settings.
- Adapted and implemented lesson plans to meet individual student needs
- Areas of instruction included basic life skills, social academics, and physical education.

PROFESSIONAL ACTIVITIES

Awards:

- Alaska Performance Excellence (Chugach S.D. 2009)
- Macolm Baldrige National Quality Award (Chugach S.D. 2001)
- New American High Schools Award (2000)
- Milken Award for Excellence in Teaching, (2000)
- AK Science & Tech Foundation Grant to Teachers (2001, 2002, 2003)
- 2001 Harriman Retraced Expedition Member - representing AK teachers

Publishings:

- Guide to Reinventing Schools (2001)
- Student Kittiwake Population Study, National Science Teacher, (Fall 1999)
- Web based lesson on PBS.org for Harriman Expedition

Instructor:

- Creating Culturally Responsive Schools – Alaska Pacific University (2002-Present)
- Literacy and the Digital Native – Alaska Staff Development (2013)
- Using Technology to Differentiate Instruction - Alaska Staff Development (2012)
- Assessing Student Performance Standards - Alaska Pacific University (2002-Present)
- Standards Based Instruction – Alaska Staff Development Network (2002-Present)
- Electronic Reporting and Data Analysis – University of Alaska, Fairbanks (2003)

Presenter:

- Presenter for Alaska Quality Schools Institute (2000-2008)
- Baldrige National Quality Conference (2002)
- New American High School Conference (2000)
- Implementing standards based systems, effective school change (1999-Present)
- leadership/instructional training for over 25 school districts in AK, CA, and IA

Collaborator:

- U.S. Dept. of Ed on implementation of classroom connectivity (1999-2006)

Grant Director/PI/Evaluator:

- Alaska Native Education Program Voyage to Excellence STEM (2014-present)
- Alaska Native Education Program School to Life (2013-present)
- NASA Global Climate Change Education -NICE (2009-2013)
- Dept. of Defense – Alaska Scientists of the Future (2005-2008)
- NASA Explorer Schools Grant (2005-2007)

REFERENCES

Kelly Tonsmeire Director – Alaska Staff Dev Network	Ty Mase Superintendent, LPBSD	Robert Crumley Superintendent, CSD
(b)(6)		

Chugach School District
Voyage To Excellence – Generation Indigenous

Resume VTE Counselor

Christopher Irvin

(b)(6)

Strengths

- Highly Skilled in Program Development and Support
- Skillful Trainer – Curriculum Development & Staff, Parent and Student Training
- Effective Counselor – academic, career, clinical, home based, & residential including crisis situations, responding to traumatic events and suicide.
- Skilled in working in multicultural environments.

Experience

Academic/Career Education Counselor – Chugach School District

August 2005 – Present

I worked through out the state with children and families, as a teacher, counselor, and parent educator. I divided my time between the three community schools in Whittier, Tatitlek and Chenega Bay, FOCUS homeschool, Alaska's first statewide homeschool, and the Voyage to Excellence Variable Term Residential School in Anchorage.

- Designed and implemented a comprehensive Social Emotional Learning program throughout the district.
- Developed individual strategies for students' success throughout the district.
- Created and implementation a culturally relevant counseling curriculum that emphasizes the individual needs of students and their families.
- Increased staff communication facilitated healthier staff relationships though team building initiatives.
- Trained CSD teaching staff in Behavioral Strategies, Social Emotional Learning & Post-secondary Opportunities
- Crisis Response Team Member
- Created a comprehensive curriculum for teaching the National Center for Construction Education core competencies at the EXCEL Summer Standards Camp.
- Taught writing at the EXCEL Summer Standards Camp.

Mental Health Specialist III – United Health Services, North Star Behavioral Health

May 2012 – February 2014

Primary responsibility is providing leadership and direction to the Mental Health Specialists staff throughout the acute adolescent units with in a secure psychiatric facility. This position is a combination of supervisory and therapeutic duties.

- Clinical responsibilities include, developing and leading psycho-educational groups, maintaining patient documentation, and providing direct behavioral health care to patients with psychiatric disorders.
- Responsible for ensuring the safety and well being of patients, and supporting the maintenance of therapeutic milieu.

Lead Academic Counselor –Educational Services System, Cook Inlet Tribal Council Education, July 2003 – August 2005

Christopher Irvin
Page 1 OF 4

Directed Counseling Program for Educational Services System. Academic Counselor duties (below) with the addition of:

- I created and oversaw the implementation of a culturally relevant counseling curriculum that emphasized the individual needs of Alaska Native/American Indian high school students and their families resulting in a dramatic increase in parental involvement, school attendance and meeting AYP goals for Alaska Native students.
- Directed CITC's summer school program which resulted in the credit recovery of over 800 units for students who were behind in meeting graduation requirements.
- I trained and coached the education staff in being the first group to implement the Quality School Model in a large urban school district.

Academic Counselor –Educational Services System, Cook Inlet Tribal Council Education, September 2001 – July 2003.

- I provided primary counseling in overcoming specific personal and educational challenges for students in CITC's ESS programs
- Supplemental Academic Counseling for Alaska Native and American Indian Students in the Anchorage School District
- Fostered parent involvement in school program
- Planning and leading of informative events for staff, students, family and community

Program Manager -- Summer Youth Employment Program, Cook Inlet Tribal Council May 2001 – August 2002. This was a summer position, which off set the September – June schedule of the High School Program. I was responsible for developing the Anchorage work sites for Summer Youth Employment Program (SYEP) youth worker placement.

- I placed over 300 students in their first employment.
- I worked with site supervisors to orient, place and ensure a successful outcome for youth.
- I provided case management for SYEP applicants/participants
- I was responsible for overseeing the intake, assessment, plan development and appropriate placement of youth participating in SYEP

Family Behavioral Therapist/Researcher. Alaska's Autism Early Intervention Program, University of Alaska Anchorage, spring 1996 – May 2002

Worked collaboratively with Todd R. Risley, Ph.D. in the development of a delivery system for autism treatment to rural areas of Alaska -- focusing on issues of family stress and parenting skills.

