

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 # S299A160045

Grants.gov Tracking#: GRANT12175100

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.).

Non Responsive

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"/>
* 3. Date Received: <input type="text" value="05/30/2016"/>	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: <input type="text" value="Kodiak Island Borough School District"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="92-600106"/>	* c. Organizational DUNS: <input type="text" value="0674427980000"/>	
d. Address:		
* Street1: <input type="text" value="722 Mill Bay Road"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Kodiak"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="AK: Alaska"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="996150000"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Administration"/>	Division Name: <input type="text" value="Federal Programs"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Stewart"/>	Middle Name: <input type="text"/>
* Last Name: <input type="text" value="McDonald"/>	Suffix: <input type="text"/>	
Title: <input type="text" value="Superintendent of Schools"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="907-481-6200"/>	Fax Number: <input type="text" value="907-481-6255"/>	
* Email: <input type="text" value="smcdonald01@kibsd.org"/>		

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.):

Add Attachment

Delete Attachment

View Attachment

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

Kodiak I Can Project

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="3,996,347.97"/>
* 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="3,996,347.97"/>

*** 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:

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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Stewart McDonald</p>	<p>TITLE</p> <p>Director of Federal Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>Kodiak Island Borough School District</p>	<p>DATE SUBMITTED</p> <p>05/30/2016</p>

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:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Indian Education -- Special Programs for Indian Children"/>
	CFDA Number, if applicable: <input type="text" value="84.299"/>

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

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.

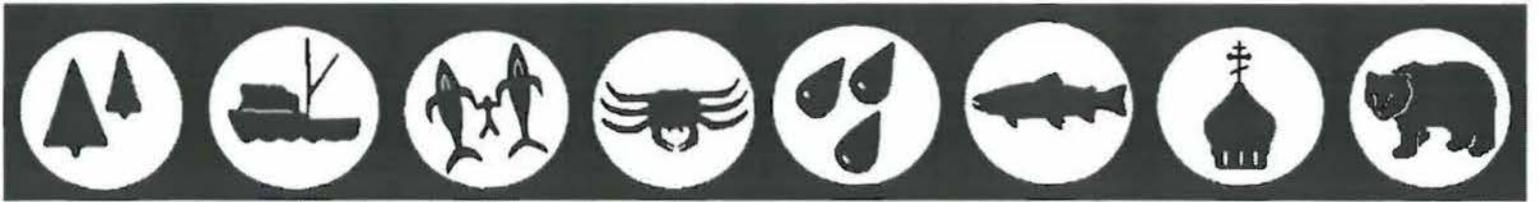
Optional - You may attach 1 file to this page.

GEPA Kodiak Indian Ed. 2016.pdf

Add Attachment

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View Attachment



**Kodiak Island Borough School District
Office of the Superintendent
722 Mill Bay Road
Kodiak, AK 99615
(907) 481-6202**

Kodiak Island Borough School District assures possible barriers that may impede equitable access or participation by students, teachers, or parents in the activities of the Kodiak I Can Project grant have been considered and will be addressed as follows:

Disabilities:

Invitations to participate will be made by radio or television in order to ensure children with illiterate parents are not excluded. Our facilities are ADA compliant. Physical disabilities will not prevent participation. Materials will be provided on tape or in large print for individuals with vision disabilities. A sign language interpreter will be provided, if needed.

Gender, Race, Color:

The School Board is committed to equal opportunity for all individuals in education. School district programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The School Board shall promote programs, which ensure that discriminatory practices are eliminated in all district activities.

National Origin:

Brochures will be distributed to potential participants in their native language. An interpreter will be provided, if needed.

Age:

We do not anticipate age to be a barrier for potential participants in this program.

Sincerely,

Stewart McDonald
Superintendent

May 27, 2014

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

Kodiak Island Borough School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs.

* First Name: Porfiria

Middle Name:

* Last Name: Lopez-Trout

Suffix:

* Title: Director of Federal Programs

* SIGNATURE: Stewart McDonald

* DATE: 05/30/2016

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

Kodiak I Can Project

The Kodiak Island Borough School District is applying for an Indian Education grant. **Purpose:** The purpose of the project is to increase the number of graduating native students who are college and career ready by 35% by the end of the funded period of the project in 2020. The District meets the *Absolute Priority through a partnership with the Native Village of Afognak, the Sun'ag Tribe and the Native Koenig Foundation and meets Competitive Priority Three through having been the recipient of an Alaska Native Education Project in the last four years.* The project is designed to improve educational opportunities for our students, improving their preparation for college or a career following graduation from high school and increasing the opportunities for employment. Outcomes include access to a broad array of distance learning tools and video-conferencing technology, an established Native Youth Community Project, 8th grade Alaska Native youth who can make informed decisions about college/career choices, 8th grade AN youth have a Personal Learning Plan, 60% of students will raise their scores on the Alaska Measures of Progress (AMP), the ACT, and WorkKeys assessments, a minimum of 40% of Native Youth will complete 20+ hours of job-shadowing and internships each year, 100% of students following in the *I Can Career Pathway* will experience 80+ hours of technical, social, and cultural life outside of Kodiak, 60% of students will earn at least one technical certification, 60% of students in the *I Can College Pathway* will raise their scores on the Alaska Measures of Progress (AMP), the ACT, and AP assessments, 40% of Native Youth will complete 10+ hours of job-shadowing, internships and community service yearly, 100% of students following the *I Can College Pathway* will experience 80+ hours of professional, college, social, and cultural life

outside of Kodiak, by graduation 60% will have earned at least 18 hours of college credit, there will be a 50% increase of students that complete post-secondary programs or go to work.

Geographic area: The *Kodiak I Can Project* is located on the second largest island in the United States, in the Gulf of Alaska. The Island is 252 air miles south of Anchorage (a 45-minute flight) a 4-hour flight from Seattle, and has one city, Kodiak, **Barriers:** Low enrollment, geographic isolation, lack of broad, high quality curriculum, need for improved communication, lack of highly qualified teachers, low teacher salaries and high turn-over rates and the lack of parity with students in more urban settings. **Opportunities:** Opportunities include new career-technical facilities, access to a large number of federal programs such as Carl Perkins funds, Title 1 and Title 7 funds, and the National School Lunch Program, agencies which support student learning through job shadowing, practicums and paid internships including the Department of Labor, Kodiak Borough Fishing and Seafood Industry, Forest Ranger Services, Military and Coast Guard Operations, Kodiak Island Medical Associates organization, Providence Kodiak Clinic, Kodiak Area Native Association (KANA) and Chamber of Commerce. **Measurable Objectives:**

1: By Dec. 2016 the district will establish the *Two Kodiak I Can Pathways: I Can College* (the college-goal track) and *I Can Career* (the technical/workforce-goal track). **2:** By May, 2017 100% of KIBSD native youth in 8th grade will select either the *I Can Career* track or the *I Can College* track). **3:** By 2020, 50% of students in the *I Can Career Pathway* will be career ready. **4:** By 2020, 50% of students in *I Can College Pathway* will be college ready. **5:** By 2020, parents of Alaska Native students in 8th-12th grade will increase their knowledge of preparation for college or careers by 50%, thus reducing “Failure to Launch” by at least 50%. **6:** By Year Four KIBSD will track and provide support to 100% of students that graduate. At least 75% of students score will above 15 on the Rosenberg Self-Esteem scale.

Project Narrative File(s)

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The Kodiak I Can Project (KIC Project)

Overview: Kodiak Island Borough School District (KIBSD) is applying for an Indian Education grant. The project is designed to improve educational opportunities for our students, improving their preparation for college or a career following graduation from high school and increasing the opportunities for employment. The GOAL of the project is to improve the college and career readiness of 153 native and 2,371 non-native students living in the Kodiak Island communities. The district has 160 teachers and serves a total of 2,524 students, eighty percent of whom are Alutiiq (Russian-Aleut). KIBSD is a large, remote and extremely rural school district located in an area known by most for its fishing and wildlife. The extreme remote geographic isolation, limited pupil & faculty counts and recent dramatic budget cuts due to plummeting oil revenues add to the complexity of trying to deliver a fair and equal education to students living in the



Kodiak Island Borough School District. *The project responds to the Absolute Priority through partnerships with the Native Village of Afognak, the Sun'aq Tribe of Kodiak and the Koniag Education Foundation. The*

project responds to Competitive Priority Three by having received an Alaska Native

Education grant within the last four years. KIBSD is located on the second largest island in the United States, in the Gulf of Alaska. Kodiak Island (aka: "the emerald isle") is the largest island in Alaska. The Kodiak National Wildlife Refuge encompasses nearly 1.9 million acres on Kodiak and Afognak Islands. The Island is 252 air miles south of Anchorage (a 45-minute flight)

a 4-hour flight from Seattle, and has one city, Kodiak, where the majority of the population is concentrated. There are 4 elementary schools, one middle school, one high school and one homeschool program. The district has 160 teachers and serves 2,524 students, eighty percent of whom are Alutiiq (Russian-Aleut) or “People of the Sea.” Though westernization has dramatically altered Alutiiq lifestyles, our indigenous people have combined Western traditions and technologies with their own worldviews to continue a distinct subsistence lifestyle that is uniquely native. There are seven outlying Alaska Native rural villages on the island, accessible only by boat or small plane, and just one accessible via the road system. Village populations range from 37 to 218, with school enrollments from 10-232 students. The majority of the Native population is Alutiiq. There are multiple tribes in the area. Two heavily involved tribes in this project are the Alutiiq and Shoonaq’ Tribe of Kodiak which was federally recognized in 2001. *Alaska is one of only four states where rural students make up more than half of the overall student population, and is arguably the last state in the union with such tiny, rural schools.* KIBSD, much like our neighboring rural Alaskan school districts, faces great challenges due to our geographic isolation, low student and teacher populations and overwhelming lack of local resources. Air travel is expensive, limiting the ability of residents to access all but the most basic of resources. There is almost no opportunity to expose our youngest community members to educational opportunities outside of our geographic area. In an effort to increase the academic opportunities of their children and following a pattern they are accustomed to, parents have chosen to send their children to live in Kodiak or to boarding schools such as Mt. Edgecumbe. To avoid families being forced to move, or send their child to a boarding school far away, the district is beginning the process of expanding our existing CTE program to focus on K-12 instructional continuity that connects with job opportunities and post-secondary training. A

Five Year plan for Career and Technical Education in Kodiak has been developed and is

reflected in the program design for the project. needs: 1) Certification training programs beginning in 9th grade; 2) explanatory courses appropriate to their grade level’ for students in the elementary and middle school, 3) Culinary classes offered in the Kodiak Middle School;4) basic shop classes offered in the middle school, 5) summer internships and or job shadowing opportunities are needed for Kodiak High School students. Those recommendations are being taken into consideration along with the goal of expanding the CTE program to increase rural student’s parity with students in Kodiak High School and with students in larger, more urban schools. The District will focus on seven CTE programs that fit into one of 16 national career clusters. The outcome will be a KIBSD CTE program that offers a more robust sequence of K-12 CTE opportunities driven by industry standards that result in post- secondary education or

employment in the Alaska workforce.

The program will provide children with access to more educational resources than they currently have available in their village schools.

Career and Technical Education (CTE)

Site Name	Location	Population
Alaska Teach	Kodiak, Alaska	6130
Kodiak High School	Kodiak, Alaska	6130
Akhiok School	Akhiok, Alaska	71
Karluk School	Karluk, Alaska	37
Old Harbor School	Old Harbor, Alaska	218
Ouzinkie School	Ouzinkie, Alaska	161
Port Lions School	Port Lions Alaska	194
Chiniak School	ChiniChiniak, AK	47
Danger Bay	Afognak Island	30
Larsen Bay	Larsen Bay, AK	87
Total Population Served		6975

	AK Teach	Old Harbor	Karluk El.	Kodiak High	Chiniak School
Grades	K-12	PK-12-	PK-12	12-Sep	K-12
Enrolled	101	32	10	761	12
Teachers	2	4	3	40	2
% NSLP	N/A	81%	60%	40%	54%

	Port Lions	Danger Bay	Akhiok	Larsen Bay	Ozinkir School
Grades	K-5	K-12	K-12	K-12	K-12
Enrolled	232	13	22	16	43
Teachers	17	2	2	2	5
% NSLP	65%	N/A	74%	65%	79%

	Total/Avg
Grades	
Enrolled	1242
Teachers	79
% NSLP	65%

courses that appeal to a student's individual area of interest, such as welding, culinary

art, business, health careers (CNA for example), construction, diesel and outboard mechanics,

and refrigeration will be offered. The table lists each site and their location, along with the population of each village. These tiny villages are remote and lack most modern amenities. Seven of the eight communities in the project have no hotel or restaurant; none have a movie theatre, recreation center, or a town library. Five of our schools are so remote they have only two teachers. Our demographics contribute to the many challenges faced by our community residents. Education, healthcare, workforce development training, and almost every career training opportunity taken for granted in the “Lower 48” is unavailable in these areas. A “snapshot” of our communities describes Kodiak and documents our educational and economic needs. Kodiak scores significantly higher than the state in the percentage of native residents in the area. Our area is 61.99% native while the state as a whole is 19.5% and the nation is 1.6%. There is a dramatic difference between the percentage of college graduates (0% in 3 of the eight communities) compared to the state (20.7%) and U.S. (29.3%) averages. Only two of the communities in the project have residents whose poverty does not exceed the average of 15.6% of individuals in the US living below the poverty line. No community in the project has a per capita income greater than the state or national average. The limited tax base, combined with low enrollments and recent dramatic budget cuts to education across Alaska due to plummeting oil revenues, presents a bleak picture and a significant challenge to School Administrators.

Outward Migration: According to the AK Department of Commerce, outward migration continues to take a toll on the Kodiak Borough population. In 2010 almost one third of the population (1,836) was under the age of 18, and a majority of that population neither votes, works nor adds to the areas tax base. The Alaska Department of Labor has found a direct correlation between rural school enrollment and population decline. It confirmed that there are fewer students attending rural schools in rural Alaska than there were in 2007. The decline in

school enrollment is partially linked to school choice. While the Molly Hooch law was passed with the best of intentions, allowing a school with as few as ten students to open has resulted in sharply limited opportunities for children in those small schools, especially at the high school level. It is easy to surmise that parents are moving the entire family to a more urban center like Anchorage to ensure their children is prepared for college or a career.

NEED FOR THE PROJECT: (a) The extent to which the project is informed by evidence:

A survey of members of the community revealed that 40% of parents would prefer a vocational program for their child following graduation. However 60% would prefer a college program. To address both needs, a two track program has been designed. Technical fields most desired include Engineering, welding, and Health Science/Medical fields. Again, those career path areas have been addressed in the project design. An analysis of barriers and opportunities follows:

(i) **Barriers to Success:** As President Obama recently stated, no student should be denied a high quality education based upon their zip code. Yet limited resources in our outlying rural villages have resulted in many barriers to success, from parents who do not value post-secondary education to children who do not grow up in a “reading” family to children who reflect a comfort level with existing on subsistence living. *Yet it is easy to see the benefit of an education. Of those individuals holding a Bachelor’s degree, only 3.9 % fell in the poverty range. Those holding a high school degree fared better than those without a high school degree. 11% of those holding a high school degree fell at the 200% level of poverty while 14.9 % of those without a high school degree fell at the 200 % level of poverty. ***There is a need to equalize the education of students in our rural villages and provide them with the same career and college****

preparation that is found in Kodiak High School. Low enrollment: One of the most noticeable barriers to success is low enrollment. With so few high school students, it is not possible to

adequately staff the schools with highly qualified teachers. Five of our schools have only two teachers, one for all K-8 students and one for all 9-12 students. It is impossible, not to mention unlikely, that one teacher is highly qualified in science, math, English, history and other subjects. Thus, students do not get the same high quality high school experience that students in less rural areas would have. *There is a need to provide fully qualified teachers to provide instruction to all high school students using live, interactive video as a means of providing content.*

Geographic Isolation: Our villages are remote; there is no comprehensive Career Center in any of the villages other than Kodiak, and our students lack and exposure to a wide variety of careers and the opportunity to participate in hands-on training. *There is a need to expose rural village students a variety of vocations through travel, and participation in intensive career experiences that lead to certification, licensure or dual credit toward an Associate Degree.*

Lack of Broad, High Quality Curriculum: KIBSD students are not being provided with the educational content, courses, and opportunities needed to become College and Career Ready. Anchorage students have access to the Anchorage Career Center, which offers training in 29 different vocations while our Career Center currently offers ten courses, only one course (welding) which reaches our rural sites. Our students have no equitable access to college and career training. **As addressed in the Five Year Plan,**

there is a need to provide career awareness during the elementary and middle school and to broaden the career and technical offerings at the high school level.

Need for Improved Communication: Due to the extreme rurality of the area, communications and support between the ten district schools is sharply limited. Seven

District Report Card Data	College/Career Readiness
Akhiok School	63.33%
Chiniak School	N/A
Karluk	N/A
Kodiak HS	78.10%
Old Harbor	32%
Ouzinkie	N/A
Larsen Bay	80%
Port Lions	40%
Project Avg	58.62%

of the rural sites can only be reached by plane or ferry. With the cost of a plane trip between the Central office in Kodiak and one of the outlying sites costing as much or more than a ticket to Australia, travel is prohibitive. Given today's emphasis on educating students that are "college and career ready", it is important for the schools to prepare students well for life after high school. Unfortunately, less than 60% of the high school aged students targeted by this project are considered "College or Career Ready" as documented by the district Report Card data in the above table. The limited ability to connect to and communicate with Institutions of Higher Education or Career Technical training institutions means that students have little access to dual credit courses that would allow them to prepare for college or earn credits toward a degree while in high school. It sharply limits their understanding of the world around them and puts them at a great disadvantage when compared to students from more populous areas. It is particularly important that we broaden the student's exposure to careers other than maritime activities such as fishing. The impact that global warming is having on the fish population and changes in the oil industry due to a reduction in the demand for oil all support the need for a broader approach to career and college readiness. Because of the extreme rurality of the outlying villages, that education is only possible if we have access to live-interactive video and can provide an exciting and challenging curriculum, one that encourages students to stay in school and prepare for their life as an adult. Four of our schools (Old Harbor, Ouzinkie, Fort Lion and Akhiok) received a 3-Star rating from the AK Department of Education out of a possible five stars, indicating the strong need for improvement. These schools are located in small island communities that are the most remote and most difficult to access, supporting the need for technology that allows better communication and the ability to provide exciting, high-quality educational programs. **There is a**

critical need to establish a studio where instructors can present live, interactive video content to the outlying areas.

Lack of Highly Qualified Teachers (HQT) Teachers who must teach all core subjects plus electives to students in (9th-12th grade cannot possibly teach all subjects equally well). This means that not only is the teacher teaching four core subjects to 9th graders, she is also teaching the same four core subjects to sophomore, juniors and seniors. Test scores document that students do NOT get what they need and certainly not an adequate amount of information regarding careers. **There is a critical need to provide instruction from teachers fully qualified in the field in which they are teaching.**

Low teacher salaries and high turn- over rates: With the loss of revenue due to the turn-down in the oil industry there is no improvement in teacher salaries in the foreseeable future. It is anticipated that many teachers will seek jobs in the lower forty-eight where living conditions are much more favorable and salaries are comparable. **To retain good teachers the district must provide professional development opportunities not found elsewhere as well as the opportunity to work in a district that offers cutting-edge curriculum and programs.**

Reliance of only two industries: For generations families on the island(s) have relied upon fishing for their main source of income. Changing regulations and depleted numbers of fish in Alaskan waters makes fishing for a living more and more difficult and fishing is no longer considered a reliable source of income. The oil industry has literally eliminated thousands and thousands of Alaska jobs as the price of oil fell and wide-spread reductions in force have occurred. **There is a need for our students to develop a broader world view, one that introduces them to a variety of positions in a field of work where jobs are readily available.**

Insufficient Academic preparation: Generations of reliance on subsistence living has resulted in few families making post-secondary education a priority in their lives. Students do not feel the need to prepare for college or a career. Students need a clear understanding of changing world conditions and the importance and the impact that education will have on their future. Students need the opportunity to observe a wide variety of careers in operation through travel to a major industrial center such as Seattle, where students can be introduced to virtually all types of occupations in a cost effective and time sensitive manner.

Need to provide parity with students in more urban settings: Currently the lack of a fully equipped career-technical center in each rural village limits the student's preparation for college and career. Providing such a fully equipped center is neither possible nor feasible due to the small enrollment in those schools. **There is a need to combine preparatory work in the home village with intensive, hands-on experiences in the Kodiak Career Technical Center.**

(ii) **Opportunities:** KIBSD currently offers vocational-technical education in 10 career fields, although rural students do not benefit to the same degree as students at KHS due to geographic limitations and lack of live, interactive video conferencing capability.

New Facilities: KIBSD has recently completed a three year construction/ renovation project for a new Kodiak High School and a renovated Career Technology facility.

Federal Programs: There are numerous federally supported programs that support our students. These include Title 1, Title 7, Migrant Education funds and Carl Perkins funds as well as the National School food program. In addition KIBSD has received federal grant funds.

The LEA: KCC employs career navigators that aggressively engage in community networking (Island-wide) to recruit age appropriate members who are at risk of dropping out of school, have dropped out of school, or have graduated high school (or earned a G.E.D) but lost their post-

secondary direction. Outreach strategies include collaborating with KIBSD secondary programs to identify at risk, disenfranchised school-age youth as well as collaborating with Kodiak Job Service, the justice system, Kodiak Island Housing Authority, Alaskan Native Tribal entities, and community outreach programs to identify age appropriate members who are ‘outside’ traditional education systems and are struggling to find post-secondary placement. **Agencies available to support student learning:** In addition there are numerous opportunities for students to do job shadowing, practicums and paid internships. Listed here are just a few of the agencies that are available to provide career awareness and training for students. The Kodiak Borough Fishing and Seafood Industry, Forest Ranger Services, guiding for hunters from world wide areas that come to Kodiak for its unique Kodiak bear and other game animals, hotels and restaurants to provide for hospitality training and a career in the visitor industry. **Military and Coast Guard Operations:** The United States Navy operates a small training base near the city called Naval Special Warfare Cold Weather Detachment Kodiak which trains United States Navy SEALs in cold weather survival and advanced tactics and The United States Coast Guard has a major presence in Kodiak. Additional agencies include the USCG Air Station Kodiak, USCGC Alex Haley (WMEC-39) USCGC Spar (WLB-206), USCGC Munro (WHEC-724), Aids to Navigation Team Kodiak, Communication Detachment Kodiak, North Pacific Regional Fisheries Training Center (NPRFTC), Marine Safety Detachment Kodiak,, Naval Engineering Support Unit (NESU) Detachment Kodiak Electronic Systems Support Detachment Kodiak (ESD). All of these agencies are available as practicum and internship sites. **The Department of Labor** has offices on Kodiak Island and offers a variety of services including training. The Department will serve as an informal partner in our Career-Technical Program. **Medically Related Opportunities:** Medical clinics offer a variety of opportunities for students interested in the

health care field. Opportunities to job shadow, do a practicum, do an internship or complete clinical training for a career such as Certified Nursing Assistant can be found at the Kodiak Island Ambulatory Clinic, the Kodiak Island Medical Associates organization, the Providence Kodiak Clinic, the Kodiak Area Native Association (KANA). Chamber of Commerce provides exposure to business oriented individuals and organizations and provides excellent role models for our young students.

(iii) Existing policies and procedures, programs practices, service providers and funding

sources: Policies: KIBSD has a memorandum of understanding in place with the University of Alaska Southeast to allow students to receive dual credit for select academic and vocational classes taught by qualified instructors as well as MOU's with local tribal organizations.

Procedures: With the advent of live, interactive video many classes will now be taught virtually, reducing the high cost of fully time instructors, the cost of fringe benefits and the high cost of travel. The advent of modern technology will help to make the project sustainable. **Programs:**

With the high cost of operations, KIBSD has not been able to offer Vocational Programs badly needed by the communities. With support from an Indian Education grant KIBSD will be able to offer college and career preparation and training in career path areas where jobs are available and skilled workers badly needed. **Practices:** For years the students and the community lacked

access to a building that allowed the CTE program to grow and flourish. KIBSD now has access to a multimillion dollar building equipped with tailor-made spaces for a variety of technical and vocational classes. The LEA as a practice will welcome local residents that choose to utilize the building to meet the need for construction, repairs and other vocationally related needs. With

funding through the Indian Education initiative, programs will be put in place and the community can use this valuable resource during non-school hours and during the summer.

Service Providers: Well -known and fully accredited vocational education centers will offer specialized course via live, interactive video conferencing, thus reducing the need for travel and the high cost of hiring full time instructors. This will also eliminate the need to pay fringe benefit rates of as much as 30% of an individual's salaries and allow funding to be directed to students where it is needed. **Funding Sources:** Federal support in the form of Title 7, Title One, Carl Perkins and National School lunch program funds will help to support the program.

QUALITY OF PROJECT DESIGN

(i) **Defined Geographic Area:** The KIC Project will take place in one geographic area known as Kodiak Island, Alaska. The district is the only school district in this vast, highly diverse catchment area. There are 9 different sites (10 schools including the virtual school) in 8 different town/villages. Alaska Teach (a virtual school housed at the HS) and Kodiak HS are located in Kodiak City. The village schools serve students from PreK-12th grade: the Akhiok School in Akhiok, the Karluk School in Karluk, the Old Harbor School in Old Harbor, the Ouzinkie School in Ouzinkie, the Port Lions School in Port Lions, the Chiniak School in Chiniak, the Danger Bay School on Afognak Island, and the Larsen Bay School in Larsen Bay. The map shows the relative locations of each of the village/city locations on Kodiak Island. Kodiak is the largest city on the island (population 6,130) and is the central location for the school district, the port, airport and the rest of the state.



(ii) **Based on Scientific Research and an Applicable Program Modified for Cultural**

Relevance: After reviewing survey data the essential question was raised: what project will bring about positive change? *What strategies can we employ to put our students on a path to success in college and/or a career, and keep them there?* Or, simply: What *CAN* we *DO*? We identified recommendations, approaches, and strategies that would inform and guide the design of the project. We referenced an article called “American Indian/Alaska Native College Student Retention Strategies” by Dr. Raphael M. Guillory, in which Guillory reports on a qualitative study of AN student motivation and how institutions and AN students themselves address feelings of inadequacy, isolation, alienation, and marginalization that prevent these students from success. Guillory recommends that *institutions maintain and strengthen the connections between AN students and their tribes and families*, especially when at college. From this study, we identified a key sphere of strategies and values that would need to be included in our project. Alisha Hyslop recommended *Personal Learning Plans (PLPs) for each student, supported by teachers prepared to teach the “soft skills” that students need as adults and by partnerships with the local community and businesses*. This emphasis on connecting students to local businesses further supported Guillory’s argument for connecting AN students to the businesses that define their communities and culture. (Hyslop 11). One of the key resources in Alaska for CTE students are the Residential Programs, such as Voyage of Excellence, and the Nenana Learning Center. The residential opportunities motivate “students because of the clear relevance to later life and because active learning is often more engaging for disengaged students” (Scala 22). These programs also “create a unique opportunity to structure students’ environments much more rigorously than in a traditional school environment” (Scala 22). Although we cannot provide a full residential program for our students, *we can provide residential intensives,*

supported by job-shadowing, internships, and/or community service. *This level of student engagement coupled with real-word experience greatly influenced our project design for both academic and CTE foci.* This research pointed in the direction of a key element to our design, *Project-Based Learning, particularly in the form of a Community Capstone Project.* Reporting on his study of Challenge-based and Project-based learning, Carl Shuptrine concluded that “These programs enable students to develop the skills needed to navigate the challenging situations encountered in post-secondary environments while simultaneously connecting classroom learning to personally relevant, real world applications” (Shuptrine 187). We based our design on **two school models:** the Young Women’s Leadership Academy (YWLA), a 2015 Blue Ribbon School, of San Antonio, TX and Union County High School (UCHS) in Morganfield, KY. All YWLA students are expected to attend and graduate from a four-year college or university. College prep is ensured through a rigorous curriculum and a strong academic support system. College and career counseling is an integral part of the school’s program, as are key values: college preparation, responsible leadership, and wellness life skills. Teachers have adopted practices, standards, and strategies that influence student achievement, such as the school-wide use of Cornell Notes in all subjects. Another strategy is the use of “I can ...” statements as the form of class objectives. Each day, students write classroom objective stating what they *CAN* do. This positive reinforcement builds self-esteem and motivation despite the rigor of the curriculum and summer enrichment opportunities. The *Kodiak I Can Project* takes its name from this strategy. Union County High School in Kentucky developed a CTE program embedded in the normal HS curriculum, utilizing CTE assessments and “comparing real-time local and regional labor market information to bridge the gap between schoolwork and the workplace” (Jackson 30). They altered the culture of CTE in their school to help students to

develop a vision of their future in the workforce, taught soft skills and tied everything to measurable objectives utilizing appropriate assessments. Our design seeks to emulate this through a Native Youth Community that changes the CTE and career culture of our populations.

(iii) Goal, Objectives, Activities, and Outcomes: We formulated a single over-arching project goal and objectives to accomplish in order to reach it. By reaching our goal, we anticipate meeting all Outcomes by the end of the 4 years.

PROJECT GOAL: By 2020, the number of native students who are college and career ready upon graduation will increase by 35%. **College and/or Career Ready are defined below.**

<p>To be Career ready, a student must:</p> <ol style="list-style-type: none"> 1. Complete all courses within at least one chosen CTE field w/a GPA of 3.5 or higher. 2. Complete 80 hours (20 hours each year) of job shadowing/internship in the chosen CTE field (or a related field). 3. Attend at least of one of the Spring Break College and Workforce Excursions. 4. Earn or prepared to earn (depending on the field) at least 10 technical certifications 5. Complete a Community Capstone Project. 6. Complete all graduation requirements. 	<p>To be College ready, a student must:</p> <ol style="list-style-type: none"> 1. Earn the equivalent of 16 college hours through a combination of Dual Credit or Advanced Placement Tests. 2. Have an overall GPA of 3.5 or higher. 3. Complete 40 hours or more of job shadowing of a professional career. 4. Complete 40+ hours of community service. 5. Attend at least of one of the Spring Break College and Workforce Excursions. 6. Complete a Community Capstone Project. 7. Complete all graduation requirements.
<p>CTE Fields: Welding, Construction, Healthcare, Culinary, Maritime/Mechanics, Business Admin., Plumbing, Electrical, and HVAC, and Multimedia. <i>Fields were selected based on local workforce needs and student interest.</i></p>	

Objective 1: By Dec. 2016 the district will establish the *Two Kodiak I Can Pathways: I Can College* (the college-goal track) and *I Can Career* (the technical/workforce-goal track).

Activity 1.1: Hire key programmatic personnel and organize the *Kodiak I Can Management Team*.

Activity 1.2: Align current course offerings to follow the Two Pathways and hire staff to

fill instructional gaps: HVAC Teacher and a Medical Assistant Teacher. **Activity 1.3:** Provide

Professional Development for KIBSD staff and faculty in college and career readiness skills and

in utilizing new distance learning equipment. **Activity 1.4:** Inform parents and guardians of the

new programming beginning in 8th grade, using print, digital, and other communication tools.

Activity 1.5: Equip the high school with a dedicated distance learning studio for delivering

college readiness, CTE, AP, and Dual Credit courses to our rural sites. **Outcome 1:** *100% of*

KIBSD schools will have access to a broad array of distance learning tools and video-

*conferencing technology. **Outcome 2:** *KIBSD will have established a Native Youth**

Community through the Two Pathway system and parents will be well informed of the NYC.

Objective 2: By May, 2017 100% of KIBSD native youth in 8th grade will have selected one of Two Pathways: *I Can Career* (the technical track) or the *I Can College* (the college-goal track).

Activity 2.1: Beginning in 8th grade, Alaska Native students will dedicate one class period per day to surveying CTE and college studies. This includes direct instruction in various college and career fields as well as an independent study project. By the end of the year, students will select which *Pathway* they will take through high school.

Activity 2.2: Beginning in 8th grade, AN students will dedicate one class period each week to college and career readiness skills (soft skills), such as Cornell notes, study habits, formal correspondence, personal finance and budgeting for school, application processes, etc. This

course, Career Ready 101, will begin the process whereby students will earn a National Career Readiness Certificate (NCRC), which is the national standard for workplace skills.

Activity 2.3: Host weekly virtual introductions and interviews with technicians, professionals, and native role models provided by local businesses, tribes, & the KIC Management Team.

Activity 2.4: 100% of Alaska Native students in 8th grade will select one of the 2 pathways and will receive a Personalized Learning Plan (PLP) for high school.

Outcome 3: *100% of 8th grade Alaska Native youth will make informed decisions about selecting a pathway to college/career success.*

Outcome 4: *100% of 8th grade AN youth will receive a PLP to guide their high school career.*

Objective 3: By 2020, 50% of students in the *I Can Career Pathway* will be career ready.

Activity 3.1: *I Can Career* students will dedicate one class period every day to an elective CTE course (selected from 1 of 7), using interactive video conferencing at the rural villages.

Activity 3.2: Once each summer, rural students in this path will fly to Kodiak HS for a 3-week residency intensive in this CTE discipline, WorkForce Ready Assessment test preparation, and job shadowing/internship projects. They will continue with their normally scheduled classes via distance learning to ensure completion of regular curriculum.

Activity 3.3: In their sophomore year, students will travel to Seattle, Washington to visit major companies, workforce industries, and vocational schools and broaden their cultural horizons.

Activity 3.4: In their Junior year, student in this track will travel to Anchorage, AK to visit King Career Center to meets students, organizations, technicians, trainers, professors, sit in on courses when available, stay in the dorms, and experience life in a workforce preparatory program.

Activity 3.5: An Alaska Native technical student from within King Career Center or an affiliated organization will meet weekly with senior students in this pathway using live interactive video to

aid students in their application process, discuss living away from home, the day-to-day life of a technical student, and establish a welcoming network for incoming native youth from KIBSD.

Activity 3.6: In their senior year, students in this pathway will complete a technically oriented capstone project that benefits their local communities.

Activity 3.7: KIC Project Partners will host job shadowing, practicums, and internships to provide students the opportunity to complete 20 hours of shadowing/internship per year.

Outcome 5: *60% of students that are participating in the I Can Career Pathway will raise their scores on the Alaska Measures of Progress (AMP), the ACT, and WorkKeys assessments.*

Outcome6: *A minimum of 40% of Native Youth will complete 20+ hours of job-shadowing and internships each year, thus gaining hours of workforce experience.*

Outcome7: *100% of students following in the I Can Career Pathway will experience 80+ hours of technical, social, and cultural life outside of Kodiak.*

Outcome8): *By graduation 60% of students will have earned at least one technical certifications that will qualify them for the local or state workforce.*

Objective 4: By 2020, 50% of students in *I Can College Pathway* will be college ready.

Activity 4.1: I Can College students will dedicate one class period every day to academic study hall and tutoring, using interactive video conferencing at the rural villages.

Activity 4.2: Once each semester, rural students in this path will fly to Kodiak HS for a 3-week residency intensive of academic instruction/enrichment, AP test preparation, and job shadowing/service projects. Normally scheduled classes continue via distance learning.

Activity 4.3: During their sophomore year, students in this track will travel to Seattle, Washington to visit colleges and companies as well as broaden their cultural horizons.

Activity 4.4: During their Junior year, students in this track will visit the University of Alaska in Anchorage to meet students, organizations, professors, sit in on lectures when available, stay in the dorms, and generally experience a slice of college life.

Activity 4.5: An Alaska Native college student will meet weekly with senior students in this track to aid students in their application process, discuss living away from home, the day-to-day life of a college student, and establish a welcoming network for incoming native youth from KIBSD.

Activity 4.6: During their senior year, students in this pathway will complete an academically oriented capstone project that benefits their local communities.

Activity 4.7: The KIC Project Partners will host job shadowing, internships, and community service projects throughout the year to provide students enough opportunities to complete at least 10 hours shadowing/internship per year & 10 hours of community service yearly.

Outcome 9: *60% of students that are participating in the I Can College Pathway will raise their scores on the Alaska Measures of Progress (AMP), the ACT, and AP assessments.*

Outcome 10: *40% of Native Youth or more will complete 10+ hours of job-shadowing and internships and 10+ hours of community service yearly, gaining workforce and community experience and establishing connections that facilitate admittance into college and a job.*

Outcome 11: *100% of students following the I Can College Pathway will experience 80+ hours of professional, college, social, and cultural life outside of Kodiak.*

Outcome 12: *By the time students in this pathway graduate, 60% will have earned at least 18 hours of college credit via Dual Credit courses with Kodiak College or AP testing.*

Objective 5: By 2020, parents of Alaska Native students in 8th-12th grade will increase their knowledge of needed preparation for college or careers by 50%, thus stemming the tide of students suffering from “Failure to Launch” by at least 50%.

Activity 5.1: Beginning in 8th grade, the Rural Schools Counselor will meet with parents/guardians to identify student's PLP and identify career/college options.

Activity 5.2: The Rural Schools Counselor will host monthly workshops to prepare parents/guardians for sending their student to college, a technical school, or a career, which means learning to live without them. There will be a tiered system for each year from 8th grade to 12th grade to cover aspects of college and career readiness (budgeting and saving for college, completing applications and the FAFSA, applying for financial aid, applying for scholarships, assisting students as they prepare for major standardized tests, learning how to manage life at home without students, developing a network of support, etc.).

Outcome 13: *Parents will understand the importance of finishing school or successfully beginning a career before returning home. (Measured by surveys).*

Objective 6: By Year Four KIBSD will track and provide support to 100% of students that graduate. At least 75% of students score will above 15 on the Rosenberg Self-Esteem scale.

Activity 6.1: The Rural Schools Counselor will follow-up once a semester with students at school or in the workforce to provide advice, support, and moral support, thus ensuring that student morale stays high as measured by the Rosenberg Self-Esteem Scale.

Activity 6.2: Graduated students may schedule remediation or tutoring with the faculty via distance learning to support educational needs at college, a technical school, or in the workforce.

Outcome 14: *There will be a 50% increase of AN students that complete post-secondary programs or enter the workforce.*

(iv) **The extent to which the project is appropriate and addresses the needs of the population:** The KIC Project's Two Pathways design is appropriate for and will address the needs of our population. There is a need to *equalize education between Kodiak HS students and*

rural students: By equipping each rural site with necessary tools and equipment and through distance learning technology, rural AN students will receive the services provided to Kodiak HS students. The Summer Intensives ensure that rural students receive the one-on-one instruction and mentorship in either advanced academic or CTE courses that urban students receive. **Low enrollment leading to a lack of staff:** The KIC Project makes high quality teachers available to ALL our AN students through distance learning and Summer Intensives and adds two highly qualified teachers providing instruction in HVAC and Medical Assistance fields. **Geographic Isolation:** Distance learning and summer intensives will bridge the gap between rural villages and Kodiak. In addition, in their sophomore year, AN students will travel to Seattle to visit companies, businesses, colleges, and other agencies that will broaden their horizons. For some, this will be their first experience off Kodiak Island, a life-changing experience. **Lack of Broad, High Quality Curriculum:** Currently our students decide their careers before they even know what's out there, which leads to low demand for a broad, high quality curriculum. This project will introduce students in middle school to a much wider array of careers as well as expanded CTE course offerings. **Need for Improved Communication:** Communication between schools and other institutions of higher learning is difficult, and it is impossible to offer AP, Dual Credit, or advanced CTE courses to the rural schools. This project will establish a dedicated distance learning classroom capable of providing the coursework those students at the rural sites lack. Distance learning will allow for tutoring, mentorship, peer-to-peer tutoring, connections with colleges and universities in other parts of Alaska, the "Lower 48. Increased access to advanced coursework and high-quality programming in one of Two Pathways will aid our students preparing for their futures. **Lack of Highly Qualified Teachers (HQT):** The lack of qualified teachers at the rural sites for both academic and CTE courses is effectively minimized through

distance learning, connecting students individually and collectively to teachers and college professors, thus providing well versed teachers in each of the content fields. This project will directly serve students and increase KIBSD capacity by developing its faculty, attracting teachers, creating an improved teaching situation where distance few resources no longer hinder learning. ***Reliance of only two industries:*** The project partners would be remiss if they did not provide coursework in the traditional form of subsistence. Yet changing conditions in the fishing and oil industries require expanding the CTE curriculum to include new career fields. These may include but are not limited to Medical Assistants, HVAC technicians, Business Administrators, and multimedia experts, Computer Science, Medicine, Education, and Law. **Insufficient Academic preparation:** The PLPs will track each student's progress. Expanded, highly structured coursework in the I Can Career Pathway as well as advanced academic preparation for those on the I Can College Pathway will provide an enriching educational experience, raising student engagement and preparing them for life after high school. The mentorship provided by AN mentor in a post-secondary setting will guide KIBSD AN students as they prepare for careers and college. Academic Preparation will reach parents through Counselor meetings and will offer instruction and support to prepare parents for the day when the student leaves home. ***Need to provide parity with students in more urban settings:*** Equipment and distance learning will provide access to a virtual career tech. center as well as extensive hands-on experiences. The Project will increase parity with urban students.

(v) Extent of Collaboration with Partners to Maximize Effectiveness of Services:

KIBSD will collaborate with the Native Village of Afognak, the Sun'aq Tribe of Kodiak and the Koniag Education Foundation. The Native Village of Afognak will provide activities that reflect native values and the culture of the tribe. This will include the delivery of the New Teacher

Cultural Orientation at the Afognak Campsite as well as internship opportunities for students. The tribe will advise the district on activities that align with cultural and vocational standards. The Sun'ag Tribe will provide activities and training for students to help decrease joblessness in the Kodiak area including job placement and internship support for students. They will offer Scholarships to those students who choose to attend post-secondary education programs and advise the project on implementing activities that align with both cultural and vocational standards. Koniag Education Foundation will partner with KIC to offer funding to Alaska Native students in the Koniag region to participate in educational opportunities offered through this program. The Foundation agrees to place the needs of the student first and to support them on their educational pathway to success in college, career, and beyond.

QUALITY OF PROJECT PERSONNEL

(i) **Qualifications of the Project Director:** The qualifications of the project director or **principal investigator:** Mrs. Porfiria Lopez-Trout, Federal Programs Director, will serve as the Project Director. Mrs. Lopez-Trout has over 29 years of education experience. She holds 10 professional certifications, and two Masters Degrees, and brings organizational skills and management experience to the project. **Principal Investigator:** The principal Investigator is Dr. Donna Gunn. Dr. Gunn is the President and lead evaluator for Learning, Evaluation and Resources Network. She holds a Doctoral Degree from Peabody-Vanderbilt University. Dr. Gunn will come on site twice per year to gather data, analyze data, and provide feedback to stakeholders. Continuous monitoring of the project will help to assure that the project is on track, objectives are being met, and changes made as needed. She will work closely with the Superintendent, Project Director, Program Coordinator and faculty to assure that there is a full understanding of program impact.

(ii)Qualifications of the Key Personnel: There are several key staff and faculty positions that will make the KIC Project a success. Some current personnel will serve in the grant while others will be hired to fill those roles. **Program Coordinator:** Phil Johnson will be the Program Coordinator on the project. Mr. Johnson has served as Director of Alaska Teach, the Kodiak distance learning program (a state wide grant), as Direct of Alaska Digital Teaching Initiative and as the Principal of Kodiak High School among other positions of responsibility. He will work full time on the project. **Rural Schools Counselor:** Marilyn J. Gail currently serves in this position and as a Mental Health Clinician at the Providence Kodiak Island Counseling Center, the primary medical facility on the island. She has had a long career with experience in multiple fields including education, medicine, hospitality, and social work. She holds a Masters of Education with a concentration in School counseling from the University of Massachusetts in Amherst and has over 15 years counseling experience. In her current role, she serves our rural students. **Director of Rural Schools:**

(iii) Capacity to Improve Outcomes through Experience: The leadership of a highly experienced and successful Superintendent is a key to the ability to improve outcomes for children. An example of his leadership is the effort he has initiated to bring the native language back to the villages so that children will maximize their ability to learn through use of their native language. Under his leadership and with the full support of the community Mr. McDonald successfully oversaw the completion of the new Kodiak High School with a dedicated CT building. His recognition of that need proves the ability to improve outcomes by providing students with intensive hands-on studies. In addition, KIBSD has extensive proof of the capacity to improve outcomes through their working relationship with the two tribes and with the Koniag Foundation. Those relationships speak to the District's willingness to collaborate and bring

together the power of multiple groups working toward the betterment of the students. This is shown in part by the funding of an EASIE Indian Education formula grant which is to **start in** July of 2016. In addition the district has successfully completed multiple other grants including Title VII Formula Grant Program July 2013-June 2014 U.S. Department of Ed. Grant# S060A130673. Title VII Formula Grant Program, July 2014-June 2015 U.S. Department of Ed. Grant# S060A150673, Title VII Formula Grant Program, July 2016-June 2020 U.S. Department of Ed. Grant# S060A150673. Engaging Native Learners in Virtual Education (ENLIVEN) Sep 2013- Sep 2015 U.S. Department of Ed. Grant# S356A110039 – 13 Munartet Project Grant Award FY16-18 (Dec 2015-Jan2018) Alaska State Council on the Arts Grant # FY16-MPTK-001 Fresh Fruit & Vegetable Program July 2015-Sept 2015 AK EED Division of Teaching & Learning Grant # FY16.KISD.01 .

(d) Adequacy of Resources (10 points) (i) the relevance and the demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

The commitment of the Native Village of Afognak (NVA), the Sun’aq Tribe of Kodiak and the Koniag Education Foundation is evidenced by their willingness to assist students in increasing college and career readiness. They have entered into the partnership as a part of their mission to help tribal members through education and job training including job shadowing, and by the provision of practicum and internships opportunities. **(ii) The extent to which the costs are reasonable in relationship to the number of person’s to be served and to the anticipated results and benefits. 153 native students in 8th grade through 12th grade, 680 non-native students and 1662 parents will be served by the program.** That costs are reasonable is demonstrated in part by a very carefully designed budget which allows the district to meet its obligation to students and accomplish the objectives as described in the grant. Existing programs that have basic supplies and equipment will receive a smaller amount each year of the four year program while new start-up programs will receive more. The Welding program will receive \$

\$353,815.00 over four years, the Construction program will receive \$118,488.11 over four years, the HVAC program, which is a new program, will receive \$318,500.00 And the Allied Health Care program which is also new will receive \$318,160.00. The 4 year budget and budget narrative demonstrate how KIBSD and its partners will maximize and share all available resources to achieve outcomes and develop a sustainable strategy to improve the career and college readiness of students in the Kodiak Island Borough School District.