- We provided the first comprehensive Autism treatment program in the state that addressed the issue of parent stress as well as intensive treatment of the child.
- I created and implemented a successful family preservation program aimed at preparing families for the massive lifestyle changes that an intensive intervention program conducted in the family's home will entail.
- The Family Preparation model dramatically increased the treatment compliance rate, and reduced the harmful side effects of treatment on the families.
- I successfully trained 35 families in strategies to reduce the life-long disabilities associated with autism

Christopher Irvin
Page 2 OF 4

Teaching Assistant, Graduate course in psychotherapy skills. University of Alaska, Fall 1997.

- I prepared and led discussions on ethical considerations in psychotherapy, empathetic response, & self-disclosure
- Led small group experiences with basic psychotherapy skills

Psychotherapy Internship, Psychological Services Center, University of Alaska Anchorage, June 1997 - December 1997. Provided psychotherapy to a variety of clients in an outpatient setting.

- Supervision was provided by faculty
- Provided individual and couples counseling to a wide range of clients

Night Monitor, Homeward Bound, a residential facility for homeless men recovering from alcoholism. Fall 1996.

Practicum in group therapy, Alaska Children's Services, pre-adolescent residential unit -- January 1999 - May 1999.

- Lead a group therapy session with 8 - 12 pre-adolescents in a residential therapy unit

Practicum in psychological assessment, Alaska Psychiatric Institute, Aug 1998 -- Dec 1998.

- Administered a variety of psychological measures
- Interpreted tests and wrote reports for chief psychologist and psychiatric staff

Mortgage Portfolio System Manager, National Bank of Alaska, Sept 1990 -- Aug 1995

- Managed the bank's temporary holding of Mortgage loans prior to being sold as securities.
- Oversaw data system for originating loans and portfolio management

Education

Western Washington University, Bellingham Washington, BA, Psychology, 1989

Capella University -- Minneapolis Minnesota, MS, Mental Health Counseling, Projected graduation -- Spring, 2015

University of Alaska -- graduate courses in Clinical Psychology & Education

- UAA Clinical Psychology -- 47 credits
- UAF Education -- 13 credits

Other Relevant Academic/ Community Activities

- Wilderness First Responder
- National Center of Construction Education and Research (NCCER) Teacher Training in Core Curriculum -- November 2007 -- Present
- Designed Personal Social Service and Career Development Standards for Chugach School District 2006-2008
- Love and Logic Parent Trainer -- February 2006 - Present
- Presenter: Reinventing School Collation Guide Training - October 2004
- Presenter/ Guide Apprentice: Quality School Institute 6 - August 2004
- Guide Training Reinventing Schools Collation Spring 2004

- TOPS Training (Training of Presenters & Promoters)
- *AKCIS (Alaska Career Information System Software Training) -- October 2002*
- *Bridges Education and Career Planning Software Training -- April 2003*
- House Manager – Alaska Center for the Performing Arts -- Fall 2001 – Spring 2003
Supervised volunteer ushering staff varying in number from 3 – 100 volunteers
- National PTA facilitator training Building Successful Partnerships – Sept 2001
- Served as graduate student representative to the clinical training committee
Aug 1996 - June 1997, University student council August 1997 – June 1998
- Conducted research on: Gender bias exhibited toward children experiencing
Autism, HIV status and lifestyle alterations, Sensation seeking behavior,
depression and frequency of nightmares

Chugach School District
Voyage To Excellence – Generation Indigenous

Letter of Verification for Eligible Indian Organization



Tatitlek Village IRA Council

"God's Country, USA"

May 29, 2015

Bob Crumley, Superintendent
Chugach School District
9312 Vanguard Drive Number 100
Anchorage, Alaska 99507

RE: Indian Education Discretionary Grants

Dear Bob,

As we discussed, the Native Village of Tatitlek is a federally recognize tribe and is governed by the Tatitlek Village IRA Council.

Our current board members are:

- -David Totemoff-President
- -Curtis Kompkoff-Vice-President
- -Karen Katelinkoff- Tres/Secretary
- -William Evanoff-Member
- -Katheryn Kompkoff-Member
- -
- -

All of these members are Alaska Native.

I have attached a copy of our charter, bylaws, articles of incorporation or mission statement.

Should you have any questions, or need further information, please to not hesitate to contact me.

Regards,

David Totemoff
President

(b)(6)

P.O. Box 171 • Tatitlek, Alaska 99677 • (907) 325-2311 • FAX (907) 325-2298

05/28/2015 09:29 19073252298

Tribal Natural Resource Management Plan

July 2003

Mission Statement

The Native Village of Tatitlek will develop and maintain a Tribal Natural Resource Management Program to ensure the meaningful involvement of the Tribe in all aspects of natural resource research, management and development in order to provide for the long-term protection and preservation of these natural resources and the environment within its traditional use areas.

Vision Statement

Natural resources are an inseparable part of the traditional and cultural heritage of the Native Village of Tatitlek. Building on the foundation of the Tribal historic perspective with new science, the natural resources program seeks to preserve and enhance the healthy attitude of respect and responsible stewardship of natural resources. The Tatitlek Tribal Natural Resource Management Program seeks to facilitate and promote individual and community involvement in the management, understanding and responsible development of the natural resources in the Tatitlek Traditional Use Areas.

Chugach School District

Voyage To Excellence – Generation Indigenous

Request and Eligibility for Competitive Preference Points

Priority 1—Serves a local rural community:

The *Voyage To Excellence – Generation Indigenous (VTE-GI)* project includes the partners of Chugach School District (CSD), Kenai Peninsula Borough School District (KSD- Project GRAD schools only), Copper River School District (CRSD), Yukon-Koyukuk School District (YKSD), Yupiit School District (YSD), Kodiak Island Borough School District (KIBSD), Cordova City School District (CCSD), and Northwest Arctic Borough School District (NWASD). This *VTE-GI* partnership **qualifies for the Competitive Preference Priority 1** points because seven out of eight school districts qualify as LEAs that are eligible under the Small Rural School Achievement (SRSA) designation. Four of eight school districts are designated by the U.S. Census Bureau with a locale code of 7 or 8 (territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City). Seven out of eight districts meet the qualifier of the locale code 43 as all are more than 25 miles from an urbanized area and also more than 10 miles from an urban cluster. The nearest urbanized area or urban cluster to all districts is Anchorage which is 60 miles away from the nearest site in CSD and 696 miles from the furthest site in NWASD.

Priority 3—Consortium received grant from eligible grant program:

The *VTE-GI* project **qualifies for the Competitive Preference Priority 3** points because it is submitted by a consortium in which the lead applicant and 3 partners have all received a grant from the Alaska Native Education (ANE) Program (title VII, part C) within the last four years. CSD, the lead applicant, has received

three ANE grants within the past four years. The first was awarded in 2012 and was called Voyage to Excellence – School to Life (VTE-STL, 2012-2015). The PR award number was S356A120001. The second was awarded in 2014 and is called the STEM of VTE (STEM-VTE, 2014-2017). The PR award number is S356A140050. Additionally, consortium partner, KPBSD, was also awarded an ANE grant in 2012 called ACCESS (2012-2015). The PR award number was S356A120012. Consortium partner, YSD, was awarded an ANE grant in 2012 called School To Life (2012-2015). The PR award number was S356A120070. Consortium partner, YKSD, was awarded an ANE grant in 2012 called School Success Model (2012-2015). The PR award number was S356A120026.

Chugach School District
Voyage To Excellence – Generation Indigenous
Indirect Cost Rate Agreement



THE STATE
of **ALASKA**

GOVERNOR BILL WALKER

**Department of Education
& Early Development**

SCHOOL FINANCE / FACILITIES

810 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.8683
Fax: 907.463.5279
Email: Meridith.Boman@alaska.gov

April 8, 2016

Adrienne Fleming, Special Programs Bookkeeper
Chugach School District
9312 Vanguard Drive, Suite 100
Anchorage, AK 99507

Dear Ms. Fleming:

The Alaska Department of Education & Early Development has been delegated the authority, by the U.S. Department of Education, to approve *Restricted Federal Indirect Cost Rate Proposals* pursuant to delegation agreement number 2014-180, effective until June 30, 2016. The FY2017 approved Restricted Federal Indirect Cost Rate for Chugach School District is **3.19%**. The restricted Federal rate is effective from 7/1/2016 to 6/30/2017.

If you have any questions regarding this rate or the rate approval process, please contact me at (907) 465-8683 or meridith.boman@alaska.gov.

Sincerely,

(b)(6)

Meridith Boman
School Finance Specialist

Enclosure

Chugach School District
School District Certification and Request for Authorized Indirect Rate
As submitted to the Department of Education & Early Development
FY2017 Federal Indirect Rate

I certify that the information contained herein has been prepared in accordance with the instructions issued by EED and conforms with the criteria in OMB Circular A-87, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for review and/or audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 0.21%

R. Crumley 12-15-15
Superintendent's Certification Date

EED USE ONLY

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 3.19%

This rate becomes effective July 1, 2016 and remains in effect until June 30, 2017 and will apply to all eligible federally assisted programs as appropriate.

Federal law or grant conditions may limit the amount of indirect cost or the indirect cost rate. For example, if the approved restricted rate is five percent and the law allows only a three percent rate of recovery, then only indirect cost equal to three percent of the direct costs for that program may be recovered.

(b)(6) 4/4/16
Alaska Department of Education & Early Development Date

Chugach School District

Voyage To Excellence – Generation Indigenous (VTE- GI)

Appendix:

***VTE-GI* Project Logic Model Diagram**

Activities Facilitator Job Description

Sample End of Phase Assessment

Chugach School District VTE-GI Logic Model

Purpose: To ensure Alaska Native students graduate high school with the personal, social, life skills and cultural foundation to transition from school to employment or further training.

Problem: Alaska Native students often experience overwhelming challenges in making a successful passage from high school to life with skills to thrive beyond graduation in postsecondary education or full-time employment.

Inputs: State-approved variable-term residential school with a newly opened classroom and dormitory facility; resources, infrastructure, and learning opportunities not available in small rural high schools; curriculum and performance assessments aligned to AK standards; sound employment, enrollment, financial, evaluation, and communication procedures; a preschool family support system; state allocations; a variety of federal, state, and foundational grants; AN corporate donations

Objectives	Strategies/Act.	Outcomes/Impact Short Term	Outcomes/Impact Long Term
Goal 1: To increase the percentage of AN students who meet or exceed proficiency standards for reading, and mathematics on State assessments by providing contextual, AN culturally relevant academic instruction.			
1.1 Provide focused, contextual academic instruction in personally relevant fields of interest.	* Voyage Camp * Phases * Real life applications	The percentage of <i>VTE-GI</i> phase completers who consistently demonstrate proficiency on math, reading, and writing on newly adopted Alaska state assessments will increase by 2% (Spring 2017 baseline) in years 2-4.	* increase number of students entering college * increase number of students remaining in college
1.2 Provide opportunities to apply technical mathematics, reading, and writing in real life situations		The percentage of project participants who complete 2 or more <i>VTE-GI</i> phases and enroll in post-secondary training will increase by 2% over Spring 2016 baseline in years 1-4.	*decrease Alaska Native at risk population & dropout rate *increase Alaska Native children’s graduation rate, economic status & career opportunities
		90% of students who complete a <i>VTE-GI</i> college prep phase will meet ACCUPLACER or WorkKeys scores that meet the goals of their PLCP.	*enhanced school success
		90% of students who complete 2 or more <i>VTE-GI</i> phases will graduate from high school in four years.	*increased student involvement
Goal 2: To increase the percentage of AN students with the skills and knowledge to successfully transition to postsecondary education or full-time employment by providing career development opportunities for fields available in rural AN communities.			