QUALITY OF THE MANAGEMENT PLAN

(i) **Adequacy of Management Plan:** The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The KIC Project will be managed and governed according to the following plan:

Objective 1: By Dec. 2016 the district will establish the *Two Kodiak I Can Pathways: I Can College and I Can Career.*

Activities:	Responsible:	Timeline:	Milestone:
Hire key personnel; assemble KIC Mgmt. Team; align current course offerings and hire new CTE faculty; provide ### hrs. of professional development for teachers; inform parents of new Two Pathways programs; and equip Kodiak HS with a dedicated	Superintendent, Project Director (PD), HR Manager, Project Coordinator (PC), Counselors, Rural Schools Aide (RSA), teachers, CTE teachers, and Technical Director,	Hiring and distance learning set within 60 days, info sent to parents and prof. dev. by end of 2016	New faculty and staff on payroll, new equipment & tech. operational, parents informed, prof.

distance learning classroom	KIC Mgmt. Team		dev. started
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Objective 2: By May, 2017 100% of KIBSD native youth in 8th grade will have selected one of Two Pathways: *I Can Career* or the *I Can College*.

Activities:	Responsible:	Timeline:	Milestone:
8-12 th grade EOD elective classes in CTE or College readiness begin via distance learning; Career Ready 101 launched; host intros and interviews; students assigned PLPs	PC, Counselors, RSA, teachers, KIC Mgmt. Team (arranges intros, interviews, and guests via distance learning)	Initiated within 90 days following funding	All 8 th -12 th AN students have a PLP in one of the 2 Pathways, 50% earn a NCRC

Objective 3: By 2020, 50% of students that select the *I Can Career Pathway* will be designated career ready by their graduation.

Activities:	Responsible:	Timeline:	Milestone:
Students that select the <i>I Can Career Pathway</i> dedicate 1 class period each day to an elective CTE course sequence via distance learning (if rural); each summer rural students fly to Kodiak HS for 3-week intensive; Sophomore	PC, Counselors (counseling students and preparing travel schedules and itineraries), RSA, teachers, KIC Mgmt. Team (arranges job	Begins within 90 days of funding; the first spring break trips will be in Spring 2017	Students follow their course pathways, summer intensives scheduled, spring break

<p>Spring Break Trip to Seattle, Junior trip to Anchorage, AN Technical Student mentors KIBSD AN students, AN students complete 20 hrs. job shadowing/internship; Senior AN students complete Capstone Project</p>	<p>shadowing / internships via distance learning if necessary)</p>		<p>trips planned, scheduled, and accomplished Capstones completed each year</p>
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Objective 4: By 2020, 50% of students that select the *I Can College Pathway* will be designated college ready by their graduation.

Activities:	Responsible:	Timeline:	Milestone:
<p>Students that select the <i>I Can College Pathway</i> dedicate 1 class period each day to academic study hall and tutoring via distance learning (if rural); each summer rural students fly to Kodiak HS for 3-week intensive; Sophomore Spring Break Trip to Seattle, Junior trip to Anchorage, AN College Student mentors KIBSD AN students, AN students complete 10 hrs. Job shadowing/internship and 10 hrs. comm. serv.; Senior AN</p>	<p>PC, Counselors (counseling students and preparing travel schedules and itineraries), RSA, teachers, KIC Mgmt. Team (arranges job shadowing / internships / comm. serv. via distance learning if necessary)</p>	<p>Begins within 90 days of funding; the first spring break trips will be in Spring 2017</p>	<p>Students follow their course pathways, summer intensives scheduled, spring break trips planned, scheduled, and accomplished Capstones completed each year</p>

students complete Capstone Project			
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Objective 5: By 2020, all parents of Alaska Native students in 8th-12th grade will increase their knowledge of home preparation for college or careers by 50%, thus stemming the tide of students suffering from “Failure to Launch” by at least 50%.

Activities:	Responsible:	Timeline:	Milestone:
Meet with parents to establish each 8 th -12 th AN student’s PLP; host workshops for parents on preparing for student college and careers	PC, Counselors, RSA, KIC Mgmt. Team, and Teachers (as needed)	Begin within 90 days of funding	Parents approve student’s PLP; parents attend workshops

Objective 6: KIBSD will track and provide support where possible to 100% of students that graduate through one of the two Pathways and ensure that at least 75% of students score above 15 (half) on the Rosenberg Self-Esteem scale.

Activities:	Responsible:	Timeline:	Milestone:
Follow-up with AN students who graduate College or Career ready (complete one of the Two Pathways), distance learning tutoring as needed	PC, Counselors, RSA, KIC Mgmt. Team, and Teachers (as needed)	Begin within 90 days of funding by connecting with 2016 graduates	Completion of contact w/each AN student that graduated career/college ready

(ii)Extent to which methods of Evaluation will Provide Performance Feedback and permit periodic assessment of progress toward achieving intended outcomes: There are two Co-Directors in the project, each giving 50% of their time to the effort. Mrs. Lopez-Trout, the Co-Project Director, with assistance from Co-Director Phil Johnson will ensure feedback and

continuous improvement for the project by regularly communicating with the Principal Investigator/evaluator Dr. Donna Gunn. Dr. Gunn will visit twice each school year and communicate monthly via distance learning. Collected data will be analyzed and discussed during these visits to measure student progress and address programmatic concerns and problems before or as they arise. Also, a key component will be documenting successful strategies and leveraging those lessons learned in other facets of the project. After each Evaluation visit, the Co-Directors will communicate any alterations to the project personnel about changes in programming. Should the need arise; the Co-Directors will modify the project. Faculty will be able to monitor their classrooms and adjust instruction to meet the unique needs of their students. The Project Directors will oversee the key faculty and staff as they relate to the project and will meet with them monthly or as needed to qualitatively assess the project and adjust as necessary.

(iii)Extent to which Indian Tribes and Parents of Indian children have been and will be involved in development of project and implementation: The Afognak and Sun'ak tribes and the families of AN students on the island have been significantly involved in the development of this project. As soon as KIBSD began considering applying for the project, Mrs. Lopez-Trout contacted leaders in each of the tribes to explore programmatic possibilities and develop a broad consensus about the needs and activities that we would undertake if awarded. A leader in the Afognak tribe contributed to the design by explaining the importance of identifying CTE and College programming that coincides both with the present needs of families/communities and with the opportunities to grow and develop Kodiak in the future. She stated that an important component would be a foundation for building the communities on Kodiak and furthering the social mission of a thriving tribe. KIC Project design incorporates this wisdom and

understanding in the form of community service and Community Capstone projects where the goal is for a student to use his/her College and Career skills to improve life for their community. A parent advisory group was formed and met to provide their insight into the development of the project, particularly in the need for real world experience. They have been and will be immensely helpful in guiding the plan and implementation of the project. Underpinning the design of the project is data collected from a survey of AN parents. In the survey, parents commented about the courses they thought their students would want to take, weighed in on why some AN students do not finish school or are not college and career ready, and what might motivate them to succeed. When asked to give one piece of advice to the next generation, one parent powerfully stated the following: Sense of self & others & the world/universe, love of life & giving, sharing what you are able to, adapting to change, humor & joy.” This balance between opportunities and responsibilities is woven into the mission of the project.

The tribes and AN parents will continue to be involved in the project. The tribes will provide professional development for faculty and numerous opportunities for job-shadowing, internships, and service as well as leverage their connections in local industry. Parents will play an influential role through the monthly communication with the project counselors and as the first and best teachers of their students. The KIC Management Team incorporates all these voices into one body to advise KIBSD personnel on the development of the project.

(iv)The extent to which the proposed project is designed to build capacity and yield results

that extend beyond the life of the funding: The KIC Project is designed to build capacity and yield results that extend far beyond the life of the project. First, our investment in distance learning will allow the successful completion of the project as well as provide the foundation for adding other CTE and College level coursework, as KIBSD will be able to connect to any

institution across the world with video conferencing capabilities. Once we have demonstrated the efficacy of this approach, we can expand course offerings and job shadowing outside Alaska and partner with national and international organizations to transform the lives of our AN student population. CTE equipment has a shelf life of many years and will provide countless students with the tools they need to grow their skill sets, attain certifications and degrees, and join the work force ready to contribute. Second, the KIC Project formally connects KIBSD with two tribal groups on Kodiak, which will facilitate district-tribal collaborations in the future as well as increase our non-native faculty's understanding of the Alutiiq heritage, tradition, and values, and further align our schools' values policies and procedures with a significant and important population that improve classroom instruction and school services for years to come. Third, the developed connections with businesses, non-profits, colleges, and other external entities will enable the program to expand its job shadowing/internships/community service. These important relationships will also allow KIBSD to modify the programming in the future to alter services and instruction as the workforce changes and new businesses and industries arise. The professional connections will poise future students to enter the workforce leading innovation and driving community transformation. Fourth, over the next four years, KIBSD has committed to fully adopting and assuming the cost of maintaining the program beyond the life of the project, meaning that program is fully sustainable. Although our program is designed for students to follow one of Two Pathways away from their communities for work, studies, and professional opportunities, all ways lead back home to Kodiak to community and to family.

(F) Quality of the Project Evaluation (5 points). The extent to which the project will provide guidance about effective strategies suitable for replication or testing in other settings. Donna Gunn, Ed.D will serve as principal investigator and evaluator. Dr. Gunn is the

President of Learning, Evaluation and Resources and the lead evaluator for the firm. She is assisted by (b)(6) who is currently working toward a master's degree in project

evaluation. **GPRA requirements will be reported as follows:**

- 1) the extent of community participation and collaboration in the project, 2) the percentage of high school. Students participating in the project who demonstrated individual growth (improvement in achievement) over the past year on State reading or language art assessments,
- 3) the percentage of eighth graders participating in the project, who demonstrated individual interest in participating in the vocational-technical education program at the high school level,
- 4) the percentage of employers participating in the project whose practicum to-student ratios increase from the previous year, and 5) the percentage of participating students who complete at

least one intensive training component **What types of data will be collected?** Data will yield

- a) information from a locally designed pre-post- test covering knowledge and skills for the workforce; b) results from a pre-posttest on career awareness c) teacher satisfaction questionnaires; d) on-line surveys of student preference in training programs; e) student satisfaction with the intensive component of the program f) extent to which the fourth year students feel well prepared for college or a career, g) focus groups; h) interviews with practicum, internship and employer personnel and i) dropout and graduation rate data, j) numbers of students who elect to attend college or postsecondary education program, k) number of students who obtain a job in the field for which they trained, l) teacher satisfaction questionnaires on professional development.
- 2) **When will data be collected?** Data will be collected each quarter.

What methods will be used? Data collection methods include tracking participation in the professional development for teachers to determine the degree of engagement, 2) locally developed pre-posttests; 3) benchmark data from programs 4) attendance records for

professional development, 5) online surveys, 6) a pre-posttest for student workforce participants and 7) records of participation in the six different career paths. **What instruments will be developed and when?** Locally developed pre-post tests will include best practices for the workforce personnel, parent participating in the vocational-technical education program, and pre-post-tests over workforce skills germane to each of the fields of study. **How data will be analyzed:** SPSS for Windows will be used for data analysis. Student pre-post data will be analyzed and students informed of the degree of improvement three times per year or as needed. **When outcomes will be available:** Outcomes will be provided quarterly and at end of year. **How the applicant will use the information collected through the evaluation to provide accountability:** Continuous monitoring provides timely feedback throughout the project, allows changes and revisions as needed, and helps to assure the continued success of the project and a high degree of fidelity of implementation. Project information will be placed on the KIBSD web site. The evaluation team will present findings to the Board of Education and to stakeholders and make program recommendations as needed. Sufficient resources have been set aside to provide for the evaluation. Report data will contain documentation of best strategies and recommendations for future project replication and/or emulation. KIBSD will keep an ongoing database, which will be accessible by all village schools in the LIBSD, to track student participation and progress in the program. Each school year for the duration of the program the following will be assessed: numbers of students graduating within four years, numbers of students who enroll in a Vocational-Technical program for post-secondary education, the number of students successfully enrolled in a college or university program, the number of students who complete a full course in a career path, the number of students who earn a certificate in a vocational/career field of study and the number of students who remain in a post-secondary

program at the college or university after one year. The number of students who complete a program, whether vocational or academic is of particular interest to the district and feedback from students in post-secondary programs will be sought as they will help to illuminate factors in student success.

Other Attachment File(s)

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Partnership Agreement

For

The Indian Education Demonstration Grants Program CFDA 84.299A

The Kodiak I Can Project (KIC Project)

The entities listed below have agreed to partner with the Kodiak Island Borough School District in applying for the Native Youth Community project entitled ***the Kodiak I Can Project (KIC Project)*** to realize the vision of a Kodiak Island where every Alaska Native youth ***CAN*** succeed in college and/or a career. The KIC Project will establish a Native Youth Community for Alaska Native (AN) youth in grades 8-12th, with follow-up services and support lasting two years after graduation. Their section of the partnership agreement describes their commitment to the agreement.

Kodiak Island Borough School District (KIBSD)

KIBSD will administer the grant providing the leadership, management, and fiduciary responsibility, including direct services to the AN youth in our defined geographic areas of operation (14 principal sites on Kodiak island). In accordance with the nature of the KIC Project, KIBSD will continue to seek new entities to contribute to the success of the project by contributing resources, support, and direct instruction in the form of presentations, job shadowing, and mentorship. KIBSD has demonstrated success by successfully operating the only school district on the island, having graduated generations of students. Despite the challenges of distance, low income, and isolation, KIBSD provides opportunities to youth unparalleled on the island.

Native Village of Afognak (NVA)

NVA will provide activities for teachers and students that reflect native values and honor the Alutiiq culture. These activities will include the delivery of Teacher Cultural Orientation at remote Afognak Island campsite for 20 teachers each year at a reduced tuition of \$600 each, including meals, lodging and transportation from Kodiak; as well as support of necessary camp expenses such as materials needed or presenter stipends. NVA will also provide internship opportunities for students in business, hospitality, culinary, construction and language education. As a vested member of this partnership NVA will take responsibility for advising the project on implementing activities that align both with cultural and vocational standards.

By signing this document, we agree to place the needs of AN youth on Kodiak first and to support them on their educational path to success in college, a career, and beyond.

 5/27/16

Stewart McDonald
Date
Superintendent
Kodiak Island Borough School
District

(b)(6)

Taletha Gertz on behalf of
Melissa Borton
Tribal Administrator
Native Village of Afognak

5/27/16
Date

Partnership Agreement

For

The Indian Education Demonstration Grants Program CFDA 84.299A

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The entities listed below have agreed to partner with the Kodiak Island Borough School District in applying for the Native Youth Community project entitled ***the Kodiak I Can Project (KIC Project)*** to realize the vision of a Kodiak Island where every Alaska Native youth *CAN* succeed in college and/or a career. The KIC Project will establish a Native Youth Community for Alaska Native (AN) youth in grades 8-12th, with follow-up services and support lasting two years after graduation. Their section of the partnership agreement describes their commitment to the agreement.

Kodiak Island Borough School District (KIBSD)

KIBSD will administer the grant providing the leadership, management, and fiduciary responsibility, including direct services to the AN youth in our defined geographic areas of operation (14 principal sites on Kodiak island). In accordance with the nature of the KIC Project, KIBSD will continue to seek new entities to contribute to the success of the project by contributing resources, support, and direct instruction in the form of presentations, job shadowing, and mentorship. KIBSD has demonstrated success by successfully operating the only school district on the island, having graduated generations of students. Despite the challenges of distance, low income, and isolation, KIBSD provides opportunities to youth unparalleled on the island.

Sun'aq Tribe of Kodiak will provide activities and training for students to help decrease joblessness in the Kodiak area. They will provide job placement and internship support for students. The Sun'aq tribe will also offer scholarship to students pursuing higher education. As a vested member of this partnership The Sun'aq Tirbe will take responsibility for advising the project on implementing activities that align both with cultural and vocational standards.

By signing this document, we agree to place the needs of AN youth on Kodiak first and to support them on their educational path to success in college, a career, and beyond.

	
Stewart McDonald	(b)(6)
Superintendent	Jeannine Marsh
Kodiak Island Borough School	CEO
District	Sun'aq Tribe of Kodiak
Date	Date
May 27, 2016	5/27/2016

Partnership Agreement

For

The Indian Education Demonstration Grants Program CFDA 84.299A

The Kodiak I Can Project (KIC Project)

The entities listed below have agreed to partner with the Kodiak Island Borough School District in applying for the Native Youth Community project entitled *the Kodiak I Can Project (KIC Project)* to realize the vision of a Kodiak Island where every Alaska Native youth *CAN* succeed in college and/or a career. The KIC Project will establish a Native Youth Community for Alaska Native (AN) youth in grades 8-12th, with follow-up services and support lasting two years after graduation. Their section of the partnership agreement describes their commitment to the agreement.

Kodiak Island Borough School District (KIBSD)

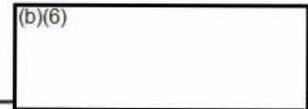
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Koniag Education Foundation (KEF)

KEF is willing to partner with KIC to offer funding to Alaska Native students from the Koniag region to participate in educational opportunities offered through this program. This support is in line with KEF's mission to help our people achieve their potential through education. If the student is a Koniag shareholder or descendant and the funds are being sent to the school district, NVA, or another qualified individual entity, KEF is able to fund through our Career Development program. KEF is not able to release funds to an individual, only the educating entity.

By signing this document, we agree to place the needs of AN youth on Kodiak first and to support them on their educational path to success in college, a career, and beyond.


Stewart McDonald
Superintendent
Kodiak Island Borough School
District
Date 5/27/16

(b)(6)

Jesse Krueger
Executive Director
Koniag Education Foundation
Date 27th May '16

Marilyn J Gail

(b)(6)

EDUCATION

Master of Education: with concentration in School Counseling
School of Consulting and Counseling Psychology
University of Massachusetts/Amherst, 1991

Bachelor of Arts
School of Education
University of Massachusetts/Amherst, 1985

EXPERIENCE

Mental Health Clinician I
Providence Kodiak Island Counseling Center
Kodiak, AK 99615
December, 2013-Present

Currently I practice in two elementary schools in the city of Kodiak and travel out to two village schools. Between all schools, my caseload is approximately 30 students ranging in age from pre-school through fifth grade. I work closely with building principals, school counselors, teachers and parents. This past year I also spearheaded the creation and implementation of an initial 'Blastoff' day for incoming sixth grade students, working with teachers, principals and a local bank where I applied and was offered a grant of \$1,500.00 for this project. Crisis on call work is also a part of my current position. Approximately one week per month I am on call for our local hospital performing mental health assessments and consulting with doctor(s).

Night Manager
Russian Heritage Inn
Kodiak, AK 99615
September, 2011-December, 2013

My primary responsibility was evening coverage of the front desk and managing anything that came up during that time; this included, but was not limited to, guest concerns and guest check in, along with troubleshooting any problems that arose such as heating, television, internet, and plumbing. My responsibilities also included managing email contact with potential guests and responding to reservation requests via email and phone. Additionally, I assisted in overseeing house keepers and trained new hires and engaged in grounds keeping activities such as snow plowing and gardening. I also spearheaded the creation and management of our new website (www.russianheritageinn.com) and worked closely with the main manager in planning and implementing refurbishing projects.

Founder & Director
U THE COLLEGE COACH
June, 2009-Present

U THE COLLEGE COACH (UTCC) is an organization whose mission is to provide opportunities for middle school students and beyond to attend six to nine college campus tours during their middle school and early high school years.

Interim Assistant Manager
Pier 1 Imports
Raleigh, NC
June, 2010-August, 2011

In this company I began as a Sales Associate, progressed to Sales Leader by August of 2010, and became an Interim Assistant Manager in January of 2011 through the rest of my tenure at Pier 1. As an Interim Assistant Manager I was responsible for guiding and training Sales Leaders and Associates in customer relations and sales techniques. My strengths in this position were clarifying sales goals for the team, observing the behavior of Associates and helping them in the moment to relate to customers in ways that helped them to understand the products they were purchasing and purchase the products that best fit their needs. Additionally, I was responsible for leading the team in processing our weekly truck delivery in a timely and efficient manner.

Guidance Counselor**Granville Central High School****Granville County, July, 2007-June, 2009.**

This position entailed coordinating testing, counseling students regarding their schedules, one to one and group counseling in both academic and personal issues, Chairperson of Student Assistance Team, Member of Graduation Project Committee, Section 504 Coordinator, Mentor Club Advisor, National Honor Society Advisor and Coordinator of Student-Parent Nights for Post Graduation Planning, Drug Prevention and Gang Awareness.

Guidance Counselor/Maternity Leave Position**Raymond High School****Raymond, NH, August, 2006-June, 2007.**

My caseload at Raymond consisted of approximately 250 students from freshmen to seniors. I assisted in planning and implementing state testing, was part of a professional standards review team, was the 504 Plan Coordinator and led a workshop for students who were rising freshmen and their parents in addition to traditional guidance duties such as scheduling,

Guidance Counselor/Maternity Leave Position**Sanborn Regional High School****Kingston, NH, 2005-2006.**

In addition to working on student schedules, college counseling, meeting with families and more, my work at Sanborn included writing and implementing 504 plans, writing and implementing counseling goals and services for students with Individual Education Plans, setting up students with internships, writing a grant for a freshman transition program, spearheading a financial aid night for seniors and their families and leading a freshman transition group throughout the year. Whenever possible I attended after school games and plays that students were involved in.

Guidance Counselor**North Andover High School****North Andover, Massachusetts, 2002-2004.**

My caseload consisted of approximately 230 students in grades 9-12. My responsibilities included college counseling and career planning, meeting with parents and teachers, creating plans for students who were struggling with their schoolwork, writing 504 plans, one on one counseling and more. I worked with students with Asberger's Syndrome and students with Anorexia Nervosa, co-led a counseling group for girls and an advisory group. Advisory groups are co-educational groups that consist of students from each grade and educational level and were created for the purpose of developing friendships, engaging in experiential learning and creating a bond between students and teachers that is more personal than the classroom. I also wrote for and received a grant from the group Students against Destructive Decisions (SADD) to begin a SADD chapter.

Founder & Director**North Shore Community Music School****Rowley, Massachusetts, 1999-2007**

I have worked with teen mothers by leading a workshop titled 'Singing Through The Day', I have also given concerts and led classes at pre-schools, libraries, children's fairs and YMCAs. I have co-created a CD titled 'I Like To Sing & Dance With My Friends'. This school was created to serve pre-school children and their families and is dedicated to creating music that is a vehicle for bringing families together.

Guidance Counselor/Drug Prevention Coordinator**Gage Park High School****Chicago, Illinois, 1993-1998.**

At Gage Park I advised students regarding their course of study and class schedules. I also planned and implemented career days and college fairs. I initiated group counseling with youth dealing with the following issues: drug abuse in their family, the death of a family member or friend, teen parenting and gang involvement. I wrote and received an Oppenheimer grant to begin a Peer Mediation Program.

**Youth & Family Counselor
Common Ground Youth Center
Chicago, Illinois, 1993-1998.**

As a Youth & Family Counselor at Common Ground I worked on a long term basis with several families and did individual counseling with teens. One of my goals as a therapist was to help clients to see many pathways to resolving conflicts in their lives. Some examples of how I have done this include anger management training and assertiveness training. This work also included drug and gang prevention and intervention.

**Drug Prevention Counselor
Southwest Community Congress
Chicago, Illinois, 1991-1993.**

At SCC I created and implemented a drug prevention program in the community and at Gage Park High School. In the community I worked with a youth club and a drama group and I counseled youth and families both in their homes and in a local youth center. At Gage Park High School I began a Big Brother & Sister Club where students had "little brothers and sisters" at a local elementary school. In addition, I administered school funds for drug prevention and was a member of the Board of Directors for Common Ground Community Youth Center. I also became a proposal writer and co-authored a gang intervention proposal submitted to the Chicago Community Trust.

**Case Manager
University of Massachusetts Learning Disabled Student Services
Amherst, Massachusetts, 1988-1991.**

I counseled students with learning disabilities and helped students to understand the nature of their learning disability, their learning style and the accommodations that would be most helpful to them. I also counseled them in personal and career issues and helped students to learn better ways of communicating with their professors. I directed students to other resources as needed, i.e., ongoing workshops, tutoring, or additional training in reading or study skills.

PERSONAL HOBBIES

Swimming, Biking, Hiking, Coaching Baseball, Reading, Creating Music, Guitar.

ACTIVE PROFESSIONAL MEMBERSHIPS

American Counseling Association
New England Association of College Admission Counselors
Southern Association for College Admission Counseling

Phillip Johnson



Experience

Director AKTEACH

08/14 – Current, Kodiak Island Borough School District, Kodiak, AK

Director Alaska Digital Teaching Initiative, state of Alaska EED statewide grant

08/14 – Current, Kodiak Island Borough School District, Kodiak, AK

Kodiak High School Principal

08/13 – 05/14 Kodiak Island Borough School District, Kodiak, AK

Director Rural Schools

08/07-05/13, Kodiak Island Borough School District, Kodiak, AK

Distance Delivery Coordinator

08/2006-05/07, Kodiak Island Borough School District, Kodiak, AK

Rural Schools' Career and Technical Education Advisor

01/04-06/07, Kodiak Island Borough School District, Kodiak, AK

Teacher

08/92-01/04, Kodiak Island Borough School District, AK
Old Harbor School

Education

University of Alaska, Fairbanks, AK

Bachelors, Ed.

09/87-06/90

Bachelors, Education Program of Study

- Phi Kappa Phi – An international honor society recognizing the top 7.5% of juniors in all academic fields.

University of Alaska- Anchorage, AK

09/90-05/92

Teaching Certification

- Kappa Delta PI- An international honor society in education founded in 1911.
- President, Kappa Delta PI-Anchorage chapter, membership in excess of 600 alumni and students.
- Phi Alpha Theta – A honor society recognizing scholarship in the field of history
- Magna Cum Laude Graduate (3.88)

University of Phoenix- Phoenix, AZ

02/08 - 4/10

M.Ed in Supervision and Administration

- Magna Cum Laude (3.97)

Demonstration of Research Basis:

American Indian/Alaska Native College Student Retention Strategies” by Dr. Raphael M. Guillory, in which Guillory reports on a qualitative study of AN student motivation and how institutions and AN students themselves address feelings of inadequacy, isolation, alienation, and marginalization that prevent these students from success. Guillory recommends that *institutions maintain and strengthen the connections between AN students and their tribes and families*, especially when at college. From this study, we identified a key sphere of strategies and values that would need to be included in our project. Alisha Hyslop recommended *Personal Learning Plans (PLPs) for each student, supported by teachers prepared to teach the “soft skills” that students need as adults and by partnerships with the local community and businesses*. This emphasis on connecting students to local businesses further supported Guillory’s argument for connecting AN students to the businesses that define their communities and culture. (Hyslop 11). One of the key resources in Alaska for CTE students are the Residential Programs, such as Voyage of Excellence, and the Nenana Learning Center. The residential opportunities motivate “students because of the clear relevance to later life and because active learning is often more engaging for disengaged students” (Scala 22). These programs also “create a unique opportunity to structure students’ environments much more rigorously than in a traditional school environment” (Scala 22). Although we cannot provide a full residential program for our students, *we can provide residential intensives*, supported by job-shadowing, internships, and/or community service. *This level of student engagement coupled with real-world experience greatly influenced our project design for both academic and CTE foci*. This research pointed in the direction of a key element to our design, *Project-Based Learning, particularly in the form of a Community Capstone Project*. Reporting on his study of Challenge-based and Project-based

learning, Carl Shuptrine concluded that “These programs enable students to develop the skills needed to navigate the challenging situations encountered in post-secondary environments while simultaneously connecting classroom learning to personally relevant, real world applications” (Shuptrine 187). We based our design on **two school models:** the Young Women’s Leadership Academy (YWLA), a 2015 Blue Ribbon School, of San Antonio, TX and Union County High School (UCHS) in Morganfield, KY.

Please see the following documentation of our research basis.

American Indian/Alaska Native College Student Retention Strategies

By Raphael M. Guillory

ABSTRACT: *This article presents findings from a qualitative study examining the similarities and differences between American Indian/Alaska Native student perceptions and the perceptions of state representatives, university presidents, and faculty about persistence factors and barriers to degree completion specific to American Indian/Alaska Native students at three land-grant universities across Washington, Idaho, and Montana. A comparative analysis of themes emerging from interview data reveals conflicting perceptions among participant cohorts. Retention-to-graduation strategies are offered for institutions of higher education desiring to better serve these students and their respective tribal communities. The strategies offered, including specialized forms of culturally-sensitive career and academic counseling, peer mentoring, and Supplemental Instruction, can also help professionals delivering developmental education programming better serve this student population.*

Specific retention strategies are recommended to increase retention and graduation among these students.

For years, the issue of recruiting American Indian/Alaska Native (AI/AN) students to U.S. mainstream colleges and universities has been a long-standing challenge. Policy-makers, administrators, and faculty alike have developed strategies and implemented programs in attempts to attract bright and capable AI/AN students only to be met with minimal results. Once on campus, retaining those students becomes an even bigger issue with many AI/AN students, particularly from Indian reservations, experiencing feelings of academic inadequacy, isolation, alienation, and marginalization (Guillory & Wolverson, 2008; Osborne, 1985; Pavel & Padilla, 1993; Tinto, 1993). For many, such factors become too much to overcome and result in AI/AN students leaving college before earning a degree. It is, therefore, critical to understand, from the AI/AN student perspective, what strengthens their resolve to complete a college education and what institutions of higher education can do to assist in this effort.

This study examines some of the factors regarding why AI/AN college students leave college before earning a degree. Specifically, this study explores the similarities and differences between

AI/AN student perceptions and the perceptions of state representatives, university presidents, and faculty about persistence factors and barriers to degree completion for AI/AN college students. Based on the findings, specific retention strategies are recommended to increase retention to graduation among these students.

Participants were interviewed at Washington State University (WSU) in Pullman, WA; the University of Idaho (UI) in Moscow, ID; and Montana State University (MSU) in Bozeman, MT (Guillory, 2002). The retention strategies recommended not only apply to the study institutions but could also be used by other universities desiring to better serve their AI/AN student populations and their respective native communities as well. Lastly, the strategies offered in the "Implications for Practice" section can also help professionals delivering developmental education programming to better serve AI/AN college students through specialized forms of career and academic counseling, peer mentoring, and Supplemental Instruction.

Factors Affecting AI/AN College Retention

It is well documented that college success is a constant struggle for AI/AN. For example, AI/AN students have the lowest college enrollment (i.e., less than one percent) and graduation rates of any student cohort at mainstream U.S. colleges and universities. AI/AN earn 0.6% of all associate's, bachelor's, and advanced degrees conferred in the U.S. (Jackson, Smith, & Hill, 2003; U.S. Department of Education, 2009). Several studies report that, despite significant progress being made in college enrollment and graduation rates over the last 30 years, particularly within the tribal college system, retention of AI/AN remains a significant problem with rates of persistence-to-graduation within 6 years at approximately 36% compared to the general population at 56% (Shotton, Oosahwe, & Cintron, 2007; U.S. Department of Education, 1998). Other studies report even lower retention rates among AI/AN college students (Benjamin, Chambers, & Reiterman, 1993; Larimore & McClellan, 2005; Pavel & Padilla, 1993; Tierney, 1992).

Raphael M. Guillory
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Counseling, Educational, and Developmental
Psychology
Eastern Washington University
135 Martin Hall
Cheney, WA 99004-2423
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The factors determining whether or not AI/AN students decide to attend and persist through college are as diverse as they are complex. Various studies on AI/AN college students have generated substantial research suggesting that factors such as precollege academic preparation, family support, involved and supportive faculty, social support systems in the form of AI/AN student associations, multicultural offices, peer mentoring programs, academic counseling, institutional commitment, and maintenance of an active presence in home communities and cultural ceremonies are crucial elements to college persistence (Barnhardt, 1994; Brown, 1995; Davis, 1992; Gloria & Robinson-Kurpius, 2001; Huffman, Sill, & Brokenleg, 1986; Jackson et al., 2003; Lin, 1990; Reyhner & Dodd, 1995). Other institutional roles in promoting attendance and persistence include offering sufficient fiscal resources for child and family care and providing retention programs designed specifically for AI/AN students (Almeida, 1999; Day, Blue, & Raymond, 1998; Tate & Schwartz, 1993). Further research shows that factors assisting the successful transition from high school to college also include degree of family involvement; giving back to tribal community; dealing with instances of campus hostility; creating an environment for cultural expression; and taking into account the unique academic, social, cultural, and psychological needs of these students (Belgarde, 1992; Brown & Robinson Kurpius, 1997; Carney, 1999; Cross, 1993; Guillory & Wolverton, 2008; James, 1992; Jenkins, 1999). Strengthening of cultural identity also appears to be a strong contributor to college persistence (Huffman, 2001). "How much difficulty American Indian students will face in college depends in large measure on how they see and use their ethnic identity" (Huffman, 2008, p. 3). All of these factors play significant roles in the decision for AI/AN students to attend, persist, or leave college. Therefore, it is vital for institutions of higher education, and professionals in the developmental education field in particular, to recognize the motivational sources for AI/AN students if they are to help their progress.

Methodology

In order to capture the essence of the AI/AN experience in higher education, leading researchers in the field suggest a qualitative methodical

Table 1
Institutional and Participant Profiles

Profile Categories	Washington State University	University of Idaho	Montana State University
Institutional Type and Description	<ul style="list-style-type: none"> • Carnegie Doctoral /Research Extensive University • State Land-Grant Institution • 150 Undergraduate Degrees/70 Graduate Degrees • 10 Colleges 	<ul style="list-style-type: none"> • Carnegie Doctoral /Research Extensive University • State Land-Grant Institution • 154 Undergraduate and Graduate Degrees • Law School 	<ul style="list-style-type: none"> • Carnegie Doctoral /Research Extensive University • State Land-Grant Institution • 102 Undergraduate and Graduate Degrees
Enrollment Profile: Students and Faculty	<ul style="list-style-type: none"> • Approximately 19,000 and students on main campus • Approximately 930 faculty 	<ul style="list-style-type: none"> • Approximately 12,400 students on main campus • Approximately 850 faculty 	<ul style="list-style-type: none"> • Approximately 12,200 students on main campus • Approximately 830 faculty
American Indian Enrollment & Graduation Rates	<ul style="list-style-type: none"> • 252 or 1.4% self-report as being American Indian • (1997 to 2003) 42% graduation rate (16 graduates out of 38 freshmen cohort) 	<ul style="list-style-type: none"> • 113 or 1.3% self-report as being American Indian • (1997 to 2003) 23% graduation rate (3 graduates out of 13 freshmen cohort) 	<ul style="list-style-type: none"> • 234 or 2.0% self-report as being American Indian • (1997 to 2003) 26.2% graduation rate (11 graduates out of 42 freshmen cohort)
Institutional Services & Programs for American Indians	<ul style="list-style-type: none"> • Native American Student Center • Plateau Center for American Indians of the Pacific Northwest • Memorandum of Understanding (MOU) with Regional Tribes 	<ul style="list-style-type: none"> • General Minority Student Center (No American Indian Student Center) • Memorandum of Understanding (MOU) with Regional Tribes • Special Diversity Assistant to President 	<ul style="list-style-type: none"> • 26 American Indian Programs including: AIRO, ABC, MPA • Largest American Indian Student Centers in Northwest • Offers Master's Degree in American Indian Studies
Participant Profiles	<ul style="list-style-type: none"> • 1 State Board of Higher Education Member • 1 University President • 3 Faculty: Office of Provost (Tribal Liaison), Native American Student Services, Speech & Hearing Services • 9 American Indian Students 	<ul style="list-style-type: none"> • 1 Public Affairs Officer for the State of Idaho Board of Education • 3 Faculty: Business & Economics, American Indian Studies, Office of Northwest Nations • 10 American Indian Students 	<ul style="list-style-type: none"> • 1 State Board of Higher Education Member • 1 University President • 3 Faculty: American Indian Research Opportunities, Native American Student Services • 11 American Indian

approach (Pavel, 1992; Tierney, 1991). Although quantitative research methods continue to maintain a stronghold among research scholars, the qualitative approach to research has made substantive strides in the field of educational research (LeCompte, Millroy, & Preissle, 1992; Miles & Huberman, 1984; Rudestam & Newton, 2007). In fact, when it comes to the AI/AN experience in higher education, the use of qualitative research methods is of growing importance. "As

a result of the heavy emphasis on studies using quantitative designs, American Indian education scholars generally lack a good understanding of the personal encounters, dilemmas, strategies, and triumphs of the Native students from their point of view" (Huffman, 2008, p. 4). In response to the need for more qualitative studies examining the AI/AN student experience in higher education, more studies using qualitative approaches have begun to emerge, particularly

within mainstream research journals (Dodd, Garcia, Meccage, & Nelson, 1995; Larimore & McClellan, 2005; Garrod & Larimore, 1997; Guillory & Wolverson, 2008; Shotton, Oosahwe, & Cintron, 2007).

To adequately examine the three institutions under study, I employed a multiple case-study approach which starts with a within-case analysis and concludes with a cross-case examination. The within-case analysis involves developing a snapshot of the institution by learning about its unique characteristics and contextual variables (Merriam, 1998). The cross-case examination then allows the researcher "to build a general explanation that fits each of the individuals' cases, even though the cases will vary in the details" (Yin, 1994, p. 144). The multiple case-study approach permits researchers to discover the similarities and differences of the institutions under study as well as the processes and outcomes common across cases (Merriam, 1998; Miles & Huberman, 1994; Richardson & Skinner, 1991; Yin, 1994).

Study Institutions

Each of the three universities chosen for the study—Washington State University, the University of Idaho, and Montana State University—are each state's land-grant university. Each is also located in close proximity to large populations of AI/AN representing several different tribes and serves rural areas. Because AI/AN have a tendency to attend college on or near their home communities (Benjamin et al., 1993), choosing these particular institutions was logical. In addition, all three universities have similar numbers of total AI/AN student enrollment and percentages of AI/AN students to overall student enrollment.

Study Participants

AI/AN students. Students were invited to participate in the study by a primary contact, a Native American staff member already in frequent contact with the students. They were selected based on availability and experience, resulting in the participation of mostly juniors, seniors, and a few graduate students. A total of 22 AI/AN tribes were represented, as listed by the students: Arapaho, Blackfeet, Chippewa/Cree, Colville, Coeur d'Alene, Cree, Crow, Fort Peck Assiniboin, Hidatsa/Chippewa, Hopi, Lakota, Lummi, Makah, Navajo, Nez Perce, Northern Cheyenne, Salish-Kootenai, Sioux, Walla Walla, and Yup'ik. All participants grew up in either Indian "border towns" (towns near Indian reservation boundaries) or reservation communities. K-12 experiences for students from "border towns" differed from those who attended school on the Indian reservations: border town students were

outnumbered by their White student counterparts. Students' ages ranged from 18 to 43 years; the average within the group was approximately 26 years old. Nine of the thirty students interviewed reported being first-generation college students with neither parent ever attending college. Nineteen of the thirty students reported having at least one parent who attended college earning college credit but never completing a postsecondary degree (i.e., 7 of the 30 students) or having at least one parent who had earned either an Associate Arts, Bachelor's, or Master's Degree (i.e., 12 of the 30 students). Family educational history was not reported by 2 of the 30 students. Students' majors reflected various disciplines, such as biology, business management, forestry, American Indian studies, and education.

State Board of Higher Education representatives, university presidents, and faculty. State Board of Higher Education representatives were selected from each state based on their knowl-

AI/AN students and institution representatives... held somewhat contrary views about what drives AI/AN to finish college.

edge of and influence in promoting and shaping state policy regarding student diversity.

As the "voice" of the institution—having power to help shape institutional culture—university presidents' perspectives were important to include. The faculty, both teaching (i.e., college professors) and nonteaching (i.e., student counselors and academic advisors), were selected because of their influence and ability to directly impact student experience, positively and negatively, through teaching, counseling, and advising (Hornett, 1989; Pascarella & Terenzini, 1991). Essentially, faculty represented "street-level bureaucrats" who accommodate the demands placed upon them by administrators while balancing the reality of the classroom or counseling experience (Weatherly & Lipsky, 1994). Additionally, AI/AN students rarely have had day-to-day contact with senior-level administrators or state representatives, so the faculty are the face of the institution for these students.

Procedure

Focus group interviews were conducted with the AI/AN students and took place at each respective university's multicultural or American Indian student center. Sessions lasted between

90 and 100 minutes. An audio recorder and hand-written notes were used to record the student responses and observations during the focus group interviews. In addition, personal background information was obtained through a brief questionnaire distributed at the end of the focus group sessions. The adequately sized focus groups (Morgan, 1998) consisted of 9 students at Washington State University, 10 students at the University of Idaho, and 11 students at Montana State University, for a total of 30 students.

Data were obtained from state representatives via either phone interviews or written responses. Written responses were provided by a public affairs officer of the Idaho State Board of Education and a member of the Higher Education Coordinating Board of the state of Washington. A 45-minute phone interview was conducted with a Board of Regent for the state of Montana.

Individual face-to-face interviews with the university presidents and three faculty members at each institution were conducted for up to 1 hour, depending on availability. Individual interviews with faculty allowed respondents to teach the researchers about the issue (Elliot, 1992). Again, an audio recorder and hand-written notes were used to record their responses and observations. All interviews were held at the offices of the presidents and faculty members. All interview questions are provided in the Appendix. Permission to interview all study participants was granted by the Institutional Review Board of Washington State University.

Once data were collected and transcribed, I began coding the data by identifying keywords and/or concepts frequently mentioned by the study participants. By thorough analysis of the transcriptions and coding of the data, specific themes began to emerge from the responses of the AI/AN students and the institutional/state representatives. Once the themes were established, a comparative analysis was conducted to determine the similarities and differences between the two groups. Comparative analysis of the two groups is discussed in the "Findings and Discussion" section.

Findings and Discussion: A Comparative Analysis

Financial factors (Institution) versus Family and Giving Back to Tribal Community (Students)

AI/AN students and institution representatives in this study held somewhat contrary views about what drives AI/AN to finish college, at least in terms of relative importance. Institution representatives placed a high premium on finan-

CONTINUED ON PAGE 16

cial factors. Using the financial circumstances of AI/AN in his state as his rationale, one president commented:

There are very few of the Indian kids who come in with the essential sufficient financial backing to really afford to go and stay at the university. To the extent that we can get scholarship dollars, fellowship dollars, in the hands of young Native American kids, the greater the opportunity to be successful.

From the institutional perspective, financial support drives or motivates AI/AN to persist through college completion. On the other hand, although a few AI/AN students in the study stated that sufficient financial support did help, they did not perceive adequate funding to be a principal persistence factor. Instead, it was viewed as a barrier because there never seemed to be enough money for childcare (for the single mothers in the study), tuition, or rent. One student mentioned: "If you've lost your scholarship and you don't have the drive or the willingness to work yourself and pay for it yourself, you're not gonna go back to school." Students did agree with institution representatives that the lack of money was pervasive, but they simply did not see it as the most daunting barrier to overcome.

In contrast, AI/NA students suggested that family and giving back to tribal community provides the determination and desire to finish. One student commented: "I'm the first in my family to go to college and so it will mean a lot to my family and me if I can graduate and become a teacher." Another student stated:

I have a lot of family that still live on the reservation, and most of my cousins don't have high school degrees . . . maybe I can serve as a role model or make them proud of what I have been doing and of my achievements, serve as a driving force.

For many students, a need to live up to family expectations and a fear of letting their families down by not graduating from college was a major factor in persistence. One student stated: "Mine [motivation] is my family back home. . . . We have a close-knit family, extended family. . . . And they're, like, pushing us real bad. . . . my greatest fear is to let them down right now." The connection for these Indian students to their families, whether nuclear or extended, was so strong that they were willing to overcome many difficult situations, such as an unwelcoming environment, lack of academic preparation, and inadequate financial support with some taking extra jobs to make ends meet. To persist in earning a college education brought hope of making life better for their families. It is a reflection of an indigenous philosophy of putting

community before individualism. Additionally, a college education meant more than just a means to obtaining a career and financial independence; for these students, it was an instrument to combat deleterious conditions back home. "I wanna [sic] go back to my reservation and help my Indian people," said one Indian student. Another student wanted "just to help out the people. . . . help out other students that are coming up, you know, to teach them and help them out. . . . strengthen their minds." Again, this emphasis on family and giving back to tribal community reflects the communal culture from which these students come.

Academic Programs (Institution) versus Campus Social Support (Students)

Another motivational source from the institutional perspective was the belief that strong academic programs in the university system are a driving force. According to administrators and

Students suggested that social support on campus was critical to their persistence.

faculty, if universities offer academic programs with strong appeal for AI/AN they will be more inclined to finish college. One university president stated: "I think some individual attention, some tailoring of programs and advising [and meeting] special cultural needs, strengthens a Native American student's commitment to persist on through to graduation." Ironically, such a focus on specific programming for the individual student was never mentioned by the AI/NA students in the study.

Distinctively, students suggested that social support on campus was critical to their persistence. For example, the Native American or Multicultural Student Centers on each campus provided the "community" the students deemed essential in reducing their sense of isolation and alienation. Social support from the institution countered the negative effects of leaving home and the feelings of isolation that many of the Native American students experienced during their stay at the university. "What has helped me as a transfer student is having this Native American Student Center. It makes you feel like you're at home when you're around more native people," said one Indian student. The Indian reservations these students come from are often isolated with very few non-Indians, so to have enclaves or gathering places where students can socialize and feel a part of a university (although not a part of mainstream campus life) was vital to

the growth and resiliency of these students. This particular retention factor was not mentioned or addressed by the institutional representatives.

Lack of Academic Preparation at K-12 Level (Institution & Students)

Interestingly, AI/AN students and institution representatives did agree that lack of academic preparation at the K-12 level caused, in some instances, severe barriers. Out of frustration, one Indian student exclaimed: "I think our education is getting a lot better on the reservation, but I really don't feel like I was prepared." Similarly, a state representative claimed: "Frankly, some of the [Indian] reservation K-12 schools are not as good a quality as we enjoy at other places." One faculty member suggested that the problems AI/AN students face result from

poor preparation in math and writing [at the K-12 level]; and this could come for a variety of reasons. Maybe the students and their high schools weren't preparing them for college. Maybe they've been out of school for a while and so their skills are kinda [sic] rusty. Maybe academics and education wasn't emphasized enough in their family or in their community so that they really [are not] valued highly.

Both groups emphasized that public school systems on Indian reservation land are substandard and that ill-prepared students sometimes avoid more rigorous college-level courses, particularly in English, math, and the sciences. The implication is that better schools and improved teaching at the K-12 level would increase the likelihood of AI/AN students completing college since they would not have to play "catch up." Unfortunately, it is not until they actually get to college that they realize they have some catching up to do.