Objectives	Strategies/Act.	Outcomes/Impact Short Term	Outcomes/Impact Long Term
2.1 Provide work readiness training and increase employability skills during phases that focus on careers available in rural AN communities.	<ul style="list-style-type: none"> * Voyage Camp * Phases * Development of PLCPs, * Industry certifications, dual credits, and occupational endorsements 	100% of students completing 2 <i>VTE-GI</i> phases will have two or more job shadow/internship experiences in careers available in rural AN communities.	<ul style="list-style-type: none"> * increase number of students entering work force with specialized training and experience * increase employability skills * decrease Alaska Native at risk population & dropout rate * increase Alaska Native children's graduation rate, economic status & career opportunities * enhanced school success * increased student involvement
2.2 Assist students in career exploration/job shadowing and in developing a PLCP.		100% of project participants will have a PLCP by graduation.	
2.3 Facilitate occupational endorsements and certifications and provide opportunities to gain dual college credits.		75% of students completing 2 <i>VTE-GI</i> phases will earn an industry certification, dual credit or occupational endorsement.	
2.4 Promote college entrance through a phase that focus on college prep, readiness, and planning (<i>It's My Life</i>).		75% of <i>It's My Life</i> phase participants will enroll in post-secondary training.	
		In phase participant surveys, 90% of respondents will report that <i>VTE-GI</i> phases have improved their knowledge of long-term expectations for college and career readiness. (GPRA) .	
Goal 3: To increase the percentage of AN students who display the personal and life skills necessary to be successful in transitioning to post-secondary education in an urban environment or employed independent living both in and out of rural AN communities.			
Objectives	Strategies/Act.	Outcomes/Impact Short Term	Outcomes/Impact Long Term
3.1 Provide personal and life skill development including time management, scheduling, goal setting, problem solving, money management, budgeting, self-directed task completion, decision making, stress management, leadership, and critical thinking.	<ul style="list-style-type: none"> * Personal/Social development * Drivers Education * Cultural Awareness * Voyage Camp * Phases 	90% of project participants will report personal growth in responsibility, personal and social skill development, and the ability to live and work independently on all post-phase self-evaluations.	<ul style="list-style-type: none"> * increase external assets (support systems, boundaries, expectations, empowerment, etc.) and internal assets (commitment to learning, positive values, social skills, positive identity, etc.) * increase independent living skills for rural Alaska students unfamiliar with urban life

3.2 Foster positive social skill development in group and professional settings.		90% of students completing <i>VTE-GI</i> phases will achieve proficiency on personal and social standards as measured by end of phase assessments.	*decrease Alaska Native at risk population & dropout rate *increase Alaska Native children's graduation rate, economic status & career opportunities *enhanced school success *increased student involvement
Objectives	Strategies/Act.	Outcomes/Impact Short Term	Outcomes/Impact Long Term
Goal 4: to ensure cultural identity is the foundation of <i>VTE-GI</i> experiences through opportunities to learn and participate in AN thematic units, interact with AN industry professionals, share local AN culture, and facilitate on-the-job training opportunities within AN communities.			
4.1 Utilize AN thematic units provided by Chugachmiut and ANHC in <i>VTE-GI</i> phases.	*AN cultural thematic units *Job shadow, guest speaker, field trip opps. with AN industry partners *Local job shadow opps. *Staff training	By the end of each project year, 90% of project participants will report personal growth in AN cultural awareness on all post-phase self-reflections.	* increase cultural identity *decrease Alaska Native at risk population & dropout rate *increase Alaska Native children's graduation rate, economic status & career opportunities *enhanced school success *increased student involvement
4.2 Identify and contract AN employers and industry professionals in <i>VTE-GI</i> phases for job shadow, guest speaker, and field trip opportunities.		4.2) 90% of project participants will participate in 2 quality AN cultural thematic units and activities per <i>VTE-GI</i> phase.	
4.3 Coordinate with local village councils to coordinate <i>VTE-GI</i> job shadows and internships within local communities.		4.3) 90% of students completing <i>VTE-GI</i> phases will achieve proficiency on AN cultural standards as measured by end of phase assessments (developed by December, 2016).	
4.4 Coordinate with regional AN partner organizations and cultural experts to provide yearly staff training to increase knowledge and skills in strategies for integrating AN culture into <i>VTE-GI</i> phases and identify/develop applicable curriculum.		4.4) 90% of project staff will report participation in trainings resulted in personal growth in their ability to promote students' cultural development.	

Assumptions:	<ul style="list-style-type: none">*Academic instruction must be relevant, applied to real life situations and contextual in nature.*Career and technical education is valued by partnership schools, Alaska Native organizational partners, parents and communities.*School to life transitional skills impacts students' academic success, graduation rate, dropout rate, employment opportunities, and economic status.
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Chugach School District
9312 Vanguard Drive, Suite 100
Anchorage, AK 99507-5355
(907) 522-7400 Fax (907) 522-3399

POSITION VACANCY
ANNOUNCEMENT

Voyage to Excellence (VTE) Activities Facilitator

Reports To: VTE Head Teacher
Hours: Full Time
Work Year: Up to 190 workdays throughout the calendar year

Qualifications:

- ◆ Alaska Native ethnicity and experience in Alaska Native settings highly desirable
- ◆ Experience with Career and Technical training is desirable
- ◆ Ability to build and sustain positive business partnerships and educational partnerships
- ◆ Strong willingness to be a learner, leader and motivator
- ◆ Strong interpersonal skills including collegiality and collaboration
- ◆ Positive, enthusiastic, energetic and optimistic
- ◆ Committed to excellence, organized, efficient, and flexible
- ◆ High School Diploma
- ◆ Ability to work with middle and high school age students from a variety of backgrounds and cultures
- ◆ Flexible schedule

Duties:

This position is responsible for assisting with service coordination and basic instructional delivery for the Voyage To Excellence Statewide Variable-Term School, as well as chaperoning and helping facilitate a variety of student activities.

Salary:

DOE

This is a great full-time, entry-level position into a growing program. Facilitators will be eligible for benefits including medical/dental insurance, performance pay, and vacation/sick leave.

Last Day To Apply:

Until Filled

Application Procedure:

Submit the following:

- Complete Cover Letter, Resumes, References
- Application may be submitted to:
Doug Penn, District Principal
Chugach School district
9312 Vanguard Drive
Anchorage, AK 99507-5355

(b)(6)

SAMPLE

Personal/Social

Performance Assessment

Student Name:	Site:	Teacher:
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PS 2	<p>Student participates in a team problem solving exercise. Student demonstrates traits of a team member in a variety of settings (e.g. contributes ideas and solutions, recognizes and respect differences in others, values the ideas and contributions of others, listens and shares information, asks questions and gets clarification, participates fully and keeps commitments, is flexible and respects the partnership created by a team, strives for the "win-win" solutions, & etc.).</p>
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PERFORMANCE TASK DESCRIPTION:
 You will participate in multiple experiences as a member of a team and reflect on what your strengths and weaknesses in group work are. Your teamwork behavior should demonstrate that you are “proficient” or “advanced” in all traits on the rubric that follows by three of the four scorers (self, stakeholder, Voyage to Excellence, and teacher). A score from your teacher is required.

Trait	Emerging	Developing	Proficient	Advanced
Work Ethic	<p>My actions show I need to learn more about being responsible, dependable, and flexible.</p> <p>I am off task much of the time.</p> <p>I distract others and slow work with continual disruptions.</p> <p>I don't complete my part of the work.</p> <p>I do little work.</p> <p>I must be reminded to take care of materials.</p>	<p>I need to be reminded to be responsible, dependable, and flexible in many situations.</p> <p>I am on task at times.</p> <p>I sometimes don't focus on what we are trying to get done.</p> <p>I complete part of my portion of the work.</p> <p>I need to be reminded to share the work load. My group's work has suffered because of it.</p> <p>I need to be reminded to help my group clean up.</p>	<p>I get to work on time. I am prepared, dependable, and flexible.</p> <p>I am usually on task.</p> <p>I keep my discussion focused on the task we are completing.</p> <p>I complete my part of the work on time.</p> <p>I take personal responsibility for my group's work and behavior.</p> <p>I help clean up our work area.</p>	<p>I help others become more responsible, dependable, and flexible.</p> <p>I go beyond the expectations of the task or project.</p> <p>I complete my part of the work ahead of time and help out when needed.</p> <p>I encourage others to participate and help my peers develop their skills.</p>
Attitude	<p>I rarely participate and often show a negative attitude.</p> <p>I rarely follow directions.</p> <p>My group or teacher spends valuable time settling disputes with me.</p> <p>I often make fun of, ignore, or put down the ideas and contributions of others.</p> <p>Poor listening, chaos, dishonesty and/or uncooperativeness are an issue with me.</p> <p>I continue arguing for “my way” even if the rest of the group wants to do something differently.</p>	<p>I sometimes participate and show a positive attitude.</p> <p>I follow most directions.</p> <p>I need to be reminded to cooperate and show respect for other students and my teacher.</p> <p>I sometimes make fun of, ignore, or put down the ideas and contributions of others.</p> <p>I show good listening skills and self-control at times.</p> <p>I am usually honest and trustworthy.</p> <p>In the end I accept team decisions but I tend to keep arguing, hold grudges, remind them I knew best when a solution doesn't work, etc.</p>	<p>I participate willingly contributing ideas and solutions and show a positive attitude.</p> <p>I follow directions consistently.</p> <p>I cooperate and show respect and consideration for other students and my teacher.</p> <p>I accept and value others' ideas and contributions to the work.</p> <p>I use self-control and show good listening skills.</p> <p>I am honest and trustworthy in all situations.</p> <p>I ask questions when I don't understand something.</p> <p>I respect team decisions even when I disagree.</p>	<p>I look for opportunities to interact in a positive way with others.</p> <p>I remind others to follow directions.</p> <p>I am a peer model. I use humor effectively to create a positive atmosphere.</p> <p>I encourage others to participate and help my peers develop their listening skills.</p> <p>I help others become more trustworthy and honest.</p> <p>I clarify meaning for others.</p> <p>I respect team decisions even when I disagree and strive to develop “win – win” solutions.</p>

Evidence:

SAMPLE

Personal/Social

Performance Assessment

PS 3	Student leads a team through a real or simulated problem. Student demonstrates traits of a Leader in a variety of settings (e.g. Consensus-Building, Teamwork, Motivation, & Communication & etc.) Student demonstrates the traits of a leader (e.g. Consensus-Building, Teamwork, Motivation, Communication & etc.).
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PERFORMANCE TASK DESCRIPTION:

You will participate with guidance in a variety of simulated or real life experiences as a leader of a team, classroom, or organization and reflect on your leadership strengths and weaknesses.

Your leadership skills should demonstrate that you are “proficient” or “advanced” in all traits on the rubric on the following page by three of the four scorers (self, stakeholder, Voyage to Excellence, and teacher). A score from your teacher is required.

Trait	Emerging I hardly ever:	Developing I sometimes:	Proficient I regularly:	Advanced I consistently:
Respectful	Accept others’ differences. Work through disagreements. Consider all points of view and ideas. Maintains control of emotions. Give and receive constructive criticism.	Accept others’ differences. Work through disagreements. Consider all points of view and ideas. Maintains control of emotions. Give and receive constructive criticism.	Accept others’ differences. Work through disagreements. Consider all points of view and ideas. Maintains control of emotions. Give and receive constructive criticism.	Accept others’ differences. Work through disagreements. Consider all points of view and ideas. Maintains control of emotions. Give and receive constructive criticism.
Organized	Am prepared. Meet deadlines. Am efficient. Develop, implement, evaluate, and refine a plan of action. Manage time well. Am neat when it’s required.	Am prepared. Meet deadlines. Am efficient. Develop, implement, evaluate, and refine a plan of action. Manage time well. Am neat when it’s required.	Am prepared. Meet deadlines. Am efficient. Develop, implement, evaluate, and refine a plan of action. Manage time well. Am neat when it’s required.	Am prepared. Meet deadlines. Am efficient. Develop, implement, evaluate, and refine a plan of action. Manage time well. Am neat when it’s required.
Responsible	Am on time. Take initiative. Follow through with what I begin. Put forth effort to go above and beyond minimum Use good judgment. Set a good example for others.	Am on time. Take initiative. Follow through with what I begin. Put forth effort to go above and beyond minimum Use good judgment. Set a good example for others.	Am on time. Take initiative. Follow through with what I begin. Put forth effort to go above and beyond minimum Use good judgment. Set a good example for others.	Am on time. Take initiative. Follow through with what I begin. Put forth effort to go above and beyond minimum Use good judgment. Set a good example for others and try to motivate and encourage them.
Communication	Present ideas clearly. Articulate thoughts clearly. Present self with composure. Show skill in dealing with difficult or delicate situations, keeping others’ feelings in mind. Ask questions. Pay attention to how others are acting and reacting. Helps others. Stay on task. Focus and make eye contact with speaker(s). Listens before responding.	Present ideas clearly. Articulate thoughts clearly. Present self with composure. Show skill in dealing with difficult or delicate situations, keeping others’ feelings in mind. Ask questions. Pay attention to how others are acting and reacting. Helps others. Stay on task. Focus and make eye contact with speaker(s). Listens before responding.	Present ideas clearly. Articulate thoughts clearly. Present self with composure. Show skill in dealing with difficult or delicate situations, keeping others’ feelings in mind. Ask questions. Pay attention to how others are acting and reacting. Helps others. Stay on task. Focus and make eye contact with speaker(s). Listens before responding.	Present ideas clearly. Articulate thoughts clearly. Present self with composure. Show skill in dealing with difficult or delicate situations, keeping others’ feelings in mind. Ask questions. Pay attention to how others are acting and reacting. Helps others. Stay on task. Focus and make eye contact with speaker(s). Listens before responding.