Implications for Practice: Retention Strategies for AI/AN Students

The following strategies, drawn from the research, can assist colleges and universities to successfully meet the needs of AI/AN students. They are primarily centered on maintaining family and tribal community connections; addressing single-parent issues; and providing academic remediation through developmental education methods focusing on culturally-sensitive career counseling, peer-mentoring, and academic counseling. The proposed strategies are based upon the research findings of this study (i.e., from participant responses) along with examples of successful university programs

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for AI/AN students designed solely for the purpose of attracting and retaining AI/AN students in higher education. (The program examples used to formulate the following strategies were derived from both the institutions under study and institutions outside the study.) Additional strategies are drawn from the Family Education Model (FEM), an Indigenous-focused college student retention model (HeavyRunner & DeCelles, 2002). The following retention strategies are intended to assist both traditional- and non-traditional-aged AI/AN students to successfully complete their college degrees.

Strategy 1: Maintain Connections to Family and Tribal Community

The first strategic recommendation is for institutions to create programs that allow AI/AN students to maintain a strong connection between the colleges they attend and the tribal communities they desire to benefit with their educations. This would also allow students to stay connected to their families, a major source of kinship leading to increased persistence for AI/AN students.

Several students in the study mentioned that their primary motivation to persist through college was a desire to give their families a better life through their education as well as make a positive impact on the tribal communities they wish to serve. The family component to this strategy was inspired by the student interviews and supported by the Family Education Model (HeavyRunner & DeCelles, 2002). Research undergirding this model was conducted at five institutions in Montana: Fort Peck Community College, Stone Child College, Salish Kootenai Community College, Blackfeet Community College, and the University of Montana (Department of Social Work). It is an indigenous-based model promoting student persistence in higher education that explicitly concentrates on AI/AN students. The FEM is based on principles of education and social work. But, because it is a model that promotes action, it also offers strategies on how to deal with AI/AN student attrition. The essence of the FEM is to create a family-like environment for AI/AN students by making family and tribal members an integral component of the educational process of these students. Making the educational process a two-way road that encourages AI/AN students to stay connected to family back home while allowing family to partake in their educational journey increases the likelihood of AI/AN students completing their college education.

From a community connection standpoint, university programs which directly connect AI/AN students to their native communities could

prove successful for both recruitment and retention purposes. What is equally important here, from a developmental education position, is providing culturally-sensitive career counseling to AI/AN students that guides them into professional programs, and eventually careers, in high demand on Indian reservation communities. One such program, developed at Montana State University, is called Caring for Our Own: a Reservation/University Partnership (CO-OP). The CO-OP program emphasizes the partnership of university nursing educators with tribal leaders, reservation-based educators, and native health professionals, many of whom are graduates of MSU currently in clinical practice and health care administration on the Indian reservations. CO-OP identifies AI/AN students expressing a desire to provide the very best health care available to their own people. The many benefits of the program include expert, culturally-sensitive career counseling, academic assistance, and assistance with social and financial aid services

Within the tribal college system, education is viewed through a "whole community" approach to lifelong education.

available from MSU. Another beneficial program sponsored by MSU is called Rockin the Rez. This program includes faculty and staff from various programs on campus who tour public schools and/or tribal community colleges at each Indian reservation in the state of Montana. This is a concentrated effort to get representatives from MSU to discuss the many available opportunities on campus for AI/AN students with them on their tribal ground.

These programs are excellent examples of maintaining *strong* community connections to bolster trust and collaboration between the university and tribal communities. But critical here is the culturally-sensitive career counseling that AI/AN students must receive at the university level that will eventually lead them into professional careers germane to the growth and health of their native communities. This is also where AI/AN professionals (e.g., native professors, Indian education coordinators, tribal elders, etc.) can educate career counseling faculty and staff on university campuses regarding what is most needed in native communities. Such discourse can better inform career counseling practices for AI/AN students on college campuses.

Strategy 2: Address Single-Parent Students and Students with Family Issues

A second strategy is for universities to offer family-care services, special packages, or unique financial assistance for single parents and students with families. Several students in the study represent single parents (in some cases with four children) who have been going to school while trying to support their families, making life as a parent/student very difficult. Students have expressed extreme frustration at the lack of sufficient financial aid they received to support their families, causing many of them to contemplate leaving school altogether. AI/AN students typically fall into the upper demographic sets in terms of age, and many of these students are parents looking for retraining or deciding to attend college later in life. For example, within the tribal college system, education is viewed through a "whole community" approach to lifelong education, based on the principle that a student does not have to abandon culture or family to obtain an education. Furthermore, research shows that the average tribal college student is a 27-year-old single mother of three and is often a first-generation student, making leaving home untenable and familial support necessary for success (Williams, 2007). According to American Indian College Fund statistics, 91% of scholarship recipients are nontraditional students, that is, they have dependents, are older than 24 years of age, and work full time or have a combination of these characteristics. These students take longer to complete their education when faced with financial and familial demands (Williams). Universities should provide scholarships or financial aid programs, similar to the American Indian College Fund, that take into account the characteristics of the American Indian single/student parent given the fact they comprise such a large portion of all AI/AN attending college.

In addition to these recommendations, the research findings in this study support the use of the strategies offered within the aforementioned Family Education Model, in particular, the use of the Family Specialist. According to the National Association for Developmental Education (2009), developmental education includes but is not limited to all forms of learning assistance, such as tutoring; mentoring; as well as providing personal, academic, and career counseling (NADE, 2009). The Family Specialist meets these criteria by helping student/parents identify financial resources, obtaining childcare information, providing family-life skills training, helping individuals deal with the tremendous pressure of being student/parents, and even assisting with family problems back

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home through counseling. Serving as a liaison, the Family Specialist can be especially beneficial for AI/AN students who have the tendency not to use the general services available to them to their maximum benefit.

Strategy 3: Academic Assistance through Peer Mentoring

After initiating the recommended types of services for AI/AN students, institutions need to build confidence by providing academic assistance for these students, particularly in the areas of mathematics and English. Developmental education in these areas is critical since many of the students in the study have had limited exposure to advanced mathematics and poor English writing skills, which results in their playing "catch up" academically. Another finding related to academic underpreparedness revealed in research, is a heightened sense of anxiety that can adversely affect academic achievement (Cassady & Johnson, 2002). Additionally, the primary source of academic anxiety is the fear of failure, which can lead to a loss of self-esteem and ultimately interfere with school performance (Naveh-Benjamin, 1991; Pintrich & Schunk, 2002; Skaalvik, 1997). The study institutions—Washington State University, the University of Idaho, and Montana State University—all have peer mentoring programs for AI/AN students. Each program assigns AI/AN mentors to incoming AI/AN freshman and transfer students. Mentors are typically upper class-level students appointed to guide and advise incoming students. Through developmental education methods such as academic assistance using peer-mentoring, students can adjust to the academic rigors of college curriculum. An added benefit for incoming AI/AN college students who receive academic mentoring from upper class AI/AN students who have successfully completed undergraduate requirements in mathematics and English is that the incoming students are provided with role models. Such relationship dynamics can provide vicarious learning and have tremendous benefits on academic achievement; research shows people learn by seeing others reinforced or punished for engaging in certain behaviors (Bandura, 1986).

Other institutions across the U.S. have implemented similar peer-mentor programs to reduce attrition rates among AI/AN freshman, sophomore, and transfer students. One excellent program example is a student-initiated, peer-mentoring program at the University of Oklahoma (OU) called RAIN (Retaining American Indians Now). RAIN is geared toward freshman, sophomore, and transfer American Indian students. The program matches students with mentors who

have similar academic majors, provides academic assistance, and ultimately develops academic resilience as well as social and personal growth. Peer mentors are asked to support their mentees by contacting them weekly, assisting in study hall, and providing regular reports on contact time. The administration of the program is coordinated by a student coordinator, governed by a student advisory board, and housed at OU's American Indian Student Services (Shotton, Oosahwe, & Cintron, 2007).

For the AI/AN students in the study, academic self-confidence was a huge factor in believing they could succeed at the college level. Providing a boost of self-confidence through strong academic support systems with cultural connections, such as hiring AI/AN student tutors or encouraging faculty to help students in these academic trouble areas, can go a long way in helping AI/AN students mitigate feelings of inadequacy as it relates to academic performance.

It is critical for colleges and universities to understand the cultural capital of their regional tribes.

Conclusion

To quote an African proverb: "It takes a village to raise a child"; everyone from state officials, administrators, faculty, staff, parents, and community leaders can all play a part in the development and success of the AI/AN college student. However, mainstream colleges and universities seeking to recruit, retain, and ultimately graduate AI/AN students need to listen and understand the issues that can obstruct these students from achieving their educational goals. Tierney (1990) also suggests what is needed are more studies examining AI/AN students' unique relationship to higher education instead of depending solely on statistical surveys and charts designed for policymakers at the federal and state levels. These issues must be identified and heard from the AI/AN student perspective.

The findings and proposed strategies within this study were derived primarily from the AI/AN students' perspectives. Their relationship and experiences with the world of mainstream higher education provides great insight into what these students need to successfully complete a college education. But policy makers, administrators, professionals in the developmental education field, and faculty must be willing to dialogue with and listen to the issues that concern AI/AN people. Without such discourse,

helping these students achieve their academic goals will continue to be a struggle. Study findings are also substantiated by HeavyRunner and DeCelles (2002) who indicated that "institutions fail to recognize the disconnect between the institutional values and [Indian] student/family values; hence the real reasons for high attrition rates among disadvantaged students are never addressed" (p. 8).

The retention strategies offered in this article can help Washington, Idaho, and Montana and their universities better serve their American Indian/Alaska students and their communities. However, although the strategies offered are derived primarily from the participants and universities under examination, they could be effective at other U.S. mainstream institutions of higher education serving large AI/AN populations. In addition, mainstream colleges and universities across the U.S. should conduct similar studies to examine what factors are necessary for AI/AN students to be successful at their institutions. It is critical for colleges and universities to understand the cultural capital of their regional tribes and to use this knowledge to boost college retention. Without investigating what truly motivates AI/AN students to attend, persist, and graduate from college, mainstream institutions of higher education will continue to address AI/AN college student retention and graduation attrition from uninformed positions.

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NADE News: Self-Evaluation Guides and 2010 Conference

By Karen Patty-Graham, NADE President

NADE launched the *NADE Self-Evaluation Guides* (2nd ed.) *Best Practice in Academic Support Programs* during NADE 2009 in Greensboro, North Carolina as a collaborative effort between NADE and H & H Publishing, which also published the first edition. The second edition, edited by Susan Clark-Thayer and Lisa Putnam Cole, involved six authors and many reviewers working on the Guides. The four guides promote professional collaboration through self-assessment of programs for strengths and areas to be improved by faculty, staff, and administrators. Three guides coincide with program components certified through NADE: Developmental Coursework (Jennifer Ferguson and Jane Neuburger, co authors), Tutoring Services (Gladys Shaw), and Course-Based Learning Assistance (David Arendale). The fourth guide, Teaching and Learning (Karen Patty-Graham and Linda Thompson), may be used to enhance self-assessment of the three programs. Each guide contains statements of best practice for comparison with program characteristics.

Over the last several months, NADE's Certification Council has worked with representatives from the Texas Higher Education Coordinating Board to assist Texas developmental educators who seek to improve their programs' effectiveness. Council members also attended the Technology

Institute for Developmental Educators to develop technology tools that will increase access to assessment and certification information.

In 2009-2010, the Certification Council celebrates its 10th anniversary. Since its inception, the Council has become synonymous with the concept of increasing program effectiveness through systematic, continuous assessment and evaluation. All programs that have been certified in the last 10 years, as well as certification trailblazers, will be recognized during NADE 2010 in Columbus, Ohio.

The NADE Executive Board invites you to OHIO NADE 2010, March 10-13, 2010, in Columbus as we collaborate and network with colleagues from 31 chapters across the country and internationally to discover success in over 175 concurrent sessions, chapter meetings, and Special Professional Interest Network SPIN sessions. SPIN sessions will occur early in the conference to promote early connections with colleagues who share similar discipline-related interests. Keynote speakers include Richard Lavoie, Lily Calderon-Cavanaugh, and Byron McClenney. We hope you will join us for this shared professional collaboration! NADE conference registration and additional information about NADE are available on the website at www.nade.net.

NADE: Helping underprepared students prepare, prepared students advance, and advanced students excel!

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Appendix

Interview Questions

To Students:

- Describe how you perceive the university addresses issues of diversity?
- How does the university address issues relating to minority students, specifically Native Americans?
- What would you consider to be three or four factors that have led you to persist through your university so far?
- What have been the three or four barriers to overcome in trying the complete your education?
- If you think about friends that have started college but not finished—what do you think kept them from doing so?
- What would be your ideal institution?

To Administrators and Faculty:

- Describe how the university addresses issues of diversity?
- How does the university address issues relating to minority students, specifically Native Americans?
- What three or four factors do you believe help Native American students persist through college?
- What do you perceive as the three or four greatest barriers to completing college?
- What are some of the problems administration sees in recruiting and retaining Native American students?
- What is the relationship between Native Americans students and faculty?
- Describe the ideal situation for Native American students to flourish at the university.

To State Representatives:

- What is the state's reputation as it relates to diversity initiatives in higher education?
- What do you believe are the three or four factors that help Native American students persist through college?
- What does the state board of education believe are the three or four most significant barriers?
- What can the state do to ensure the university is supporting diversity, especially Native American students?
- Describe the ideal situation for Native American students to flourish at the university.

CTE and 21st Century Skills in College and Career Readiness

By Alisha Hyslop

THE CONCEPTS OF COLLEGE AND CAREER READINESS have become central to conversations about education reform efforts on the local, state and national levels. In October 2010, the Association for Career and Technical Education (ACTE), the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), and the Partnership for 21st Century Skills (P21) came together to emphasize that career and technical education (CTE) and 21st century skills should be central components of these conversations. The groups assert, “States, districts and educators will be more effective if they take on the 21st century readiness challenge comprehen-

sively: the knowledge and skills embedded in CTE and the 21st century skills framework together provide the education system students need now.”

In the report “Up to the Challenge: The Role of Career and Technical Education and 21st Century Skills in College and Career Readiness,” ACTE, NASDCTEc and P21 explore shared understandings and common strengths of CTE and P21 efforts, emphasizing that: “Integrating 21st century skills and CTE into the entire education system will put more students on the path to success.” Consider the following excerpt from the report’s executive summary:

- College and career readiness is the new direction for K–12 education. Preparing students to transition, without remediation, to postsecondary education or to careers that pay a living wage, or both, is the ultimate aim of federal and state education policies, initiatives and funding.
- Very few K–12 schools can meet this goal for all students today. Most schools have neither the expectations nor the measures, neither the instructional programs nor the learning environments, to equip students with the knowledge and skills they need to compete and succeed in a global economy.
- This is all too evident in numerous and varied indicators, including increasing international competitiveness (both economic and educational); a lack of qualified workers and a skills imperative from employers; mediocre PR/Award # S299A160045

student performance; an achievement gap and a dropout crisis in K–12 schools; and a proliferation of remediation in higher education.

Creating a Better Path to College and Career Readiness

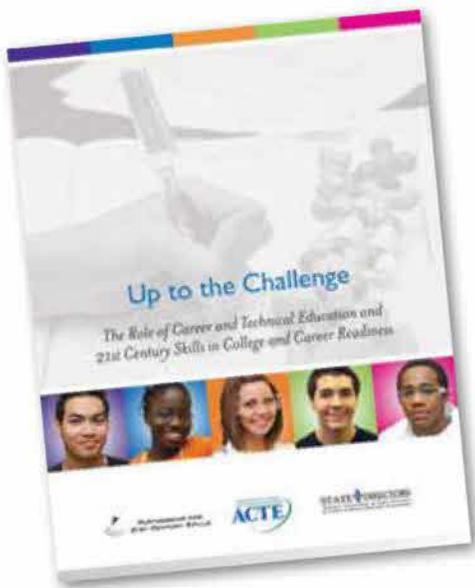
A comprehensive strategy to teach both knowledge and applied skills—including the “4 Cs” of critical thinking and problem solving, communication, collaboration, and creativity and innovation skills—is one that employers, educators and the public are ready to support. In addition, employers want prospective workers to acquire at least some level of industry-specific technical skills before they enter the workforce.

ACTE, NASDCTEc and P21 are essential partners in shaping a unified vision of college and career readiness. Our three organizations and the communities we represent share understandings that should inform the nation’s efforts to improve 21st century readiness.

Incorporating CTE and P21’s Framework for 21st Century Learning throughout the entire education system will help transform learning experiences and outcomes for all students. A unified vision of college and career readiness will empower every educational stakeholder to work more effectively in preparing all students to succeed. A more strategic alignment of CTE programs and the Framework for 21st Century Learning with the entire education system will help break down the silos among academic, CTE and 21st century initiatives, programs and teachers. Making these connections will



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“A UNIFIED VISION OF COLLEGE AND CAREER READINESS WILL EMPOWER EVERY EDUCATIONAL STAKEHOLDER TO WORK MORE EFFECTIVELY IN PREPARING ALL STUDENTS TO SUCCEED.”

position CTE as a premier course of study for college and career readiness for all, not just some, students.

Many CTE educators believe that fostering 21st century skills is a real strength of their programs—and one that is not inherent in many traditional education systems. A more intentional focus on the full range of 21st century skills by CTE program leaders and practitioners—and by all education leaders and practitioners—will improve results in programs that do not yet teach these skills comprehensively.

Together, ACTE, NASDCTEc, P21 and the communities we represent have much to learn from one another—and much to contribute to all of education.

Recommendations for Education Leaders

In order to capitalize on the synergies between 21st century skills and CTE to promote college and career readiness, “Up to the Challenge” presents discrete recommendations to policymakers, CTE and P21 advocates, and education leaders. Specific recommendations to education leaders focus on building the infrastructure, programs and relationships that support 21st century readiness:

- Close skill gaps by providing students of all ages with access to education that delivers the knowledge and skills necessary to be highly competitive in the labor market.
- Partner with business and industry organizations to develop and implement rigorous programs of study that integrate academic subjects, 21st century skills, and technical knowledge and skills.
- Support professional development and professional learning communities that foster collaboration between CTE and other educators, as well as administrators.
- Support policies that require all students to have a personalized learning plan that clearly maps out a comprehensive strategy to achieve their education and career goals.
- Partner with business and industry organizations to ensure that performance assessments and credentials earned by students reflect mastery of 21st century skills.

You can access a copy of the full report and recommendations by downloading the publication from the ACTE Web site at www.acteonline.org/reports.aspx. 

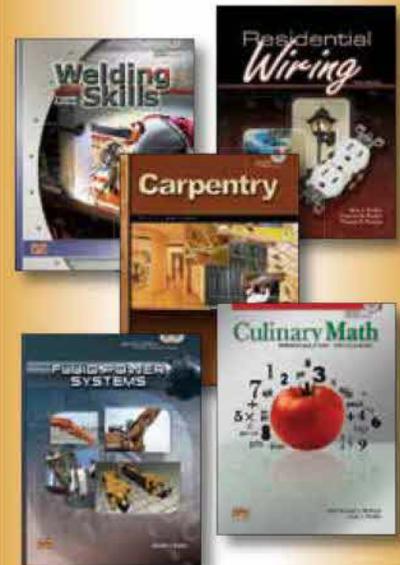
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A CULTURE of College and Career Readiness

Evan Jackson

Since 2008, the United States has slipped in the World Economic Forum's list of most globally competitive nations, down to No. 7 in 2012. Not unrelated, the academic performance of US students also is a concern. In the 2012 Program for International Student Assessment (PISA) exam, high school students in the US performed below average in mathematics and ranked 27th out of the 34 countries that are members of the Organisation for Economic Co-operation and Development (OECD); 17th in reading and 20th in science. Even more disheartening, there has been no significant change in these performances over time.

This poor performance is troubling when so many other nations, such as China, are developing a workforce well-versed in science, technology, engineering, and mathematics (STEM) occupations.

But to be clear, college and career readiness is not based on academic skills alone. Employability and technical skills are vital to the equation, too—and all three are lacking.

Becoming Competitive

My state took a bold step in 2009, when the Kentucky General Assembly set the course for *Unbridled Learning*—the name given to the new era of public education in the Commonwealth of Kentucky. The legislation was designed to ensure every child reaches his or

her learning potential and graduates from high school ready for college and a career by focusing on many areas, such as what students should learn, what will be tested, how subjects will be tested, when tests are given, what should comprise the public school accountability system, and more.

There's a big push everywhere on career and college readiness, but the state of Kentucky is unique in that readiness is being held accountable by the state based on the percentage of graduates who were, by their definition, career and college ready by graduation. In fact, it counts for 20% of our accreditation score from the State Department of Education, so it is important for everyone that we successfully prepare our students for life after high school.

In 2010, the first year results of the *Unbridled Learning Accountability Model* indicated that approximately one-third of the state's public high school students were graduating prepared for college and/or a career, leaving nearly two-thirds graduating from high school unprepared for their individual futures. The statistics in Union County mirrored those state-level rates and led us to take action.

Union County Public Schools' overall goal was to create a systematic, measurable, strategic plan for a program that would educate all stakeholders about college and career readiness measures and promote a K-12 culture that values college and career readiness for all students.



Phase I of the plan ran from 2011 to 2013 and focused on the students, staff, and campus of Union County High School. The first step included establishing a project team comprised of a host of county education authorities, including myself, district director of instruction Holly Keeney, guidance counselors, core subject teachers, and technical and vocational teachers and students from each grade level. The project team also included local and regional business professionals, skilled laborers, former Union County High School students, and representatives from nearby Henderson Community College.

With the team in place, the district identified key objectives that would mark the progress and successful efforts of the program, such as:

- Classifying for all stakeholders what college and career readiness means and how it is measured
- Exposing students to an array of constructs—employment opportunities, college/university programs, scholarships, etc.
- Establishing, maintaining and sustaining corporate and community partnerships
- Developing a Capstone project for 12th grade students to demonstrate that they are prepared to be college- and career-bound
- Implementing curriculum programs designed to yield students who measure college and career ready based on assessments such as ACT, KYOTE, WorkKeys, Work Force Ready certificates, etc.

Criteria for college readiness are traditionally based on ACT scores or the equivalent, such as the Kentucky Online Testing (KYOTE). But for career readiness, students have to show academic mastery via

ACT's WorkKeys assessment by scoring at a certain level in reading for information, applied math, and locating information. Second, students have to show technical mastery by demonstrating, for example, some type of work-based skills in a specific skills area. The students on this path not only are enrolled in one of several career and education technology programs, such as health science or construction, they must also take and pass the Kentucky Occupational Skills Standards Assessment (KOSSA). It is at this point that they are considered career ready on the technical side. The complexity of making sure every student is career and/or college ready required us to provide the students with unique resources.

With the project team in place and objectives outlined, the district turned its attention to developmental resources that would be used to teach foundational skills, as well as employability and social skills, all in a career context. They partnered with WIN Learning and implemented its Web-based Personalized Career Readiness System.

The choice to select this solution was simple because it was a near-perfect match for the district's needs. It combines career and college readiness efforts to prepare students for their next paths, whether it's college, trade school, military, or the workplace. We also were impressed that they have helped millions of students in districts around the globe successfully connect what goes on in the classroom to what is happening in their local and regional economies.

Compass Points in Right Direction

The first module of the program helps identify the careers that best

While it is true that students need resources to help build academic skills, they also need a vision of where they are going.

suit the students' interests, skills, values, and goals. From there, it provides pertinent information, such as the education and skill-levels required, as well as the economic and labor forecasts for those careers. The program also compares real-time local and regional labor market information to bridge the gap between schoolwork and the workplace. Within the framework of the program, students can explore different careers and take personality profiles, exploring and embracing what their educational goals should be. Students begin to understand what courses they should be taking, which provides them relevance.

While it is true that the students need resources to help build academic skills, they also need a vision of where they are going. They need to know the relevance of what they are learning, and be motivated to learn everything they need to move forward in their lives.

This program is embedded into the career and technology education classes at Union County High School. Career courseware in the health sciences program allows students to use contextual modules tailored toward specific occupations. For example, if a student intends to become a nurse, math questions are posed in terms of what a nurse does every day. The same is true for a career in construction, electricity, and other occupations. It makes learning directly relevant to the career pursued.

Because the personalized career readiness system is so closely aligned to the WorkKeys assessment, it is also used in the school's intervention

classes as a formative assessment program. Students are more willing to take on a leadership role in learning—and demonstrate greater commitment—when the topic is understood to be relevant in the real world.

Soft Skills Become Hard Reality

Many educators understand that academic skills alone are not sufficient to ensure success. Job seekers must be able to solve problems, write and speak well, evaluate information critically, and work with other people, including those from other cultures. Employees need to know the importance of being on time and demonstrating professional attitudes and work habits. A plan was devised to put high school students through our career readiness program's four modules over four years during the student's advisory/homeroom classes. The curricular framework includes a wide variety of attitudinal, behavioral, and applied competency skills critical to success in today's schools and workplaces. Ninth graders were assigned to the Creating Teamwork module, 10th graders were tasked with the Communicating Effectively unit, 11th graders completed the Thinking Critically segment, and seniors were given the Conveying Professionalism unit. Plans are underway to tailor the use of the Soft Skills program to meet individual student needs such as in the school's dropout prevention efforts, and for students with behavioral modification plans and IEPs.

Progress Monitoring

After a full academic year of using the new program, we determined it to be a success.

In 2012, only 17% of the school's graduates were career ready; in PR/Award # S299A160045

2013, 32% demonstrated career readiness. The numbers are even more impressive when you combine the college and career readiness categories. In 2012, 44% of Union County High School students were college and career ready. In 2013, the number jumped to 50%.

The Kentucky Department of Labor has a "Work-Ready Community" distinction program that recognizes community-wide efforts to build a career-ready work force. A community must demonstrate that a set percentage of its adult population has earned the ACT National Career Readiness Certification. Last year, the Union County Economic Development Council paid for all Union County High School students enrolled in the CTE programs to take the WorkKeys exam. Of the 113 students tested, 18 received gold certificates, 40 were honored with silver certificates and another 25 were awarded bronze certificates. Only 21 students did not qualify for a certificate.

To say we were pleased to see such a high pass rate—81.4% in only our first year of implementation—is an understatement. Last year, only six students took the WorkKeys exam; now 92 have passed it. It's a definite drawing card for our community that should help in attracting new businesses and creating jobs. It demonstrates a big win for exceeding Unbridled Learning objectives. **PL**

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Evan Jackson is the principal of Union County (KY) High School.

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An Emergent Phenomenon of American Indian Postsecondary Transition and Retention

Stephen V. Flynn, Kelly Duncan, and Maribeth F. Jorgensen

This study examined 21 American Indian students' postsecondary transition and retention experiences through a phenomenological methodology. Postsecondary transition is the process of leaving home and adjusting to postsecondary education. Postsecondary retention is achieving success and remaining at a university for at least 6 months. Data sources included individual interviews, journal analysis, and document analysis. The 10 emergent themes described an interconnected phenomenon centered on institutional, social, and interpersonal dimensions.

Keywords: American Indian, postsecondary, phenomenology

Postsecondary education transition and retention is a source of difficulty for a majority of American Indian students. Negative consequences associated with ethnic minority transition into postsecondary institutions have centered on family, academic, and social problems (Beiser & Gotowiec, 2000). Benally (2004) reported that only 17% of American Indian high school graduates attend some type of postsecondary setting. This is vastly different from their White counterparts, who attend at a rate of 67%. According to Sue and Sue (2007), the split between American Indian traditions and White cultural expectations has been a focal point for better understanding these disparities at the postsecondary level. These inequalities have, in part, led to high institutional dropout rates, low college attendance, and other injustices (Faircloth & Tippeconnic, 2010; Freeman & Fox, 2005; National Center for Education Statistics, 2003).

American Indian Culture and Academic Achievement

There is limited research on American Indians and Alaska Natives who drop out of school. It has been reported that American Indian and Alaska Native students have a national dropout rate ranging from 29% to 36% in postsecondary settings, the highest dropout rate of any U.S. racial/ethnic minority group (Faircloth & Tippeconnic, 2010; National Center for Education Statistics, 2003). In addition, American Indians represent only 1% of all students enrolled at universities (Guillory & Wolverson, 2008). Factors that have been shown to inhibit academic success in American Indian reservation schools include low academic achievement, low parental involvement, disruptive students, truancy, a high percentage of special education students, and students who suffer from the effects of fetal alcohol syndrome (B. Hill & Harrison, 1995). This is especially concerning given the

finding that inadequate preparation for the academic rigor of postsecondary preparation at the secondary level has been found to be a barrier to success (Guillory & Wolverson, 2008).

Inequities in college attendance are evident between schools in White affluent settings and those on American Indian reservations (Guillory & Wolverson, 2008; Tienda, Cortes, & Niu, 2003). According to McDonough's (2005) report on college counseling in America's high schools, parents in lower socioeconomic status (SES) areas (including American Indian reservations) often lack a postsecondary education and the knowledge necessary to assist their children in accessing resources and preparing for college. McDonough reported that schools in areas with higher SES had more of a focus directed toward college preparedness. In addition, parents, students, and school counselors in more affluent schools had higher expectations for their students to attend college (i.e., college-going attitude). School counselors from lower SES areas are negatively affected by structural constraints, including budget cuts, underrepresentation, inappropriate multirole tasking, and school counseling positions being occupied with individuals who lack formal education in the counseling profession. Instead of a culture of equality, which encourages excellence in American Indians from all regions and SES, McDonough reported on a cultural entitlement to those in a privileged social class.

American Indian Postsecondary Transition and Retention

During the transition from a secondary to postsecondary education, students often experience personal and emotional problems, low self-esteem, anxiety, somatic distress, depression, and global psychological distress (Hicks & Heastie, 2008). American Indian students have postsecondary retention rates as low as 15% (Faircloth & Tippeconnic, 2010; National

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Center for Education Statistics, 2003). According to Guillory and Wolverton's (2008) qualitative study on the experiences of 30 American Indian college students, the most essential factors for college retention were campus social support, social events, and tribal support. These factors were valued over the rigor of the university academic programs and university fiscal support. The aforementioned factors were primarily relational and social in nature, which seem fitting given the social upbringing and family orientation of Native culture (Atkinson & Hackett, 2004).

School and college counselors can help American Indian students cope with the many difficulties associated with the transition from secondary to postsecondary educational settings (Faircloth & Tippeconnic, 2010; McDonough, 2005). According to Bryan, Holcomb-McCoy, Moore-Thomas, and Day-Vines (2009), school counselors who promoted a college-going attitude successfully prepared students for college and helped them make the transition from secondary to postsecondary education. Furthermore, school counselors are expected to be familiar with factors affecting the American Indian population, including family and commitment to community, cultural values, ignorance of the covert rules of White culture, and faculty/teacher ignorance of American Indian culture. In addition, research has explicated salient American Indian values, including cooperation over competition, present time orientation (i.e., living in the moment as opposed to living for the future), group needs over the needs of the individual, and reliance on family help rather than that of an expert (Garrett & Pichette, 2000).

■ American Indian Family and Community

Family, extended family, and social support are at the heart of traditional American Indian values. In addition, family support has been described as vital to American Indian educational persistence (Atkinson & Hackett, 2004). Involving parents and family in the child's college experience can have a positive influence on planning, preparation, and continued enrollment (Rowan-Kenyon, Bell, & Perna, 2008). In addition to family support, on-campus social support can be essential for student success. According to Guillory and Wolverton (2008), social support for American Indians while away from home was vital to making a transition to an environment much different from home. Social support was also found to protect American Indians by countering feelings of isolation that many students experienced.

It is important to note that predominantly White cultural views are different from American Indian cultural views in many ways, especially around individuation from family. It is a Western notion that independence from parents is essential for the development of autonomy. This concept is contrary to traditional American Indian culture, which focuses on family interdependence (Sue & Sue, 2007). School and university counselors working with the American Indian cultural group

will likely receive a favorable response if they include family in the student's future planning. Universities that do not embrace the importance of connection with family and foster these relationships do not appear as safe and welcoming havens for American Indian students (Montgomery, Miville, Winterowd, Jeffries, & Baysden, 2000).

■ The University and American Indian Culture

According to B. Wright (1985), universities must take into account the social, academic, psychological, and cultural needs of American Indian students. According to classic research, university counselors, faculty, and administrators (staff) who understand and empower American Indian students to maintain their cultural tribal identity, promote cultural events, and support cultural centers can aid American Indians in degree achievement (Belgarde, 1992; Tierney, 1992). Beyond the basic achievement of a degree, those universities with staff who become acquainted with issues surrounding American Indians can cultivate a supportive environment for incoming American Indians students.

Johannessen, Collins, Mills-Novoa, and Glider (1999) described the discrepancy between most universities' diversity standards and their reluctance to accommodate the diverse learning styles and worldviews of racial/ethnic minority students. Developing university staffs' understanding of the barriers these students face was described as key to facilitating student success. Faculty who created a classroom environment that was welcoming, comfortable, and encouraging of diverse perspectives and experiences promoted an atmosphere in which learning was possible (Gordon, 2007). Guillory and Wolverton (2008) suggested that universities may see an increase in American Indian student engagement if they can find methods that American Indians can use to maintain connections with their home communities.

According to the *National Survey of Counseling Center Directors* (Gallagher, 2005), campuswide averages of 8% to 9% of all college students experience psychological issues that could warrant professional counseling. In addition, population projections indicated that by the year 2015, racial and ethnic minorities will compose one third of the U.S. population (U.S. Census Bureau, 2011). Unfortunately, minority help-seeking behavior has been negatively affected by racism, undereducation, acculturation, discrimination, social class, and a bias toward individualistic orientation (i.e., problems are solved internally and not collectively; Atkinson, Morten, & Sue, 1993).

The purpose of the present study was to investigate how secondary and postsecondary counselors can help in the academic success of American Indian students and to propose an emergent phenomenon of the transition and retention of postsecondary American Indian students. Following the tenets of phenomenological research, we collected data from the

following sources: individual interviews of 21 postsecondary American Indian students; a topic analysis of journal articles in counseling, multicultural counseling, and family counseling over the past 10 years; and a document analysis of relevant counseling ethical codes.

Method

The methodological framework that informed this study was a phenomenological perspective. In phenomenological research, the methods postulate careful description of themes as one experiences them. These themes experienced may include perception (seeing, hearing, etc.), remembering, believing, deciding, feeling, evaluating, judging, and all experiences of bodily action (Schwandt, 2001). We grounded the exploration of American Indian postsecondary transition and retention in phenomenology because of its multidimensional and emergent nature and its relationship to various circumstances. Throughout the interviews, all participants connected their experience with postsecondary transition and retention to multiple examples from their lives (e.g., talent, destiny, family, persistence, nepotism, and fear of conforming to family of origin).

The construct of American Indian postsecondary transition and retention was inherently grounded in phenomenological thinking. According to Rogers (1959), humans' phenomenal field takes into account all conscious and unconscious experiences accessible at a given instance. Multidimensional issues such as interpersonal behavior, intrapersonal experiences, racial identity, and discrimination would fall into Rogers's phenomenal field. In addition, the interconnectedness of the phenomenological field was described with the formulation of being-in-the-world (Heidegger, 1962). Heidegger (1962) described human beings as never being-in-the-world except by some particular situation. The situation in which American Indians achieved college entrance and retention was grounded in some form of circumstance (e.g., a relationship, task, obligation, and family tradition).

Researcher as Instrument

The nature of qualitative research requires that investigators provide transparency about their assumptions and biases. This includes a brief description of the researchers as instruments that provides a contextual understanding of their perspectives. The first author is a male Caucasian in his 3rd year as an assistant professor of counselor education and supervision at a state university. In addition to his faculty duties, he serves as the director of the counseling and school psychological training center. He has 8 years' experience as a counselor in a variety of settings. He has recently moved to a state with a relatively large American Indian population and a number of reservations. He was inspired to conduct this research after witnessing first hand the social, financial, and cultural barriers American Indians face on a daily basis.

The second author is a Caucasian woman who has been involved in the profession of counseling for over 20 years. She identifies herself as a counselor educator with a background in school counseling and career and life-span development. She has served as a junior and senior high school teacher and K-12 school counselor, and these past and current experiences have influenced her strong interest in adolescents and young adults, particularly in relation to how they handle the transition from high school to postsecondary settings. Finally, she has been highly involved, at the state level, in education policy and work in several initiatives related to closing the achievement gap and providing services for American Indian students.

The third author is a Caucasian woman in her 4th year as a doctoral student in counselor education and supervision at a state university. In addition to student responsibilities, she serves as a graduate assistant for a suicide prevention grant established by the student counseling center at the same state university. She has 4 years' experience as a professional counselor in a community counseling agency. She is committed to acts that promote social justice by contributing through research, advocating for clients, and educating others on how to be more responsive to the unique needs of others. She strives to be involved in activities that expand her worldview as well as provide opportunities for her to facilitate identity development in others. During her work as a professional counselor, she has recognized restricted beliefs in self and a lack of exposure to opportunities, particularly with racial/ethnic minority clients.

Criteria for Participation

Crotty (2003) defined criterion sampling as selecting all individuals who experience the construct being studied. We were intentional about identifying and recruiting those individuals who fit within this study's objectives. We felt it was important to examine the experience of American Indian students who were submerged in a predominantly White institution to glean their experience with an atmosphere that was not specifically associated with the reservation life or American Indian/Alaska Native education. Participants were required to be at a university for at least 6 months to ensure they adequately understood the culture, norms, and expectations of a university. We felt the students who were not at the university for at least 6 months would not have adequate experience with the postsecondary transition process. In addition, we reached consensus that the 6-month requirement was an appropriate benchmark for retention. Finally, we wanted to gather students who still had strong ties to the American Indian community and a reservation. Therefore, all participants in the present study came to college from reservation life or were raised on a reservation for a significant amount of their childhood and/or adolescence.

Participants

The 21 participants in this study ranged in age from 17 to 41 years. More than half of the students were 23 years old or

younger. Ages 19 and 22 were most common, with 11.8% in each of those groups. Of the participants, 62.7% were female students and 37.3% were male students.

Participants attended one of the four state colleges or universities in South Dakota. Most of those surveyed, 66.7%, lived off campus. Of the participants, 86.2% were undergraduate students, with the majority, 33.3%, currently in their senior year. Freshmen made up 17.6% of the students, 15.7% were sophomores, and 19.6% were juniors. At the time of the survey, 23.5% of participants stated that it was their 1st year at their current school, 19.6% had been at their school for 2 years, 23.6% had been there 3 years, 15.7% had been there 4 years, and 17.6% had been there for 4 years or more.

Participants held membership in American Indian tribes from across the United States. The majority of students were members of either the Rosebud Sioux Tribe or Standing Rock Sioux Tribe, with each encompassing 21.6% of participants. Among the other participants, 19.6% held membership in the Oglala Sioux Tribe, 9.8% Cheyenne River Sioux Tribe, 5.9% Sisseton Wahpeton Sioux Tribe, 3.9% Lower Brule Sioux Tribe, 3.9% Navajo Tribe, 2% Crow Creek Sioux Tribe, 2% Apache Tribe, 2% Yankton Sioux Tribe, and 7.8% claimed some other tribal membership. (Percentages may not total 100 because of rounding.)

Source of Questions

A semistructured interview with a protocol of questions was used to increase the transferability of the study. The overarching purpose for the questions was to understand the lived experience of American Indians with regard to postsecondary transition and retention. The questions were influenced by an unpublished interview protocol used by a colleague (in the counseling profession) who had previously conducted multicultural research on American postsecondary transition and retention. The original protocol was an expansive questionnaire with 165 open- and closed-ended questions woven throughout nine multiculturally oriented dimensions, including initial personal institutional impressions, goal clarification, institutional commitment, financial, family, social, student involvement, cognitive ability, and participant background. The second author synthesized these questions and dimensions with regard to inclusion and exclusion. Decisions were triangulated with the second author's combined 20 years of experience working as a counselor in both diverse and applied settings and relevant counseling multicultural literature. As a final procedure, the first and second authors discussed the questions and reached consensus on what was included in the questionnaire. The 24 questions that were asked during every interview centered on the following three factors: participation in the academic setting, involvement in the university community, and social and relational experiences outside of class.

Procedure

We initially contacted advising directors and/or directors of university cultural centers (point of contact) for all of the major

universities in the state of South Dakota. We then asked the point of contact for contact information of American Indian students who may be interested in participating in a qualitative research study about postsecondary transition and retention. We contacted individuals recommended by the point of contact. Potential participants were informed (via e-mail) that the requirements of the study included filling out a brief demographic form and participating in one semistructured interview that would last approximately 60 minutes. After an initial e-mail solicitation, participants were interviewed face-to-face on the campus of their particular college. Meeting times were arranged around the participant's schedule. All interviews conducted ranged from 45 to 79 minutes. After a brief introduction, the participant was asked to sign the informed consent form. As recommended by Glense (2006), we presented participants with enough information to make an informed decision about their participation in the study. During the interview, we asked participants a range of open-ended, semistructured questions with the aim of encouraging them to look beyond their experience to attain the essential essence of the phenomena being discussed. Finally, we transcribed all of the recorded interviews.

Following the interviews, the first and third authors conducted a review of the previous 10 years of journal articles to examine the presence and relevance of information related to minority transition and retention to postsecondary settings. Simultaneously, the first author conducted a document analysis of three counseling ethical codes. Finally, the member check was conducted as part of a rigorous trustworthiness process. Although an initial e-mail and several reminder e-mails were sent to participants regarding the member checks, it should be noted that we received only one e-mail from the 21 participants.

Trustworthiness Procedures

To ensure trustworthiness, we completed the following procedures: researcher epoche, nominated sample, prolonged engagement with the data, reflexivity, the analysis of three peer-reviewed counseling journals over a 10-year period, document analysis, member checks, triangulation, dependability and confirmability audits, and negative case analysis (Crotty, 2003; Merriam, 1998; Schwandt, 2001). All three authors bracketed their beliefs and assumptions prior to the beginning of the investigation. The data, along with the researcher journals, were examined at three points in the data analysis process by an auditor to further ensure credibility and prevent an overly biased analysis. The auditor examined various data collection points for dependability, including researcher notes, digital recordings, verbatim transcriptions of interviews, journal analysis, document analysis, and member checks. Throughout the examination, the auditor constantly compared collection points to the established themes. To ensure transferability of the data, we asked participants open-ended questions that evoked a detailed narrative. This process provided the material for a thick description of distinct, yet related, categories that were then distilled into emergent themes.

Stability

C. E. Hill, Thompson, and Williams (1997) described stability as the process of withholding an interview from the initial cross-analysis and using the interview as a method for determining if the withheld case changed the results substantially when added. We hoped our initial sample size ($N = 20$) and the homogeneity of our participants' ethnic background would determine if the results remained stable across cases. As an additional stability check, we interviewed, transcribed, and coded one additional American Indian student interview from a different university located in the state of South Dakota. Results from this interview confirmed the stableness and saturation of our findings.

Data Analysis

We combined all data collection points and analyzed them for significant patterns and themes relating to the emergent phenomenon of American Indian college transition and retention. Individual interviews were conducted with 21 participants and produced approximately 700 pages of transcribed data. To develop themes and patterns across and within the interviews, we analyzed data holistically and through three levels of coding (see Table 1 for the initial open-coding results), the thematic analysis, and the emergent phenomenon (Merriam, 1998). The research gathered from all data collection points was analyzed for general themes and patterns with regard to American Indian postsecondary transition and retention.

We coded and analyzed relevant information within the counseling literature through the analysis of relevant journals over a 10-year period. The rationale for using a journal analysis was to triangulate emergent data to provide a confluence of evidence that increased credibility. In addition, by examining information collected through different methods, we felt confident that our findings, corroborated across data sets, held

less bias (e.g., Angers & Machtmes, 2005; Connell, Lynch, & Waring, 2001; Flynn & Black, 2011; Gagel, 1997; Hansen, 1995). The first and third authors identified and contextualized the emergent themes (obtained within the interviews) to the analysis of three peer-reviewed counseling journals (i.e., *Journal of Counseling & Development*, *Journal of Multicultural Counseling and Development*, and *The Family Journal*) over a 10-year period. The analysis of these journals included an exhaustive abstract search whereby the first and third authors created a surplus of relevant journal articles that were associated with American Indian postsecondary transition and retention. Some of the common topics included multiculturalism, diversity, academic transition, American Indian issues, racism, discrimination, and pluralism. The consequence of this search was 37 relevant journal articles. The first and third authors then conducted an open-coding procedure, which included a line-by-line analysis of the relevant articles and a thematic investigation of the emergent codes.

Throughout the journal analysis, we noticed many references to salient ethical codes. This encouraged us to review salient codes of ethics within the counseling profession. The first author conducted a document analysis of three counseling ethical codes, including from the American Counseling Association (ACA; 2005), the National Board for Certified Counselors (2005), and the American School Counselor Association (2010). The ethical code analysis included a line-by-line open-coding process and a thematic investigation of the emergent codes. The emergent findings from both the journal and document analyses were used to enhance existing themes. Following the three analysis points, the first and third authors synthesized the meaning of the data collection points into a holistic understanding of the participant's experience (Patton, 2002).

Emergent Phenomenon of American Indian Postsecondary Transition and Retention

The contextual conditions that served as antecedents for the emergence of the American Indian postsecondary transition and retention phenomenon included gender, age, ethnicity, cultural expectations, reservation/nonreservation upbringing, and SES. These factors were typically discussed in a covert manner and/or gleaned from the researcher journal. For example, Participant J described her reservation upbringing in conjunction with support in the college transition process:

I am from the Standing Hawk Reservation. My family comes from Wakpala, so we're on the south side. Yeah, just a hundred miles from here. I think partly because we were so close between [nearby city] and [nearby city], I did. You know I thought they would have at least have some support services in place and when I got here [the university] I was alone for a long time, is what it felt like. Long time before I saw another face.

TABLE 1

Number of Codes Derived for Each Theme From Each Data Source

Theme	Individual Interview	Journal Analysis	Document Analysis
Antecedents for college completion/retention	512	39	10
Social connection	184	45	16
Family influence	139	35	11
Finances	78	10	5
Antecedents for college dropout/academic probation	385	37	10
Racism and discrimination	81	35	9
Institutional barriers	138	14	2
Academic unpreparedness	33	11	4
Reservation life as a barrier	41	17	3
Mixed messages	49	11	3

Note. $N = 21$ for individual interviews.

Multiple factors contributed to a promotion of the phenomenon of American Indian postsecondary transition and retention. As a consequence of the three levels of coding, the themes can be further analyzed into three dynamic interacting dimensions: institutional, social, and interpersonal. These three dimensions were interconnected and holistic in the sense that they were often mentioned in an interconnected nature. For example, Participant O stated,

I still don't understand the bill statement that they [the university] send. They don't make it in words that you can understand. I've even took it to my parents and they were confused with the statement. My dad works at the college and he wasn't even sure. It [has] been an interesting learning experience, but I'm not used to having to go up to strangers and ask them how to do something, or ask them, can you help me. That is a really hard thing for me to do. Especially from people from different races. I am a lot more comfortable asking someone that is American Indian like me.