Evidence:

SAMPLE

Personal/Social

Performance Assessment

PS 4	<p>Student, consistently & independently, demonstrates appropriate social skills in a variety of settings (e.g., starting conversations, listening, helping others, and solving conflicts).</p> <ul style="list-style-type: none"> ● Student demonstrates ability to communicate feelings in a positive and constructive manner (i.e., empathy, compassion, using I messages). ● Student employees group interaction skills by dealing with peer pressure, communicating effectively and using humor responsibly. ● Student displays understanding of equality and respect for others. ● Student demonstrates strategies for dealing with shyness, embarrassment, boredom, and peer pressure.
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PERFORMANCE TASK DESCRIPTION:

You will participate in a variety of social interactions as a peer, a classmate, or member of a team or organization and reflect on what your strengths and weaknesses in social situations are, and summarize your experiences and evaluation on the page that follows.

Your social skills should demonstrate that you are “proficient” or “advanced” in all traits on the rubric below by three of the four scorers (self, stakeholder, Voyage to Excellence, and teacher). A score from your teacher is required.

Trait	Emerging	Developing	Proficient	Advanced
Respect	I demonstrate appropriate social skills in few settings. I can be too bossy or too condescending when trying to help others. I get focused on the conflict or problem rather than the solution. I often make poor choices and succumb to peer pressure. I do not show respect and appear to be “mad at the world”.	I demonstrate appropriate social skills in some settings. I help others when they ask me. I get focused on the conflict or problem before the solution. I am working on making healthy choices and dealing constructively with peer pressure. I am selective in who I treat with respect.	I demonstrate appropriate social skills in most settings. I help others when I see they are struggling. I am solution oriented when dealing with conflict. I regularly make healthy choices and deal constructively with peer pressure. I usually treat others fairly and with respect.	I demonstrate appropriate social skills in all settings. I initiate opportunities to help others. I am proactive to avoid conflicts. I teach others how to make healthy choices and deal constructively with peer pressure. I always treat others fairly and with respect.
Communication	I need frequent reminder to communicate my thoughts and feelings positively and constructively (i.e., empathy, compassion, using I messages, using humor responsibly, etc.). Shyness, embarrassment, boredom, and peer pressure often impede my ability to communicate with and relate to others. I rarely start conversations and others often feel alienated around me. I don’t understand how to employ active listening skills.	I need to be reminded to communicate my thoughts and feelings positively and constructively (i.e., empathy, compassion, using I messages, using humor responsibly, etc.). I am learning strategies to overcome shyness, embarrassment, boredom, and peer pressure, but am not yet implementing them consistently. I have a hard time starting conversations, but feel at ease once I am engaged in a discussion. I sometimes employ active listening skills.	I usually communicate my thoughts and feelings positively and constructively (i.e., empathy, compassion, using I messages, using humor responsibly, etc.). I consistently use strategies to overcome shyness, embarrassment, boredom, and peer pressure. I start conversations and strive to make others feel welcome. I regularly employ active listening skills (i.e., nodding, eye-contact, paraphrasing, etc.).	I teach others how to communicate thoughts and feelings positively and constructively (i.e., empathy, compassion, using I messages, using humor responsibly, etc.) and strategies to overcome shyness, embarrassment, boredom, and peer pressure. I engage others in conversations about their interests and strive to make others feel welcome and valued. I teach others how to employ active listening skills.

Evidence:

SAMPLE

Personal/Social

Performance Assessment

PS 5	<p>Student, consistently & independently, demonstrates appropriate personal skills in a variety of settings (e.g., using self-control, dealing with feelings such as anger, excitement, etc.) and responding to failure.</p> <ul style="list-style-type: none"> ● Student, independently, demonstrates use of coping strategies. ● Student demonstrates RET Goals (Risk Taking, Enthusiasm, & Teamwork). ● Student can identify F.A.I.R. goals (Flexibility, Adaptability, Integrity, and Resiliency). Student displays RET Goals (Risk Taking, Enthusiasm, & Teamwork). ● Student displays personal ethics (e.g., giving best effort, respect for others, dependability, pride in work, and etc.)
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PERFORMANCE TASK DESCRIPTION:

You will demonstrate positive personal skills in a variety of settings, reflect on what your personal strengths and weaknesses are, and reflect on your evaluation on the page that follows.

Your personal skills should demonstrate that you are “proficient” or “advanced” in all traits on the rubric that follows by three of the four scorers (self, stakeholder, Voyage to Excellence, and teacher). A score from your teacher is required.

Trait	Emerging	Developing	Proficient	Advanced
Personal Skills	I demonstrate appropriate personal skills in few settings. I frequently need reminders to gain control of my emotions and struggle to act appropriately especially when I’m excited or angry. I frequently place blame or put down those who give me negative feedback. I still struggle with being flexible, adaptable, and resilient. I often don’t consider the morally right thing to do when I make my decisions.	I demonstrate appropriate personal skills in some settings. I sometimes need reminders to gain control of my emotions. I usually accept criticism and failure without reacting negatively, but sometimes place blame or put down those who give me negative feedback. I am learning to be more flexible, adaptable, and resilient. I am beginning to base my decisions based on high moral standards and integrity.	I demonstrate appropriate personal skills in most settings. I maintain control of my emotions even when I am angry or excited. I accept criticism and failure without reacting negatively. I am usually flexible, adaptable, and resilient. I usually make my decisions based on high moral standards and integrity.	I demonstrate appropriate personal skills in all settings. I am in control of my emotions and deal with my feelings appropriately. I utilize criticism and failure to make improvements. I teach or remind others how to be flexible, adaptable, and resilient. I always try to make my decisions based on high moral standards and integrity.
Coping Skills	I am stressed out, anxious, apprehensive, fearful, sad, frustrated, angry, or hurt much of the time, and I don’t know how to be happier and more at ease.	I respond to stress, anxiety, apprehension, fear, sadness, frustration, anger, and hurt inconsistently. I am developing techniques to overcome stressful situations (deep breathing, positive attitude, physical activity, writing, art, music, friends, etc.).	I usually respond to stress, anxiety, apprehension, fear, sadness, frustration, anger, and hurt constructively and effectively. I consistently use strategies to overcome stressful situations (deep breathing, positive attitude, physical activity, writing, art, music, friends, etc.).	I identify my stressors and teach others how to overcome feeling of anxiety, apprehension, fear, sadness, frustration, anger, and hurt by employing coping techniques (deep breathing, positive attitude, physical activity, writing, art, music, friends, etc.).