Participant O's statement demonstrated the interconnectedness of all three levels, including institutional lack of guidance (university bill statement), the social impact of family influence (asking father for help in deciphering the bill), and the internal difficulty to take risks (difficulty in asking strangers for help).

The institutional dimension themes that affected American Indian transition and retention to postsecondary educational settings included institutional barriers, finances, mixed messages, and academic unpreparedness. These themes focused on the participants' experiences with various institutions (e.g., universities and high schools) that thwarted their access to an effective postsecondary transition and retention. The most prominent social dimension themes that affected American Indian transition and retention to postsecondary educational settings included social connection, family influence, racism and discrimination, and reservation life as a barrier to predominantly White culture. These themes were composed of the participants' social experience with various individuals or their social experience following a particular living context (e.g., reservation life and family of origin). The most prominent interpersonal dimension themes that affected American Indian transition and retention to postsecondary educational settings included antecedents for college completion and retention and antecedents for college dropout/academic probation. These themes and subthemes were emotional or centered on the thoughts of the participants. Last, it should be noted that although the participants within the study assigned a particular choice and nature to a theme, others could see them differently. The results presented here were solely what the participants reported.

Results

A phenomenological approach was used to capture emergent themes and subthemes of participants' experiences in the process of postsecondary transition and retention. The data analysis revealed 10 overall themes that were shared by all interviewees: antecedents for college completion and retention, social connection, family influence, finances, antecedents for college dropout/academic probation, racism and discrimination, institutional barriers, academic unpreparedness, reservation life as a barrier to predominantly White culture, and mixed messages. This section primarily speaks to the core of our findings by highlighting the 10 overarching themes and connecting them with a few select quotes from the participant interviews. In addition, the 10 themes are represented under one of the three macrodimensions of the analysis (i.e., institutional dimension, social dimension, and interpersonal dimension). To protect participant identity and maintain anonymity, we identified all quotes by a single letter unrelated to the participant's name.

Institutional Dimension

Institutional barriers. Fifteen participants described multiple institutional barriers to their academic success. The barriers were in the form of subthemes such as a lack of information among faculty and advisers, a lack of resources on campus, and underdeveloped minority peer mentoring. Participant N explained that the lack of information among faculty created a responsibility for her to educate others about the American Indian culture:

You're the only Native student in a class, or only one of a few, that sometimes the professor or instructor may be discussing something and they start discussing and they look to you to back them up and fill any information in. It's like I'm a student in the class, but I'm teaching the class and when that happens I kind of have to take on that responsibility.

Participant S concurred with Participant N that "It just seems in a way that I'm teaching other people."

Additionally, Participants O and J described institutional barriers in the form of a lack of community and campus events for American Indian students. Participant O stated,

That's the one thing you hear about any of these schools, especially [university name]. It's [university] supposed to be the premier school of South Dakota, but there's a definite lack of resources. We are in the middle of Indian Country and there's still a lot of leaps and bounds that could happen.

Participant J concurred with Participant O's experience at a different postsecondary institution. Participant J shared,

There were some students here that were like "man, they [campus] don't have anything here, they don't have sweats [campus], they don't have powwow grounds [campus], and they don't have sun dances [campus]." And there's not. There's not stuff like that around here. That's like my dream for one day, for [university name] to have a powwow grounds here.

Finances. Nineteen participants described the salience of finances in their stories of attending and remaining in college. The subthemes included the role finances played in the decision to attend college, the impacts of financial strain and a lack of financial support, and strategies of resourcefulness in finding means to financially support oneself. Participant S described his financial aid strain in the following quote: "That was the only help I got from them [tribe], so I was basically just all on my own trying to get scholarships. But it was really rough the first semester because I just had to rely on loans." Participant L stated, "And finances too, I mean you could get financial, but there's the fear, can I pay it back when I'm done?" Participant Q revealed a resourcefulness that allowed her to mitigate the possibility for finances to be a barrier to college completion. She shared,

Just out of pocket [payment source for college]. It's [dollar amount] a class so I just get together the money and pay what I can. Right now they're hounding me for money; they try to put holds on my account constantly. But I'll go in there and as long as I make an appearance and tell them here's [dollar amount] then they're good.

Mixed messages. Thirteen participants described mixed messages in their experience at a public university. The subthemes included incongruence between expectations and reality, false advertisement, and empty promises. Participant F described her experience with empty promises:

I kind of was duped into it too because I saw all the rhetoric on the university website and it says we have the leading liberal arts American Indian Studies degree in the area, come to this campus and you'll get the experience [empty promises], but that's not what it is.

Participant P described a false promotion at the university:

There's students that come from around the world that go to this institution specifically because [university name] promotes itself as a flagship institution for being a leader of the Great Plains and American Indian Studies or having those programs, you come here and you have that exposure, then they come here and they're just disappointed because none of the history professors actually teach American Indian History or [state name] history, but that's one of the selling points on their web page [false advertising].

Incongruence was echoed by Participant I. He stated, "The American Indian Studies minor? It's been here since like the eighties and it's in the catalog, but nonexistent."

Academic unpreparedness. Twelve participants described a sense of academic unpreparedness before entering college. Twelve participants revealed subthemes of a difference in academic standards, ineffective study skills, and an overall confusion about how to function as students. Participant E described feeling at a disadvantage academically from the beginning: "The way my high school was set up didn't prepare me for college and scared me out." Participant O suggested a similar idea: "One thing that I can draw on that ties into these summer preparatory programs is the fact that a lot of kids from [location] that come can't even pass basic college algebra." Participant G stated, "I think the hardest thing about coming to college is making the adjustment for the academic part and being able to make the grades and stuff." Participant M shared a similar view, saying, "The transition to a workload, like you actually have to study as opposed to high school where you just could look it over for a few hours and go in and just take it." Participant R raised the idea of self-doubt. He said, "Yeah. I think that was the hardest thing, the grades and the pressure of classes and not knowing if I could actually do it because of how hard it is." Participants, at times, would translate the notion of not having the background knowledge or self-confidence into having different academic standards for themselves. Participant B stated, "Yes, I just aim for C's. I know I won't get A's or B's."

Social Dimension

Social connection. The social connection element was referenced as a significant predictor of positive outcomes in the college experience. Participants repeatedly described the importance of social connection and revealed subthemes of using a cultural center and social outlets as a way to learn strategies and anchor themselves into the college experience. Participant R advised using campus outlets to connect socially: "I would definitely tell them [future American Indian students] to get involved in the Native center. That's probably one of the best things I've done." Participant Q shared a similar perspective:

So I've noticed the peer connection has been really important here. The [cultural] center here serves a really huge purpose. In fact this room we're sitting in, myself and another gal, we cleaned it just so we have somewhere to go.

Furthermore, Participant H described social connection as a source of motivation: "Just to be a part of that social group. To not be the one who is left out or by themselves. It's just another way to keep going, keep motivated."

Family influence. The influence of family was described to have both positive and negative impacts on American Indian students' college experiences. Twenty participants described

the roles that family played in their college acceptance and retention. Subthemes included family as sources of motivation, family members' role modeling, family instilling strategies, and family expectations. Participant E shared that family role modeled academic success: "My parents and my sisters both finished with master's degrees so it helps me stay focused a lot." Participant Q described family expectations as the source for staying in school with this quote: "I was told I can't come home until I graduate, by my grandma, my aunts, and my dad."

In contrast, some participants experienced family as a barrier to attendance and completion. Participant L stated, "There is a fear of leaving your family too and missing out on things; or not taking your responsibility seriously. Because you're supposed to take care of your grandparents and your elders and you can't do that when you're gone." Furthermore, Participant J described the family obligations that are specific to the American Indian culture with this statement: "A lot of them—it's stuff from back home—they can't handle it. It'll be a death or something and then they can't handle that and they're like 'I have to go help my family.'"

Racism and discrimination. Eleven participants described the reality of both racism and discrimination at the institutional level occurring in overt and covert ways. The subthemes included disempowerment, marginalization, being silenced by others, and being verbally hurt by others. Participant R described experiencing overt racism: "Even within nursing there are people writing on Facebook during class saying 'Gosh it's great sitting here in class learning how the Indians get everything for free.'" Participant Q described similar experiences. She stated, "We get a lot of that stereotype that Indians get to come to school here for free, but that's not true." Participant A described the struggles that American Indian students experience because of stereotypes: "Yes, I think that the stereotypes are pretty tough on Native American students here. I think people see or expect the worst." Participant O described covert racism in the form of American Indian activities not being equally funded. He stated,

We continually hear that there's millions of dollars coming to [university name] because of Native Americans, a word they used is Mission Critical, but everyone's facing the budget crisis, everybody's facing cuts. But our American Indian Studies department is marginalized because we're never given enough resources to sustain growth.

Reservation life as a barrier to predominantly White culture. Twelve participants experienced living on a reservation as a barrier either by personal experience or through observation of other American Indians who were raised on a reservation. The participants described subthemes including different educational standards, dissimilar values, struggle in assimilating to the dominant culture, and environmental influences as barriers to adjusting to the norms that were

established on their college campuses. The barriers were described as significantly affecting their process of entering and remaining in college. Participant R spoke about the difference in educational standards: "Yeah, they don't teach here [university campus] like they did on the reservation, nowhere near!" Additionally, Participant J shared just how different campus life is compared with life on the reservation: "It's a completely different culture [at college]. I was expecting that [the significant difference in cultures] in a way, but not fully expecting that [the significant difference in cultures] and it was a shock." Participants W and N described their observation of the difficult transition for American Indians raised on the reservation. Participant W observed, "Those that come right from the reservation, I see more of the struggle and that's where I worry for them. I worry that they are not going to find that connection." Participant N shared, "My younger sibling, who has been on the reservation since the second grade, was freaked out [when assimilating to the dominant culture]!"

Interpersonal Dimension

Antecedents for college completion and retention. All participants repeatedly illustrated events that set the stage for college retention and completion. The subthemes that gave meaningful interpretation to college retention and completion were parental and family expectations, desire to attend or complete college, strategizing for success, and pride in the ability to be a high achiever. Participant Q provided an example of the desire to be successful by describing the disallowance of quitting. She reported, "But I didn't quit; it's just not an option. Having girls and trying to set an example for them and as well as other Native women, that's a huge issue for me. But no, quitting is not an option." Participants also demonstrated pride in achievement and related their achievements to their native identity. Participant A stated, "I'm representing my family, my community, my Tiospaye [extended family], my tribe; I'm here for a reason. I come here to do something and I'm here to do it." Furthermore, Participant T talked about creating strategies for success. He stated, "Yeah, just by studying in different ways, studying more, rewarding myself for studying. You've got to develop techniques."

Antecedents for college dropout/academic probation. All participants described common factors that set the stage for dropping out of college. The subthemes included feeling a lack of institutional investment, lack of student mentorship, feelings of inferiority, lack of independence, isolation, and inability to take risks. Participant A described how isolation contributed to dropout: "They're pretty alone here, not many American Indian students here." Participant F added, "I know some of them [American Indian students who quit school] voiced that it was a lack of numbers here. . . . We have one faculty on campus, [name of faculty], but in all honesty she doesn't do anything that's Native related." Participant O described a lack of institutional investment to understanding cultural aspects that are different from those of the predominantly

White culture. He said,

I think one thing that's not really understood within our traditions would be if you lose a relative you have to . . . be there for the wake and the funeral. It depends on that family, how traditional they are, if they're going to do four nights of weeping or just one. So that's a definite misunderstanding where you try to explain that to an instructor and they're not going to fully understand what you're saying. I think something like that plays into the difference of a non-Native dropping out and a Native dropping out.

Although some of the participants described environmental antecedents for dropping out, some described that they or their American Indian peers made certain choices that led to college dropout. Participant Q stated that isolation was an antecedent for dropping out among American Indian peers. According to Participant Q, "There are a lot of Native students who come here and want to just huddle by themselves and not do anything."

Discussion

American Indian postsecondary transition and retention was found to be an integrated phenomenon centered on institutional, social, and interpersonal dimensions. At the heart of this phenomenon is a clearer understanding of the retention and transition process for American Indian students. The results display a wide range of potential barriers for American Indian students. These barriers range from interpersonal challenges (e.g., feelings of inferiority) to challenges with attaining necessary resources at the institutional level (e.g., interpreting financial aid documentation). At a societal level, this study demonstrates that racism, discrimination, and inequality are continuing to influence American Indian students at postsecondary institutions. This evident social justice problem continues to extend the historic trauma the American Indian population has suffered at the hands of the predominantly White culture in the United States (e.g., early practices of racial genocide, seizure of lands, and forceful evacuation by the federal government; Garrett & Pichette, 2000).

When reviewing and interpreting the present research, one needs to consider three potential limitations. First, the sample was composed of 21 American Indian students from various universities within one state (South Dakota). Although qualitative research does not seek to generalize results to particular populations, it is important to note the similarity of geographical location when interpreting the results. A second limitation was the difficult and taboo nature of some of the topics discussed with the participants. Participants may have withheld information or presented in an ideal manner to avoid openly speaking to an interviewer with whom they had no previous relationship. Although the atmosphere during the interview encouraged openness, along with maintaining the

participants' anonymity, there was no guarantee participants felt the necessary conditions to fully disclose their own experiences. Last, at the time of this research, there were differences in terms of interpersonal power among authors. During the time of this research, the first and second authors were faculty members in a counselor education and supervision program, and the third author was a doctoral student in the same program. When this topic was broached, we first acknowledged the power differential and through discussion achieved consensus that all members felt comfortable expressing their opinions.

Implications for Counselor Education and Practice

The present investigation into the postsecondary transition and retention of American Indian students revealed seven implications for counselors and counselor educators. First, the participants described a multitude of internal factors that related to success and failure in the postsecondary transition process. Internally, the participants described the salience of emotional and psychological processes, such as pride, desire, expectations, feelings of inferiority, discomfort with individuality, and an inability to take risks. Counselor educators must train future counselors more thoroughly in addressing these internal processes. Counselors working with American Indian clients ought to be able to help them feel understood; gain awareness; and, through the counseling process, increase their ability to adapt to the postsecondary education setting.

A second implication of this research centers on the significance of training future counselors in the salience, power, and sacredness of American Indian family and social relationships. The participants in the present study described many factors that related directly to the importance of family in their ability to transition to and remain in a postsecondary setting (e.g., tradition, expectations). In addition, the salience of socializing with other American Indian peers through campuswide activities and normal day-to-day life was mentioned frequently as a crucial factor in the transition and retention of American Indian students. Paul and Brier (2001) echoed this finding in their study of precollege predictors of successful transition to postsecondary institutions. On a cognitive level, counselor educators must educate future counselors thoroughly in the social intricacies of American Indian culture. Clinically, counselor educators need to train future counselors to feel comfortable, confident, and capable to both advocate for and conduct conjoint counseling that may involve American Indian family members (e.g., couple and family counseling) and/or other important relationships (e.g., network therapy). The addition of family members and other important individuals can increase the postsecondary retention rate.

A third implication is the training of school and college counselors to fulfill multiple roles within an institutional setting. This is in line with McDonough's (2005) assertion that school and college counselors require a reconciliation of what

their skill set entails. Our study revealed that postsecondary institutional settings are fraught with both covert and overt racism, limited multicultural information among faculty and advisers, poor American Indian peer mentoring, and a lack of support in understanding financial resources. Therefore, there is a need for school and college counselors to be trained and educated in a variety of skills that will impart to them the ability to fluctuate between the roles of counselor, educator, administrator, advocate, and organizational leader. Salient to this training is advocating for an informative process that would aid American Indian students in the transition from a secondary setting (reservation) to a postsecondary setting (nonreservation). For example, counselor educators can educate future school and college counselors on how to inform American Indian students on internal and external resources they can use to safeguard themselves from experiences like racism and discrimination. Additionally, counselor educators can instruct school and college counselors on how to advocate at the institutional level for programs that can create a safer climate and provide consistent encouragement to American Indian students (e.g., Pathways to College Network, 2003).

Increasing the rate at which research related to American Indian issues is produced is the fourth implication from the present investigation. Through our journal analysis and exploration of contemporary literature, we found little empirical research on American Indian issues and how they relate to counselors. This is in alignment with authors who noted the paucity of up-to-date investigations into American Indian issues including student transition and retention (Benjamin, Chambers, & Reiterman, 1993; Guillory & Wolverton, 2008). We found the semistructured interview format to be especially helpful in the present research because many (14) of our participants were hesitant to speak openly about any interpersonal issues. Participant A described her experience with the discomfort American Indian friends felt at her current university:

For example I knew most of the Indian kids. There were 17 of us. I went and talked to most of them, just made my name known. We all lived in the same dorm complex and I'd say hi to them, just keep up with them and everything. When I talked to them they just seemed really uncomfortable being here and of the 17, I was the only one to graduate.

The fifth implication of this research is an accurate picture of the institutional, social, and interpersonal experiences of postsecondary American Indian students. The emergent themes from this study contribute to the knowledge of how American Indian students experience transition and may encourage a clearer understanding of what is needed to retain these students once in postsecondary settings. School counselors and college counselors can use this knowledge to better prepare and serve students at both the secondary and the postsecondary level. By putting this knowledge into practice, we hope to reduce the discrepancy between the number of American Indian stu-

dents and their White counterparts in terms of enrollment and graduation from postsecondary institutions. This could further assist these students in their efforts to move out of poverty and strengthen their home tribal communities.

School and college counselor awareness of their assumptions and beliefs related to what and whom counseling should include is the sixth implication from the present research. Including family in the counseling of American Indian students would likely prove to be extremely helpful and salient in maintaining change. As Participant Q mentioned, "You don't have to worry about it when you go home because there's always someone there. There's always an aunt, or an uncle or a grandma, someone to look out for you. Here it's not like that." Given the dominant influence of family in an American Indian's life, counselors need to be intentional about providing families with resources that will help the student succeed (e.g., family counseling, couple counseling, online counseling, conference calling). In addition, college counselors should look to make connections with secondary schools to create continuity of care for American Indian students.

A final implication centers on the importance of counselors creating relationships and advocating for American Indian students at the institutional level to increase postsecondary retention rates. Ethically, counselors are mandated to bridge the gap that may be a by-product of a mismatch of the cultural home community with the cultural school community (American School Counselor Association, 2010). All 21 participants described the essentialness and relevance of support from university personnel (e.g., administrators, student service personnel, cultural center staff, and faculty). Counselors working with American Indian students would serve them more effectively if they vocally supported their clients' voices to those with both power and influence and cocreated collaborative relationships with these individuals. For example, Participant K described the positive relationship she had with her adviser:

Yes [student would like to drop out], but I don't want to quit because I want a good job. Sometimes the workload, getting sick and the financial struggle is tough sometimes. . . . But my adviser is really great. [Name of the adviser] has encouraged me to stay the most.

Although this student is clearly pleased with her advising relationship, there is potential for further enhancement and support if the adviser were to communicate with other university personnel (e.g., counseling staff, faculty, and cultural center).

Areas for Further Research

This investigation into American Indian postsecondary transition and retention opens up several potential areas for future inquiry. First, future studies could focus more closely on the role of mixed messages for American Indians living on reservations or in underprivileged communities. Indeed, few participants actually experienced university life in the manner

that they had anticipated. Once on campus, the reality for most was a low number of fellow American Indian classmates and a large number of instructors and administrators without an understanding of American Indian cultural values.

Second, in analyzing the various interviews, we found clear differences between rural low-SES participants and those participants who came from urban/suburban middle-class backgrounds. Future research could examine the American Indian assimilation process more closely. Implications could aid secondary counselors, postsecondary counselors, and peer mentors in determining developmental factors at each stage of the assimilation process.

Last, the present investigation focused on factors disclosed by American Indians who have entered postsecondary institutions. Future studies should also examine those who have dropped out of secondary or postsecondary educational settings to determine the factors that contributed to their circumstances. This may further aid counselors in developing American Indian multicultural competency, understanding antecedents for dropping out, and developing preventative interventions.

Conclusion

The *ACA Code of Ethics* states that "Association members recognize diversity and embrace a cross-cultural approach in support of worth, dignity, potential, and uniqueness of people within their social and cultural contexts" (ACA, 2005, p. 3). This research represents a first attempt to develop an emergent phenomenon that explains American Indian postsecondary transition and retention. The present study provides counselors from a variety of settings information on the internal, relational, and institutional experiences of 21 American Indian students who have transitioned to postsecondary settings. Overall, participants achieved success in the transition and retention process when there were supportive and culturally enhancing relationships with peers, counselors, student service personnel, cultural center staff, and faculty. Participants' comments reflected professional literature with regard to social connection as salient for providing guidance and modeling, social connection as a resource in acculturating, and social connection with others who fulfill self-esteem needs (Barnes & Lightsey, 2005; Dana, 2000; Diemer, 2007; Frey & Roysircar, 2006; Guiffreda & Douthit, 2010; Paul & Brier, 2001; Schmidt & Welsh, 2010; Shin, 2008; M. Wright & Littleford, 2002; Yu & Patterson, 2010). Counselors have a clear role in the transition and retention process, and we hope that the results of the present study will shed some additional light on the internal, social, and institutional experiences of this vulnerable population of students.

The results of all three data collection sources revealed an interconnected three-dimensional phenomenon that recursively fluctuated between institutional, social, and personal factors. The present research represents an ini-

tial step in the reduction of the vast inequities that have vexed American Indian culture. Our hope is that this phenomenon will inspire and inform counselors to achieve a better understanding of institutional, social, and personal hindrances to American Indian students. Furthermore, as a consequence of this understanding, our hope is that school and college counselors will advocate for services that aid this cultural group in the achievement of academic success and institutional pluralism.

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Improving College And Career Readiness Through Challenge-Based Learning

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ABSTRACT

High school students in an Advanced Video class addressed the challenge of increasing community awareness. Students followed a challenge-based learning model developing guiding questions and activities to determine solutions for implementation. Literature supported the use of project-based learning that fostered partnerships outside of the classroom to develop 21st century skills. Students utilized multiple technologies to collaborate, plan, and produce advertising in a variety of mediums. During Phase 2, each team created videos documenting their entire process. Videos were presented to a group of random students and faculty members for critical review. Data were collected through pre and post surveys, observations, and student interviews. Data showed students found the process difficult but beneficial to developing 21st century skills.

Keywords: Challenge-based Learning; Career Readiness; College Readiness; Career Technical Education; Community Partnerships; 21st Century Skills

INTRODUCTION

Despite many secondary education students receiving complete coverage of core academic subjects, an increasing number were found to be under-prepared for the challenges they faced in post-secondary environments. Even academically high achieving students underachieved in college because they had not been taught the necessary skills to work through challenging situations (Balduf, 2009). This caused secondary schools to become increasingly focused on the concepts of career and college readiness.

While exploring student motivation and engagement, a study was conducted in a high school Advanced Video classroom that examined the relationship between project-based learning, career technical education (CTE), and the establishment of community and business partners to increase student motivation while simultaneously preparing secondary students for a variety of post-secondary environments. Research indicated strong correlations between each of these topics and student motivation and engagement. As a result, instruction was designed to merge all three into a singular learning experience.

Using a challenge-based learning model, a target audience of 10 students - nine male and one female - spanning grades 10 through 12 were asked to address the challenge, "Increase Community Awareness." Data were collected and evaluated throughout the process in the form of pre and post surveys, formal video interviews, student reflections, and rubric based assessment of guided activities. Students had access to a variety of computer and media production resources to utilize throughout the entire process.

The purpose of this study was to explore the effects of a challenge-based learning model implemented in a Career Technical Education classroom on student motivation, and the development of twenty-first century skills needed for career and college readiness.

Two hypotheses were drawn:

1. A Challenge-Based Learning methodology will increase student motivation and engagement.
2. A Challenge-Based Learning methodology will help students develop 21st century skills.

LITERATURE REVIEW

The following topics, which are partial results of previous research, were summarized and listed:

Project Based Learning and Conditions of Flow

In an examination of student motivation and engagement, J. Wilhelm and P. Wilhelm (2010) explored the conditions of flow experience, as characterized by Csikszentmihalyi (1990). They found that creating flow experience in a curriculum was highly beneficial to student engagement and learning. In turn, high levels of student motivation were shown to be a predictor of high school completion and continued success in college (David, Mihaly, Barbara, & Steele, 2003). J. Wilhelm and P. Wilhelm identified inquiry approaches as meeting all of the required elements of flow. The inquiry process they described included devising essential questions, identifying culminating projects, and tailoring sequenced instruction for each student. The steps involved with inquiry approaches were nearly identical to the essential elements of project-based learning (PBL) outlined by Larmer and Mergendoller (2010); suggesting PBL as an effective strategy to generate student engagement and motivation.

Project-based learning needed to include a number of key elements to surpass simple busy work and actually engage students on a deep cognitive level (Larmer & Mergendoller, 2010). These included the development of essential questions (Larmer & Mergendoller, 2010; J. Wilhelm & P. Wilhelm, 2010). These were defined as questions that did not have simple answers and encouraged students to formulate their own opinions as they acquired additional knowledge and fostered authentic lifelong learning (Brown, 2009; J. Wilhelm & P. Wilhelm, 2010). Also included were a student's perception of personal control and their ability to see personal relevance within a specific curricular topic (Larmer & Mergendoller, 2010). Finally, was the importance of creating a challenge that required a level of skill (J. Wilhelm & P. Wilhelm, 2010). Studies indicated students reported the highest levels of engagement and attention when they participated in activities which contained challenges that required higher developed skills to complete (David, Mihaly, Barbara, and Steele, 2003). Used correctly, project-based learning methods accounted for significant gains over traditional lecture and assignment delivery methods. (Özdener & Özçoban, 2004; Chang & Lee, 2010)

Career Technical Education Supporting Post-secondary Transitions

Many teachers did not utilize the project-based learning strategies due to perceptions that PBL took too much time to implement and required instructing additional technology skills (Chang & Lee, 2010). One content area that regularly employed project-based learning methods was Career Technical Education (CTE) (Southern Regional Education Board, A. A., and Jobs for the Future, I. A., 2000). Team teaching models were proposed that paired experienced PBL technology instructors with core content teachers to enable students to experience first-hand the interrelation between content areas, thus improving the relevancy of what they were learning (Zirkle, 2004; Chang & Lee, 2010). Additionally, Dare (2006) stated how combining CTE with more rigorous academic content was helping students as they transitioned to post-secondary education.

Expanding on these concepts, Gray (2004) argued that with over half of all students dropping out of high school or moving directly into the workforce after they graduated, combined CTE and academic curriculums were in fact relevant to a much larger student population than traditional or college preparatory programs. He stated that CTE classrooms exposed students to a variety of workplace experiences that helped them determine career plans, prepared them for a variety of post-secondary options, and were the only high school programs of study that prepared students for the abundance of highly technical jobs that awaited them after school. Mirroring these statements, Hyslop (2011) outlined the relationships between CTE, twenty-first century skills, and college or career readiness. She agreed that infusing all academic areas with the skills taught in CTE and twenty-first century learning courses would improve educational outcomes for all students.

Community and Business Partnerships

Hyslop (2011) argued for the importance of infusing all academic areas with the skills taught in Career Technical Education (CTE) and twenty-first century learning to support college and career readiness. However, to

achieve this goal, she stressed the importance of CTE programs forming partnerships with local business communities to increase academic rigor and relevancy. Cole (2010) noted alternative benefits of community collaborations that were aligned with the concepts of creating personal relevance in education. Furthermore, studies showed that service learning projects placed students into a fluid environment filled with real-world complexities that required a wide range of skills to navigate and had the potential to foster relevant, meaningful learning by creating connections between students and local issues or challenges they found important (Cole, 2010; Kenworthy-U'Ren, 2003). Ultimately, schools that created support networks with families, businesses, and community organizations saw increases in student achievement (Anderson-Butcher et al., 2010).

Three areas were cited that contributed to the success or failure of a community-based learning program - logistical flexibility, purposeful, deliberate planning that included establishing clear objectives and goals for both the students and the community partners, and targeted curricular activities to facilitate reflective thinking to help students make connections between their community-based experiences and broader contexts (Cole, 2010; Gerdes & Ljung, 2009; Kenworthy-U'Ren, 2003).

METHODOLOGY

Phase 1

For this study, two phases of Challenge-Based Learning (CBL) (Apple Incorporated, 2008) were implemented in a dual-credit Advanced Video high school classroom. A target audience of 10 students, grades 9-12, 9 male and 1 female completed a series of activities and were monitored throughout the process to help the facilitator evaluate whether the project was unfolding as planned. Throughout the process, the facilitator made recommendations for adjustments to the project based on a variety of data collection methods. Data were collected through a series of surveys, student reflection videos, formal interviews, and team updates. Additionally, all activities were evaluated on specific rubric-based requirements designed to evaluate the target audiences' application of the CBL process.

During Phase 1, students were asked to address the essential question, "How do we increase awareness of student involvement in the community?" The class started by generating guiding questions. At first all students attempted this individually. When it became clear that this process posed too much difficulty for many of the students, a class brainstorming session took place to develop a series of guiding questions, activities, and potential resources that could be used to develop a solution. Students continued to struggle with the process and conducted further review of the CBL website in order to watch videos to clarify questions about the big idea, essential questions, and what a solution could look like. The target audience also viewed some examples of what other students have done elsewhere.

Once students had developed a series of guiding questions, they began to collect data through the use of surveys. Some of these surveys were emailed to the student body of their school and others were administered by hand to members of their community at locations in their town. To get as many responses as they could from the student body, one team contacted local businesses and acquired gift certificates to award to randomly chosen survey respondents. The target audience also collected statistics from the front office of their school about student involvement in sports and clubs. Once their surveys were completed, they analyzed the results and developed targeted advertising in the form of paper flyers, a short video, a website, and a radio public service announcement to communicate the data they had collected to their chosen audiences.

During Phase 1, each team implemented a variety of technology tools. Team A utilized an online survey tool to generate a survey that they distributed to the student body via email. They also used page layout software to create flyers. Two flyers encouraged the student body to take their survey and one flyer displayed statistics based on the research they collected. Team A also created an original website to display the same information as the paper flyer. This team also utilized video editing software to create a short video about their process.

Team B also utilized an online survey tool. However, because they were collecting data from the public via paper surveys, they used it to manually input the data from these surveys and aggregate the results. This team chose

to create a radio advertisement using digital audio editing software for broadcast on their high school low-power FM radio station.

As students worked toward a solution, they engaged in a variety of activities. They contacted local businesses to ask for donations. They met with other teachers and school administrators. They created videos for the school's display screens, public service announcements for the school radio station, and worked on a final presentation to show to the class. All activities engaged the target audience in high-level teamwork, communication, and problem-solving. Teams faced challenges and setbacks along the way, forcing them to modify their plans and adjust their solutions.

Both teams created multimedia presentations and presented them to the rest of the class. Team A created a short video in iMovie. Team B created a Keynote presentation. Both teams responded to questions from the other team and the instructor about their process.

Phase 2

In Phase 2, the target audience developed their own challenge to, "Increase understanding between communities in our school". Students immediately started working on guiding questions, activities, and identifying resources. A few students felt they understood the process and challenge well enough that they jumped directly to a solution.

Two of the three teams used a similar process to develop a solution. They conducted video interviews with students and teachers around the school to discover if any intolerance existed within the school. In reviewing their interviews, they identified subgroups that were mentioned more than others and decided to create informational videos highlighting these subgroups.

The third team jumped directly to a solution. Despite a number of attempts by the instructor to encourage them to conduct more research and explore other options, they failed to do so. They continued to pursue their first idea based on their own opinions and failed to ground their solution in research.

During Phase 2, the target audience primarily utilized a variety of video production tools throughout their entire process. All teams conducted formal interviews utilizing studio lighting and external microphones. Two teams made extensive use of a green screen studio to shoot a video for video compositing. Teams used both iMovie and Final Cut Pro to edit their videos. The teams that shot green screen footage utilized Apple's Motion to perform keying effects and create video composited scenes. All teams also utilized word processing software during their planning stages, and email to communicate with those outside of the class as well as with each other.

The instructor implemented two required activities in Phase 2. The first was a video "trailer" to present the teams' research and provide a preview of their implementation. The second element was a longer video documenting a team's entire process from beginning to end. Most of the activity in the classroom revolved around creating these two videos. These videos were presented to a guest panel of visiting teachers and students. Each team responded to questions from the guest panel and defended their process.

RESULTS

Phase 1

An assessment designed to measure intrinsic motivation was administered before and after Phase 1. Results were very similar with only slight variations throughout. Where there were variations, they appeared to indicate the following:

- Enjoyment of the Advanced Video class diminished slightly and some students found the CBL process to be less interesting than other classroom activities. Pre-survey data indicated that 8 out of 10 students strongly agreed that they enjoyed Advanced Video and found the class interesting while the remaining two

moderately agreeing with these same statements. Post survey data showed an overall decrease in enjoyment as no students strongly agreed that they enjoyed Advanced Video anymore. Instead, six moderately agreed, three were neutral, and one slightly disagreed. Similarly, post-survey data indicated a slight drop in interest as six students only strongly agreed that Advanced Video was interesting, three moderately agreed, and one was neutral.

- Students believed they put forth greater effort during the CBL process. Pre-survey data showed that varying degrees of students believed they put a lot of effort into the Advanced Video class. One student strongly agreed with this statement, seven moderately agreed, one slightly agreed, and one strongly disagreed. Post-survey data showed all ten students moderately or strongly agreed that they put a lot of effort into the advanced video class.
- Students perceived to have slightly less choice about their work than previous assignments. When asked about choice in the pre-survey, all ten students believed strongly, moderately, or slightly agreed they had some choice about the work they did in class. Post-survey data showed a decrease of one student who strongly agreed, a decrease of one student who slightly agreed, and two students who became neutral.
- The data indicated slightly lower intrinsic motivation in the class. The class average showed a decrease of half a percentage point of students who did work in the Advanced Video because they wanted to.
- Students were not as satisfied with their performance during the CBL process. Pre survey results indicated that all students were strongly, moderately, or slightly satisfied with their performance in the Advanced Video class. Post survey data showed a slight decrease with one fewer student who was strongly satisfied and one student who now was slightly dissatisfied.
- The students' perception of the importance of the Advanced Video class increased. Prior to Phase 1, all students moderately or strongly believed that Advanced Video was an important class. Once Phase 1 was complete, three additional students strongly believed that Advanced Video was an important class.
- Finally, multiple students cited dealing with surveys as a new skill and that the process brought attention to the importance of teamwork to the target audience. Most students ended the process indicating that the Advanced Video class would help them with project management and real-world skills.

Phase 2

During Phase 2 of the CBR, the target audience was split on their enjoyment level of Advanced Video. The split of enjoyment level correlated to the students who perceived their project to be successful versus those who did not. The three members of Team 1, who completed only a rough video of their interviews, reported the lowest levels of enjoyment. The members of Team 2, who had the most complete project, reported the highest levels of enjoyment with three members indicating strong enjoyment and one reporting moderate enjoyment. Team 3, who was planning to implement a food day, had one member report strong enjoyment while the other two reported moderate enjoyment.

The overall interest level of the class was high, with 90% of the target audience reporting moderate and strong levels of interest. However, there was a slight decrease of interest level in the classroom activities during Phase 2 as 30% of the class decreased their interest level from strong to moderate. Based on many responses from the students, the decrease in interest is likely due to the "challenge" in challenge-based learning. This process forced students to address problems for which they did not have simple straightforward answers. Many times they were uncertain about how to move forward as, in the past, they always relied on the instructor to simply tell them what to do.

Oliver – Not having a centralized idea was really challenging...I sort of rely on being told what to do and when to do it

Almost all students indicated that this was the first time they had ever done anything like this in a school setting or otherwise.

Jimmie – No [I've never done anything like this] ...well maybe...well never like a huge...no, not really.

The data appears to indicate that most of the students rose to the challenge by the end of Phase 2. Post-survey results showed that 50% of the target audience strongly believed they tried very hard in class during Phase 2, 30% were in moderate and slight agreement, and only 20% were neutral or believed they did not try very hard. This would appear to indicate high levels of intrinsic motivation in most of the students. What many of the students indicated they liked most about the project was the freedom and personal choice to determine the direction of their work. A few students also indicated that their work became personally relevant in some manner.

One student, however, perceived to have less control over their work. This is likely a result of having an attendance rate of around 60% due to winter sports travel. This particular student indicated that she felt out of the loop and would just be given assignments by her teammates to complete whenever she came back to class. This same student also indicated less interest in the project.

The data also showed that 60% of the target audience believed their video production skills were moderate or high after completing Phase 2. The four students from Team 2 believed their video production skills to be the strongest, with one member from each of the other teams also indicating high levels of production skill. Based on observation, these results correspond to each student's direct involvement with the videos their team produced.

Finally, despite not always liking it, the target audience almost universally stated that they found value in the process. When asked what they thought the work in Advanced Video could be useful for, they responded as follows:

Connor – *My college career and work career*

Jalaya – *Making videos for fun, life skills, promotional videos, documentation and all kinds of videos*

Wyatt – *Team work and being able to solve broad problems*

Ryder – *Future careers, class and education, personal use*

Additionally, when asked what the work in Advanced Video could help them to do, they responded as follows:

Tanner – *Problem solve*

Ryder – *Work on future projects more efficiently, including both professional and personal*

Josh – *Get into a video production school*

Wyatt – *Solve real world problems; learn to work on a team*

These responses indicated learning beyond a basic curriculum of video production and suggested that students found personal relevancy in their work while they developed many of the twenty-first century skills that were discussed in the research.

The reactions from others viewing the solutions were varied. Other teachers expressed the value they saw in the process but felt that most teams missed a few steps. Most feedback from both visiting students and teachers revolved around the target audience's lack of supporting evidence for their solutions.

Based on the findings above, research hypothesis #1 was found to be inconclusive. Student engagement initially dropped due to level of the challenge being far above the students' skill level, but it rose by the end of Phase 2 as students became more comfortable with the learning process. Research hypothesis #2 was confirmed as data indicated that the target audience primarily learned a variety of twenty-first century skills through the challenge-based learning process.

CONCLUSION

As found by David, Mihaly, Barbara, and Steele (2003), conditions of flow were dependent on matching the level of curricular difficulty with students' levels of skill. Engagement was low when presented with a challenge they perceived to be far beyond their skill level; but once students had developed their skills sufficiently, flow experience was witnessed. Students would come to class and immediately begin working without any prompting from the instructor. Students also conducted work outside of regular class time to complete their projects.

Results from Phases 1 and 2 also supported the research of Larmer and Mergendoller (2010) which indicated that a key component to engagement was the perception of student choice. The target audience indicated that they perceived less choice during Phase 1 than during previous course work. This may have contributed to the lack of engagement seen at the beginning of Phase 1. However, they indicated higher overall perception of choice by the end of Phase 2. This correlated to higher levels of engagement observed during Phase 2.

Responses from the target audience supported research by both Gray (2004) and Hyslop (2011) which stated that project-based learning methods implemented in Career Technical Education classrooms were highly beneficial to preparing students for a variety of post-secondary environments. Students learned and implemented twenty-first century skills throughout the CBR process to address challenging real-world scenarios. In addition, as predicted by Cole (2010), higher levels of intrinsic motivation were reported due to students pursuing learning that was personally relevant and made connections to local issues or challenges they found important.

Based on student responses during formal interviews conducted after the Phase implementations, the following conclusions were also made:

1. Students recognized the value of the process to help them prepare and work through challenging situations they might face in other classes or beyond their secondary education.
2. The challenge-based learning process teaches students a variety of twenty-first century skills to be successful in a variety of post-secondary environments. These skills include technology proficiency, problem-solving, systems analysis, project management, teamwork, and effective communication.
3. Responses from the target audience indicate that students are vastly underprepared for addressing challenging problems that do not have clear solutions. Since these are the types of challenges they are likely to face in any post-secondary environment, greater emphasis is needed in secondary education to teach students effective processes for working through real-world scenarios and implementing concrete and meaningful solutions.
4. Additionally, because of students' lack of exposure to these types of real-world projects, processes need to be presented in an organized manner that scaffolds learning so as to avoid overloading students with too much new information at the beginning of a challenge-based learning project.
5. When student teams created partnerships with businesses or communities outside of the classroom, they demonstrated greater motivation and indicated that they found their work to be more relevant and meaningful.

As educators search for teaching methods to increase student motivation in the classroom, challenge-based learning has emerged as a pedagogy that serves this purpose by creating conditions of flow during content acquisition. Unfortunately, most academic classrooms continue to deliver content in traditional methods resulting in a lack of engagement among students. The one area of study that does employ project-based learning is Career Technical Education. As a result, educators should consider enacting team teaching methods that combine CTE with core academic programs to allow students to experience higher levels of engagement in their learning and increased retention of curricular information. By implementing these methods, research showed that students attained higher levels of achievement in both content areas and developed intrinsic motivations to advance their learning. These programs enable students to develop the skills needed to navigate the challenging situations encountered in post-secondary environments while simultaneously connecting classroom learning to personally relevant, real-world applications. By integrating core subject matter within the technical training and community-oriented, project-based learning methods of Career Technical Education, students acquire the necessary skills to be successful in the twenty-first century.

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"Before **Job** Shadow, my grades were just B's, and I thought that was good enough," explains [Abril Hern]ández. "After spending time with AT&T employees, and learning how they were achieving their dreams, I realized that I better start pushing myself if I want to get anywhere in life. I did it! Now I am on the "A" Abril Hernández honor role, and give 100 percent of the credit to them for helping me wake up."

Randall Stephenson, AT&T chairman and CEO, sees the Aspire Program and **job shadowing** as a company imperative for AT&T. "Each of us has a clear stake in the preparation of our nation's children to enter the workforce. We must be active participants in education reform. The strength of our future economy depends on it."

To help students define what their ambitions and **career** goals are, AT&T supports Roadtrip Nation, a PBS series and tour that documents college graduates traveling throughout the world interviewing people who love their **careers**. Roadtrip Nation's mission is to help students define their own road in life through multimedia curriculum and real-world **career** exploration experiences, such as interviewing professionals to find out how they found a fulfilling **career**. These stories are shared with those still questioning what their own path is, under the slogan "define your own road in life."

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The combination of a highly competitive **job** market and skyrocketing costs of higher education has produced an environment where there is very little margin for error in **career** choice. High school graduates have to hit the ground running with a clear idea of **career** goals and how to achieve those goals. Otherwise, they run the risk of being left behind with a huge debt and/or stuck on a **career** path they don't like. **Job shadowing** seeks to address those risks.

Some children dream of being baseball players or movie stars without any regard to what that entails or how to go about achieving those **career** goals. That might sound silly until you consider that many high school students don't have much more of an understanding of **career** choices to pursue upon graduation as they had when they were children. Most of their **career** knowledge comes from arms' length casual observation.

This is especially true of Hispanic or minority students who are first-generation high school graduates and college or trade school bound. Is it any wonder that once started down a particular **career** path, some students do an abrupt about face, changing majors, schools or worse, dropping out? When college was more affordable and **jobs** were plentiful, students had more time to "find themselves" or course correct. Today they don't have that luxury.

Internships have traditionally been used to insert students into real work situations to match their **career** choices. Those are win-win situations for students and employers. The students get an unvarnished look at what it will be like to work in the **career** area they are interested in, and employers get cheap or free labor in exchange for showing students "the ropes."

Job shadowing is an internship on the fast track. Instead of spending months or weeks working in a real work environment, **job** shadowers work a few hours or just a few days in that same real work environment. There is little doubt that the internship total immersion for weeks or months is an optimal way to learn about a **career**, but internships are getting harder and harder to come by as the college population grows.

Job shadowing is an easier commitment for employers to make and therefore more plentiful. **Job shadowing** is also more specifically designed for high school students than traditional internships. For some students, **job shadowing** could make the difference between staying in school or leaving it. In The Silent Epidemic: Perspectives of High School Dropouts, a Civic Enterprises and Peter D. Hart Research Associates study funded by the Bill & Melinda Gates Foundation, researchers found that many students drop out even though they have passing grades - because they don't see the connection between schoolwork and their future life and **career** success.

Every 26 seconds, another American high school student drops out - 1.2 million students each year. In fact, nearly one-third of all U.S. public high school students fail to graduate - and the rate jumps to nearly one-half for African-American, Hispanic and Native American students.

The negative fallout from this failure to graduate isn't confined to the individual teen and his or her family; it has a potentially devastating economic effect on the United States because it could mean a generation of American workers unable to compete on a global stage. The report notes that 81 percent of dropouts surveyed stated that "more opportunities for real-world learning would have improved their chances of graduating."

Job shadowing can provide that "real-world learning" experience. And that can make an enormous difference in the life choices high school students make.

During a typical **job** shadow experience the student observes firsthand what it's like to work at a particular **job**, which can range from highly skilled graduate degree **jobs** such as lawyer or doctor to graphic designers and mechanics. **Jobs** of every level and type of education background can represent a place to **job** shadow. It's an eye-opening experience for the student, who begins to visualize what it would be like to work and interact with others in that environment. If this sounds a bit like take your daughter and son to work day, it is, in a way. Students are treated to a tour of facilities, attend meetings, are privy to the thoughts and advice of the "mentoring" professional and perhaps even get some hands on experience in the field. Public relations **job** shadowers might get a chance to write a sample press release or assist at a photo shoot, for example.

The challenge, as with internships, is to find people ready to step up for a day or two to welcome students into their workplace. More and more high schools are beginning to set up **job shadowing** programs, partnering with the local community. Colleges and universities have also joined the chorus of guidance counselors and teachers promoting **job shadowing**. Another important ally is the professional association of any given **career**. Social networking can identify those associations for interested students and schools.

In 2008, recognizing the importance of **job shadowing**, AT&T launched AT&T Aspire, a \$100 million philanthropic program to help strengthen student success and workforce **readiness**. The program is specifically focused on confronting the high school dropout crisis, to help ensure that students graduate prepared to continue education or enter the workforce.

One of the directions of Aspire was a partnership with Junior Achievement to create jobshadowing opportunities for 100,000 students, giving them the chance to see firsthand the **job** skills they need to be successful in the future.

According an AT&T analysis of that collaboration, 92 percent of students claim that **Job** Shadow experience made them more aware of **career** options, and 82 percent said that participating made them realize the importance of staying in school. In its fact sheet describing the program and its progress, AT&T presented testimonials of students who say they were helped by the program.

One such student was 17-year-old Abril Hernández, who said her **job shadowing** experience connected the dots for her. She came away from the experience knowing she had to become a better student if she wanted to be successful in life.

"Before **Job** Shadow, my grades were just B's, and I thought that was good enough," explains Hernández. "After spending time with AT&T employees, and learning how they were achieving their dreams, I realized that I better start pushing myself if I want to get anywhere in life. I did it! Now I am on the "A" Abril Hernández honor role, and give 100 percent of the credit to them for helping me wake up."

Randall Stephenson, AT&T chairman and CEO, sees the Aspire Program and **job shadowing** as a company imperative for AT&T. "Each of us has a clear stake in the preparation of our nation's children to enter the workforce. We must be active participants in education reform. The strength of our future economy depends on it."

Statistics about the Aspire program bear out the chairman's statement. A five-year \$5.5 million initiative provides **job** shadow opportunities for 100,000 students, in grades 9-12 - as well as second semester eighth graders - across the U.S. The effect of this is that Junior Achievement students team up with AT&T employees to get a firsthand look at the **job** skills needed for future success - learning how the classroom connects to real-world opportunities.

Since the initiative started in 2008, more than 81,000 students have participated, in 211 cities. AT&T employees have volunteered more than 28,000 times for **Job** Shadow, dedicating more than 225,000 volunteer hours, to help students learn.

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There also is a consensus that family support is critical when it comes to **career** and higher education planning. That's why, with United Way Worldwide, AT&T launched the Family Engagement for High School Success Program, which helps parents and caregivers get more involved in their child's education. Along with its investment in **job shadowing**, AT&T has invested \$1.5 million to Communities In Schools to increase the number of school-based site coordinators who help the most at-risk students get the resources they need to stay in school and succeed.

Sidebar

Theory into Practice

The success of a **job-shadowing** program depends on coordination between schools and the business and trade community. If you are going to set up a **job** shadow program in your school, keep in mind the following points:

1. Take a Poll - Be sure you know what your students want. If you ask them what they are interested in, you 'fi get a better idea about what businesses and professions you want to pursue as **job-shadowing** mentors. Having and using this intelligence will also increase student enthusiasm and participation in this program.

2. Do Your Paperwork - Prepare a "pitch" letter to businesses, trade associations and business professionals in your local area that explains what a **job** shadow program is all about and what would be expected from them if they chose to participate as mentors. Have a legal professional prepare consent forms for them to sign. Prepare a similar information letter to students, explaining the rules for participating in the program and its benefits.

3. Have a Plan - Once you've identified the professions your students will be Mowing, figure out ways to coordinate the **job-shadowing** experience with what's happening in the students' classrooms. Preparing a written report on **job** shadow experiences could be made part of a social studies class, if the student is **job shadowing** a city councilman, for example.

4. Have a Meeting of the Minds - Have a separate meeting with employers who have agreed to participate to discuss the goals of the program and what you expect from them to achieve those goals. Then, meet with student participants and explain what is expected of them. Spell out everything from the way they are to dress to how they are to behave. Students should be encouraged to research the company they will be **shadowing** so they can get the most out of their experience. Finally, meet with parents to explain the program and its goals to them. Have a legally prepared permission form at the meeting, in Spanish, English and any other language of attending parents, for them to sign.

5. Wrap It Up - Encourage students to write thank you notes to employers at the conclusion of their program. Present students with program "diplomas" to mark the successful completion of the **job** shadow program. Send out certificates of appreciation to cooperating employers. Don't forget to send out a press release to local media detailing the implementation of the **job-shadowing** program at your school. Meet with employers, parents and students separately to discuss what was successful about the program and what changes need to be made next time around.

Word count: **1869**

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Career and technical education (CTE) opportunities help high school students explore career options and learn valuable skills before graduation. In addition, CTE programs may help to increase students' perception of the relevance of high school and motivate them to stay in school (Kazis, 2005). Although all states provide CTE programs and opportunities for students, many have specialized approaches—some states offer programming mainly through traditional high schools or technical colleges, whereas others also have regional technical centers (Association for Career and Technical Education, 2014). In Alaska, residential CTE-focused programs equip rural students with hands-on, work-based experiences. These programs are designed to increase student engagement in school, furnish students with work-relevant skills and certificates, and potentially decrease student dropout rates.

Learning From Sites in Alaska and Other States

While Alaska has several established residential CTE programs, the Alaska Department of Education and Early Development was interested in learning from these programs, as well as other residential CTE programs serving rural communities. As part of a federally funded technical assistance project on rural dropout prevention, staff from American Institutes for Research (AIR) collected information on nine residential CTE programs serving rural students, five of which were located in Alaska (Table 1).

AIR staff reviewed publically available websites and conducted interviews and a focus group with directors and staff from these programs. From these conversations, AIR staff identified seven strategies sites used to address challenges that they face, as well as recommendations for others who might be interested in

Table 1. Selected Programs, Locations and Websites

Programs in Alaska	Location	Website
Nenana Living Center	Nenana	http://nenanalynx.org/nslc/
Northwestern Alaska Career and Technical Center	Nome	http://www.nacteconline.org/
Star of the Northwest Magnet School	Kotzebue	http://www.nwarctic.org/Domain/320
Galena Interior Learning Academy	Galena	http://gila.galenaalaska.org/
Voyage to Excellence	Anchorage	http://www.edline.net/pages/chugach_VTE_Program
Programs in Other States		
Job Corps—Trapper Creek	Darby, MT	http://trappercreek.jobcorps.gov/home.aspx
Job Corps—Boxelder	Nemo, SD	http://boxelder.jobcorps.gov
Job Corps—Mingo	Puxico, MO	http://mingo.jobcorps.gov/home.aspx
Health Careers Summer Camp	Wisconsin (six locations)	https://www.ahec.wisc.edu/health-careers-summer-camps
North County Trade Tech High	California	http://www.tradetechhigh.org/
Pathways to Science—ACE Camp	South Dakota	http://www.sdstate.edu/cs/undergraduate-programs/education/aerospace-career.cfm

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“CTE and residential programs are expensive to run, and traditional education funding is insufficient. Funds are needed to purchase equipment; to recruit, hire and retain high-quality staff; and to house and feed students...”

starting, partnering with or supporting such programs.

The summarized information in this article is intended to inform audiences about some of the common strategies reported by experienced program staff, rather than to evaluate the effectiveness of strategies or programs.

Strategies to Address Common Challenges

The following section addresses the seven strategies program staff cited as most useful.

Offer Real-world, Hands-on Learning Opportunities

Small school sizes and limited resources may result in limited opportunities for rural students to explore careers, gain experience and develop skills that will help them obtain productive jobs beyond high school. Students without these opportunities may disengage and drop out of school, or they might be underprepared for life after high school. All the program respondents mentioned that providing real-world, hands-on learning opportunities motivates students because of the clear relevance to later life and because active learning is often more engaging for academically disengaged students.

Respondents emphasized that students must be taught skills that are directly relevant to job opportunities in their local communities (e.g., the commercial fishing industry). According to respondents, this is particularly important in Alaska due to the close familial and cultural ties many Alaskans have with their communities.

Provide Structure, Safety and Clear Expectations for All

Directors unanimously spoke of the necessity for a stable environment and clear expectations. Many high school students have never lived independently and are not familiar with the norms of communal living, such as keeping their living space clean, showing up to school or events on time, or being respectful of other students' living and learning habits.

Furthermore, particularly in programs geared toward more at-risk youth, some students have to break negative habits like substance abuse, negative interactions with peers or supervising adults, or unhealthy eating and sleeping habits. Residential programs create a unique opportunity to structure students' environments much more rigorously than in a traditional school environment.

Give Students Multiple Opportunities and Encourage Engagement

Although many of the directors described strict structures and regulations, they noted that the students in these programs often needed more than one opportunity to be successful. In interviews and the focus group, program staff offered several examples of students who had experienced academic failures, were late to class or had substance abuse issues, but who turned themselves around and improved when given another chance. Program staff mentioned providing opportunities for students to be fully engaged and buy into the program as key to ensuring student success, despite earlier failures.

Additionally, some leaders cited student agency and authentic leadership opportunities as a necessary aspect of the resi-

dential model. For example, one program has a student leadership committee that rewrote the student handbook, helps make decisions about student life in the residential program and works with another group of students to manage student events.

Encourage Honest, Caring Relationships

A lack of mentors or other caring adults is often associated with negative student outcomes (Bruce & Bridgeland, 2014). Program staff stated, "The number one thing schools can do for dropout recovery is to create personal connections [and] healthy adult relationships with students." Respondents reported that students often lacked adults who could help them navigate school and employment, and they emphasized the importance of hiring staff who cultivate honest, caring relationships with students.

Alaskan respondents described engaging local community members to act as role models and mentors. This strategy was reported as important for rural Alaska populations because of a perceived lack of native-Alaskan role models who can help students see the benefits of career pathways. One focus group participant noted that seeing friends or family members succeed in CTE programs and become employed locally could motivate other students to participate.

Write Grants and Build Community and Business Partnerships

Both CTE and residential programs are expensive to run, and traditional education funding is insufficient. Funds are needed to purchase equipment; to recruit, hire and retain high-quality staff; and to house and feed students for various lengths of time. Another significant cost is transportation to and from programs, particularly in Alaska where this often requires air travel. Keeping individual student costs down requires fundraising for most programs.

Respondents mentioned pursuing grants and developing partnerships with local and regional groups and businesses as ways to address their funding challenges. Directors sought grants from regional entities, foundations, and state and federal

sources. In addition to pursuing grants, respondents reported partnering with many different regional community and business groups, as well as institutes of higher education.

Provide Programming and Policies That Respect the Local Community (Unique to Alaska)

Many parents do not want to send their children to residential programs because of the historic cultural trauma they or other older adults in their communities experienced by being forced to attend Western-style boarding schools (often far from their families and communities). By acknowledging this damaging past and encouraging native languages and cultural values in schools and programs, program staff try to restore relationships and trust with the communities they serve. Strategies described by respondents included having flexible calendars and programming to avoid conflicts with traditional community activities and values, and providing programming based on local customs.

Additionally, students may feel particularly uncomfortable or homesick in the residential environment, where they are separated from their families and communities. To address this, one program adjusted its student-home communication policy to allow more flexibility after significant feedback from both students and parents. Staff hope this new flexibility will help parents feel more secure in allowing their children to participate.

Some programs also recruit native-Alaskan residential advisors, which may help students who are homesick feel safe and comfortable in a new environment.

Provide Staff With Leadership, Professional Learning and Networking Opportunities (Unique to Alaska)

Sites in Alaska emphasized the importance of staff support and growth opportunities due to high staff turnover in rural Alaska schools and programs. High staff turnover may relate to the remoteness, low enrollment, high rates of poverty, and high needs and low achieve-

ment among students (Hill & Hirshberg, 2006, 2013). In addition, respondents reported that program staff are often asked to take on multiple responsibilities and work long hours in support of student safety, engagement and learning.

Respondents from Alaska noted that program staff—much like their students—needs support and opportunities to help them remain motivated and engaged. This may be particularly true for program staff who are often not from Alaska and are from a different culture than the majority of their students. Respondents mentioned a few strategies designed to support teachers and staff: providing opportunities for leadership and teaming, helping staff connect with their students and the community, and offering professional development while compensating teachers for their time.

Recommendations to New Directors

Current residential CTE program directors proffered advice and recommendations to new directors. Some of the common themes are summarized here.



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Learn From Others

Firsthand knowledge and experience of ground-level program operations are pivotal to the success of a new program. Many program directors described shadowing other directors before starting up their own program or hosting new directors at their program. They discussed the importance of observing what works, *how* it works in other centers and whether it might need to be adapted to serve a different student population.

One program director stated, "I can tell you whatever I want to tell you, but you probably won't believe it until you experience it or see it. That is important, to actually go see it in action and how it works." Speaking with other program directors and staff can also help to develop a network of relationships or community of practice that can give ongoing advice and guidance as issues arise.

Foster and Maintain Community Partnerships

All respondents emphasized the impor-

tance of forming strong relationships with partners, such as local businesses, student programs, school districts and other residential CTE programs across the state. One director noted, "Many people besides teachers enjoy teaching, and many are willing to volunteer their time to share their experience with the students."

Partners may have staff who can present to students about their jobs, teach workshops or allow students to shadow or intern with them. Partner organizations could donate equipment or other resources. In short, partnerships can help programs to efficiently leverage existing resources and help to ensure that students learn from professionals inside and outside their programs.

Keep Students Occupied and Always Have Alternative Programming Planned

Many program directors suggested having every minute of every day planned for students. According to respondents, keeping students busy throughout the day

helps maintain student engagement and prevents boredom and troublemaking between activities. One director suggested starting and ending each day with engaging CTE activities to keep students motivated throughout the day.

Despite planning, unexpected events—bad weather (common in Alaska), presenter absences or delays, or student behavior issues—can always interrupt even well-planned programs. One way to handle breaks in the flow of programming is to have a backup plan. One director advised "always having something in your back pocket. What is my plan B if this person doesn't show up?"

Recommendations for Policymakers

Directors also had advice for policymakers at the state and local levels, which could influence their ability to successfully run and maintain rural residential CTE programs.

Streamline Information Sharing and Reporting Requirements

Center directors advised that state policymakers consider unifying regulations and requirements attached to state funding to reduce the amount of work that is replicated by reporting to multiple departments. Further, center directors advised aligning regulations among the education, labor, and health or social services departments.

One director shared, "One of the complications that we have is that an educational residence program lives in two worlds. Because we're funded by the Department of Education, they give us the money, but we're licensed through the Department of Health and Social Services, and we're kind of grouped in with all the other things for kids and youth and such. Duplication of effort costs us time and money, and if you think about it, it's costing the state, too."

Support Networking and Learning Opportunities

Finally, some center directors and staff noted that they would appreciate the state facilitating more opportunities for programs to network and learn from each other through conferences, online learning communities or opportunities to visit each other's sites. One center director also

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Tips for Starting a Residential Program

Recommendations to New Directors

- Learn from others
- Foster and maintain community partnerships
- Keep students occupied and always have alternative programming planned

Recommendations for Policymakers

- Streamline information sharing and reporting requirements
- Support networking and learning opportunities



advised that state policymakers should themselves visit centers to learn about their work and purpose. A strong understanding of program needs and desired outcomes is necessary for pragmatic and effective regulations.

Continuing to Learn From Residential CTE Programs

The strategies and recommendations in this article are based on the lessons learned from experienced program directors whose goal is to provide rural students with opportunities for high-quality CTE programming. These opportunities are essential for students in rural areas to gain the skills and motivation to finish high school ready for careers or ongoing education.

States and districts interested in serving their rural students should continue to learn from those who have successfully implemented such programs. **Tech**

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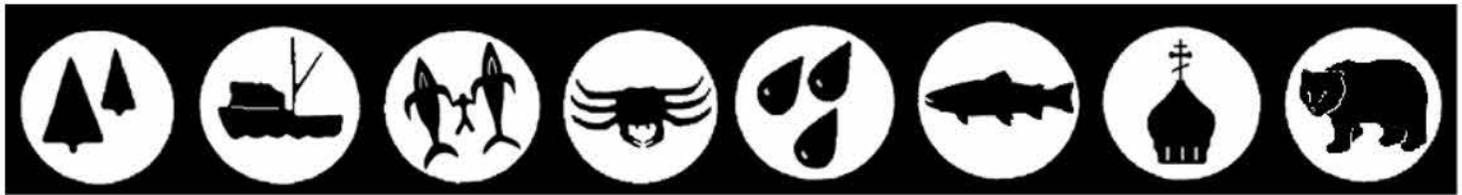
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Evidence of Involvement of Indian Tribes and Parents:

A parent advisory group was formed and met to provide their insight into the development of the project, particularly in the need for real world experience. They have been and will be immensely helpful in guiding the plan and implementation of the project. Underpinning the design of the project is data collected from a survey of AN parents. In the survey, parents commented about the courses they thought their students would want to take, weighed in on why some AN students do not finish school or are not college and career ready, and what might motivate them to succeed. When asked to give one piece of advice to the next generation, one parent powerfully stated the following: Sense of self & others & the world/universe, love of life & giving, sharing what you are able to, adapting to change, humor & joy.” This balance between opportunities and responsibilities is woven into the mission of the project. The tribes and AN parents will continue to be involved in the project. The tribes will provide professional development for faculty and numerous opportunities for job-shadowing, internships, and service as well as leverage their connections in local industry. Parents will play an influential role through the monthly communication with the project counselors and as the first and best teachers of their students. The KIC Management Team incorporates all these voices into one body to advise KIBSD personnel on the development of the project.

Please see attached meeting minutes for the Native Education Parent Committee and the Parent Survey Analysis.



Kodiak Island Borough School District
Title VII KIBSD Native Education Parent Committee
KIBSD District Services Conference Room F140
April 21, 2016
MEETING MINTUES - UNAPPROVED

Committee In Attendance: Brenda Schwantes, Kara Amodo (via teleconference), Erica Thompson, Chad Borton, Peggy Azuyak

Staff present: Porfiria Lopez-Trout, Ann Hansell, Kari Kauffman, Melissa Magnuson

#	AGENDA TOPIC
1	Establish Quorum / Call to Order A quorum was established and the meeting was called to order at 4:08PM.
2	Welcome Chair Schwantes welcomed all attendees.
3	Agenda 2 amendments: remove Requests for Funding Petroglyph Camp and Summer Library at Old Harbor. Brenda made a motion to approve the agenda as amended, all present members voted in favor, motion passed.
4	Approve February 2016 Meeting Minutes Peggy made a motion to approve the minutes as written, all present members voted in favor, motion passed.
5	Program Update Director of Federal Programs Porfiria Lopez-Trout reviewed the following with members: <ul style="list-style-type: none"> • Grand Application: budget was presented and reviewed by members. Member approved 2016-17 Title VII budget as presented and signed the Indian Parent Committee Approval Form. • Bylaws: Bylaws approved in January 2016 were signed by NEPC Chair and Federal Programs Director. • IEA Student Count: Currently 483 students are enrolled in the Title VII program. • Interactions Count: Kodiak town Aides documented 9781 interactions with students. A system for capturing Rural schools data will be developed. • Staffing: 2 positions will be posted for Aides at North Star Elementary and Kodiak Middle School (KMS). • Survey Results: Community Survey results were presented and reviewed for 23 parent surveys and 2 teacher surveys.
6	IEA Aides Update Kari Kauffman, Aide at KMS, and Melissa Magnasun, Aide at East, presented and overview of their school year. Ann read a report from Georgianna Spear, Aide at KHS, and a brief update from Carla Schauff, Aide at Main. A list of the most commonly requested supplies from IEA Aides was presented.
7	Requests for Funding: <ul style="list-style-type: none"> • Language Immersion Camp: Michael Bach, Alutiiq Language teacher at KHS, presented an overview of an Alutiiq Language Immersion Campout and request for funds. Porfy explained boundaries of the grant. Total Requested: \$1800 - \$900 for 6 Adult Leaders, \$600 for RT tickets from Port Lions, \$300 for craft supplies. • Sending teacher to Dig Afognak Summer Camp: Erica Thompson requested teachers be sent to Dig Afognak Summer Camps for cultural enrichment and awareness to better serve their IEA students. Total Requested: \$1200 - \$200 per teacher, 2 teachers a week, for no more than 3 weeks of camps. • Cultural Arts Supplies: Kara Amodo requested funds for art supplies for cultural art activities. Kara will provide more specific information after discussing needs with staff.

	<ul style="list-style-type: none"> • Title VII/Native Education Supplies: Ann presented a sample backpack and pictures of items most requested by IEA Aides at schools which included pencil pouches with supplies. Members requested messenger bags for KMS & KHS with no logo, if possible. Funds required would not exceed available access funds. • Approval: Brenda made a motion to approve the 4 requests for funding, Chad seconded, motion passed.
8	IEA Demonstration Grant Porfy explained the Native Education Career Tech grant and requested committee to consider supporting and approving applying for the grant. Chad made a motion to approve applying for the grant, committee approved.
9	NEPC Member Terms Ann will contact members who terms are ending in May. Nominations forms will be available electronically this this. Nominations will be open before the end of school and winners notified in September 2016.
10	Committee Input/Discussion In addition to Dig Afognak, members agreed a presentation or training on cultural awareness such as the one Ann Hansell provided during February's In-service should be required for all new teachers.
	Future Meetings No further regular meetings are scheduled for this school year. Members will be contacted in the fall.
	Adjourn Meeting adjourned at 5:08 PM.

Kodiak Island Borough School District
Title VII KIBSD Native Education Parent Committee
PUBLIC HEARING
KIBSD District Services Conference Room F140
April 21, 2016
MEETING MINTUES - UNAPPROVED

Committee In Attendance: Brenda Schwantes, Kara Amodo (via teleconference), Erica Thompson, Chad Borton, Peggy Azuyak

Staff present: Porfiria Lopez-Trout, Ann Hansell, Kari Kauffman, Melissa Magnuson

#	PUBLIC HEARING
1	Establish Quorum / Call to Order A quorum was established and the Public Hearing was called to order at 5:10 PM.
2	Opening of Public Hearing Brenda opened the Public Hearing to attendees. No individuals present.
3	Close of Public Hearing Public Hearing was adjourned at 5:15 PM.

CURRENT VIEW ?

+ FILTER + COMPARE + SHOW

No rules applied ?

Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns. [Learn more »](#)

SAVED VIEWS (1) ?

Original View (No rules applied)

+ Save as...

EXPORTS ?

SHARED DATA ?

No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. [Learn more »](#)

Share All

RESPONDENTS: 16 of 16

Export All Share All

Question Summaries Data Trends Individual Responses

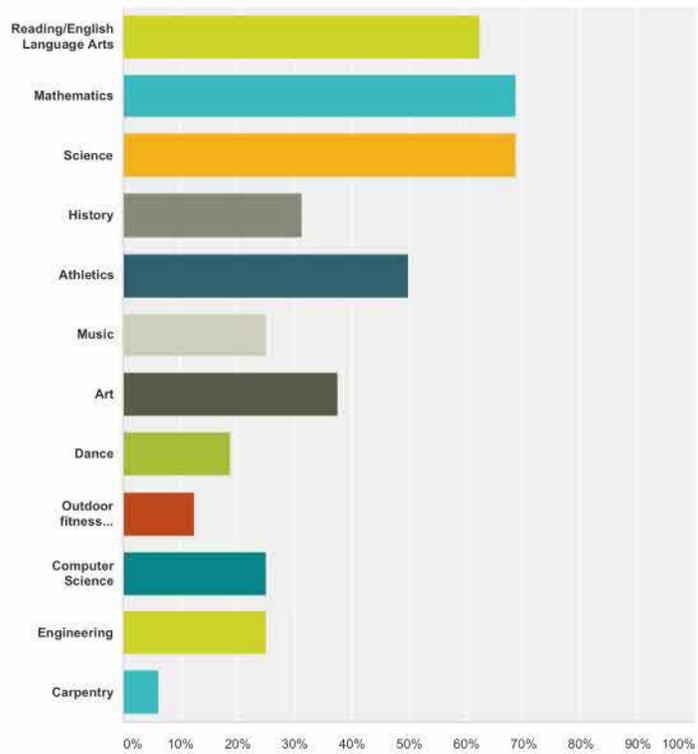
PAGE 1

Q1

Customize Export

Think about your student's strengths.
Select all his/her strengths below.

Answered: 16 Skipped: 0



Answer Choices	Responses
Reading/English Language Arts	62.50% 10
Mathematics	68.75% 11
Science	68.75% 11
History	31.25% 5
Athletics	50.00% 8
Music	25.00% 4
Art	37.50% 6
Dance	18.75% 3
Outdoor fitness (orienteeing, survival, etc.)	12.50% 2
Computer Science	25.00% 4

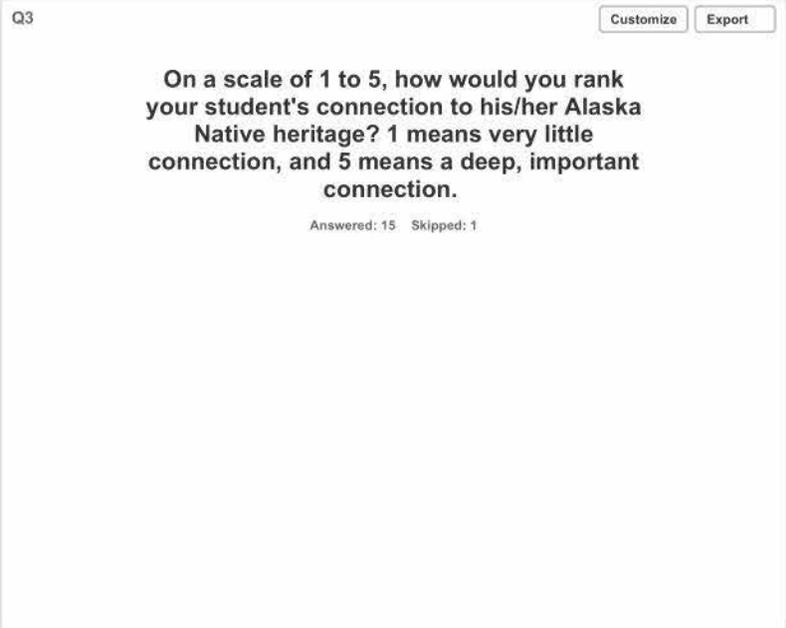
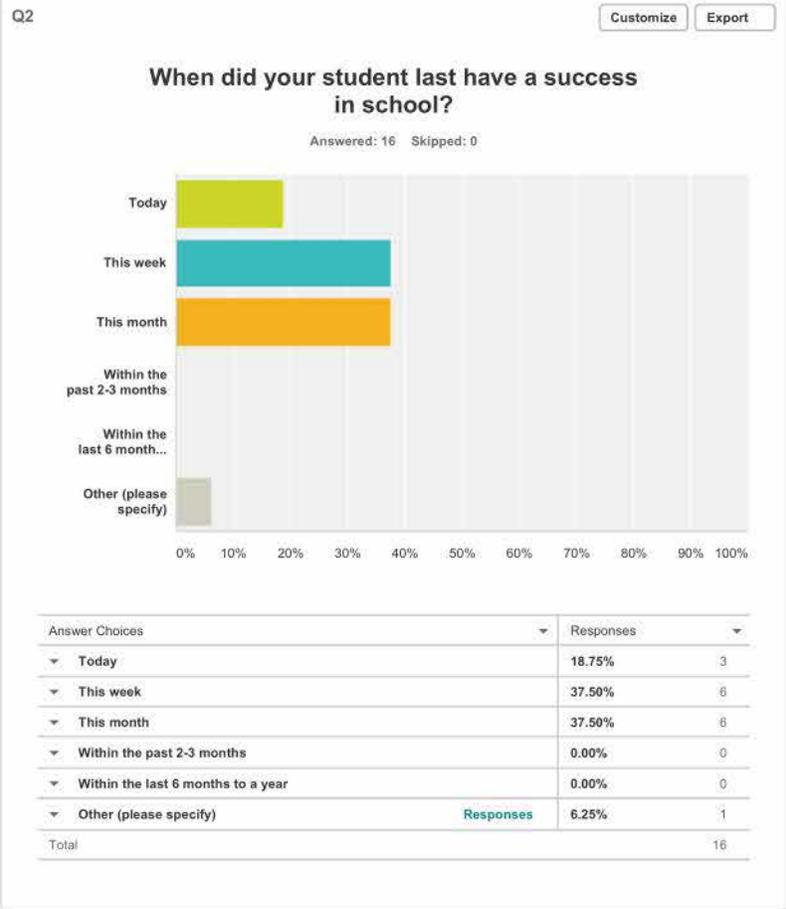
Total Respondents: 16

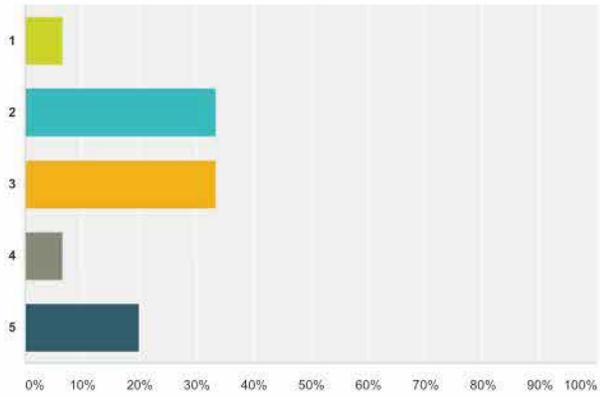
Comments (1)

Answer Choices	Responses
Engineering	25.00% 4
Carpentry	6.25% 1

Total Respondents: 16

[Comments \(1\)](#)





Answer Choices	Responses
1	6.67% 1
2	33.33% 5
3	33.33% 5
4	6.67% 1
5	20.00% 3
Total	15

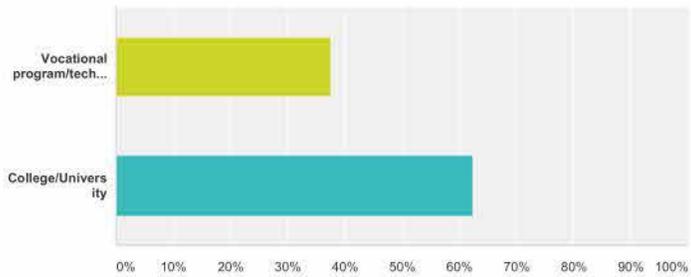
Comments (3)

Q4

Customize Export

Which would your student like more: a vocational program/technical school or a traditional university?

Answered: 16 Skipped: 0



Answer Choices	Responses
Vocational program/technical school	37.50% 6
College/University	62.50% 10
Total	16

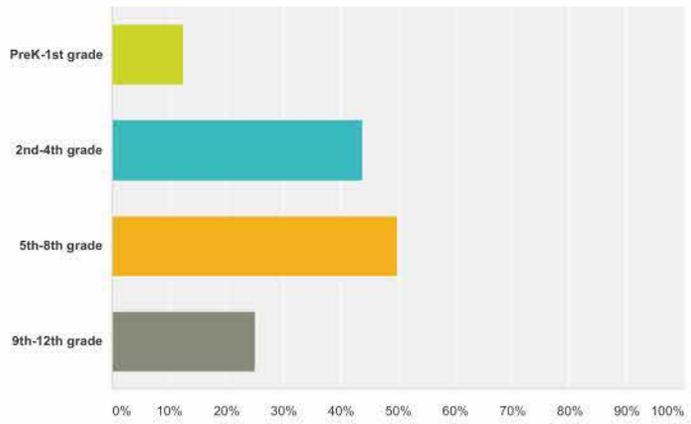
Comments (1)

Q5

Customize Export

When did your student succeed the most? If you have more than one student, select the eldest to answer this question.

Answered: 16 Skipped: 0



Answer Choices	Responses
PreK-1st grade	12.50% 2
2nd-4th grade	43.75% 7
5th-8th grade	50.00% 8
9th-12th grade	25.00% 4

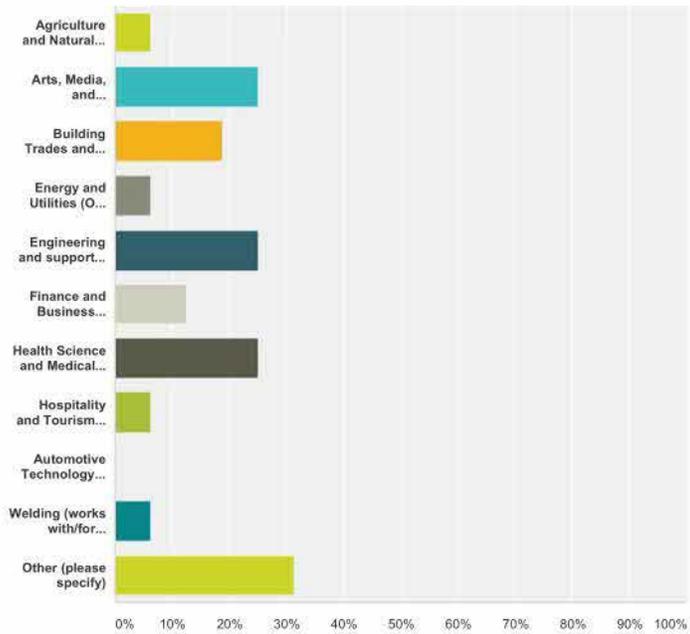
Total Respondents: 16

Q6

Customize Export

If your eldest student were to enter a high school Vocational Ed./Career & Technical Ed. (CTE) program, which would he/she prefer?

Answered: 16 Skipped: 0



Answer Choices	Responses
Agriculture and Natural Resources (grows plants, vegetables, and animals for eating; includes fishing industry)	6.25% 1
Arts, Media, and Entertainment (works in television and video production such as the news)	25.00% 4

Total Respondents: 16

Answer Choices	Responses
Building Trades and Construction (construction work, making roads and buildings)	18.75% 3
Energy and Utilities (Oil, gas, electrical, etc.)	6.25% 1
Engineering and support Operations (running machinery for engineering companies)	25.00% 4
Finance and Business (making budgets, organizing calendars, answering phone calls, taking meeting notes, etc.)	12.50% 2
Health Science and Medical Technology (entering medicine codes in the computer, running important machines that scan the body, etc.)	25.00% 4
Hospitality and Tourism (tour guides, working in hotels, on cruise ships, working as a chef)	6.25% 1
Automotive Technology (working on cars, trucks, and other vehicles, works in auto garages and for car companies)	0.00% 0
Welding (works with/for different companies to weld metal together for buildings, machines, and vehicles)	6.25% 1
Other (please specify) Responses	31.25% 5

Responses (5) [Text Analysis](#) [My Categories](#)

PRO FEATURE
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... [Filter by Category](#) [?](#)

Showing 5 responses

- computer gaming design
5/28/2016 10:06 AM [View respondent's answers](#)
- Music-Orchestra
5/25/2016 9:11 AM [View respondent's answers](#)
- Culinary
5/25/2016 2:39 AM [View respondent's answers](#)
- Tatoo/piercing + 2 yrs art college
5/24/2016 2:21 PM [View respondent's answers](#)
- Sports
5/24/2016 1:55 PM [View respondent's answers](#)

Total Respondents: 16

Q7

[Export](#)

What are the opportunities in your community (such as businesses that are growing and need employees/interns or technical professionals that may be willing to teach native teens) that could help your students and his/her peers get a college degree or go into a career?

Answered: 7 Skipped: 9

Responses (7) [Text Analysis](#) [My Categories](#)

PRO FEATURE
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... [Filter by Category](#) [?](#)

Showing 7 responses

- native Corp
5/28/2016 10:06 AM [View respondent's answers](#)
- Paid internships, high school classes that teach life & work skills
5/25/2016 2:39 AM [View respondent's answers](#)
- not many opportunities or nobody advertises for interns
5/24/2016 3:33 PM [View respondent's answers](#)
- Providence, KANA Medical/Dental, Kodiak Community Health Center, Mill Bay Health Center
5/24/2016 3:04 PM [View respondent's answers](#)

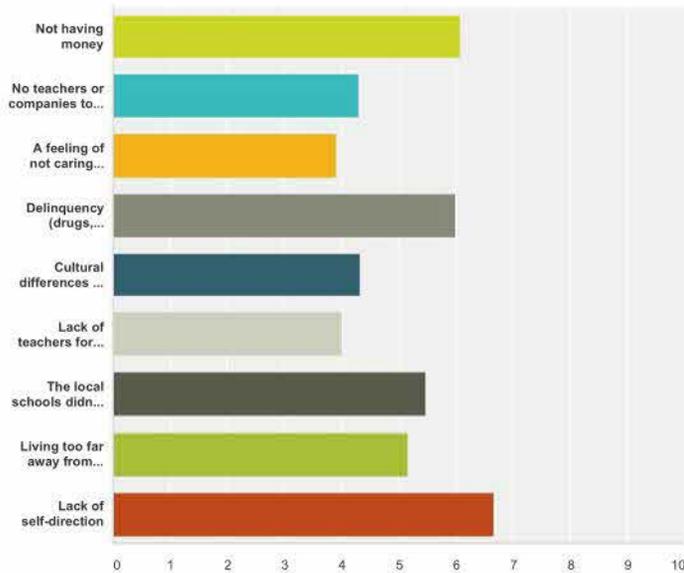
- none
5/24/2016 3:02 PM [View respondent's answers](#)
- tribes, corporations
5/24/2016 2:22 PM [View respondent's answers](#)
- Not sure
5/24/2016 1:33 PM [View respondent's answers](#)

Q8

[Customize](#) [Export](#)

Please rank the following list of problems that stop Native youth from going to college or going to a technical program. The worst problem should be ranked as 1.

Answered: 14 Skipped: 2



	1	2	3	4	5	6	7
Not having money	38.46% 5	0.00% 0	15.38% 2	0.00% 0	15.38% 2	7.69% 1	7.69% 1
No teachers or companies to show the way	0.00% 0	7.69% 1	15.38% 2	23.08% 3	0.00% 0	7.69% 1	15.38% 2
A feeling of not caring about anything	0.00% 0	0.00% 0	18.18% 2	9.09% 1	9.09% 1	18.18% 2	9.09% 1
Delinquency (drugs, truancy, bullying, violence, etc.)	16.67% 2	16.67% 2	8.33% 1	16.67% 2	16.67% 2	8.33% 1	8.33% 1
Cultural differences at universities/colleges/vocational schools that make Native student feel alone or different	16.67% 2	8.33% 1	0.00% 0	0.00% 0	25.00% 3	8.33% 1	8.33% 1
Lack of teachers for Native students	0.00% 0	0.00% 0	15.38% 2	0.00% 0	30.77% 4	15.38% 2	7.69% 1
The local schools didn't get them ready for the college or a career	15.38% 2	23.08% 3	7.69% 1	7.69% 1	0.00% 0	7.69% 1	23.08% 3
Living too far away from places where there are jobs and school programs that make a difference	7.69% 1	15.38% 2	7.69% 1	15.38% 2	7.69% 1	23.08% 3	7.69% 1
Lack of self-direction	8.33% 1	41.67% 5	16.67% 2	16.67% 2	0.00% 0	8.33% 1	0.00% 0

Q9

[Export](#)

In your experience, for the Native youth that graduate from college and/or enter a career

or profession, what makes them different from those that do not?

Answered: 11 Skipped: 5

Responses (11) Text Analysis My Categories

PRO FEATURE

Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

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Categorize as... Filter by Category

Search responses

Showing 11 responses

finances	5/28/2016 10:06 AM	View respondent's answers
a support system that values and pushes education	5/25/2016 11:18 AM	View respondent's answers
Support-financial & emotional	5/25/2016 9:11 AM	View respondent's answers
They have found balance with being Native & accepting & navigating a non-native education system	5/25/2016 2:39 AM	View respondent's answers
not sure.	5/24/2016 3:33 PM	View respondent's answers
Parents that don't have college/trade school expectations.	5/24/2016 3:04 PM	View respondent's answers
Drive and perseverance	5/24/2016 3:02 PM	View respondent's answers

Q10

Export

If you could pass on any tradition, idea, or wisdom to the Native youth to help them be ready for a college and career, what would you say to him/her?

Answered: 11 Skipped: 5

Responses (11) Text Analysis My Categories

PRO FEATURE

Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category

Search responses

Showing 11 responses

we are a strong people & can do anything	5/28/2016 10:06 AM	View respondent's answers
Seek out your passion first, find what brings you joy and then see what career path that puts you on.	5/25/2016 9:11 AM	View respondent's answers
Sense of self & others & the world/universe, love of life & giving, sharing what you are able to, adapting to change, humor & joy.	5/25/2016 2:39 AM	View respondent's answers
Dont give up and follow your dreams.	5/24/2016 3:33 PM	View respondent's answers
You can only rely on yourself to take care of you and your family.	5/24/2016 3:04 PM	View respondent's answers
Just do it! Put your mind into it and go!	5/24/2016 3:02 PM	View respondent's answers
go to college right after high school, use your corporations scholarships and your tribes internships to help guide you		



Description of Continuing Activities

The *Kodiak I Can Project* will continue program activities beyond grant funding. The purchase of the distance learning classroom for Kodiak High School is an investment, because once in place, it will continue to operate for many years to come with capabilities of expansion to reach beyond distance learning within the district to other states and even other countries for collaborative projects. The new equipment purchased for the CTE programming also has a long shelf life. To maintain all activities, KIBSD plans to absorb the annual expenses/consumables for these programs.

The KIC Project model of distance learning, paired with summer intensives is scalable. After completing the four years of the project and adjusting the programming based on collected data and other results, KIBSD and their partners plan to expand the course offerings, especially in CTE, to offer more vocational fields of certification. Also, the program will continue project activities by broadening the program to include non-native students and design PLPs along the career pathways for them. We plan to continue traveling with students to Seattle and Anchorage to broaden their horizons. The benefits of training faculty will continue long after the project ends and throughout the life of the teacher.

KIBSD and project partners will continue to build and to strengthen relationships with professionals, businesses, local, and state industry as well as colleges and technical schools/centers. To further these opportunities, KIBSD will host college and career fairs, inviting schools to come to the island to meet with students. If individuals cannot come in person, KIBSD will host a virtual college and career fair, utilizing the distance learning classroom at Kodiak HS, inviting students and parents in the villages to come either in person or virtually utilizing existing distance learning equipment on the island.



Objective: To oversee, implement, and assess all Federal programming available to the Kodiak Island Borough School District, including Title programs and grant competitions.

Experience

Administrator: Coordinated instructional activities, conducted teacher evaluations, mentored new teachers and administrators, supervised all aspects of school operations, prepared, maintained and organized records, reports and communications, managed federal programs, collaborated positively and productively with staff, parents, students and community members to solve problems, promote positive school experiences and improve instruction, wrote grants.

Counselor: Organized school-wide activities, assemblies and celebrations, organized and administered standardized tests, generated and analyzed test results, conducted parent training sessions, conducted individual, group and family counseling sessions, developed the school master schedule.

Instructor: Taught Introduction to Education, Communication, Biology, Physical Education, Health, English for Language Learners, Social Studies and Math, Lead Teacher for Physical Education and English Language Acquisition Departments, Coached Tennis, Volleyball, Track & Field, Cross Country and Softball.

Positions Held

Federal Programs Director- Kodiak Island Borough School District Oct. 2016- Present

High School ELL Teacher - Kodiak Island Borough School District Aug. 2008- Oct 2016

Federal Programs Director- Kodiak Island Borough School District Aug. 2006- May 2008

Middle School Principal - Kodiak Island Borough School District Aug. 2003- May 2006

Middle School Assistant Principal - Kodiak Island Borough School District Aug. 2001- May 2003

Middle School Counselor – Kodiak Island Borough School District Nov. 2000- May 2001

Elementary P.E. Teacher– Kodiak Island Borough School District Aug. 2000- Nov. 2000

Elementary School Counselor - Edinburg Consolidated Independent School District-April 1998-May 2000

Alternate G.E. D. Examiner - Region One Educational Service Center - September 1997- June 1998

Adjunct Faculty - South Texas Community College - Spring & Fall Sessions 1997

Middle School Migrant Ed. Counselor - La Joya Independent School District – Aug.1994 – June 1997

High School Biology Teacher/Coach – McAllen Independent School District - Aug1990-May 1991

Middle School P.E. Head Teacher/Coach – McAllen Independent School District – 1987-1990, 1992-1994



Education

Masters Degree - Education –Educational Administration: University Of Texas - Pan American- 2000
Masters Degree - Education - Guidance And Counseling: University Of Texas - Pan American-
Bachelor of Science - Major: P.E. - Minor: Biology: University Of Texas - Pan American- 1986
High School Diploma – Edinburg High School - 1981

Certifications

AK C Regular	School Counselor PRE K-GR 12	Oct 2012 - Oct 2018
AK B Regular	Principal GR K-12	Oct 2012 – Oct 2018
AK T Professional	Physical Education PRE K-GR 12	Oct 2012 – Oct 2018
AK T Professional	Kinesiology PRE K-GR 12	Oct 2012 - Oct 2018
AK T Professional	Science	Oct 2012 – Oct 2018
AK T Professional	Biology GR 6-12	Oct 2012 – Oct 2018
TX Professional	Counselor PreK-12	Lifetime
TX Provisional	All Level Physical Education	Lifetime
TX Provisional	Biology Gr 6-12	Lifetime
TX Standard	Mid-Management Administrator	Inactive

Hobbies

Tennis, Hiking, Sewing, Reading, Camping, Fishing and Gardening

References

Stewart McDonald, Superintendent, Kodiak Island Borough School District
Marilyn Davidson, Assistant Superintendent, Kodiak Island Borough School District
Ron Bryant, Director of Student Services, Kodiak Island Borough School District

Stewart McDonald

Superintendent, CEO, Educational Leadership

Superintendent | Kodiak Island Borough School District

July 2008 – Present (7 years 11 months) 722 Mill Bay Rd Kodiak, AK 99615

We strive to teach students to study their own learning through progress monitoring. We establish a platform of proficiency to launch students into real-time, real-world project based learning. Our students have opportunities to apply their learning. Our graduates can demonstrate what they can do, not just talk about what they studied. We engage our students in learning and prepare them for life.