Evidence:

SAMPLE

Personal/Social

Performance Assessment

PS 6	<p>Student consistently & independently demonstrates Life Skills and good manners (e.g., says please, thank you, excuse me, and etc.) in a variety of settings.</p> <ul style="list-style-type: none"> ● Student routinely demonstrates being a responsible student by completing tasks, being prepared to work, putting forth best effort, having pride in work, actively participating, and maintaining a positive attitude. ● Student routinely practices Daily Living and Self Care Skills (e.g., cleaning up, organizing, and planning daily activities). ● With guidance, student practices negotiating and stand-up for rights.
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PERFORMANCE TASK DESCRIPTION:

You will demonstrate positive personal skills in a variety of settings, reflect on what your personal strengths and weaknesses are, and reflect on your evaluation on the page that follows.

Your personal skills should demonstrate that you are “proficient” or “advanced” in all traits on the rubric below by three of the four scorers (self, stakeholder, Voyage to Excellence, and teacher). A score from your teacher is required..

Emerging I rarely...	Developing I sometimes...	Proficient I usually...	Advanced I always...
<ul style="list-style-type: none"> ● Demonstrate positive life skills and good manners consistently without being asked or reminded. (i.e., I am on time and follow through with what I begin. I put forth my best effort and take pride in my work. Etc.) ● Have a process for taking care of daily living tasks (planning, organizing, cleaning up, etc.). ● Take care of my personal health and have established positive social outlets. ● Practice standing-up for myself and negotiating or compromising with guidance. ● Am tactful, show good manners, and communicate well in most settings. ● Accept the consequences of my choices and actions without blaming, arguing, or putting others down. 	<ul style="list-style-type: none"> ● Demonstrate positive life skills and good manners consistently without being asked or reminded. (i.e., I am on time and follow through with what I begin. I put forth my best effort and take pride in my work. Etc.) ● Have a process for taking care of daily living tasks (planning, organizing, cleaning up, etc.). ● Take care of my personal health and have established positive social outlets. ● Practice standing-up for myself and negotiating or compromising with guidance. ● Am tactful, show good manners, and communicate well in most settings. ● Accept the consequences of my choices and actions without blaming, arguing, or putting others down. 	<ul style="list-style-type: none"> ● Demonstrate positive life skills and good manners consistently without being asked or reminded. (i.e., I am on time and follow through with what I begin. I put forth my best effort and take pride in my work. Etc.) ● Have a process for taking care of daily living tasks (planning, organizing, cleaning up, etc.). ● Take care of my personal health and have established positive social outlets. ● Practice standing-up for myself and negotiating or compromising with guidance. ● Am tactful, show good manners, and communicate well in most settings. ● Accept the consequences of my choices and actions without blaming, arguing, or putting others down. 	<ul style="list-style-type: none"> ● Demonstrate positive life skills and good manners consistently without being asked or reminded. (i.e., I am on time and follow through with what I begin. I put forth my best effort and take pride in my work. Etc.) ● Have a process for taking care of daily living tasks (planning, organizing, cleaning up, etc.). ● Take care of my personal health and have established positive social outlets. ● Practice standing-up for myself and negotiating or compromising with guidance. ● Am tactful, show good manners, and communicate well in most settings. ● Accept the consequences of my choices and actions without blaming, arguing, or putting others down.

Evidence:

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Chugach School District: Voyage to Excellence – Budget Narrative

Category and Cost Basis	Year 1	Year 2	Year 3	Year 4
1. Personnel				
Salary: Project Director – 80% FTE. Cost Basis: \$70,000 x 0.8. <i>The Project Director will be employed by Chugach School District and will be responsible for oversight of the project. The Project Director is expected to work on project activities 152 days.</i>	\$ 56,000	\$ 56,000	\$ 56,000	\$ 56,000
Salary: Project Evaluation – 10% FTE. Cost Basis: \$80,000 x 0.1. <i>Evaluator will design reporting tools and oversee data collection, descriptive and statistical analysis, and reporting.</i>	\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
Salary: Activities Facilitators – 3 x 80% FTE. Cost Basis: \$35,000 x 0.8 x 3. <i>Activities facilitators provide assistance planning, coordinating, and facilitating a variety of VTE-GI activities.</i>	\$ 84,000	\$ 84,000	\$ 84,000	\$ 84,000
Salary: Counselor– 80% FTE. Cost Basis: \$70,000 x 0.8. <i>Counselor will provide preventive services and site support for academic, personal/social, and career skill development. The Counselor is expected to work on project activities 152 days.</i>	\$ 56,000	\$ 56,000	\$ 56,000	\$ 56,000
Subtotal Personnel	\$ 204,000	\$ 204,000	\$ 204,000	\$ 204,000
2. Benefits				
Benefits. Cost Basis: \$204,000 x .4. <i>Benefits are calculated at 40% of salary. Benefits include health care and life insurance premiums, social security, worker's compensation, and teacher or public employees' retirement benefits.</i>	\$ 81,600	\$ 81,600	\$ 81,600	\$ 81,600
Subtotal Benefits	\$ 81,600	\$ 81,600	\$ 81,600	\$ 81,600
3. Travel				
Travel to Annual Grantee Meeting. Cost Basis: \$2120 x 2 people (\$1300 x airfare RT; food \$40/day x 3 days; lodging \$200/night x 3 nights; ground transportation \$100). <i>The purpose of the travel is for 2 people to attend the annual Program Director's Meeting in Washington DC.</i>	\$ 4,240	\$ 4,240	\$ 4,240	\$ 4,240
Student Travel reimbursement. Cost basis: Average airfare \$460 x 250 students at 25%. <i>This travel is a portion of the cost for students to fly from their villages to Anchorage to attend VTE Phases. Partners will cover remaining airfare costs. Although the project</i>	\$ 28,750	\$ 28,750	\$ 28,750	\$ 28,750