Accomplishments:

- Designed and implemented an effective suicide prevention program
- 2015 Achieved record high graduation rates for the school district, 2009 71% to 2015 89.5%
- 2014 and 2015 Alaska's highest performing elementary school
- 2014 and 2015 57% of schools rated at 4 and 5 stars
- 2014 and 2015 no schools rated below 3 stars
- 2013, 2014, and 2015 Highest English Language Acquisition Program proficiency scores in Alaska
- 2015 Internationally award winning project-based STEAM programs
- Leading the state in Career Technology Education dual credits earned for high school students
- Developed strong Arts programs and student activities
- Technology infrastructure redesign 21st Century Project
- Developed educational specifications, passed a bond, and built an \$80 million high school and CTE center under budget and on time
- Budget process redesign
- Scalable staff formulas and plan of scalability for all aspects of the district
- Standards based instruction
- Developed a Model for a highly productive School Board

Recognitions:

- 2015 Only high school with Trillium to win university level NASA World Wind Europa Challenge
- 2015 Only k-12 school through Trillium invited in FOSS4G labs
- 21% of schools with Blue Ribbon Award
- 2013 and 2015 Outstanding Board of the Year (Nominated by other district boards)
- 2012 and 2013 Apple Distinguished Program for Innovation, leadership, and Educational Excellence
- 2012 National Finalist Kennedy Center Alliance for Arts Education Network and NSBA
- 2012 Champion of Arts in Education Alaska Arts Education Consortium

Formula Grant Electronic Application System for Indian Education (EASIE Allocation 1 - Initial) School Year 2016-17

OMB #: 1810-0021 OMB Expiration Date: 05/03/2016

Type of applicant: LEA (Not part of a Consortium)
 Type of application: Regular formula grant program
 Applicant name: **Kodiak Island Borough School District**
 Address: 722 Mill Bay Road Central Services Office
 City, State, Zip: Kodiak, AK 99615
 Applicant DUNS Number: 067442798
 Applicant NCES Number: 0200480
 Applicant PR Award number: S060A150673

Allocation 1 - Initial 2016-17 Allocation: \$194,226
 Grant award start date: July 01, 2016 12:00 AM
 Grant award end date: June 30, 2017 12:00 AM
 Application Part II version: 1.0
 Total Indian student count: 483
 Total student enrollment: 2,469

Participating LEAs:

LEA name: Kodiak Island Borough School District
 City, State: Kodiak, AK
 NCES number: 0200480
 Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
 Student enrollment: 2,469
 Indian student count: 483
 Increase of 10% or more: N

Application Timeframe: Multi-Year
 Current Application Cycle: Year 1 Of 4

Applicant name: Kodiak Island Borough School District
 PR #: S060A150673
 Page 2 of 6

2.2 Coordination of Service

2.2.1 Coordination of Services with Formula Grant Programs

Programs	(a) Is this Program Available?	(b) Is this Program coordinated with Title VII Services?	Program Type
Title I	Yes	No	Federal
Homeless Child and Youth	Yes	No	Federal
Title III: English Language Acquisition	Yes	No	Federal
School Improvement Grants	Yes	No	Federal
Rural and Low-Income School Program	No	No	Federal
Impact Aid	Yes	No	Federal
Migrant Education	Yes	No	Federal

2.2.2.1 Description of Coordination of Services for American Indian/Alaska Native Students

Title VII is one of the opportunities to supplement regular instruction for identified students. KIBSD uses a tiered approach to intervention for addressing student needs. This includes a core instructional approach to assure all students of basic instruction and then supplementing that instruction as needed for the specific student needs. In the Native Education Title VII program, there are many students who also qualify for services under Title I-A and Title I-C funding. Staffing and programming between Title I-A services, I-C services and Title VII services are under the supervision of the Director of Federal Programs and specific consideration is given to programming for Title VII identified students. Specifically, there is consideration for the individual needs of students who may also be receiving support through other programs. Examples of approaches and programs include, but are not limited to: Title I-A face to face and on-line instruction in both reading and mathematics; Title I-C provision of supplemental materials and activities as part of the summer Totes on Boats program and Reading Program; Title VII will provide support for place-based and culturally connected learning through culturally connected academic support and enrichment offered through gatherings with elders and direct and ongoing contact with families. Cultural activities are supported to connect teachers and staff with students and their families through native ways of learning.

2.2.3 Coordination of Services Professional Development

Staff	Professional Development Opportunity	Content
All teachers and other school professionals	Workshops/Sessions	Cultural Awareness Education and Sensitivity
Teachers and other school professionals new to the Indian community	Pre-service training or orientation	Cultural Awareness Education and Sensitivity
LEA staff	School-based coaching or mentoring	Use of Data/ Data-driven decision making

2.2.4.1 - 2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:	School Year: 2016-17
Method of Dissemination to Indian Community and Parent Committee	PR/Award # S299A160045
	Page 130
	<input type="checkbox"/> Public hearing for application

<input checked="" type="checkbox"/> Parent Committee meeting
<input checked="" type="checkbox"/> Within a written report
<input checked="" type="checkbox"/> Posted on website
<input type="checkbox"/> Other open meeting
<input type="checkbox"/> Sent home with student
<input type="checkbox"/> Radio Broadcast
<input type="checkbox"/> Newsletter

How is LEA responding to findings of previous assessment(s)?	<input type="checkbox"/> No changes in services/programs
	<input checked="" type="checkbox"/> Modifications to services/programs at LEA level
	Please describe : Addition of clerical support for parent advisory committee.
	<input checked="" type="checkbox"/> Modification to services/programs within project
	Please describe : Social Emotional learning strategies continue as well as culturally connected lessons and activities.

Public Hearing Date : 4/21/2016

Applicant name: Kodiak Island Borough School District
PR #: S060A150673
Page 3 of 6

2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase academic achievement

Objective Target Grade Levels: Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive professional development	Teacher surveys, interviews, or focus groups
Culturally-responsive academic support	District benchmark assessment
Culturally-responsive academic enrichment	Student surveys, interviews, or focus groups

Applicant name: Kodiak Island Borough School District
PR #: S060A150673
Page 4 of 6

2.4 Budget

2.4.1.0.1 Supplemental Information

<input checked="" type="checkbox"/> By Checking this box, I will ensure that the Indian Education formula grant funds will supplement and not supplant other funding for the education of Indian children, with the goal of providing culturally-responsive education to meet the academic needs of American Indian/Alaska Native students and to assist those students in meeting State achievement standards. See FAQs for guidance and examples.

2.4.9 Budget Summary

Allocated Funds: \$194,226	Total Admin %: 2.1% Total Admin Funds: \$4,105 Waiver Applied For: <input type="checkbox"/>	Budgeted Funds: \$194,226	Unbudgeted Funds: \$0
Budget Category	Status	Category Subtotal	% of Overall Allocation
Supplemental Information	Finished	\$0	0.0%
Personnel	Finished	\$170,359	87.7%
Travel	Finished	\$1,500	0.8%
Equipment	Finished	\$0	0.0%
Supplies	Finished	\$8,796	4.5%
Contractual	Finished	\$500	0.3%
Other	Finished	\$0	0.0%
Indirect Costs	Finished	\$13,071	6.72%
Budget Total		\$194,226	100%

2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director						\$0
Project Coordinator						\$0
Other:						\$0
Instructional Assistants	6	75%		\$96,360	\$31,434	\$127,794
Instructional Assistants	3	50%	PR/Award # S299A160045	\$24,630	\$8,331	\$32,961
Support: Clerical or Secretarial	1	25%	Page 4 of 6	\$1,490		\$5,595
Instructional Assistants	1	13%		\$3,060	\$949	\$4,009

Category Totals	11	\$4,105	\$124,050	\$42,204	\$170,359
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2.4.2.1 Budget-Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District		\$750	\$750
Out of District			\$0
Professional Development		\$750	\$750
Category Subtotals	\$0	\$1,500	\$1,500

2.4.3.1 Budget-Equipment

Item	Admin Cost	Program Cost	Totals
			\$0
Category Subtotals	\$0	\$0	\$0

Applicant name: Kodiak Island Borough School District
PR #: S060A150673
Page 5 of 6

2.4.4.1 Budget-Supplies

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery		\$3,500	\$3,500
Student Consumables		\$5,296	\$5,296
Program Management			\$0
Category Subtotals	\$0	\$8,796	\$8,796

2.4.5.1 Budget-Contractual

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Evaluations			\$0
Culture Family Events		\$500	\$500
Category Subtotals	\$0	\$500	\$500

2.4.6.1 Budget-Other

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Activities Related to Services			\$0
Professional Development			\$0
Category Subtotals	\$0	\$0	\$0

2.4.7.1 Budget-Indirect Costs

Rate %	Total
6.73%	\$13,071

2.6 Comment

Applicant name: Kodiak Island Borough School District
PR #: S060A150673
Page 6 of 6

- I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances – Non-Construction Programs and Additional Program Assurances for 84.060-Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and mail-in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.
- All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.
- I certify that the Parent Committee participated in the development of the application submitted and approves the proposed application. I have uploaded the Parent Committee Approval form.
- I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

PR/Award # S299A160045

Applicant Contact Name: Porfiria Lopez-Trout
Applicant Contact E-mail: plopez-trout01@kibsd.org
Applicant Contact Title: Project Coordinator
Applicant Contact Telephone: (907) 481-6103

User 1: Porfiria Lopez-Trout
E-mail: plopez-trout01@kibsd.org
Title: Project Coordinator

User 2: Marilyn Davidson
E-mail: mdavidson01@kibsd.org
Title: Assistant Superintendent

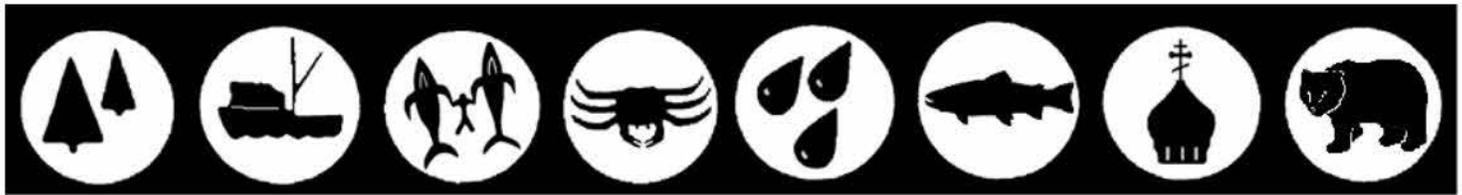
If you have any questions regarding your SY 2016-17 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2016), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m., Eastern Time. PSC is closed on federal holidays.

EDFacts Partner Support Center (PSC)
Voice: 877-457-3336 (877-HLP-EDEN)
Fax: 888-329-3336 (888-FAX-EDEN)
E-mail: eden_OIE@ed.gov

Hearing impaired persons may contact the Partner Support Center at TTY/TDD: 888-403-3336 (888-403-EDEN).

If you have questions or need to make changes to SY 2015-16 or prior grants or need information after July 1, 2016, please contact the Office of Indian Education.

Office of Indian Education
Telephone: 202-260-1454
E-mail: Indian.education@ed.gov



Kodiak Island Borough School District
Title VII KIBSD Native Education Parent Committee
KIBSD District Services Conference Room F140
April 21, 2016
MEETING MINTUES - UNAPPROVED

Committee In Attendance: Brenda Schwantes, Kara Amodo (via teleconference), Erica Thompson, Chad Borton, Peggy Azuyak

Staff present: Porfiria Lopez-Trout, Ann Hansell, Kari Kauffman, Melissa Magnuson

#	AGENDA TOPIC
1	Establish Quorum / Call to Order A quorum was established and the meeting was called to order at 4:08PM.
2	Welcome Chair Schwantes welcomed all attendees.
3	Agenda 2 amendments: remove Requests for Funding Petroglyph Camp and Summer Library at Old Harbor. Brenda made a motion to approve the agenda as amended, all present members voted in favor, motion passed.
4	Approve February 2016 Meeting Minutes Peggy made a motion to approve the minutes as written, all present members voted in favor, motion passed.
5	Program Update Director of Federal Programs Porfiria Lopez-Trout reviewed the following with members: <ul style="list-style-type: none"> • Grand Application: budget was presented and reviewed by members. Member approved 2016-17 Title VII budget as presented and signed the Indian Parent Committee Approval Form. • Bylaws: Bylaws approved in January 2016 were signed by NEPC Chair and Federal Programs Director. • IEA Student Count: Currently 483 students are enrolled in the Title VII program. • Interactions Count: Kodiak town Aides documented 9781 interactions with students. A system for capturing Rural schools data will be developed. • Staffing: 2 positions will be posted for Aides at North Star Elementary and Kodiak Middle School (KMS). • Survey Results: Community Survey results were presented and reviewed for 23 parent surveys and 2 teacher surveys.
6	IEA Aides Update Kari Kauffman, Aide at KMS, and Melissa Magnasun, Aide at East, presented and overview of their school year. Ann read a report from Georgianna Spear, Aide at KHS, and a brief update from Carla Schauff, Aide at Main. A list of the most commonly requested supplies from IEA Aides was presented.
7	Requests for Funding: <ul style="list-style-type: none"> • Language Immersion Camp: Michael Bach, Alutiiq Language teacher at KHS, presented an overview of an Alutiiq Language Immersion Campout and request for funds. Porfy explained boundaries of the grant. Total Requested: \$1800 - \$900 for 6 Adult Leaders, \$600 for RT tickets from Port Lions, \$300 for craft supplies. • Sending teacher to Dig Afognak Summer Camp: Erica Thompson requested teachers be sent to Dig Afognak Summer Camps for cultural enrichment and awareness to better serve their IEA students. Total Requested: \$1200 - \$200 per teacher, 2 teachers a week, for no more than 3 weeks of camps. • Cultural Arts Supplies: Kara Amodo requested funds for art supplies for cultural art activities. Kara will provide more specific information after discussing needs with staff.

	<ul style="list-style-type: none"> • Title VII/Native Education Supplies: Ann presented a sample backpack and pictures of items most requested by IEA Aides at schools which included pencil pouches with supplies. Members requested messenger bags for KMS & KHS with no logo, if possible. Funds required would not exceed available access funds. • Approval: Brenda made a motion to approve the 4 requests for funding, Chad seconded, motion passed.
8	IEA Demonstration Grant Porfy explained the Native Education Career Tech grant and requested committee to consider supporting and approving applying for the grant. Chad made a motion to approve applying for the grant, committee approved.
9	NEPC Member Terms Ann will contact members who terms are ending in May. Nominations forms will be available electronically this this. Nominations will be open before the end of school and winners notified in September 2016.
10	Committee Input/Discussion In addition to Dig Afognak, members agreed a presentation or training on cultural awareness such as the one Ann Hansell provided during February's In-service should be required for all new teachers.
	Future Meetings No further regular meetings are scheduled for this school year. Members will be contacted in the fall.
	Adjourn Meeting adjourned at 5:08 PM.

Kodiak Island Borough School District
Title VII KIBSD Native Education Parent Committee
PUBLIC HEARING
KIBSD District Services Conference Room F140
April 21, 2016
MEETING MINTUES - UNAPPROVED

Committee In Attendance: Brenda Schwantes, Kara Amodo (via teleconference), Erica Thompson, Chad Borton, Peggy Azuyak

Staff present: Porfiria Lopez-Trout, Ann Hansell, Kari Kauffman, Melissa Magnuson

#	PUBLIC HEARING
1	Establish Quorum / Call to Order A quorum was established and the Public Hearing was called to order at 5:10 PM.
2	Opening of Public Hearing Brenda opened the Public Hearing to attendees. No individuals present.
3	Close of Public Hearing Public Hearing was adjourned at 5:15 PM.

Areas Affected”

The Kodiak Lifelong Wellness Project (Unguwaluni)

The areas impacted by the Project include Kodiak Island and Afognak Island in Alaska.



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

Roger Studley, Chief Finance Officer
Kodiak Island Borough School District
722 Mill Bay Road
Kodiak, AK 99615

Dear Mr. Studley:

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 Kodiak Island Borough School District is **9.02%**. 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

Kodiak Island Borough 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 8.53%



Superintendent's Certification

12/18/15

Date

EED USE ONLY

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 9.02%

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)

Alaska Department of Education & Early Development

4/4/16

Date

COMPETITIVE PREFERENCE PRIORITY THREE-REQUEST FOR ADDITIONAL FOUR POINTS

The Alaska Native Education Grant, entitled Engaging Native Learners in Virtual Education (ENLIVEN) was received by the Kodiak Island Borough School District in Sep 2013- Sep 2015 U.S. Department of Ed.

The grant number is Grant# S356A110039 – 13 see the attached link.

<http://www2.ed.gov/programs/alaskanative/awards.html>

Additional grants are shown below:

Title VII Formula Grant Program July 2013-June 2014 U.S. Department of Ed. Grant# S060A130673

Title VII Formula Grant Program July 2014-June 2015 U.S. Department of Ed. Grant# S060A150673

Title VII Formula Grant Program July 2016-June 2020 U.S. Department of Ed. Grant# S060A150673

Munartet Project Grant Award FY16-18 (Dec 2015-Jan2018) Alaska State Council on the Arts Grant # FY16-MPTK-001

Fresh Fruit & Vegetable Program July 2015-Sept 2015 AK EED Division of Teaching & Learning Grant # FY16.KISD.01

KODIAK ISLAND ASSESSMENT OF NEEDS

Analysis of Other Data:

Per the Requirements of the Indian Education Demonstration Project 2016 competition, we have conducted an assessment of our needs utilizing Other Data. The communities and tribes of Kodiak Island have not conducted a formal Needs Assessment within the past 5 years due to management and organizational constraints. Nonetheless, we have collected, assembled, and analyzed data (quantitative and qualitative) from other sources including:

Quantitative: Kodiak Island Borough School District State Report cards (standardized testing), 2010 U.S. Census Data, Inventory of School Records, and the 2013 Kodiak Community Profile and Economic Indicators Report (latest report completed), community profiles identified online, and conducted a survey of Alaska Native Parents (also includes Qualitative components).

Qualitative: Formed the Native Education Parent Committee to discuss possible projects and make programmatic suggestions, conducted many informal interviews with various residents, KIBSD staff (including academic and CTE faculty), and tribal leaders, conducted a survey of Alaska Native parents (also included Quantitative components), reviewed the KIBSD Five Year Plan (based on an internal needs assessment), and assessed the variety of organizations in the communities with whom KIBSD has worked with in the past.

Information gained from these sources of Other Data was utilized to develop *the Kodiak I Can Project* to best serve the identified Barriers, Opportunities, and Policies. By assessing these, we were able to develop our project and narrative focus as shown below.

Barriers to Success:

As President Obama recently stated, no student should be denied a high quality education based upon their zip code. Yet limited resources in our outlying rural villages have resulted in many barriers to success, from parents who do not value post-secondary education to children who do not grow up in a “reading” family to children who reflect a comfort level with existing on subsistence living. *Yet, it is easy to see the benefit of an education.* Of those individuals holding a Bachelor’s degree, only 3.9 % fell in the poverty range. Those holding a high school degree fared better than those without a high school degree. 11% of those holding a high school degree fell at the 200% level of poverty while 14.9 % of those without a high school degree fell at the 200 % level of poverty. ***There is a need to equalize the education of students in our rural villages and provide them with the same career and college preparation that is found in Kodiak High School.***

Low enrollment: One of the most noticeable barriers to success is low enrollment. With so few high school students, it is not possible to adequately staff the schools with highly qualified teachers. Five of our schools have only two teachers, one for all K-8 students and one for all 9-12 students. It is impossible, not to mention unlikely, that one teacher is highly qualified in science, math, English, history and other subjects. Thus, students do not get the same high quality high school experience that students in less rural areas would have. ***There is a need to provide fully qualified teachers to provide instruction to all high school students using live, interactive video as a means of providing content.***

Geographic Isolation: Our villages are remote; there is no comprehensive Career Center in any of the villages other than Kodiak, and our students lack and exposure to a wide variety of careers and the opportunity to participate in hands-

District Report Card Data	College/Career Readiness
Akhiok School	63.33%
Chiniak School	N/A
Karluk	N/A
Kodiak HS	78.10%
Old Harbor	32%
Ouzinkie	N/A
Larsen Bay	80%
Port Lions	40%
Project Avg	58.62%

on training. *There is a need to expose rural village students a variety of vocations through travel, and participation in intensive career experiences that lead to certification, licensure or dual credit toward an Associate Degree.*

Lack of Broad, High Quality Curriculum: KIBSD students are not being provided with the educational content, courses, and opportunities needed to become College and Career Ready. Anchorage students have access to the Anchorage Career Center, which offers training in 29 different vocations while our Career Center currently offers ten courses, only one course (welding) which reaches our rural sites. Our students have no equitable access to college and career training. **As addressed in the Five Year Plan, there is a need to provide career awareness during the elementary and middle school and to broaden the career and technical offerings at the high school level.**

Need for Improved Communication: Due to the extreme rurality of the area, communications and support between the ten district schools is sharply limited. Seven of the rural sites can only be reached by plane or ferry. With the cost of a plane trip between the Central office in Kodiak and one of the outlying sites costing as much or more than a ticket to Australia, travel is prohibitive. Given today's emphasis on educating students that are "college and career ready", it is important for the schools to prepare students well for life after high school. Unfortunately, less than 60% of the high school aged students targeted by this project are considered "College or Career Ready" as documented by the district Report Card data in the above table. The limited ability to connect to and communicate with Institutions of Higher Education or Career Technical training institutions means that students have little access to dual credit courses that would allow them to prepare for college or earn credits toward a degree while in high school. It sharply limits their understanding of the world around them and puts them at a great disadvantage when

compared to students from more populous areas. It is particularly important that we broaden the student's exposure to careers other than maritime activities such as fishing. The impact that global warming is having on the fish population and changes in the oil industry due to a reduction in the demand for oil all support the need for a broader approach to career and college readiness. Because of the extreme rurality of the outlying villages, that education is only possible if we have access to live-interactive video and can provide an exciting and challenging curriculum, one that encourages students to stay in school and prepare for their life as an adult. Four of our schools (Old Harbor, Ouzinkie, Fort Lion and Akhiok) received a 3-Star rating from the AK Department of Education out of a possible five stars, indicating the strong need for improvement. These schools are located in small island communities that are the most remote and most difficult to access, supporting the need for technology that allows better communication and the ability to provide exciting, high-quality educational programs. *There is a critical need to establish a studio where instructors can present live, interactive video content to the outlying areas.*

Lack of Highly Qualified Teachers (HQT) Teachers who must teach all core subjects plus electives to students in (9th-12th grade cannot possibly teach all subjects equally well). This means that not only is the teacher teaching four core subjects to 9th graders, she is also teaching the same four core subjects to sophomore, juniors and seniors. Test scores document that students do NOT get what they need and certainly not an adequate amount of information regarding careers. *There is a critical need to provide instruction from teachers fully qualified in the field in which they are teaching.*

Low teacher salaries and high turn- over rates: With the loss of revenue due to the turn-down in the oil industry there is no improvement in teacher salaries in the foreseeable future. It is

anticipated that many teachers will seek jobs in the lower forty-eight where living conditions are much more favorable and salaries are comparable. *There is a need to provide professional development opportunities not found elsewhere as well as the opportunity to work in a district that offers cutting-edge curriculum and programs.*

Reliance of only two industries: For generations families on the island(s) have relied upon fishing for their main source of income. Changing regulations and depleted numbers of fish in Alaskan waters makes fishing for a living more and more difficult and fishing is no longer considered a reliable source of income. The oil industry has literally eliminated thousands and thousands of Alaska jobs as the price of oil fell and wide-spread reductions in force have occurred. *There is a need for our students to develop a broader world view, one that introduces them to a variety of positions in a field of work where jobs are readily available.*

Insufficient Academic preparation: Generations of reliance on subsistence living has resulted in few families making post-secondary education a priority in their lives. Students do not feel the need to prepare for college or a career. Students need a clear understanding of changing world conditions and the importance and the impact that education will have on their future. *Students need the opportunity to observe a wide variety of careers in operation through travel to a major industrial center such as Seattle, where students can be introduced to virtually all types of occupations in a cost effective and time sensitive manner.*

Need to provide parity with students in more urban settings: Currently the lack of a fully equipped career-technical center in each rural village limits the student's preparation for college and career. Providing such a fully equipped center is neither possible nor feasible due to the small enrollment in those schools. *There is a need to combine preparatory work in the home village with intensive, hands-on experiences in the Kodiak Career Technical Center.*

Opportunities:

KIBSD currently offers vocational-technical education in 10 career fields, although rural students do not benefit to the same degree as students at KHS due to geographic limitations and lack of live, interactive video conferencing capability.

New Facilities: KIBSD has recently completed a three year construction/ renovation project for a new Kodiak High School and a renovated Career Technology facility.

Federal Programs: There are numerous federally supported programs that support our students. These include Title 1, Title 7, Migrant Education funds and Carl Perkins funds as well as the National School food program. In addition KIBSD has received federal grant funds.

The LEA: KCC employs career navigators that aggressively engage in community networking (Island-wide) to recruit age appropriate members who are at risk of dropping out of school, have dropped out of school, or have graduated high school (or earned a G.E.D) but lost their post-secondary direction. Outreach strategies include collaborating with KIBSD secondary programs to identify at risk, disenfranchised school-age youth as well as collaborating with Kodiak Job Service, the justice system, Kodiak Island Housing Authority, Alaskan Native Tribal entities, and community outreach programs to identify age appropriate members who are 'outside' traditional education systems and are struggling to find post-secondary placement. **Agencies available to support student learning:** In addition there are numerous opportunities for students to do job shadowing, practicums and paid internships. Listed here are just a few of the agencies that are available to provide career awareness and training for students. The Kodiak Borough Fishing and Seafood Industry, Forest Ranger Services, guiding for hunters from world wide areas that come to Kodiak for its unique Kodiak bear and other game animals, hotels and restaurants to provide for hospitality training and a career in the visitor industry. **Military and Coast Guard**

Operations: The United States Navy operates a small training base near the city called Naval Special Warfare Cold Weather Detachment Kodiak which trains United States Navy SEALs in cold weather survival and advanced tactics and The United States Coast Guard has a major presence in Kodiak. Additional agencies include the USCG Air Station Kodiak, USCGC Alex Haley (WMEC-39) USCGC Spar (WLB-206), USCGC Munro (WHEC-724), Aids to Navigation Team Kodiak, Communication Detachment Kodiak, North Pacific Regional Fisheries Training Center (NPRFTC), Marine Safety Detachment Kodiak,, Naval Engineering Support Unit (NESU) Detachment Kodiak Electronic Systems Support Detachment Kodiak (ESD). All of these agencies are available as practicum and internship sites. **The Department of Labor** has offices on Kodiak Island and offers a variety of services including training. The Department will serve as an informal partner in our Career-Technical Program. **Medically Related**

Opportunities: Medical clinics offer a variety of opportunities for students interested in the health care field. Opportunities to job shadow, do a practicum, do an internship or complete clinical training for a career such as Certified Nursing Assistant can be found at the Kodiak Island Ambulatory Clinic, the Kodiak Island Medical Associates organization, the Providence Kodiak Clinic, the Kodiak Area Native Association (KANA). Chamber of Commerce provides exposure to business oriented individuals and organizations and provides excellent role models for our young students.

Existing Policies, programs, practices, service providers, and funding sources:

Policies: **KIBSD** has a memorandum of understanding in place with the University of Alaska Southeast to allow students to receive dual credit for select academic and vocational classes taught by qualified instructors as well as MOU's with local tribal organizations. **Procedures:** With the advent of live, interactive video many classes will now be taught virtually, reducing the

high cost of fully time instructors, the cost of fringe benefits and the high cost of travel. The advent of modern technology will help to make the project sustainable. **Programs:** With the high cost of operations, KIBSD has not been able to offer Vocational Programs badly needed by the communities. With support from an Indian Education grant KIBSD will be able to offer college and career preparation and training in career path areas where jobs are available and skilled workers badly needed. **Practices:** For years the students and the community lacked access to a building that allowed the CTE program to grow and flourish. KIBSD now has access to a multimillion dollar building equipped with tailor-made spaces for a variety of technical and vocational classes. The LEA as a practice will welcome local residents that choose to utilize the building to meet the need for construction, repairs and other vocationally related needs. With funding through the Indian Education initiative, programs will be put in place and the community can use this valuable resource during non-school hours and during the summer. **Service Providers:** Well -known and fully accredited vocational education centers will offer specialized course via live, interactive video conferencing, thus reducing the need for travel and the high cost of hiring full time instructors. This will also eliminate the need to pay fringe benefit rates of as much as 30% of an individual's salaries and allow funding to be directed to students where it is needed. **Funding Sources:** Federal support in the form of Title 7, Title One, Carl Perkins and National School lunch program funds will help to support the program.

Documentation of Other Data follows this page.

US CENSUS DATA 2010

Demographic Income, Employment and Poverty U.S. Census 2010											
Location	USA	Alaska	Project Average	Akhiok	Chiniak	Karluk	Kodiak	Old Harbor	Ouzinkie	Larsen Bay	Port Lions
Per Capita Income	27,334	30,726	18,032	12,614	30,981	7,540	23,674	10,992	18,548	15,350	24,555
Below Poverty Line	15.6%	10.1%	16%	31.1%	0	16.7%	11.7%	24.6%	24%	0	20%
HS graduation	86.3%	91.8%	80.44%	65.6%	100%	85.7%	89%	62.1%	73.5%	81%	86.6%
Bachelors	29.3%	20.7%	11.66%	22.4%	0%	0%	23.6%	7.3%	23.4%	0%	16.6%
Native AK	1.6%	19.5%	61.99%	80.8%	0%	100%	9.4%	86.4%	69.3%	78.3%	71.7%

Department of Education

State of Alaska Report Card to the Public - District Level

2012-2013 School Year

Kodiak Island Borough School District, Kodiak District Enrollment: 2,559

Adequate Yearly Progress (AYP): Click on Adequate Yearly Progress (AYP) for information about this school. Select District Site AYP Worksheets under the desired year, then select the desired district and school name.

New for 2012-2013: Standards Based Assessment (SBA), High School Graduation Qualifying Exam (HSGQE), and Standardized Test (TerraNova³) results for the entire school are listed below for all grade levels tested. To see complete assessment results for an individual grade level, click on the grade under the applicable subject area.

- NOTES:
1. For the SBA and HSGQE, results are not published when fewer than five students are tested at a grade level or when two or fewer students are reported in an individual cell. See Reporting Protocol - 2 Levels of Achievement and 4 Levels of Achievement for further clarification.
 2. When a school does not test any students in a given grade during a test administration, no data for that grade level will appear. This is a change from previous administrations, where N/A or a blank value would appear.
 3. Percentages are based upon the number of students tested, not the number of students enrolled in the grade.
 4. Asterisks are used in cases where results cannot be published without releasing personally identifiable information.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
U	U	U	U

Percentage of Core Academic Classes taught by Highly Qualified Teachers

Teacher Qualification	All Schools	Low-Poverty	High-Poverty
-----------------------	-------------	-------------	--------------

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request.

You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

The percentage of teachers in the district teaching with an Emergency Teacher Certificate is 0%. Alaska does not issue emergency certificates to teachers.

Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	93.61%	83.51%	1.48%
Male	93.57%	77.89%	1.53%
Female	93.65%	89.25%	1.43%
African American	95.48%	N/A	0.00%
Alaska Native/American Indian	91.61%	78.85%	1.79%
Asian/Pacific Islander	94.78%	80.85%	1.42%
Caucasian	94.03%	88.06%	1.13%
Hispanic	92.82%	85.00%	1.80%
Two or More Races	93.56%	100.00%	4.17%
Economically Disadvantaged	93.06%	76.67%	1.41%
Not Economically Disadvantaged	94.22%	89.80%	1.57%
Students With Disabilities	92.84%	62.50%	1.46%
Students Without Disabilities	93.71%	86.59%	1.49%
Limited English Proficient	93.77%	56.25%	4.08%
Not Limited English Proficient	93.58%	86.05%	1.26%
Migrant Students	91.72%	84.62%	0.88%
Not Migrant Students	93.99%	83.22%	1.62%

2012-2013 Standards Based Assessments (SBA)

Reading

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	545	37.85%	667	46.32%	179	12.43%	49	3.40%	1440	97.76%
Male	266	34.50%	360	46.69%	109	14.14%	36	4.67%	771	97.72%
Female	279	41.70%	307	45.89%	70	10.46%	13	1.94%	669	97.81%
African American	3	37.50%	4	50.00%	1	12.50%	0	0.00%	8	100.00%
Alaska Native/American Indian	90	29.80%	138	45.70%	53	17.55%	21	6.95%	302	97.73%
Asian/Pacific Islander	112	26.42%	231	54.48%	68	16.04%	13	3.07%	424	96.36%
Caucasian	287	52.09%	215	39.02%	39	7.08%	10	1.81%	551	98.92%
Hispanic	32	27.12%	66	55.93%	17	14.41%	3	2.54%	118	97.52%
Two or More Races	21	56.76%	13	35.14%	1	2.70%	2	5.41%	37	97.37%
Economically Disadvantaged	219	28.08%	382	48.97%	137	17.56%	42	5.38%	780	96.65%
Not Economically Disadvantaged	326	49.39%	285	43.18%	42	6.36%	7	1.06%	660	99.10%
Students With Disabilities	11	8.40%	45	34.35%	50	38.17%	25	19.08%	131	98.50%
Disabled With Accommodations	5	4.31%	39	33.62%	48	41.38%	24	20.69%	116	100.00%
Students Without Disabilities	534	40.79%	622	47.52%	129	9.85%	24	1.83%	1309	97.69%
Limited English Proficient	6	3.92%	80	52.29%	57	37.25%	10	6.54%	153	88.44%
Not Limited English Proficient	539	41.88%	587	45.61%	122	9.48%	39	3.03%	1287	99.00%
Migrant Students	101	39.61%	112	43.92%	33	12.94%	9	3.53%	255	98.46%
Not Migrant Students	444	37.47%	555	46.84%	146	12.32%	40	3.38%	1185	97.61%

Writing

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	282	19.54%	874	60.57%	246	17.05%	41	2.84%	1443	97.90%
Male	106	13.71%	466	60.28%	172	22.25%	29	3.75%	773	97.85%
Female	176	26.27%	408	60.90%	74	11.04%	12	1.79%	670	97.95%
African American	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	8	100.00%
Alaska Native/American Indian	47	15.51%	157	51.82%	79	26.07%	20	6.60%	303	97.74%
Asian/Pacific Islander	64	15.02%	277	65.02%	78	18.31%	7	1.64%	426	96.82%
Caucasian	154	27.95%	330	59.89%	54	9.80%	13	2.36%	551	98.92%
Hispanic	9	7.63%	79	66.95%	30	25.42%	0	0.00%	118	97.52%
Two or More Races	8	21.62%	25	67.57%	3	8.11%	1	2.70%	37	97.37%
Economically Disadvantaged	116	14.80%	455	58.04%	181	23.09%	32	4.08%	784	97.15%
Not Economically Disadvantaged	166	25.19%	419	63.58%	65	9.86%	9	1.37%	659	98.80%
Students With Disabilities	5	3.73%	44	32.84%	65	48.51%	20	14.93%	134	100.00%
Disabled With Accommodations	0	0.00%	37	32.46%	59	51.75%	18	15.79%	114	100.00%
Students Without Disabilities	277	21.16%	830	63.41%	181	13.83%	21	1.60%	1309	97.69%
Limited English Proficient	3	1.96%	74	48.37%	69	45.10%	7	4.58%	153	88.44%
Not Limited English Proficient	279	21.63%	800	62.02%	177	13.72%	34	2.64%	1290	99.15%
Migrant Students	55	21.57%	144	56.47%	49	19.22%	7	2.75%	255	98.46%
Not Migrant Students	227	19.11%	730	61.45%	197	16.58%	34	2.86%	1188	97.78%

Mathematics

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	451	31.02%	620	42.64%	236	16.23%	147	10.11%	1454	98.64%
Male	242	30.99%	308	39.44%	137	17.54%	94	12.04%	781	98.86%
Female	209	31.05%	312	46.36%	99	14.71%	53	7.88%	673	98.39%
African American	1	12.50%	5	62.50%	1	12.50%	1	12.50%	8	100.00%
Alaska Native/American Indian	66	21.93%	126	41.86%	60	19.93%	49	16.28%	301	97.10%
Asian/Pacific Islander	126	28.83%	189	43.25%	80	18.31%	42	9.61%	437	99.32%
Caucasian	223	40.40%	228	41.30%	67	12.14%	34	6.16%	552	99.10%
Hispanic	18	15.13%	59	49.58%	23	19.33%	19	15.97%	119	98.35%
Two or More Races	17	45.95%	13	35.14%	5	13.51%	2	5.41%	37	97.37%
Economically Disadvantaged	198	25.00%	336	42.42%	144	18.18%	114	14.39%	792	98.14%
Not Economically Disadvantaged	253	38.22%	284	42.90%	92	13.90%	33	4.98%	662	99.25%
Students With Disabilities	10	7.52%	33	24.81%	37	27.82%	53	39.85%	133	99.25%
Disabled With Accommodations	3	2.65%	30	26.55%	34	30.09%	46	40.71%	113	100.00%
Students Without Disabilities	441	33.38%	587	44.44%	199	15.06%	94	7.12%	1321	98.58%
Limited English Proficient	13	7.65%	66	38.82%	48	28.24%	43	25.29%	170	98.27%
Not Limited English Proficient	438	34.11%	554	43.15%	188	14.64%	104	8.10%	1284	98.69%
Migrant Students	82	32.54%	105	41.67%	33	13.10%	32	12.70%	252	97.30%
Not Migrant Students	369	30.70%	515	42.85%	203	16.89%	115	9.57%	1202	98.93%

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	153	27.42%	185	33.15%	135	24.19%	85	15.23%	558	97.04%
Male	92	31.08%	98	33.11%	63	21.28%	43	14.53%	296	96.42%
Female	61	23.28%	87	33.21%	72	27.48%	42	16.03%	262	97.76%
African American	*	*	*	*	*	*	*	*	4	100.00%
Alaska Native/American Indian	23	21.10%	37	33.94%	30	27.52%	19	17.43%	109	96.46%
Asian/Pacific Islander	30	16.95%	63	35.59%	49	27.68%	35	19.77%	177	97.79%
Caucasian	90	43.69%	64	31.07%	36	17.48%	16	7.77%	206	97.17%
Hispanic	6	11.76%	15	29.41%	16	31.37%	14	27.45%	51	98.08%
Two or More Races	1	9.09%	5	45.45%	4	36.36%	1	9.09%	11	84.62%
Economically Disadvantaged	53	17.43%	97	31.91%	89	29.28%	65	21.38%	304	95.60%
Not Economically Disadvantaged	100	39.37%	88	34.65%	46	18.11%	20	7.87%	254	98.83%
Students With Disabilities	3	7.32%	7	17.07%	17	41.46%	14	34.15%	41	95.35%
Disabled With Accommodations	2	5.88%	5	14.71%	15	44.12%	12	35.29%	34	100.00%
Students Without Disabilities	150	29.01%	178	34.43%	118	22.82%	71	13.73%	517	97.18%
Limited English Proficient	1	1.69%	11	18.64%	18	30.51%	29	49.15%	59	96.72%
Not Limited English Proficient	152	30.46%	174	34.87%	117	23.45%	56	11.22%	499	97.08%
Migrant Students	32	32.65%	37	37.76%	17	17.35%	12	12.24%	98	93.33%
Not Migrant Students	121	26.30%	148	32.17%	118	25.65%	73	15.87%	460	97.87%

Two-Year School-level Trend data

(2011-2012 & 2012-2013)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient							
	Reading		Writing		Mathematics		Science	
	Previous	Current	Previous	Current	Previous	Current	Previous	Current
All Grades	85.78%	84.17%	80.24%	80.11%	73.47%	73.66%	60.25%	60.57%
3rd Grade	86.81%	88.96%	79.12%	85.06%	78.69%	79.87%	N/A	N/A
4th Grade	84.46%	84.97%	78.87%	81.98%	77.32%	80.46%	54.36%	51.15%
5th Grade	82.63%	81.52%	75.45%	72.43%	67.65%	72.97%	N/A	N/A
6th Grade	82.22%	78.03%	75.56%	73.84%	73.48%	75.43%	N/A	N/A
7th Grade	83.51%	84.07%	84.04%	79.01%	79.14%	64.64%	N/A	N/A
8th Grade	88.57%	92.18%	80.00%	87.36%	72.63%	81.32%	58.05%	66.67%
9th Grade	90.95%	86.98%	85.79%	80.63%	72.20%	65.63%	N/A	N/A
10th Grade	86.47%	77.83%	81.90%	81.07%	66.99%	70.87%	67.82%	63.18%

Spring 2012-2013 High School Graduation Qualifying Examination (HSGQE)

Reading

All Grades

Subgroup	Proficient		Not Proficient		Total Tested
	Count	Percent	Count	Percent	

Subgroup	Proficient		Not Proficient		Total Tested
	Count	Percent	Count	Percent	
All Students	205	77.65%	59	22.35%	264
Male	111	73.51%	40	26.49%	151
Female	94	83.19%	19	16.81%	113
African American	*	*	*	*	1
Alaska Native/American Indian	36	60.00%	24	40.00%	60
Asian/Pacific Islander	69	76.67%	21	23.33%	90
Caucasian	75	91.46%	7	8.54%	82
Hispanic	20	76.92%	6	23.08%	26
Two or More Races	*	60% or more	*	40% or fewer	5
Economically Disadvantaged	102	68.92%	46	31.08%	148
Not Economically Disadvantaged	103	88.79%	13	11.21%	116
Students With Disabilities	18	39.13%	28	60.87%	46
Disabled With Accommodations	7	36.84%	12	63.16%	19
Students Without Disabilities	187	85.78%	31	14.22%	218
Limited English Proficient	19	48.72%	20	51.28%	39
Not Limited English Proficient	186	82.67%	39	17.33%	225
Migrant Students	35	81.40%	8	18.60%	43
Not Migrant Students	170	76.92%	51	23.08%	221

Writing

All Grades

Subgroup	Proficient		Not Proficient		Total Tested
	Count	Percent	Count	Percent	
All Students	191	65.41%	101	34.59%	292
Male	100	58.14%	72	41.86%	172
Female	91	75.83%	29	24.17%	120
African American	*	*	*	*	1
Alaska Native/American Indian	31	40.79%	45	59.21%	76
Asian/Pacific Islander	62	68.89%	28	31.11%	90
Caucasian	77	81.91%	17	18.09%	94
Hispanic	17	65.38%	9	34.62%	26
Two or More Races	*	60% or more	*	40% or fewer	5
Economically Disadvantaged	91	56.52%	70	43.48%	161
Not Economically Disadvantaged	100	76.34%	31	23.66%	131
Students With Disabilities	11	20.37%	43	79.63%	54
Disabled With Accommodations	7	36.84%	12	63.16%	19
Students Without Disabilities	180	75.63%	58	24.37%	238
Limited English Proficient	14	36.84%	24	63.16%	38
Not Limited English Proficient	177	69.69%	77	30.31%	254
Migrant Students	31	59.62%	21	40.38%	52
Not Migrant Students	160	66.67%	80	33.33%	240

Mathematics

All Grades

Subgroup	Proficient		Not Proficient		Total Tested
	Count	Percent	Count	Percent	
All Students	187	66.79%	93	33.21%	280
Male	100	65.79%	52	34.21%	152
Female	87	67.97%	41	32.03%	128
African American	*	*	*	*	1
Alaska Native/American Indian	35	48.61%	37	51.39%	72
Asian/Pacific Islander	59	71.08%	24	28.92%	83
Caucasian	70	77.78%	20	22.22%	90

Subgroup	Proficient		Not Proficient		Total Tested
	Count	Percent	Count	Percent	
Hispanic	18	62.07%	11	37.93%	29
Two or More Races	*	60% or more	*	40% or fewer	5
Economically Disadvantaged	91	61.49%	57	38.51%	148
Not Economically Disadvantaged	96	72.73%	36	27.27%	132
Students With Disabilities	12	23.08%	40	76.92%	52
Disabled With Accommodations	7	36.84%	12	63.16%	19
Students Without Disabilities	175	76.75%	53	23.25%	228
Limited English Proficient	11	37.93%	18	62.07%	29
Not Limited English Proficient	176	70.12%	75	29.88%	251
Migrant Students	30	63.83%	17	36.17%	47
Not Migrant Students	157	67.38%	76	32.62%	233

The National Assessment of Educational Progress (NAEP): The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The No Child Left Behind Act of 2001 mandated state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP could serve as the common measure of student achievement.

NAEP does not test each fourth or eighth grader in the state. A representative sample of schools is chosen to participate in the NAEP. No NAEP individual results are given for students or schools; only statewide results are reported. NAEP scores can be used to compare Alaska to the nation and to other states.

NAEP assessments are designed to assess NAEP standards, also known as NAEP frameworks. NAEP does not assess students on the Alaska standards (grade level expectations). Alaska Standards Based Assessments (SBAs) are designed to assess Alaska Grade Level Expectations, and SBAs are administered to all students. More information about the NAEP in Alaska can be found in <http://education.alaska.gov/tls/assessment/naep.html>.

There are three achievement levels for each grade assessed by NAEP: *Basic*, *Proficient*, and *Advanced*. *Proficient* on the NAEP indicates students "have demonstrated competency over challenging subject matter." The following definitions apply to all subjects and all grades assessed by NAEP:

Achievement-Level Policy Definitions	
Basic	<u>Partial Mastery</u> of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	<u>Solid academic performance</u> for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	<u>Superior performance.</u>

The most recent data available for NAEP reading and mathematics is from the 2012 administration. Results from the 2013 test administration will be reported for the 2013 report card.

The following charts show how Alaska students' scores on the 2012 NAEP assessments compared to the public school students' scores nationally:

NAEP 2012 Grade 4 Reading	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All Students	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Asian American/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Eligible for National School Lunch Program	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
English Language Learners	0	0	0	0	0	0	0	0

NAEP 2012 Grade 4 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	0	0
English Language Learners	0	0

NAEP 2012 Grade 8 Reading	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All Students	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Asian American/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Eligible for National School Lunch Program	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
English Language Learners	0	0	0	0	0	0	0	0

NAEP 2012 Grade 8 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	0	0
English Language Learners	0	0

NAEP 2012 Grade 4 Mathematics	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All Students	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Asian American/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Eligible for National School Lunch Program	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
English Language Learners	0	0	0	0	0	0	0	0

NAEP 2012 Grade 4 Mathematics Participation Rate Percentages	National Public	Alaska
Students with Disabilities	0	0
English Language Learners	0	0

NAEP 2012 Grade 8 Mathematics	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All Students	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Asian American/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Eligible for National School Lunch Program	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0

English Language Learners	0	0	0	0	0	0	0	0
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NAEP 2012 Grade 8 Mathematics Participation Rate Percentages	National Public	Alaska
Students with Disabilities	0	0
English Language Learners	0	0

Revised Alaska State Report Card To The Public 11/18/2015 4:23:46 AM

Department of Education

State of Alaska Report Card to the Public - District Level

2013-2014 School Year

Kodiak Island Borough School District, Kodiak District Enrollment: 2,524

Adequate Yearly Progress (AYP): Click on Adequate Yearly Progress (AYP) for information about this school. Select District Site AYP Worksheets under the desired year, then select the desired district and school name.

New for 2013-2014: Standards Based Assessment (SBA), High School Graduation Qualifying Exam (HSGQE), and Standardized Test (TerraNova³) results for the entire school are listed below for all grade levels tested. To see complete assessment results for an individual grade level, click on the grade under the applicable subject area.

- NOTES:
1. For the SBA and HSGQE, results are not published when fewer than five students are tested at a grade level or when two or fewer students are reported in an individual cell. See Reporting Protocol - 2 Levels of Achievement and 4 Levels of Achievement for further clarification.
 2. When a school does not test any students in a given grade during a test administration, no data for that grade level will appear. This is a change from previous administrations, where N/A or a blank value would appear.
 3. Percentages are based upon the number of students tested, not the number of students enrolled in the grade.
 4. Asterisks are used in cases where results cannot be published without releasing personally identifiable information.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
U	U	U	U

Percentage of Core Academic Classes taught by Highly Qualified Teachers

Teacher Qualification	All Schools	Low-Poverty	High-Poverty
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Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request.

You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

The percentage of teachers in the district teaching with an Emergency Teacher Certificate is 0%. Alaska does not issue emergency certificates to teachers.

Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	93.59%	81.36%	1.84%
Male	93.50%	79.49%	2.03%
Female	93.69%	83.19%	1.61%
African American	92.01%	N/A	0.00%
Alaska Native/American Indian	91.57%	66.00%	4.84%
Asian/Pacific Islander	95.09%	80.28%	1.32%
Caucasian	93.79%	91.11%	0.89%
Hispanic	92.11%	80.95%	1.06%
Two or More Races	95.18%	75.00%	0.00%
Economically Disadvantaged	93.09%	71.29%	2.40%
Not Economically Disadvantaged	94.13%	88.89%	1.37%
Students With Disabilities	92.42%	60.00%	2.34%
Students Without Disabilities	93.75%	84.47%	1.78%
Limited English Proficient	94.54%	42.86%	1.09%
Not Limited English Proficient	93.44%	83.78%	1.90%
Migrant Students	91.51%	71.43%	1.68%
Not Migrant Students	94.04%	83.51%	1.88%

2013-2014 Standards Based Assessments (SBA)

Reading

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	582	42.67%	618	45.31%	133	9.75%	31	2.27%	1364	98.63%
Male	275	37.26%	353	47.83%	88	11.92%	22	2.98%	738	98.80%
Female	307	49.04%	265	42.33%	45	7.19%	9	1.44%	626	98.43%
African American	5	62.50%	2	25.00%	1	12.50%	0	0.00%	8	100.00%
Alaska Native/American Indian	95	34.55%	138	50.18%	36	13.09%	6	2.18%	275	98.92%
Asian/Pacific Islander	139	33.82%	208	50.61%	53	12.90%	11	2.68%	411	99.52%
Caucasian	294	55.89%	195	37.07%	27	5.13%	10	1.90%	526	97.59%
Hispanic	34	29.31%	62	53.45%	16	13.79%	4	3.45%	116	99.15%
Two or More Races	15	53.57%	13	46.43%	0	0.00%	0	0.00%	28	100.00%
Economically Disadvantaged	231	32.31%	364	50.91%	103	14.41%	17	2.38%	715	98.62%
Not Economically Disadvantaged	351	54.08%	254	39.14%	30	4.62%	14	2.16%	649	98.63%
Students With Disabilities	14	10.45%	54	40.30%	48	35.82%	18	13.43%	134	99.26%
Disabled With Accommodations	8	7.69%	38	36.54%	45	43.27%	13	12.50%	104	100.00%
Students Without Disabilities	568	46.18%	564	45.85%	85	6.91%	13	1.06%	1230	98.56%
Limited English Proficient	15	9.43%	80	50.31%	49	30.82%	15	9.43%	159	100.00%
Not Limited English Proficient	567	47.05%	538	44.65%	84	6.97%	16	1.33%	1205	98.45%
Migrant Students	108	40.91%	122	46.21%	31	11.74%	3	1.14%	264	98.14%
Not Migrant Students	474	43.09%	496	45.09%	102	9.27%	28	2.55%	1100	98.74%

Writing

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	296	21.76%	820	60.29%	215	15.81%	29	2.13%	1360	98.34%
Male	114	15.47%	449	60.92%	153	20.76%	21	2.85%	737	98.66%
Female	182	29.21%	371	59.55%	62	9.95%	8	1.28%	623	97.96%
African American	3	42.86%	4	57.14%	0	0.00%	0	0.00%	7	87.50%
Alaska Native/American Indian	50	18.38%	155	56.99%	58	21.32%	9	3.31%	272	97.84%
Asian/Pacific Islander	63	15.33%	270	65.69%	70	17.03%	8	1.95%	411	99.52%
Caucasian	150	28.41%	300	56.82%	68	12.88%	10	1.89%	528	97.96%
Hispanic	21	18.42%	74	64.91%	17	14.91%	2	1.75%	114	97.44%
Two or More Races	9	32.14%	17	60.71%	2	7.14%	0	0.00%	28	100.00%
Economically Disadvantaged	119	16.74%	427	60.06%	147	20.68%	18	2.53%	711	98.07%
Not Economically Disadvantaged	177	27.27%	393	60.55%	68	10.48%	11	1.69%	649	98.63%
Students With Disabilities	7	5.22%	44	32.84%	68	50.75%	15	11.19%	134	99.26%
Disabled With Accommodations	2	1.92%	31	29.81%	57	54.81%	14	13.46%	104	100.00%
Students Without Disabilities	289	23.57%	776	63.30%	147	11.99%	14	1.14%	1226	98.24%
Limited English Proficient	9	5.66%	79	49.69%	62	38.99%	9	5.66%	159	100.00%
Not Limited English Proficient	287	23.90%	741	61.70%	153	12.74%	20	1.67%	1201	98.12%
Migrant Students	50	19.23%	159	61.15%	45	17.31%	6	2.31%	260	96.65%
Not Migrant Students	246	22.36%	661	60.09%	170	15.45%	23	2.09%	1100	98.74%

Mathematics

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	454	33.04%	539	39.23%	230	16.74%	151	10.99%	1374	97.86%
Male	237	32.16%	287	38.94%	121	16.42%	92	12.48%	737	97.49%
Female	217	34.07%	252	39.56%	109	17.11%	59	9.26%	637	98.30%
African American	3	37.50%	3	37.50%	2	25.00%	0	0.00%	8	100.00%
Alaska Native/American Indian	69	25.37%	113	41.54%	48	17.65%	42	15.44%	272	97.84%
Asian/Pacific Islander	119	27.74%	178	41.49%	85	19.81%	47	10.96%	429	98.85%
Caucasian	227	43.07%	184	34.91%	71	13.47%	45	8.54%	527	97.77%
Hispanic	24	21.43%	51	45.54%	20	17.86%	17	15.18%	112	95.73%
Two or More Races	12	46.15%	10	38.46%	4	15.38%	0	0.00%	26	100.00%
Economically Disadvantaged	189	26.10%	288	39.78%	140	19.34%	107	14.78%	724	98.10%
Not Economically Disadvantaged	265	40.77%	251	38.62%	90	13.85%	44	6.77%	650	97.60%
Students With Disabilities	8	5.93%	34	25.19%	40	29.63%	53	39.26%	135	100.00%
Disabled With Accommodations	2	2.00%	20	20.00%	34	34.00%	44	44.00%	100	100.00%
Students Without Disabilities	446	36.00%	505	40.76%	190	15.33%	98	7.91%	1239	97.64%
Limited English Proficient	18	10.17%	71	40.11%	48	27.12%	40	22.60%	177	98.33%
Not Limited English Proficient	436	36.42%	468	39.10%	182	15.20%	111	9.27%	1197	97.79%
Migrant Students	86	32.82%	98	37.40%	47	17.94%	31	11.83%	262	97.04%
Not Migrant Students	368	33.09%	441	39.66%	183	16.46%	120	10.79%	1112	98.06%

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	100	20.16%	199	40.12%	116	23.39%	81	16.33%	496	96.69%
Male	61	22.43%	107	39.34%	60	22.06%	44	16.18%	272	96.80%
Female	39	17.41%	92	41.07%	56	25.00%	37	16.52%	224	96.55%
African American	*	*	*	*	*	*	*	*	3	100.00%
Alaska Native/American Indian	13	13.54%	40	41.67%	32	33.33%	11	11.46%	96	96.00%
Asian/Pacific Islander	20	12.27%	61	37.42%	39	23.93%	43	26.38%	163	99.39%
Caucasian	59	31.89%	77	41.62%	31	16.76%	18	9.73%	185	96.35%
Hispanic	5	12.20%	18	43.90%	10	24.39%	8	19.51%	41	93.18%
Two or More Races	2	25.00%	1	12.50%	4	50.00%	1	12.50%	8	100.00%
Economically Disadvantaged	24	9.60%	92	36.80%	72	28.80%	62	24.80%	250	96.15%
Not Economically Disadvantaged	76	30.89%	107	43.50%	44	17.89%	19	7.72%	246	97.23%
Students With Disabilities	2	3.77%	9	16.98%	18	33.96%	24	45.28%	53	96.36%
Disabled With Accommodations	0	0.00%	8	21.62%	12	32.43%	17	45.95%	37	100.00%
Students Without Disabilities	98	22.12%	190	42.89%	98	22.12%	57	12.87%	443	96.72%
Limited English Proficient	1	1.69%	4	6.78%	18	30.51%	36	61.02%	59	100.00%
Not Limited English Proficient	99	22.65%	195	44.62%	98	22.43%	45	10.30%	437	96.26%
Migrant Students	12	13.79%	36	41.38%	26	29.89%	13	14.94%	87	91.58%
Not Migrant Students	88	21.52%	163	39.85%	90	22.00%	68	16.63%	409	97.85%

Two-Year School-level Trend data

(2012-2013 & 2013-2014)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient							
	Reading		Writing		Mathematics		Science	
	Previous	Current	Previous	Current	Previous	Current	Previous	Current
All Grades	84.17%	87.98%	80.11%	82.06%	73.66%	72.27%	60.57%	60.28%
3rd Grade	88.96%	91.57%	85.06%	85.47%	79.87%	81.87%	N/A	N/A
4th Grade	84.97%	86.58%	81.98%	88.59%	80.46%	79.87%	51.15%	53.69%
5th Grade	81.52%	88.46%	72.43%	83.87%	72.97%	73.25%	N/A	N/A
6th Grade	78.03%	84.80%	73.84%	70.18%	75.43%	68.42%	N/A	N/A
7th Grade	84.07%	88.95%	79.01%	82.46%	64.64%	66.28%	N/A	N/A
8th Grade	92.18%	90.59%	87.36%	85.29%	81.32%	72.83%	66.67%	59.65%
9th Grade	86.98%	90.16%	80.63%	83.68%	65.63%	73.06%	N/A	N/A
10th Grade	77.83%	82.29%	81.07%	77.71%	70.87%	63.28%	63.18%	66.48%

Spring 2013-2014 High School Graduation Qualifying Examination (HSGQE)

Reading

All Grades

Subgroup	Proficient		Not Proficient		Total Tested
	Count	Percent	Count	Percent	

Subgroup	Proficient		Not Proficient		Total Tested
	Count	Percent	Count	Percent	
All Students	163	81.50%	37	18.50%	200
Male	91	81.25%	21	18.75%	112
Female	72	81.82%	16	18.18%	88
Alaska Native/American Indian	32	78.05%	9	21.95%	41
Asian/Pacific Islander	54	76.06%	17	23.94%	71
Caucasian	61	89.71%	7	10.29%	68
Hispanic	14	77.78%	4	22.22%	18
Two or More Races	*	*	*	*	2
Economically Disadvantaged	73	71.57%	29	28.43%	102
Not Economically Disadvantaged	90	91.84%	8	8.16%	98
Students With Disabilities	16	47.06%	18	52.94%	34
Disabled With Accommodations	18	48.65%	19	51.35%	37
Students Without Disabilities	147	88.55%	19	11.45%	166
Not Limited English Proficient	163	81.50%	37	18.50%	200
Migrant Students	36	87.80%	5	12.20%	41
Not Migrant Students	127	79.87%	32	20.13%	159

Writing

All Grades

Subgroup	Proficient		Not Proficient		Total Tested
	Count	Percent	Count	Percent	
All Students	144	67.92%	68	32.08%	212
Male	74	60.16%	49	39.84%	123
Female	70	78.65%	19	21.35%	89
Alaska Native/American Indian	23	47.92%	25	52.08%	48
Asian/Pacific Islander	51	70.83%	21	29.17%	72
Caucasian	55	75.34%	18	24.66%	73
Hispanic	13	76.47%	4	23.53%	17
Two or More Races	*	*	*	*	2
Economically Disadvantaged	58	54.72%	48	45.28%	106
Not Economically Disadvantaged	86	81.13%	20	18.87%	106
Students With Disabilities	10	25.00%	30	75.00%	40
Disabled With Accommodations	10	25.00%	30	75.00%	40
Students Without Disabilities	134	77.91%	38	22.09%	172
Not Limited English Proficient	144	67.92%	68	32.08%	212
Migrant Students	27	61.36%	17	38.64%	44
Not Migrant Students	117	69.64%	51	30.36%	168

Mathematics

All Grades

Subgroup	Proficient		Not Proficient		Total Tested
	Count	Percent	Count	Percent	
All Students	140	64.52%	77	35.48%	217
Male	75	62.50%	45	37.50%	120
Female	65	67.01%	32	32.99%	97
Alaska Native/American Indian	22	46.81%	25	53.19%	47
Asian/Pacific Islander	48	68.57%	22	31.43%	70
Caucasian	58	72.50%	22	27.50%	80
Hispanic	10	58.82%	7	41.18%	17
Two or More Races	*	*	*	*	3
Economically Disadvantaged	56	51.38%	53	48.62%	109
Not Economically Disadvantaged	84	77.78%	24	22.22%	108
Students With Disabilities	12	28.57%	30	71.43%	42

Subgroup	Proficient		Not Proficient		Total Tested
	Count	Percent	Count	Percent	
Disabled With Accommodations	11	30.56%	25	69.44%	36
Students Without Disabilities	128	73.14%	47	26.86%	175
Not Limited English Proficient	140	64.52%	77	35.48%	217
Migrant Students	24	52.17%	22	47.83%	46
Not Migrant Students	116	67.84%	55	32.16%	171

The National Assessment of Educational Progress (NAEP): The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The No Child Left Behind Act of 2001 mandated state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP could serve as the common measure of student achievement.

NAEP does not test each fourth or eighth grader in the state. A representative sample of schools is chosen to participate in the NAEP. No NAEP individual results are given for students or schools; only statewide results are reported. NAEP scores can be used to compare Alaska to the nation and to other states.

NAEP assessments are designed to assess NAEP standards, also known as NAEP frameworks. NAEP does not assess students on the Alaska standards (grade level expectations). Alaska Standards Based Assessments (SBAs) are designed to assess Alaska Grade Level Expectations, and SBAs are administered to all students. More information about the NAEP in Alaska can be found in <http://education.alaska.gov/tls/assessment/naep.html>.

There are three achievement levels for each grade assessed by NAEP: *Basic*, *Proficient*, and *Advanced*. *Proficient* on the NAEP indicates students "have demonstrated competency over challenging subject matter." The following definitions apply to all subjects and all grades assessed by NAEP:

Achievement-Level Policy Definitions	
Basic	<u>Partial Mastery</u> of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	<u>Solid academic performance</u> for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	<u>Superior performance.</u>

The most recent data available for NAEP reading and mathematics is from the 2013 administration. Results from the 2014 test administration will be reported for the 2014 report card.

The following charts show how Alaska students' scores on the 2013 NAEP assessments compared to the public school students' scores nationally:

NAEP 2013 Grade 4 Reading	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All Students	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Asian American/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Eligible for National School Lunch Program	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
English Language Learners	0	0	0	0	0	0	0	0

NAEP 2013 Grade 4 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	0	0
English Language Learners	0	0

NAEP 2013 Grade 8 Reading	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All Students	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Asian American/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Eligible for National School Lunch Program	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
English Language Learners	0	0	0	0	0	0	0	0

NAEP 2013 Grade 8 Reading Participation Rate Percentages	National Public	Alaska
Students with Disabilities	0	0

English Language Learners	0	0
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NAEP 2013 Grade 4 Mathematics	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska						
Student Subgroup								
All Students	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Asian American/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Eligible for National School Lunch Program	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
English Language Learners	0	0	0	0	0	0	0	0

NAEP 2013 Grade 4 Mathematics Participation Rate Percentages	National Public	Alaska
Students with Disabilities	0	0
English Language Learners	0	0

NAEP 2013 Grade 8 Mathematics	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska						
Student Subgroup								
All Students	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Asian American/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Eligible for National School Lunch Program	0	0	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0	0	0
English Language Learners	0	0	0	0	0	0	0	0

	National Public	Alaska
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NAEP 2013 Grade 8 Mathematics Participation Rate Percentages		
Students with Disabilities	O	O
English Language Learners	O	O

Revised Alaska State Report Card To The Public 11/18/2015 4:23:46 AM

Department of Education

State of Alaska Report Card to the Public - District Level

2014-2015 School Year

Kodiak Island Borough School District, Kodiak District Enrollment: 2,477

Accountability: This district's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA was administered for the final time in the spring of 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
81	72	0	2

Percentage of Core Academic Classes taught by Highly Qualified Teachers

Teacher Qualification	All Schools	Low-Poverty	Mid-Poverty	High-Poverty
Highly Qualified	92%	89%	93%	88%
Not Highly Qualified	8%	11%	7%	12%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request.

You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

The percentage of teachers in the district teaching with an Emergency Teacher Certificate is 0%. Alaska does not issue emergency certificates to teachers.

Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	93.91%	89.47%	1.29%
Male	93.71%	84.68%	1.90%
Female	94.14%	94.90%	0.57%
African American	96.69%	N/A	0.00%
Alaska Native/American Indian	92.00%	80.43%	2.80%
Asian/Pacific Islander	95.05%	94.12%	0.81%
Caucasian	94.20%	90.79%	0.72%
Hispanic	93.24%	86.67%	2.17%
Two or More Races	93.98%	100.00%	0.00%
Economically Disadvantaged	93.17%	89.66%	2.05%
Not Economically Disadvantaged	94.64%	89.34%	0.74%
Students With Disabilities	93.26%	73.08%	2.21%
Students Without Disabilities	94.00%	91.80%	1.17%
Limited English Proficient	94.40%	77.78%	0.00%
Not Limited English Proficient	93.83%	90.00%	1.39%
Migrant Students	92.00%	93.94%	0.47%
Not Migrant Students	94.29%	88.64%	1.48%
Active Duty Parent/Guardian	95.37%	N/A	0.00%
Not Active Duty Parent/Guardian	93.62%	N/A	1.45%

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

Grade 8

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	3	1.82%	57	34.55%	86	52.12%	19	11.52%	165	98.21%
Male	1	1.16%	26	30.23%	45	52.33%	14	16.28%	86	98.85%
Female	2	2.53%	31	39.24%	41	51.90%	5	6.33%	79	97.53%
Alaska Native/American Indian	0	0.00%	9	23.68%	21	55.26%	8	21.05%	38	100.00%
Asian/Pacific Islander	0	0.00%	19	31.15%	34	55.74%	8	13.11%	61	100.00%
Caucasian	3	5.26%	26	45.61%	25	43.86%	3	5.26%	57	98.28%
Hispanic	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	6	75.00%
Two or More Races	*	*	*	*	*	*	*	*	3	100.00%
Economically Disadvantaged	0	0.00%	29	31.52%	49	53.26%	14	15.22%	92	96.84%
Not Economically Disadvantaged	3	4.11%	28	38.36%	37	50.68%	5	6.85%	73	100.00%
Students With Disabilities	0	0.00%	1	7.69%	4	30.77%	8	61.54%	13	100.00%
Students Without Disabilities	3	1.97%	56	36.84%	82	53.95%	11	7.24%	152	98.06%
Limited English Proficient	0	0.00%	2	13.33%	8	53.33%	5	33.33%	15	93.75%
Not Limited English Proficient	3	2.00%	55	36.67%	78	52.00%	14	9.33%	150	98.68%
Migrant Students	0	0.00%	12	34.29%	18	51.43%	5	14.29%	35	94.59%
Not Migrant Students	3	2.31%	45	34.62%	68	52.31%	14	10.77%	130	99.24%
Active Duty Parent/Guardian	0	0.00%	12	52.17%	11	47.83%	0	0.00%	23	100.00%
Not Active Duty Parent/Guardian	3	2.11%	45	31.69%	75	52.82%	19	13.38%	142	97.93%

Mathematics

Grade 9

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	5	2.70%	44	23.78%	62	33.51%	74	40.00%	185	97.88%
Male	2	1.94%	25	24.27%	32	31.07%	44	42.72%	103	97.17%
Female	3	3.66%	19	23.17%	30	36.59%	30	36.59%	82	98.80%
Alaska Native/American Indian	0	0.00%	7	20.00%	15	42.86%	13	37.14%	35	94.59%
Asian/Pacific Islander	2	3.23%	15	24.19%	15	24.19%	30	48.39%	62	98.41%
Caucasian	2	3.08%	18	27.69%	23	35.38%	22	33.85%	65	100.00%
Hispanic	1	5.00%	2	10.00%	8	40.00%	9	45.00%	20	100.00%
Two or More Races	*	*	*	*	*	*	*	*	3	100.00%
Economically Disadvantaged	2	2.27%	16	18.18%	25	28.41%	45	51.14%	88	96.70%
Not Economically Disadvantaged	3	3.09%	28	28.87%	37	38.14%	29	29.90%	97	98.98%
Students With Disabilities	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	10	100.00%
Students Without Disabilities	5	2.86%	44	25.14%	60	34.29%	66	37.71%	175	97.77%
Limited English Proficient	1	5.00%	3	15.00%	2	10.00%	14	70.00%	20	100.00%
Not Limited English Proficient	4	2.42%	41	24.85%	60	36.36%	60	36.36%	165	97.63%
Migrant Students	0	0.00%	5	17.86%	12	42.86%	11	39.29%	28	96.55%
Not Migrant Students	5	3.18%	39	24.84%	50	31.85%	63	40.13%	157	98.13%
Active Duty Parent/Guardian	1	4.35%	7	30.43%	7	30.43%	8	34.78%	23	100.00%
Not Active Duty Parent/Guardian	4	2.47%	37	22.84%	55	33.95%	66	40.74%	162	97.59%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	165	31.31%	177	33.59%	115	21.82%	70	13.28%	527	96.52%
Male	100	34.97%	86	30.07%	59	20.63%	41	14.34%	286	97.28%
Female	65	26.97%	91	37.76%	56	23.24%	29	12.03%	241	96.40%
African American	*	*	*	*	*	*	*	*	2	100.00%
Alaska Native/American Indian	26	26.53%	30	30.61%	26	26.53%	16	16.33%	98	95.15%
Asian/Pacific Islander	34	18.99%	62	34.64%	48	26.82%	35	19.55%	179	99.44%
Caucasian	94	45.63%	72	34.95%	29	14.08%	11	5.34%	206	95.81%
Hispanic	6	17.14%	10	28.57%	12	34.29%	7	20.00%	35	100.00%
Two or More Races	3	42.86%	3	42.86%	0	0.00%	1	14.29%	7	100.00%
Economically Disadvantaged	68	23.94%	87	30.63%	76	26.76%	53	18.66%	284	97.59%
Not Economically Disadvantaged	97	39.92%	90	37.04%	39	16.05%	17	7.00%	243	96.43%
Students With Disabilities	3	6.98%	12	27.91%	11	25.58%	17	39.53%	43	100.00%
Disabled With Accommodations	1	3.45%	11	37.93%	6	20.69%	11	37.93%	29	100.00%
Students Without Disabilities	162	33.47%	165	34.09%	104	21.49%	53	10.95%	484	96.41%
Limited English Proficient	2	2.90%	10	14.49%	27	39.13%	30	43.48%	69	98.57%
Not Limited English Proficient	163	35.59%	167	36.46%	88	19.21%	40	8.73%	458	96.22%
Migrant Students	36	33.03%	36	33.03%	22	20.18%	15	13.76%	109	94.78%
Not Migrant Students	129	30.86%	141	33.73%	93	22.25%	55	13.16%	418	97.21%
Active Duty Parent/Guardian	43	50.00%	29	33.72%	9	10.47%	5	5.81%	86	97.73%
Not Active Duty Parent/Guardian	122	27.66%	148	33.56%	106	24.04%	65	14.74%	441	96.29%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Previous	Current
All Grades	60.28%	64.90%
Grade 4	53.69%	52.33%
Grade 8	59.65%	70.24%
Grade 10	66.48%	71.66%

The National Assessment of Educational Progress (NAEP): The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The No Child Left Behind Act of 2001 mandated state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP could serve as the common measure of student achievement.

NAEP does not test each fourth or eighth grader in the state. A representative sample of schools is chosen to participate in the NAEP. No NAEP individual results are given for students or schools; only statewide results are reported. NAEP scores can be used to compare Alaska to the nation and to other states.

NAEP assessments are designed to assess NAEP standards, also known as NAEP frameworks. NAEP does not assess students on the Alaska standards (grade level expectations). Alaska Standards Based Assessments (SBAs) are designed to assess Alaska Grade Level Expectations, and SBAs are administered to all students. More information about the NAEP in Alaska can be found in <http://education.alaska.gov/tls/assessment/naep.html>.

There are three achievement levels for each grade assessed by NAEP: *Basic*, *Proficient*, and *Advanced*. *Proficient* on the NAEP indicates students "have demonstrated competency over challenging subject matter." The following definitions apply to all subjects and all grades assessed by NAEP:

Achievement-Level Policy Definitions	
Basic	<u>Partial Mastery</u> of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	<u>Solid academic performance</u> for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	<u>Superior performance</u> .

The most recent data available for NAEP reading and mathematics is from the 2015 administration. Results from the 2016 test administration will be reported for the 2016 report card.

The following charts show how Alaska students' scores on the 2015 NAEP assessments compared to the public school students' scores nationally:

NAEP 2015 Grade 4 Reading	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All students	8%	6%	27%	24%	33%	31%	32%	39%
White	11%	10%	34%	32%	33%	33%	21%	24%
Black	2%	6%	16%	19%	33%	32%	49%	44%
Hispanic	3%	5%	17%	23%	33%	34%	46%	38%
Asian/Pacific Islander	19%	5%	34%	18%	28%	34%	19%	43%
American Indian/Alaska Native	4%	1%	17%	9%	31%	24%	47%	66%
Two or more races	10%	5%	29%	25%	34%	35%	28%	35%

Eligible for National School Lunch Program	3%	2%	18%	15%	34%	28%	44%	54%
Students with Disabilities	2%	2%	10%	6%	21%	14%	67%	78%
English Language Learners	1%	*%	7%	3%	24%	16%	68%	81%

NAEP 2015 Grade 4 Reading			
Participation Rate Percentages		National Public	Alaska
Students with Disabilities		87%	93%
English Language Learners		93%	96%

NAEP 2015 Grade 8 Reading	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All students	3%	3%	29%	29%	42%	39%	25%	29%
White	4%	5%	38%	41%	42%	40%	16%	14%
Black	1%	*%	14%	13%	43%	49%	42%	37%
Hispanic	1%	1%	19%	30%	45%	45%	35%	25%
Asian/Pacific Islander	9%	1%	41%	19%	35%	46%	15%	33%
American Indian/Alaska Native	2%	*%	21%	8%	42%	31%	36%	60%
Two or more races	4%	3%	31%	36%	41%	42%	23%	30%
Eligible for National School Lunch Program	1%	1%	19%	16%	44%	38%	36%	45%
Students with Disabilities	*%	*%	7%	6%	28%	24%	64%	69%
English Language Learners	*%	*%	3%	1%	25%	16%	72%	82%

NAEP 2015 Grade 8 Reading			
Participation Rate Percentages		National Public	Alaska
Students with Disabilities		87%	89%
English Language Learners		90%	93%

NAEP 2015 Grade 4 Mathematics	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska	National Public	Alaska	National Public	Alaska	National Public	Alaska
Student Subgroup								
All students	7%	6%	32%	29%	42%	43%	19%	22%
White	10%	9%	41%	38%	39%	41%	10%	11%
Black	1%	1%	17%	13%	46%	47%	35%	39%

Hispanic	3%	4%	23%	26%	47%	48%	27%	22%
Asian/Pacific Islander	22%	5%	39%	22%	29%	46%	10%	28%
American Indian/Alaska Native	2%	1%	21%	16%	47%	41%	30%	42%
Two or more races	9%	8%	35%	34%	41%	43%	15%	14%
Eligible for National School Lunch Program	2%	2%	22%	19%	48%	47%	28%	33%
Students with Disabilities	2%	1%	14%	10%	38%	35%	46%	55%
English Language Learners	1%	*%	13%	6%	43%	40%	43%	54%

NAEP 2015 Grade 4 Mathematics		
Participation Rate Percentages	National Public	Alaska
Students with Disabilities	89%	91%
English Language Learners	95%	97%

NAEP 2015 Grade 8 Mathematics	Advanced		Proficient		Basic		Below Basic	
	National Public	Alaska						
Student Subgroup								
All students	8%	7%	24%	25%	38%	39%	30%	29%
White	10%	11%	32%	35%	39%	41%	19%	14%
Black	1%	2%	11%	15%	35%	41%	53%	42%
Hispanic	3%	5%	16%	21%	41%	45%	40%	29%
Asian/Pacific Islander	25%	4%	33%	22%	28%	41%	14%	34%
American Indian/Alaska Native	3%	2%	16%	11%	38%	33%	43%	54%
Two or more races	9%	8%	26%	27%	38%	39%	28%	26%
Eligible for National School Lunch Program	2%	2%	15%	15%	40%	39%	42%	44%
Students with Disabilities	1%	1%	6%	5%	24%	24%	68%	70%
English Language Learners	1%	*%	5%	2%	26%	18%	69%	81%

NAEP 2015 Grade 8 Mathematics		
Participation Rate Percentages	National Public	Alaska
Students with Disabilities	90%	89%
English Language Learners	93%	93%

Revised Alaska State Report Card To The Public 11/18/2015 4:23:46 AM

Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Akhiok School, Akhiok Grades: KG-12 Accreditation: No	Kodiak Island Borough School District School Enrollment: 27
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors 67%	Masters 33%	Ed Specialist 0%	Doctorate 0%
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Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	63%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	38%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	94.75%	N/A	0.00%
Male	96.04%	N/A	0.00%
Female	93.81%	N/A	0.00%
Alaska Native/American Indian	95.05%	N/A	0.00%
Hispanic	87.87%	N/A	N/A
Economically Disadvantaged	95.16%	N/A	0.00%
Not Economically Disadvantaged	92.88%	N/A	0.00%
Students With Disabilities	94.98%	N/A	0.00%
Students Without Disabilities	94.66%	N/A	0.00%
Not Limited English Proficient	94.75%	N/A	0.00%
Migrant Students	97.43%	N/A	0.00%
Not Migrant Students	93.64%	N/A	0.00%
Not Active Duty Parent/Guardian	94.75%	N/A	0.00%

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	0.00%
Enrollment Change:	5
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	5
Persistently Dangerous School:	No

High School Graduates:	1
Number of Grade 7-12 Dropouts:	0
Enrollment Change Due to Transfers:	55.56%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	2

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1	5.88%	0	0.00%	6	35.29%	10	58.82%	17	100.00%
Male	0	0.00%	0	0.00%	3	42.86%	4	57.14%	7	100.00%
Female	1	10.00%	0	0.00%	3	30.00%	6	60.00%	10	100.00%
Alaska Native/American Indian	1	6.25%	0	0.00%	6	37.50%	9	56.25%	16	100.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	1	7.14%	0	0.00%	4	28.57%	9	64.29%	14	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%
Students With Disabilities	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	100.00%
Students Without Disabilities	1	8.33%	0	0.00%	6	50.00%	5	41.67%	12	100.00%
Not Limited English Proficient	1	5.88%	0	0.00%	6	35.29%	10	58.82%	17	100.00%
Migrant Students	*	*	*	*	*	*	*	*	4	100.00%
Not Migrant Students	1	7.69%	0	0.00%	5	38.46%	7	53.85%	13	100.00%
Not Active Duty Parent/Guardian	1	5.88%	0	0.00%	6	35.29%	10	58.82%	17	100.00%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	0	0.00%	4	23.53%	13	76.47%	17	100.00%
Male	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	7	100.00%
Female	0	0.00%	0	0.00%	3	30.00%	7	70.00%	10	100.00%
Alaska Native/American Indian	0	0.00%	0	0.00%	4	25.00%	12	75.00%	16	100.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	14	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%
Students With Disabilities	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	100.00%
Students Without Disabilities	0	0.00%	0	0.00%	4	33.33%	8	66.67%	12	100.00%
Not Limited English Proficient	0	0.00%	0	0.00%	4	23.53%	13	76.47%	17	100.00%
Migrant Students	*	*	*	*	*	*	*	*	4	100.00%
Not Migrant Students	0	0.00%	0	0.00%	4	30.77%	9	69.23%	13	100.00%
Not Active Duty Parent/Guardian	0	0.00%	0	0.00%	4	23.53%	13	76.47%	17	100.00%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	1	11.11%	3	33.33%	5	55.56%	9	100.00%
Male	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	100.00%
Female	*	*	*	*	*	*	*	*	4	100.00%
Alaska Native/American Indian	0	0.00%	1	12.50%	3	37.50%	4	50.00%	8	100.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	1	11.11%	3	33.33%	5	55.56%	9	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	4	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	0	0.00%	1	20.00%	2	40.00%	2	40.00%	5	100.00%
Not Limited English Proficient	0	0.00%	1	11.11%	3	33.33%	5	55.56%	9	100.00%
Migrant Students	*	*	*	*	*	*	*	*	4	100.00%
Not Migrant Students	0	0.00%	1	20.00%	1	20.00%	3	60.00%	5	100.00%
Not Active Duty Parent/Guardian	0	0.00%	1	11.11%	3	33.33%	5	55.56%	9	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient Science	
	Previous	Current
All Grades	*	25% or fewer
Grade 4	N/A	*
Grade 8	*	*
Grade 10	*	*

Revised Alaska State Report Card To The Public 11/18/2015 4:23:46 AM

Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

AKTEACH, Kodiak	Kodiak Island Borough School District
Grades: KG-12	School Enrollment: 101
Accreditation: No	

Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
100%	0%	0%	0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	100%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	0%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	100.00%	47.37%	36.11%
Male	100.00%	38.46%	50.00%
Female	100.00%	66.67%	18.75%
Alaska Native/American Indian	100.00%	16.67%	50.00%
Asian/Pacific Islander	100.00%	50.00%	100.00%
Caucasian	100.00%	66.67%	16.67%
Hispanic	100.00%	50.00%	33.33%
Two or More Races	100.00%	N/A	N/A
Economically Disadvantaged	100.00%	25.00%	114.29%
Not Economically Disadvantaged	100.00%	63.64%	17.24%
Students With Disabilities	100.00%	33.33%	75.00%
Students Without Disabilities	100.00%	50.00%	31.25%
Limited English Proficient	100.00%	N/A	N/A
Not Limited English Proficient	100.00%	47.37%	36.11%
Migrant Students	100.00%	0.00%	25.00%
Not Migrant Students	100.00%	52.94%	37.50%
Active Duty Parent/Guardian	100.00%	N/A	0.00%
Not Active Duty Parent/Guardian	100.00%	N/A	40.63%

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	36.11%
Enrollment Change:	-2
Student Survey Return Rate:	100%
Student Surveys Returned:	128
Average Volunteers Hours per Week:	6
Persistently Dangerous School:	No

High School Graduates:	12
Number of Grade 7-12 Dropouts:	13
Enrollment Change Due to Transfers:	88.19%
Parents Survey Return Rate:	17%
Parents Surveys Returned:	15
Community Members Commenting:	0
School/Business Partnerships:	20

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	5	11.11%	15	33.33%	14	31.11%	11	24.44%	45	90.00%
Male	4	17.39%	7	30.43%	6	26.09%	6	26.09%	23	88.46%
Female	1	4.55%	8	36.36%	8	36.36%	5	22.73%	22	91.67%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	4	80.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	4	100.00%
Caucasian	5	17.24%	10	34.48%	5	17.24%	9	31.03%	29	93.55%
Hispanic	0	0.00%	2	33.33%	3	50.00%	1	16.67%	6	100.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	0	0.00%	1	16.67%	4	66.67%	1	16.67%	6	75.00%
Not Economically Disadvantaged	5	12.82%	14	35.90%	10	25.64%	10	25.64%	39	92.86%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	4	9.52%	15	35.71%	14	33.33%	9	21.43%	42	91.30%
Not Limited English Proficient	5	11.11%	15	33.33%	14	31.11%	11	24.44%	45	90.00%
Migrant Students	*	*	*	*	*	*	*	*	3	100.00%
Not Migrant Students	5	11.90%	14	33.33%	13	30.95%	10	23.81%	42	89.36%
Active Duty Parent/Guardian	3	23.08%	4	30.77%	2	15.38%	4	30.77%	13	100.00%
Not Active Duty Parent/Guardian	2	6.25%	11	34.38%	12	37.50%	7	21.88%	32	86.49%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1	2.27%	8	18.18%	26	59.09%	9	20.45%	44	88.00%
Male	1	4.35%	5	21.74%	11	47.83%	6	26.09%	23	88.46%
Female	0	0.00%	3	14.29%	15	71.43%	3	14.29%	21	95.45%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	4	100.00%
Caucasian	1	3.45%	7	24.14%	15	51.72%	6	20.69%	29	93.55%
Hispanic	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	6	100.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	6	75.00%
Not Economically Disadvantaged	1	2.63%	8	21.05%	22	57.89%	7	18.42%	38	90.48%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	1	2.44%	7	17.07%	25	60.98%	8	19.51%	41	89.13%
Not Limited English Proficient	1	2.27%	8	18.18%	26	59.09%	9	20.45%	44	88.00%
Migrant Students	*	*	*	*	*	*	*	*	3	100.00%
Not Migrant Students	1	2.44%	8	19.51%	24	58.54%	8	19.51%	41	87.23%
Active Duty Parent/Guardian	0	0.00%	4	30.77%	5	38.46%	4	30.77%	13	100.00%
Not Active Duty Parent/Guardian	1	3.23%	4	12.90%	21	67.74%	5	16.13%	31	83.78%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	4	36.36%	5	45.45%	2	18.18%	0	0.00%	11	64.71%
Male	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	83.33%
Female	2	33.33%	2	33.33%	2	33.33%	0	0.00%	6	66.67%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	50.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	4	50.00%	3	37.50%	1	12.50%	0	0.00%	8	80.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	1	100.00%
Not Economically Disadvantaged	4	40.00%	4	40.00%	2	20.00%	0	0.00%	10	76.92%
Students Without Disabilities	4	36.36%	5	45.45%	2	18.18%	0	0.00%	11	68.75%
Not Limited English Proficient	4	36.36%	5	45.45%	2	18.18%	0	0.00%	11	64.71%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	4	40.00%	4	40.00%	2	20.00%	0	0.00%	10	66.67%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	4	80.00%
Not Active Duty Parent/Guardian	2	28.57%	3	42.86%	2	28.57%	0	0.00%	7	58.33%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Previous	Current
All Grades	50.00%	80% or more
Grade 4	40.00%	60% or more
Grade 8	*	60% or more
Grade 10	*	*

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Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Chiniak School, Chiniak Grades: KG-12 Accreditation: No	Kodiak Island Borough School District School Enrollment: 13
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
0%	100%	0%	0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	50%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	50%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	85.74%	N/A	0.00%
Male	81.98%	N/A	N/A
Female	87.87%	N/A	0.00%
Alaska Native/American Indian	81.22%	N/A	N/A
Caucasian	87.37%	N/A	0.00%
Economically Disadvantaged	80.34%	N/A	N/A
Not Economically Disadvantaged	90.83%	N/A	0.00%
Students With Disabilities	85.63%	N/A	N/A
Students Without Disabilities	85.76%	N/A	0.00%
Not Limited English Proficient	85.74%	N/A	0.00%
Migrant Students	82.22%	N/A	N/A
Not Migrant Students	86.70%	N/A	0.00%
Not Active Duty Parent/Guardian	85.74%	N/A	0.00%

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	0.00%
Enrollment Change:	1
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	3
Persistently Dangerous School:	No

High School Graduates:	0
Number of Grade 7-12 Dropouts:	0
Enrollment Change Due to Transfers:	78.57%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	1

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards		Partially Meets The Standards				Total Tested	Percent Tested		
	Level 4		Level 3		Level 2				Level 1	
	Count	Percent	Count	Percent	Count	Percent			Count	Percent
All Students	1	14.29%	4	57.14%	1	14.29%	1	14.29%	7	100.00%
Male	*	*	*	*	*	*	*	*	2	100.00%
Female	0	0.00%	3	60.00%	1	20.00%	1	20.00%	5	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	1	20.00%	3	60.00%	1	20.00%	0	0.00%	5	100.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	2	100.00%
Not Economically Disadvantaged	1	20.00%	3	60.00%	1	20.00%	0	0.00%	5	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	1	16.67%	4	66.67%	1	16.67%	0	0.00%	6	100.00%
Not Limited English Proficient	1	14.29%	4	57.14%	1	14.29%	1	14.29%	7	100.00%
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Migrant Students	1	20.00%	3	60.00%	1	20.00%	0	0.00%	5	100.00%
Not Active Duty Parent/Guardian	1	14.29%	4	57.14%	1	14.29%	1	14.29%	7	100.00%

Mathematics

All Grades

Subgroup	Meets The Standards		Partially Meets The Standards				Total Tested	Percent Tested		
	Level 4		Level 3		Level 2				Level 1	
	Count	Percent	Count	Percent	Count	Percent			Count	Percent
All Students	1	14.29%	4	57.14%	1	14.29%	1	14.29%	7	100.00%
Male	*	*	*	*	*	*	*	*	2	100.00%
Female	0	0.00%	3	60.00%	1	20.00%	1	20.00%	5	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	1	20.00%	3	60.00%	0	0.00%	1	20.00%	5	100.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	2	100.00%
Not Economically Disadvantaged	1	20.00%	3	60.00%	0	0.00%	1	20.00%	5	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	1	16.67%	4	66.67%	0	0.00%	1	16.67%	6	100.00%
Not Limited English Proficient	1	14.29%	4	57.14%	1	14.29%	1	14.29%	7	100.00%
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Migrant Students	1	20.00%	3	60.00%	0	0.00%	1	20.00%	5	100.00%
Not Active Duty Parent/Guardian	1	14.29%	4	57.14%	1	14.29%	1	14.29%	7	100.00%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	*	*	*	*	*	*	*	*	2	100.00%
Female	*	*	*	*	*	*	*	*	2	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	1	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	1	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	*	*	*	*	*	*	*	*	1	100.00%
Not Limited English Proficient	*	*	*	*	*	*	*	*	2	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	2	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Previous	Current
All Grades	*	*
Grade 4	N/A	*
Grade 8	N/A	N/A
Grade 10	*	*

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Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Danger Bay School, Kodiak Grades: KG-12 Accreditation: No	Kodiak Island Borough School District School Enrollment:
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
U	U	U	U

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	0%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	0%
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Attendance, Graduation and Dropout Rates

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards Level 4		Partially Meets The Standards Level 3		Level 2		Level 1		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		

Mathematics

All Grades

Subgroup	Meets The Standards Level 4		Partially Meets The Standards Level 3		Level 2		Level 1		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient Science	
	Previous	Current
	All Grades	N/A
Grade 4	N/A	N/A
Grade 8	N/A	N/A
Grade 10	N/A	N/A

Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

East Elementary, Kodiak Grades: KG-5 Accreditation: No	Kodiak Island Borough School District School Enrollment: 277
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
65%	35%	0%	0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	93%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	7%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	93.25%	N/A	N/A
Male	93.10%	N/A	N/A
Female	93.44%	N/A	N/A
African American	94.78%	N/A	N/A
Alaska Native/American Indian	92.03%	N/A	N/A
Asian/Pacific Islander	94.08%	N/A	N/A
Caucasian	94.07%	N/A	N/A
Hispanic	91.07%	N/A	N/A
Two or More Races	93.84%	N/A	N/A
Economically Disadvantaged	92.99%	N/A	N/A
Not Economically Disadvantaged	93.67%	N/A	N/A
Students With Disabilities	93.56%	N/A	N/A
Students Without Disabilities	93.21%	N/A	N/A
Limited English Proficient	94.14%	N/A	N/A
Not Limited English Proficient	92.98%	N/A	N/A
Migrant Students	91.27%	N/A	N/A
Not Migrant Students	93.75%	N/A	N/A
Active Duty Parent/Guardian	95.31%	N/A	N/A
Not Active Duty Parent/Guardian	93.11%	N/A	N/A

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	N/A
Enrollment Change:	-5
Student Survey Return Rate:	25%
Student Surveys Returned:	68
Average Volunteers Hours per Week:	50
Persistently Dangerous School:	No

High School Graduates:	N/A
Number of Grade 7-12 Dropouts:	N/A
Enrollment Change Due to Transfers:	25.95%
Parents Survey Return Rate:	27%
Parents Surveys Returned:	59
Community Members Commenting:	0
School/Business Partnerships:	16