<i>serves 280 students, not all students will require airfare to attend VTE-GI phases.</i>				
Phase Food and Lodging. Cost Basis: \$30/day x 280 students x 11 days (average length of stay). <i>These food and lodging charges represent a prorated portion of the overall cost for students while in Anchorage for all phases with an average phase length of 10 days.</i>	\$ 92,400	\$ 92,400	\$ 92,400	\$ 92,400
Travel for Specialty Phase Expert Instructors. Cost Basis: \$1700 x 3 trips. <i>This travel is for industry specific experts to assist with VTE-GI phases (average roundtrip airfare, motel, per diem).</i>	\$ 5,100	\$ 5,100	\$ 5,100	\$ 5,100
Subtotal Travel	\$ 130,490	\$ 130,490	\$ 130,490	\$ 130,490
4. Equipment				
Equipment. Cost Basis: \$2,200 x 2 stations. <i>PC computers are needed for Journey to Flight phase for flight simulator software.</i>	\$ 4,400	\$ 4,400	\$ 4,400	\$ 4,400
Subtotal Equipment	\$ 4,400	\$ 4,400	\$ 4,400	\$ 4,400
5. Supplies				
Instructional Supplies. Cost Basis: \$80 x 280 students. <i>Instructional supplies (classroom supplies, industry materials, first aide supplies, etc.) needed during phases or camps.</i>	\$ 22,400	\$ 24,000	\$ 24,000	\$ 24,000
Industry Exams and Certifications. Cost Basis: \$120 x 280 students. <i>Industry related exams for students (FAA private pilot airplane knowledge exam, Emergency Trauma Technician exam and certification, dual college credits, etc.) and associated certifications.</i>	\$ 33,600	\$ 33,600	\$ 33,600	\$ 33,600
Test Prep Texts. Cost Basis: \$10 x 280 students. <i>Specialty phase and high school assessment test prep. books (i.e. ACT/SAT, aviation, driver's education, etc.) are needed for a variety of phases.</i>	\$ 2,800	\$ 2,800	\$ 2,800	\$ 2,800
Test Prep Software. Cost Basis: \$250 x 8 stations. <i>Phase and high school assessment test prep. software (i.e. ACT/SAT, aviation, driver's education, etc.) are needed for a variety of phases.</i>	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Journey To Flight phase supplies. Cost Basis: \$480 sectional charts + \$240 computerized flight simulators + \$360 aviation plotters + \$600 E6B flight computers + \$3,600 yolk & rudder pedals. <i>Journey To Flight phase</i>	\$ 5,280	\$ 5,280	\$ 5,280	\$ 5,280

<i>specific supplies are calculated for 28 students or 8 stations.</i>				
Subtotal Supplies	\$ 66,080	\$ 66,080	\$ 66,080	\$ 66,080
6. Contractual				
Custodial Maintenance. Cost basis: \$100/day x 50 days. <i>Custodial and maintenance services are necessary for the operation of the VTE-GI phases and camps.</i>	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
AIMS Web Data Management. Cost Basis: \$1,000/mo. x 12 mo. <i>This is the Aligned Information Management System used by the project to record, manage, and analyze student achievement and standards-based growth related to the project.</i>	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Expert Instructors. Cost Basis: \$450 x 35 days. <i>This cost is for industry specific experts to assist with VTE-GI phases and staff professional development (ANHC, Chugachmiut, Aviation instructor, indigenous culinary instructor, etc.).</i>	\$ 15,750	\$ 15,750	\$ 15,750	\$ 15,750
Subtotal Contractual	\$ 32,750	\$ 32,750	\$ 32,750	\$ 32,750
8. Other Purchased Services				
Communication. Cost Basis: \$600/mo. x 10 mo. <i>Phone, internet, and fax costs for communication.</i>	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Subtotal Other Purchased Services	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
9. Total Direct Costs	\$ 525,320	\$ 525,320	\$ 525,320	\$ 525,320
10. Total Indirect Costs				
Chugach School District has a federal indirect cost rate of 3.19%.	\$ 16,758	\$ 16,758	\$ 16,758	\$ 16,758
Subtotal Indirect Costs	\$ 16,758	\$ 16,758	\$ 16,758	\$ 16,758
12. Total Costs	\$ 542,078	\$ 542,078	\$ 542,078	\$ 542,078

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Ms.	First Name: Stephanie	Middle Name:	Last Name: Burgoon	Suffix:
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Address:

Street1:	9312 Vanguard Drive, Suite 100
Street2:	
City:	Anchorage
County:	
State:	AK: Alaska
Zip Code:	99507
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-522-7400	907-522-3399

Email Address:

sburgoon@chugachschools.com

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Chugach School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	204,000.00	204,000.00	204,000.00	204,000.00		816,000.00
2. Fringe Benefits	81,600.00	81,600.00	81,600.00	81,600.00		326,400.00
3. Travel	130,490.00	130,490.00	130,490.00	130,490.00		521,960.00
4. Equipment	4,400.00	4,400.00	4,400.00	4,400.00		17,600.00
5. Supplies	66,080.00	66,080.00	66,080.00	66,080.00		264,320.00
6. Contractual	32,750.00	32,750.00	32,750.00	32,750.00		131,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	6,000.00	6,000.00	6,000.00	6,000.00		24,000.00
9. Total Direct Costs (lines 1-8)	525,320.00	525,320.00	525,320.00	525,320.00		2,101,280.00
10. Indirect Costs*	16,758.00	16,758.00	16,758.00	16,758.00		67,032.00
11. Training Stipends						
12. Total Costs (lines 9-11)	542,078.00	542,078.00	542,078.00	542,078.00		2,168,312.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 3.19%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 3.19%.
PR/Award # S299A160008

Name of Institution/Organization Chugach School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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