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	6	5.31%	41	36.28%	39	34.51%	27	23.89%	113	99.12%
Male	2	3.08%	26	40.00%	23	35.38%	14	21.54%	65	100.00%
Female	4	8.33%	15	31.25%	16	33.33%	13	27.08%	48	97.96%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	1	3.85%	10	38.46%	10	38.46%	5	19.23%	26	96.30%
Asian/Pacific Islander	1	4.00%	10	40.00%	9	36.00%	5	20.00%	25	100.00%
Caucasian	3	6.67%	17	37.78%	15	33.33%	10	22.22%	45	100.00%
Hispanic	1	10.00%	3	30.00%	3	30.00%	3	30.00%	10	100.00%
Two or More Races	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	6	100.00%
Economically Disadvantaged	2	2.94%	21	30.88%	25	36.76%	20	29.41%	68	98.55%
Not Economically Disadvantaged	4	8.89%	20	44.44%	14	31.11%	7	15.56%	45	100.00%
Students With Disabilities	0	0.00%	0	0.00%	5	38.46%	8	61.54%	13	100.00%
Students Without Disabilities	6	6.00%	41	41.00%	34	34.00%	19	19.00%	100	99.01%
Limited English Proficient	0	0.00%	4	22.22%	8	44.44%	6	33.33%	18	100.00%
Not Limited English Proficient	6	6.32%	37	38.95%	31	32.63%	21	22.11%	95	98.96%
Migrant Students	1	3.23%	10	32.26%	10	32.26%	10	32.26%	31	100.00%
Not Migrant Students	5	6.10%	31	37.80%	29	35.37%	17	20.73%	82	98.80%
Active Duty Parent/Guardian	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%
Not Active Duty Parent/Guardian	6	5.56%	38	35.19%	37	34.26%	27	25.00%	108	99.08%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	10	8.85%	41	36.28%	50	44.25%	12	10.62%	113	99.12%
Male	9	13.85%	24	36.92%	25	38.46%	7	10.77%	65	100.00%
Female	1	2.08%	17	35.42%	25	52.08%	5	10.42%	48	97.96%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	3	11.54%	15	57.69%	6	23.08%	2	7.69%	26	96.30%
Asian/Pacific Islander	2	8.00%	5	20.00%	17	68.00%	1	4.00%	25	100.00%
Caucasian	4	8.89%	17	37.78%	18	40.00%	6	13.33%	45	100.00%
Hispanic	0	0.00%	2	20.00%	6	60.00%	2	20.00%	10	100.00%
Two or More Races	1	16.67%	1	16.67%	3	50.00%	1	16.67%	6	100.00%
Economically Disadvantaged	5	7.35%	24	35.29%	30	44.12%	9	13.24%	68	98.55%
Not Economically Disadvantaged	5	11.11%	17	37.78%	20	44.44%	3	6.67%	45	100.00%
Students With Disabilities	1	7.69%	0	0.00%	5	38.46%	7	53.85%	13	100.00%
Students Without Disabilities	9	9.00%	41	41.00%	45	45.00%	5	5.00%	100	99.01%
Limited English Proficient	2	11.11%	4	22.22%	8	44.44%	4	22.22%	18	100.00%
Not Limited English Proficient	8	8.42%	37	38.95%	42	44.21%	8	8.42%	95	98.96%
Migrant Students	2	6.45%	11	35.48%	12	38.71%	6	19.35%	31	100.00%
Not Migrant Students	8	9.76%	30	36.59%	38	46.34%	6	7.32%	82	98.80%
Active Duty Parent/Guardian	0	0.00%	3	60.00%	1	20.00%	1	20.00%	5	100.00%
Not Active Duty Parent/Guardian	10	9.26%	38	35.19%	49	45.37%	11	10.19%	108	99.08%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	7	17.95%	12	30.77%	15	38.46%	5	12.82%	39	100.00%
Male	6	26.09%	8	34.78%	6	26.09%	3	13.04%	23	100.00%
Female	1	6.25%	4	25.00%	9	56.25%	2	12.50%	16	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	1	20.00%	1	20.00%	2	40.00%	1	20.00%	5	100.00%
Asian/Pacific Islander	1	7.14%	4	28.57%	5	35.71%	4	28.57%	14	100.00%
Caucasian	3	18.75%	6	37.50%	7	43.75%	0	0.00%	16	100.00%
Hispanic	*	*	*	*	*	*	*	*	3	100.00%
Economically Disadvantaged	5	21.74%	7	30.43%	8	34.78%	3	13.04%	23	100.00%
Not Economically Disadvantaged	2	12.50%	5	31.25%	7	43.75%	2	12.50%	16	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	4	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	4	100.00%
Students Without Disabilities	7	20.00%	10	28.57%	13	37.14%	5	14.29%	35	100.00%
Limited English Proficient	0	0.00%	0	0.00%	3	42.86%	4	57.14%	7	100.00%
Not Limited English Proficient	7	21.88%	12	37.50%	12	37.50%	1	3.13%	32	100.00%
Migrant Students	3	25.00%	5	41.67%	3	25.00%	1	8.33%	12	100.00%
Not Migrant Students	4	14.81%	7	25.93%	12	44.44%	4	14.81%	27	100.00%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	2	100.00%
Not Active Duty Parent/Guardian	6	16.22%	12	32.43%	15	40.54%	4	10.81%	37	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Previous	Current
All Grades	46.15%	48.72%
Grade 4	46.15%	48.72%

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Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Karluk School, Karluk Grades: KG-12 Accreditation: No	Kodiak Island Borough School District School Enrollment: 10
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
100%	0%	0%	0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	63%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	38%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	97.30%	100.00%	0.00%
Male	97.09%	100.00%	0.00%
Female	98.06%	N/A	0.00%
Alaska Native/American Indian	97.30%	100.00%	0.00%
Economically Disadvantaged	95.95%	N/A	0.00%
Not Economically Disadvantaged	99.12%	100.00%	0.00%
Students With Disabilities	97.28%	N/A	0.00%
Students Without Disabilities	97.31%	100.00%	0.00%
Not Limited English Proficient	97.30%	100.00%	0.00%
Not Migrant Students	97.30%	100.00%	0.00%
Not Active Duty Parent/Guardian	97.30%	N/A	0.00%

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	0.00%
Enrollment Change:	-1
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	5
Persistently Dangerous School:	No

High School Graduates:	1
Number of Grade 7-12 Dropouts:	0
Enrollment Change Due to Transfers:	40.00%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	2

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1	12.50%	1	12.50%	4	50.00%	2	25.00%	8	100.00%
Male	0	0.00%	1	16.67%	3	50.00%	2	33.33%	6	100.00%
Female	*	*	*	*	*	*	*	*	2	100.00%
Alaska Native/American Indian	1	12.50%	1	12.50%	4	50.00%	2	25.00%	8	100.00%
Economically Disadvantaged	1	20.00%	0	0.00%	3	60.00%	1	20.00%	5	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	4	100.00%
Students Without Disabilities	*	*	*	*	*	*	*	*	4	100.00%
Not Limited English Proficient	1	12.50%	1	12.50%	4	50.00%	2	25.00%	8	100.00%
Not Migrant Students	1	12.50%	1	12.50%	4	50.00%	2	25.00%	8	100.00%
Not Active Duty Parent/Guardian	1	12.50%	1	12.50%	4	50.00%	2	25.00%	8	100.00%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	3	37.50%	4	50.00%	1	12.50%	8	100.00%
Male	0	0.00%	3	50.00%	2	33.33%	1	16.67%	6	100.00%
Female	*	*	*	*	*	*	*	*	2	100.00%
Alaska Native/American Indian	0	0.00%	3	37.50%	4	50.00%	1	12.50%	8	100.00%
Economically Disadvantaged	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	4	100.00%
Students Without Disabilities	*	*	*	*	*	*	*	*	4	100.00%
Not Limited English Proficient	0	0.00%	3	37.50%	4	50.00%	1	12.50%	8	100.00%
Not Migrant Students	0	0.00%	3	37.50%	4	50.00%	1	12.50%	8	100.00%
Not Active Duty Parent/Guardian	0	0.00%	3	37.50%	4	50.00%	1	12.50%	8	100.00%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	*	*	*	*	*	*	*	*	3	100.00%
Male	*	*	*	*	*	*	*	*	2	100.00%
Female	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	2	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	1	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%
Students Without Disabilities	*	*	*	*	*	*	*	*	1	100.00%
Not Limited English Proficient	*	*	*	*	*	*	*	*	3	100.00%
Not Migrant Students	*	*	*	*	*	*	*	*	3	100.00%
Not Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	3	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Previous	Current
All Grades	*	*
Grade 4	*	*
Grade 8	*	N/A
Grade 10	N/A	*

Revised Alaska State Report Card To The Public 11/18/2015 4:23:46 AM

Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Kodiak High School, Kodiak Grades: 9-12 Accreditation: Yes	Kodiak Island Borough School District School Enrollment: 725
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors 45%	Masters 50%	Ed Specialist 0%	Doctorate 2%
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Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	100%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	0%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	93.31%	94.97%	0.14%
Male	93.09%	91.40%	0.25%
Female	93.59%	98.84%	0.00%
African American	98.04%	N/A	0.00%
Alaska Native/American Indian	89.75%	96.55%	0.00%
Asian/Pacific Islander	94.92%	95.45%	0.00%
Caucasian	93.11%	94.03%	0.00%
Hispanic	93.72%	92.31%	1.47%
Two or More Races	93.31%	100.00%	0.00%
Economically Disadvantaged	92.55%	98.59%	0.34%
Not Economically Disadvantaged	93.90%	92.59%	0.00%
Students With Disabilities	91.15%	80.00%	0.00%
Students Without Disabilities	93.58%	96.86%	0.15%
Limited English Proficient	94.21%	77.78%	0.00%
Not Limited English Proficient	93.24%	95.88%	0.15%
Migrant Students	91.40%	100.00%	0.00%
Not Migrant Students	93.71%	94.00%	0.17%
Active Duty Parent/Guardian	93.99%	N/A	0.00%
Not Active Duty Parent/Guardian	93.24%	N/A	0.15%

Grades KG-8 Retention Rate:	N/A
Grade 7-12 Dropout Rate:	0.14%
Enrollment Change:	-36
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	60
Persistently Dangerous School:	No

High School Graduates:	182
Number of Grade 7-12 Dropouts:	1
Enrollment Change Due to Transfers:	11.45%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	10

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	9	2.65%	132	38.82%	150	44.12%	49	14.41%	340	97.14%
Male	3	1.60%	66	35.11%	89	47.34%	30	15.96%	188	96.91%
Female	6	3.95%	66	43.42%	61	40.13%	19	12.50%	152	97.44%
Alaska Native/American Indian	0	0.00%	18	37.50%	26	54.17%	4	8.33%	48	94.12%
Asian/Pacific Islander	0	0.00%	29	24.79%	59	50.43%	29	24.79%	117	97.50%
Caucasian	8	5.80%	70	50.72%	51	36.96%	9	6.52%	138	97.18%
Hispanic	1	3.03%	11	33.33%	14	42.42%	7	21.21%	33	100.00%
Two or More Races	*	*	*	*	*	*	*	*	4	100.00%
Economically Disadvantaged	1	0.64%	47	30.13%	74	47.44%	34	21.79%	156	95.71%
Not Economically Disadvantaged	8	4.35%	85	46.20%	76	41.30%	15	8.15%	184	98.40%
Students With Disabilities	0	0.00%	1	4.76%	7	33.33%	13	61.90%	21	100.00%
Students Without Disabilities	9	2.82%	131	41.07%	143	44.83%	36	11.29%	319	96.96%
Limited English Proficient	0	0.00%	0	0.00%	8	34.78%	15	65.22%	23	92.00%
Not Limited English Proficient	9	2.84%	132	41.64%	142	44.79%	34	10.73%	317	97.54%
Migrant Students	0	0.00%	25	43.10%	30	51.72%	3	5.17%	58	93.55%
Not Migrant Students	9	3.19%	107	37.94%	120	42.55%	46	16.31%	282	97.92%
Active Duty Parent/Guardian	3	6.98%	21	48.84%	15	34.88%	4	9.30%	43	97.73%
Not Active Duty Parent/Guardian	6	2.02%	111	37.37%	135	45.45%	45	15.15%	297	97.06%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	7	2.00%	73	20.86%	107	30.57%	163	46.57%	350	97.49%
Male	4	2.07%	45	23.32%	53	27.46%	91	47.15%	193	96.98%
Female	3	1.91%	28	17.83%	54	34.39%	72	45.86%	157	98.13%
Alaska Native/American Indian	0	0.00%	9	19.57%	16	34.78%	21	45.65%	46	90.20%
Asian/Pacific Islander	2	1.57%	22	17.32%	35	27.56%	68	53.54%	127	99.22%
Caucasian	4	2.88%	36	25.90%	43	30.94%	56	40.29%	139	97.89%
Hispanic	1	2.94%	3	8.82%	12	35.29%	18	52.94%	34	100.00%
Two or More Races	*	*	*	*	*	*	*	*	4	100.00%
Economically Disadvantaged	2	1.23%	24	14.72%	41	25.15%	96	58.90%	163	95.32%
Not Economically Disadvantaged	5	2.67%	49	26.20%	66	35.29%	67	35.83%	187	99.47%
Students With Disabilities	0	0.00%	1	5.00%	3	15.00%	16	80.00%	20	95.24%
Students Without Disabilities	7	2.12%	72	21.82%	104	31.52%	147	44.55%	330	97.63%
Limited English Proficient	1	2.94%	3	8.82%	4	11.76%	26	76.47%	34	100.00%
Not Limited English Proficient	6	1.90%	70	22.15%	103	32.59%	137	43.35%	316	97.23%
Migrant Students	0	0.00%	10	17.54%	18	31.58%	29	50.88%	57	91.94%
Not Migrant Students	7	2.39%	63	21.50%	89	30.38%	134	45.73%	293	98.65%
Active Duty Parent/Guardian	1	2.33%	10	23.26%	14	32.56%	18	41.86%	43	97.73%
Not Active Duty Parent/Guardian	6	1.95%	63	20.52%	93	30.29%	145	47.23%	307	97.46%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	62	35.84%	65	37.57%	27	15.61%	19	10.98%	173	95.58%
Male	40	43.48%	29	31.52%	13	14.13%	10	10.87%	92	94.85%
Female	22	27.16%	36	44.44%	14	17.28%	9	11.11%	81	96.43%
Alaska Native/American Indian	11	57.89%	5	26.32%	3	15.79%	0	0.00%	19	86.36%
Asian/Pacific Islander	13	20.00%	24	36.92%	16	24.62%	12	18.46%	65	98.48%
Caucasian	33	45.21%	31	42.47%	5	6.85%	4	5.48%	73	94.81%
Hispanic	4	26.67%	5	33.33%	3	20.00%	3	20.00%	15	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	20	25.00%	30	37.50%	18	22.50%	12	15.00%	80	93.02%
Not Economically Disadvantaged	42	45.16%	35	37.63%	9	9.68%	7	7.53%	93	97.89%
Students With Disabilities	1	9.09%	5	45.45%	2	18.18%	3	27.27%	11	100.00%
Disabled With Accommodations	0	0.00%	5	62.50%	1	12.50%	2	25.00%	8	100.00%
Students Without Disabilities	61	37.65%	60	37.04%	25	15.43%	16	9.88%	162	95.29%
Limited English Proficient	1	7.69%	2	15.38%	3	23.08%	7	53.85%	13	92.86%
Not Limited English Proficient	61	38.13%	63	39.38%	24	15.00%	12	7.50%	160	95.81%
Migrant Students	14	43.75%	12	37.50%	5	15.63%	1	3.13%	32	86.49%
Not Migrant Students	48	34.04%	53	37.59%	22	15.60%	18	12.77%	141	97.92%
Active Duty Parent/Guardian	8	40.00%	7	35.00%	3	15.00%	2	10.00%	20	95.24%
Not Active Duty Parent/Guardian	54	35.29%	58	37.91%	24	15.69%	17	11.11%	153	95.63%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Science Previous	Science Current
All Grades	66.47%	73.41%
Grade 10	66.47%	73.41%

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Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Kodiak Middle School, Kodiak Grades: 6-8 Accreditation: No	Kodiak Island Borough School District School Enrollment: 474
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
43%	57%	0%	0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	95%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	5%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	93.44%	N/A	0.00%
Male	93.35%	N/A	0.00%
Female	93.55%	N/A	0.00%
African American	97.01%	N/A	0.00%
Alaska Native/American Indian	90.74%	N/A	0.00%
Asian/Pacific Islander	95.59%	N/A	0.00%
Caucasian	93.15%	N/A	0.00%
Hispanic	91.66%	N/A	0.00%
Two or More Races	92.31%	N/A	0.00%
Economically Disadvantaged	92.69%	N/A	0.00%
Not Economically Disadvantaged	94.25%	N/A	0.00%
Students With Disabilities	94.62%	N/A	0.00%
Students Without Disabilities	93.30%	N/A	0.00%
Limited English Proficient	93.62%	N/A	0.00%
Not Limited English Proficient	93.42%	N/A	0.00%
Migrant Students	90.72%	N/A	0.00%
Not Migrant Students	94.03%	N/A	0.00%
Active Duty Parent/Guardian	94.58%	N/A	0.00%
Not Active Duty Parent/Guardian	93.23%	N/A	0.00%

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	0.00%
Enrollment Change:	-20
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	16
Persistently Dangerous School:	No

High School Graduates:	N/A
Number of Grade 7-12 Dropouts:	0
Enrollment Change Due to Transfers:	13.39%
Parents Survey Return Rate:	3%
Parents Surveys Returned:	11
Community Members Commenting:	0
School/Business Partnerships:	16

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards		Partially Meets The Standards		Level 4		Level 3		Level 2		Level 1		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	14	3.22%	132	30.34%	217	49.89%	72	16.55%	435	97.75%				
Male	6	2.59%	59	25.43%	119	51.29%	48	20.69%	232	97.48%				
Female	8	3.94%	73	35.96%	98	48.28%	24	11.82%	203	98.07%				
African American	*	*	*	*	*	*	*	*	4	100.00%				
Alaska Native/American Indian	1	1.25%	21	26.25%	41	51.25%	17	21.25%	80	100.00%				
Asian/Pacific Islander	2	1.36%	34	23.13%	81	55.10%	30	20.41%	147	98.66%				
Caucasian	10	6.33%	59	37.34%	71	44.94%	18	11.39%	158	96.34%				
Hispanic	1	3.13%	9	28.13%	17	53.13%	5	15.63%	32	94.12%				
Two or More Races	0	0.00%	8	57.14%	5	35.71%	1	7.14%	14	100.00%				
Economically Disadvantaged	3	1.32%	53	23.35%	125	55.07%	46	20.26%	227	96.60%				
Not Economically Disadvantaged	11	5.29%	79	37.98%	92	44.23%	26	12.50%	208	99.05%				
Students With Disabilities	0	0.00%	3	7.89%	15	39.47%	20	52.63%	38	100.00%				
Students Without Disabilities	14	3.53%	129	32.49%	202	50.88%	52	13.10%	397	97.54%				
Limited English Proficient	0	0.00%	3	6.82%	20	45.45%	21	47.73%	44	95.65%				
Not Limited English Proficient	14	3.58%	129	32.99%	197	50.38%	51	13.04%	391	97.99%				
Migrant Students	2	2.53%	24	30.38%	41	51.90%	12	15.19%	79	95.18%				
Not Migrant Students	12	3.37%	108	30.34%	176	49.44%	60	16.85%	356	98.34%				
Active Duty Parent/Guardian	4	5.48%	38	52.05%	24	32.88%	7	9.59%	73	100.00%				
Not Active Duty Parent/Guardian	10	2.76%	94	25.97%	193	53.31%	65	17.96%	362	97.31%				

Mathematics

All Grades

Subgroup	Meets The Standards		Partially Meets The Standards		Level 4		Level 3		Level 2		Level 1		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	4	0.90%	122	27.54%	260	58.69%	57	12.87%	443	98.44%				
Male	3	1.27%	63	26.58%	137	57.81%	34	14.35%	237	98.34%				
Female	1	0.49%	59	28.64%	123	59.71%	23	11.17%	206	98.56%				
African American	*	*	*	*	*	*	*	*	4	100.00%				
Alaska Native/American Indian	0	0.00%	22	27.50%	52	65.00%	6	7.50%	80	100.00%				
Asian/Pacific Islander	2	1.31%	38	24.84%	91	59.48%	22	14.38%	153	100.00%				
Caucasian	2	1.26%	53	33.33%	83	52.20%	21	13.21%	159	96.95%				
Hispanic	0	0.00%	4	12.12%	24	72.73%	5	15.15%	33	94.29%				
Two or More Races	0	0.00%	5	35.71%	7	50.00%	2	14.29%	14	100.00%				
Economically Disadvantaged	1	0.43%	59	25.11%	138	58.72%	37	15.74%	235	97.92%				
Not Economically Disadvantaged	3	1.44%	63	30.29%	122	58.65%	20	9.62%	208	99.05%				
Students With Disabilities	0	0.00%	0	0.00%	26	68.42%	12	31.58%	38	100.00%				
Students Without Disabilities	4	0.99%	122	30.12%	234	57.78%	45	11.11%	405	98.30%				
Limited English Proficient	0	0.00%	3	6.00%	33	66.00%	14	28.00%	50	98.04%				
Not Limited English Proficient	4	1.02%	119	30.28%	227	57.76%	43	10.94%	393	98.50%				
Migrant Students	0	0.00%	30	37.50%	43	53.75%	7	8.75%	80	96.39%				
Not Migrant Students	4	1.10%	92	25.34%	217	59.78%	50	13.77%	363	98.91%				
Active Duty Parent/Guardian	1	1.39%	25	34.72%	41	56.94%	5	6.94%	72	98.63%				
Not Active Duty Parent/Guardian	3	0.81%	97	26.15%	219	59.03%	52	14.02%	371	98.41%				

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	55	35.95%	56	36.60%	23	15.03%	19	12.42%	153	98.71%
Male	32	40.00%	26	32.50%	11	13.75%	11	13.75%	80	98.77%
Female	23	31.51%	30	41.10%	12	16.44%	8	10.96%	73	98.65%
Alaska Native/American Indian	7	25.00%	11	39.29%	7	25.00%	3	10.71%	28	96.55%
Asian/Pacific Islander	16	25.81%	25	40.32%	10	16.13%	11	17.74%	62	100.00%
Caucasian	30	56.60%	17	32.08%	3	5.66%	3	5.66%	53	98.15%
Hispanic	1	14.29%	1	14.29%	3	42.86%	2	28.57%	7	100.00%
Two or More Races	*	*	*	*	*	*	*	*	3	100.00%
Economically Disadvantaged	30	34.88%	26	30.23%	17	19.77%	13	15.12%	86	98.85%
Not Economically Disadvantaged	25	37.31%	30	44.78%	6	8.96%	6	8.96%	67	98.53%
Students With Disabilities	0	0.00%	2	20.00%	1	10.00%	7	70.00%	10	100.00%
Disabled With Accommodations	0	0.00%	1	11.11%	1	11.11%	7	77.78%	9	100.00%
Students Without Disabilities	55	38.46%	54	37.76%	22	15.38%	12	8.39%	143	98.62%
Limited English Proficient	0	0.00%	5	27.78%	3	16.67%	10	55.56%	18	100.00%
Not Limited English Proficient	55	40.74%	51	37.78%	20	14.81%	9	6.67%	135	98.54%
Migrant Students	13	44.83%	8	27.59%	4	13.79%	4	13.79%	29	96.67%
Not Migrant Students	42	33.87%	48	38.71%	19	15.32%	15	12.10%	124	99.20%
Active Duty Parent/Guardian	11	50.00%	10	45.45%	0	0.00%	1	4.55%	22	100.00%
Not Active Duty Parent/Guardian	44	33.59%	46	35.11%	23	17.56%	18	13.74%	131	98.50%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Previous	Current
All Grades	60.61%	72.55%
Grade 8	60.61%	72.55%

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Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Larsen Bay School, Larsen Bay Grades: KG-12 Accreditation: No	Kodiak Island Borough School District School Enrollment: 17
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors 50%	Masters 50%	Ed Specialist 0%	Doctorate 0%
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Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	14%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	86%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	93.65%	100.00%	0.00%
Male	95.18%	N/A	0.00%
Female	91.73%	100.00%	0.00%
Alaska Native/American Indian	94.40%	100.00%	0.00%
Caucasian	92.66%	N/A	0.00%
Economically Disadvantaged	92.70%	100.00%	0.00%
Not Economically Disadvantaged	96.60%	N/A	0.00%
Students With Disabilities	94.53%	100.00%	0.00%
Students Without Disabilities	93.45%	N/A	0.00%
Not Limited English Proficient	93.65%	100.00%	0.00%
Migrant Students	92.78%	100.00%	0.00%
Not Migrant Students	95.45%	N/A	0.00%
Not Active Duty Parent/Guardian	93.65%	N/A	0.00%

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	0.00%
Enrollment Change:	3
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	5
Persistently Dangerous School:	No

High School Graduates:	1
Number of Grade 7-12 Dropouts:	0
Enrollment Change Due to Transfers:	38.89%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	2

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	1	9.09%	9	81.82%	1	9.09%	11	100.00%
Male	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	7	100.00%
Female	*	*	*	*	*	*	*	*	4	100.00%
Alaska Native/American Indian	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	5	100.00%
Caucasian	0	0.00%	1	16.67%	4	66.67%	1	16.67%	6	100.00%
Economically Disadvantaged	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	8	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%
Students Without Disabilities	0	0.00%	1	11.11%	7	77.78%	1	11.11%	9	100.00%
Not Limited English Proficient	0	0.00%	1	9.09%	9	81.82%	1	9.09%	11	100.00%
Migrant Students	0	0.00%	1	12.50%	6	75.00%	1	12.50%	8	100.00%
Not Migrant Students	*	*	*	*	*	*	*	*	3	100.00%
Not Active Duty Parent/Guardian	0	0.00%	1	9.09%	9	81.82%	1	9.09%	11	100.00%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	1	9.09%	4	36.36%	6	54.55%	11	100.00%
Male	0	0.00%	1	14.29%	2	28.57%	4	57.14%	7	100.00%
Female	*	*	*	*	*	*	*	*	4	100.00%
Alaska Native/American Indian	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	5	100.00%
Caucasian	0	0.00%	1	16.67%	2	33.33%	3	50.00%	6	100.00%
Economically Disadvantaged	0	0.00%	0	0.00%	4	50.00%	4	50.00%	8	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%
Students Without Disabilities	0	0.00%	1	11.11%	4	44.44%	4	44.44%	9	100.00%
Not Limited English Proficient	0	0.00%	1	9.09%	4	36.36%	6	54.55%	11	100.00%
Migrant Students	0	0.00%	0	0.00%	3	37.50%	5	62.50%	8	100.00%
Not Migrant Students	*	*	*	*	*	*	*	*	3	100.00%
Not Active Duty Parent/Guardian	0	0.00%	1	9.09%	4	36.36%	6	54.55%	11	100.00%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	4	57.14%	1	14.29%	2	28.57%	7	100.00%
Male	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%
Female	*	*	*	*	*	*	*	*	2	100.00%
Alaska Native/American Indian	0	0.00%	2	40.00%	1	20.00%	2	40.00%	5	100.00%
Caucasian	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	0	0.00%	3	50.00%	1	16.67%	2	33.33%	6	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	1	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	0	0.00%	3	50.00%	1	16.67%	2	33.33%	6	100.00%
Not Limited English Proficient	0	0.00%	4	57.14%	1	14.29%	2	28.57%	7	100.00%
Migrant Students	0	0.00%	3	60.00%	1	20.00%	1	20.00%	5	100.00%
Not Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Active Duty Parent/Guardian	0	0.00%	4	57.14%	1	14.29%	2	28.57%	7	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Previous	Current
All Grades	N/A	57.14%
Grade 4	N/A	*
Grade 8	N/A	*
Grade 10	N/A	*

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Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Main Elementary, Kodiak Grades: KG-5 Accreditation: No	Kodiak Island Borough School District School Enrollment: 253
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
53%	47%	0%	0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	100%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	0%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	94.13%	N/A	N/A
Male	93.84%	N/A	N/A
Female	94.44%	N/A	N/A
Alaska Native/American Indian	93.16%	N/A	N/A
Asian/Pacific Islander	94.57%	N/A	N/A
Caucasian	91.97%	N/A	N/A
Hispanic	94.95%	N/A	N/A
Two or More Races	96.35%	N/A	N/A
Economically Disadvantaged	94.08%	N/A	N/A
Not Economically Disadvantaged	94.24%	N/A	N/A
Students With Disabilities	91.53%	N/A	N/A
Students Without Disabilities	94.51%	N/A	N/A
Limited English Proficient	94.52%	N/A	N/A
Not Limited English Proficient	93.47%	N/A	N/A
Migrant Students	95.32%	N/A	N/A
Not Migrant Students	93.98%	N/A	N/A
Active Duty Parent/Guardian	89.71%	N/A	N/A
Not Active Duty Parent/Guardian	94.17%	N/A	N/A

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	N/A
Enrollment Change:	21
Student Survey Return Rate:	100%
Student Surveys Returned:	252
Average Volunteers Hours per Week:	30
Persistently Dangerous School:	No

High School Graduates:	N/A
Number of Grade 7-12 Dropouts:	N/A
Enrollment Change Due to Transfers:	29.92%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	24

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2	1.63%	27	21.95%	38	30.89%	56	45.53%	123	99.19%
Male	2	2.90%	9	13.04%	25	36.23%	33	47.83%	69	100.00%
Female	0	0.00%	18	33.33%	13	24.07%	23	42.59%	54	98.18%
Alaska Native/American Indian	0	0.00%	3	25.00%	3	25.00%	6	50.00%	12	100.00%
Asian/Pacific Islander	1	1.15%	16	18.39%	31	35.63%	39	44.83%	87	98.86%
Caucasian	1	7.69%	5	38.46%	2	15.38%	5	38.46%	13	100.00%
Hispanic	0	0.00%	3	30.00%	1	10.00%	6	60.00%	10	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	1	1.11%	18	20.00%	26	28.89%	45	50.00%	90	98.90%
Not Economically Disadvantaged	1	3.03%	9	27.27%	12	36.36%	11	33.33%	33	100.00%
Students With Disabilities	0	0.00%	0	0.00%	3	23.08%	10	76.92%	13	100.00%
Students Without Disabilities	2	1.82%	27	24.55%	35	31.82%	46	41.82%	110	99.10%
Limited English Proficient	0	0.00%	9	12.33%	23	31.51%	41	56.16%	73	98.65%
Not Limited English Proficient	2	4.00%	18	36.00%	15	30.00%	15	30.00%	50	100.00%
Migrant Students	1	5.88%	4	23.53%	5	29.41%	7	41.18%	17	100.00%
Not Migrant Students	1	0.94%	23	21.70%	33	31.13%	49	46.23%	106	99.07%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%
Not Active Duty Parent/Guardian	2	1.64%	27	22.13%	38	31.15%	55	45.08%	122	99.19%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2	1.63%	30	24.39%	70	56.91%	21	17.07%	123	98.40%
Male	2	2.90%	16	23.19%	37	53.62%	14	20.29%	69	98.57%
Female	0	0.00%	14	25.93%	33	61.11%	7	12.96%	54	98.18%
Alaska Native/American Indian	0	0.00%	1	8.33%	8	66.67%	3	25.00%	12	100.00%
Asian/Pacific Islander	1	1.15%	23	26.44%	52	59.77%	11	12.64%	87	97.75%
Caucasian	1	7.69%	4	30.77%	3	23.08%	5	38.46%	13	100.00%
Hispanic	0	0.00%	2	20.00%	6	60.00%	2	20.00%	10	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	1	1.11%	17	18.89%	54	60.00%	18	20.00%	90	97.83%
Not Economically Disadvantaged	1	3.03%	13	39.39%	16	48.48%	3	9.09%	33	100.00%
Students With Disabilities	0	0.00%	1	8.33%	4	33.33%	7	58.33%	12	92.31%
Students Without Disabilities	2	1.80%	29	26.13%	66	59.46%	14	12.61%	111	99.11%
Limited English Proficient	1	1.37%	13	17.81%	47	64.38%	12	16.44%	73	97.33%
Not Limited English Proficient	1	2.00%	17	34.00%	23	46.00%	9	18.00%	50	100.00%
Migrant Students	1	5.88%	1	5.88%	10	58.82%	5	29.41%	17	100.00%
Not Migrant Students	1	0.94%	29	27.36%	60	56.60%	16	15.09%	106	98.15%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%
Not Active Duty Parent/Guardian	2	1.64%	30	24.59%	69	56.56%	21	17.21%	122	98.39%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	5	12.20%	7	17.07%	18	43.90%	11	26.83%	41	100.00%
Male	2	8.70%	4	17.39%	10	43.48%	7	30.43%	23	100.00%
Female	3	16.67%	3	16.67%	8	44.44%	4	22.22%	18	100.00%
Alaska Native/American Indian	2	40.00%	0	0.00%	2	40.00%	1	20.00%	5	100.00%
Asian/Pacific Islander	1	3.57%	6	21.43%	13	46.43%	8	28.57%	28	100.00%
Caucasian	*	*	*	*	*	*	*	*	3	100.00%
Hispanic	*	*	*	*	*	*	*	*	4	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	4	12.90%	4	12.90%	14	45.16%	9	29.03%	31	100.00%
Not Economically Disadvantaged	1	10.00%	3	30.00%	4	40.00%	2	20.00%	10	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%
Students Without Disabilities	4	10.26%	7	17.95%	18	46.15%	10	25.64%	39	100.00%
Limited English Proficient	1	3.85%	3	11.54%	13	50.00%	9	34.62%	26	100.00%
Not Limited English Proficient	4	26.67%	4	26.67%	5	33.33%	2	13.33%	15	100.00%
Migrant Students	1	20.00%	0	0.00%	2	40.00%	2	40.00%	5	100.00%
Not Migrant Students	4	11.11%	7	19.44%	16	44.44%	9	25.00%	36	100.00%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	1	100.00%
Not Active Duty Parent/Guardian	4	10.00%	7	17.50%	18	45.00%	11	27.50%	40	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient Science	
	Previous	Current
All Grades	26.19%	29.27%
Grade 4	26.19%	29.27%

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Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

North Star Elementary, Kodiak	Kodiak Island Borough School District
Grades: KG-5	School Enrollment: 211
Accreditation: No	

Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
62%	38%	0%	0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	92%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	8%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	93.91%	N/A	N/A
Male	93.87%	N/A	N/A
Female	93.94%	N/A	N/A
African American	95.92%	N/A	N/A
Alaska Native/American Indian	92.44%	N/A	N/A
Asian/Pacific Islander	96.06%	N/A	N/A
Caucasian	94.32%	N/A	N/A
Hispanic	93.22%	N/A	N/A
Two or More Races	91.76%	N/A	N/A
Economically Disadvantaged	93.69%	N/A	N/A
Not Economically Disadvantaged	94.11%	N/A	N/A
Students With Disabilities	94.72%	N/A	N/A
Students Without Disabilities	93.78%	N/A	N/A
Limited English Proficient	96.40%	N/A	N/A
Not Limited English Proficient	93.58%	N/A	N/A
Migrant Students	92.55%	N/A	N/A
Not Migrant Students	94.27%	N/A	N/A
Active Duty Parent/Guardian	93.40%	N/A	N/A
Not Active Duty Parent/Guardian	93.94%	N/A	N/A

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	N/A
Enrollment Change:	-13
Student Survey Return Rate:	90%
Student Surveys Returned:	189
Average Volunteers Hours per Week:	23
Persistently Dangerous School:	No

High School Graduates:	N/A
Number of Grade 7-12 Dropouts:	N/A
Enrollment Change Due to Transfers:	24.89%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	16

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	9	9.68%	28	30.11%	17	18.28%	39	41.94%	93	95.88%
Male	4	8.00%	14	28.00%	9	18.00%	23	46.00%	50	98.04%
Female	5	11.63%	14	32.56%	8	18.60%	16	37.21%	43	93.48%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	3	13.04%	7	30.43%	3	13.04%	10	43.48%	23	100.00%
Asian/Pacific Islander	1	4.76%	5	23.81%	8	38.10%	7	33.33%	21	100.00%
Caucasian	4	10.00%	13	32.50%	6	15.00%	17	42.50%	40	93.02%
Hispanic	1	14.29%	2	28.57%	0	0.00%	4	57.14%	7	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	4	8.00%	14	28.00%	10	20.00%	22	44.00%	50	100.00%
Not Economically Disadvantaged	5	11.63%	14	32.56%	7	16.28%	17	39.53%	43	91.49%
Students With Disabilities	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	9	100.00%
Students Without Disabilities	9	10.71%	28	33.33%	17	20.24%	30	35.71%	84	95.45%
Limited English Proficient	0	0.00%	2	14.29%	7	50.00%	5	35.71%	14	100.00%
Not Limited English Proficient	9	11.39%	26	32.91%	10	12.66%	34	43.04%	79	95.18%
Migrant Students	3	12.00%	7	28.00%	4	16.00%	11	44.00%	25	100.00%
Not Migrant Students	6	8.82%	21	30.88%	13	19.12%	28	41.18%	68	94.44%
Active Duty Parent/Guardian	1	20.00%	2	40.00%	0	0.00%	2	40.00%	5	100.00%
Not Active Duty Parent/Guardian	8	9.09%	26	29.55%	17	19.32%	37	42.05%	88	95.65%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	7	7.53%	30	32.26%	36	38.71%	20	21.51%	93	95.88%
Male	5	10.00%	19	38.00%	13	26.00%	13	26.00%	50	98.04%
Female	2	4.65%	11	25.58%	23	53.49%	7	16.28%	43	93.48%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	2	8.70%	8	34.78%	7	30.43%	6	26.09%	23	100.00%
Asian/Pacific Islander	1	4.76%	6	28.57%	9	42.86%	5	23.81%	21	100.00%
Caucasian	3	7.50%	14	35.00%	16	40.00%	7	17.50%	40	93.02%
Hispanic	1	14.29%	2	28.57%	2	28.57%	2	28.57%	7	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	2	4.00%	18	36.00%	20	40.00%	10	20.00%	50	100.00%
Not Economically Disadvantaged	5	11.63%	12	27.91%	16	37.21%	10	23.26%	43	91.49%
Students With Disabilities	0	0.00%	0	0.00%	4	44.44%	5	55.56%	9	100.00%
Students Without Disabilities	7	8.33%	30	35.71%	32	38.10%	15	17.86%	84	95.45%
Limited English Proficient	0	0.00%	3	21.43%	6	42.86%	5	35.71%	14	100.00%
Not Limited English Proficient	7	8.86%	27	34.18%	30	37.97%	15	18.99%	79	95.18%
Migrant Students	0	0.00%	11	44.00%	11	44.00%	3	12.00%	25	100.00%
Not Migrant Students	7	10.29%	19	27.94%	25	36.76%	17	25.00%	68	94.44%
Active Duty Parent/Guardian	1	20.00%	2	40.00%	1	20.00%	1	20.00%	5	100.00%
Not Active Duty Parent/Guardian	6	6.82%	28	31.82%	35	39.77%	19	21.59%	88	95.65%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	12	36.36%	7	21.21%	11	33.33%	3	9.09%	33	91.67%
Male	6	37.50%	2	12.50%	6	37.50%	2	12.50%	16	94.12%
Female	6	35.29%	5	29.41%	5	29.41%	1	5.88%	17	89.47%
Alaska Native/American Indian	5	55.56%	2	22.22%	1	11.11%	1	11.11%	9	100.00%
Asian/Pacific Islander	1	16.67%	1	16.67%	4	66.67%	0	0.00%	6	100.00%
Caucasian	6	40.00%	3	20.00%	4	26.67%	2	13.33%	15	88.24%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	5	27.78%	4	22.22%	6	33.33%	3	16.67%	18	100.00%
Not Economically Disadvantaged	7	46.67%	3	20.00%	5	33.33%	0	0.00%	15	83.33%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	2	100.00%
Students Without Disabilities	12	40.00%	7	23.33%	10	33.33%	1	3.33%	30	90.91%
Limited English Proficient	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	5	100.00%
Not Limited English Proficient	12	42.86%	7	25.00%	6	21.43%	3	10.71%	28	90.32%
Migrant Students	4	40.00%	2	20.00%	2	20.00%	2	20.00%	10	100.00%
Not Migrant Students	8	34.78%	5	21.74%	9	39.13%	1	4.35%	23	88.46%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	3	100.00%
Not Active Duty Parent/Guardian	11	36.67%	5	16.67%	11	36.67%	3	10.00%	30	90.91%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient Science	
	Previous	Current
All Grades	77.42%	57.58%
Grade 4	77.42%	57.58%

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Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Old Harbor School, Old Harbor Grades: KG-12 Accreditation: Yes	Kodiak Island Borough School District School Enrollment: 32
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
20%	80%	0%	0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	93%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	7%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	92.79%	75.00%	0.00%
Male	91.37%	100.00%	0.00%
Female	94.05%	50.00%	0.00%
Alaska Native/American Indian	93.04%	75.00%	0.00%
Caucasian	97.92%	N/A	N/A
Hispanic	88.76%	N/A	N/A
Economically Disadvantaged	92.86%	75.00%	0.00%
Not Economically Disadvantaged	92.15%	N/A	0.00%
Students With Disabilities	91.09%	100.00%	0.00%
Students Without Disabilities	93.28%	66.67%	0.00%
Not Limited English Proficient	92.79%	75.00%	0.00%
Migrant Students	93.01%	100.00%	0.00%
Not Migrant Students	92.52%	66.67%	0.00%
Not Active Duty Parent/Guardian	92.79%	N/A	0.00%

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	0.00%
Enrollment Change:	0
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	10
Persistently Dangerous School:	No

High School Graduates:	5
Number of Grade 7-12 Dropouts:	0
Enrollment Change Due to Transfers:	58.33%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	2

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards		Partially Meets The Standards				Total Tested	Percent Tested		
	Level 4		Level 3		Level 2				Level 1	
	Count	Percent	Count	Percent	Count	Percent			Count	Percent
All Students	0	0.00%	4	28.57%	5	35.71%	5	35.71%	14	100.00%
Male	0	0.00%	2	33.33%	1	16.67%	3	50.00%	6	100.00%
Female	0	0.00%	2	25.00%	4	50.00%	2	25.00%	8	100.00%
Alaska Native/American Indian	0	0.00%	4	30.77%	4	30.77%	5	38.46%	13	100.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	4	28.57%	5	35.71%	5	35.71%	14	100.00%
Students Without Disabilities	0	0.00%	4	28.57%	5	35.71%	5	35.71%	14	100.00%
Not Limited English Proficient	0	0.00%	4	28.57%	5	35.71%	5	35.71%	14	100.00%
Migrant Students	0	0.00%	2	22.22%	3	33.33%	4	44.44%	9	100.00%
Not Migrant Students	0	0.00%	2	40.00%	2	40.00%	1	20.00%	5	100.00%
Not Active Duty Parent/Guardian	0	0.00%	4	28.57%	5	35.71%	5	35.71%	14	100.00%

Mathematics

All Grades

Subgroup	Meets The Standards		Partially Meets The Standards				Total Tested	Percent Tested		
	Level 4		Level 3		Level 2				Level 1	
	Count	Percent	Count	Percent	Count	Percent			Count	Percent
All Students	0	0.00%	3	21.43%	6	42.86%	5	35.71%	14	100.00%
Male	0	0.00%	1	16.67%	3	50.00%	2	33.33%	6	100.00%
Female	0	0.00%	2	25.00%	3	37.50%	3	37.50%	8	100.00%
Alaska Native/American Indian	0	0.00%	3	23.08%	6	46.15%	4	30.77%	13	100.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	3	21.43%	6	42.86%	5	35.71%	14	100.00%
Students Without Disabilities	0	0.00%	3	21.43%	6	42.86%	5	35.71%	14	100.00%
Not Limited English Proficient	0	0.00%	3	21.43%	6	42.86%	5	35.71%	14	100.00%
Migrant Students	0	0.00%	2	22.22%	4	44.44%	3	33.33%	9	100.00%
Not Migrant Students	0	0.00%	1	20.00%	2	40.00%	2	40.00%	5	100.00%
Not Active Duty Parent/Guardian	0	0.00%	3	21.43%	6	42.86%	5	35.71%	14	100.00%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	*	*	*	*	*	*	*	*	4	100.00%
Male	*	*	*	*	*	*	*	*	4	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	4	100.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%
Students Without Disabilities	*	*	*	*	*	*	*	*	4	100.00%
Not Limited English Proficient	*	*	*	*	*	*	*	*	4	100.00%
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	4	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Previous	Current
All Grades	*	*
Grade 4	N/A	*
Grade 8	*	*
Grade 10	*	*

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Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Ouzinkie School, Ouzinkie Grades: KG-12 Accreditation: No	Kodiak Island Borough School District School Enrollment: 34
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors 75%	Masters 25%	Ed Specialist 0%	Doctorate 0%
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Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	79%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	21%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	90.53%	50.00%	7.14%
Male	92.16%	0.00%	14.29%
Female	88.95%	66.67%	0.00%
Alaska Native/American Indian	90.47%	50.00%	7.14%
Caucasian	92.47%	N/A	N/A
Economically Disadvantaged	90.10%	66.67%	9.09%
Not Economically Disadvantaged	95.94%	0.00%	0.00%
Students With Disabilities	87.11%	0.00%	0.00%
Students Without Disabilities	90.80%	66.67%	8.33%
Not Limited English Proficient	90.53%	50.00%	7.14%
Migrant Students	84.66%	N/A	0.00%
Not Migrant Students	91.11%	50.00%	7.69%
Not Active Duty Parent/Guardian	90.53%	N/A	7.14%

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	7.14%
Enrollment Change:	1
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	5
Persistently Dangerous School:	No

High School Graduates:	2
Number of Grade 7-12 Dropouts:	1
Enrollment Change Due to Transfers:	54.29%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	2

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards		Partially Meets The Standards				Total Tested	Percent Tested		
	Level 4		Level 3		Level 2				Level 1	
	Count	Percent	Count	Percent	Count	Percent			Count	Percent
All Students	0	0.00%	2	10.00%	13	65.00%	5	25.00%	20	100.00%
Male	0	0.00%	1	10.00%	5	50.00%	4	40.00%	10	100.00%
Female	0	0.00%	1	10.00%	8	80.00%	1	10.00%	10	100.00%
Alaska Native/American Indian	0	0.00%	2	10.00%	13	65.00%	5	25.00%	20	100.00%
Economically Disadvantaged	0	0.00%	2	10.00%	13	65.00%	5	25.00%	20	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%
Students Without Disabilities	0	0.00%	2	11.11%	12	66.67%	4	22.22%	18	100.00%
Not Limited English Proficient	0	0.00%	2	10.00%	13	65.00%	5	25.00%	20	100.00%
Migrant Students	*	*	*	*	*	*	*	*	4	100.00%
Not Migrant Students	0	0.00%	1	6.25%	10	62.50%	5	31.25%	16	100.00%
Not Active Duty Parent/Guardian	0	0.00%	2	10.00%	13	65.00%	5	25.00%	20	100.00%

Mathematics

All Grades

Subgroup	Meets The Standards		Partially Meets The Standards				Total Tested	Percent Tested		
	Level 4		Level 3		Level 2				Level 1	
	Count	Percent	Count	Percent	Count	Percent			Count	Percent
All Students	0	0.00%	0	0.00%	13	65.00%	7	35.00%	20	100.00%
Male	0	0.00%	0	0.00%	6	60.00%	4	40.00%	10	100.00%
Female	0	0.00%	0	0.00%	7	70.00%	3	30.00%	10	100.00%
Alaska Native/American Indian	0	0.00%	0	0.00%	13	65.00%	7	35.00%	20	100.00%
Economically Disadvantaged	0	0.00%	0	0.00%	13	65.00%	7	35.00%	20	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	2	100.00%
Students Without Disabilities	0	0.00%	0	0.00%	11	61.11%	7	38.89%	18	100.00%
Not Limited English Proficient	0	0.00%	0	0.00%	13	65.00%	7	35.00%	20	100.00%
Migrant Students	*	*	*	*	*	*	*	*	4	100.00%
Not Migrant Students	0	0.00%	0	0.00%	9	56.25%	7	43.75%	16	100.00%
Not Active Duty Parent/Guardian	0	0.00%	0	0.00%	13	65.00%	7	35.00%	20	100.00%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	1	16.67%	3	50.00%	2	33.33%	6	100.00%
Male	*	*	*	*	*	*	*	*	4	100.00%
Female	*	*	*	*	*	*	*	*	2	100.00%
Alaska Native/American Indian	0	0.00%	1	16.67%	3	50.00%	2	33.33%	6	100.00%
Economically Disadvantaged	0	0.00%	1	16.67%	3	50.00%	2	33.33%	6	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	0	0.00%	1	20.00%	3	60.00%	1	20.00%	5	100.00%
Not Limited English Proficient	0	0.00%	1	16.67%	3	50.00%	2	33.33%	6	100.00%
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Migrant Students	*	*	*	*	*	*	*	*	4	100.00%
Not Active Duty Parent/Guardian	0	0.00%	1	16.67%	3	50.00%	2	33.33%	6	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient Science	
	Previous	Current
All Grades	60% or more	40% or fewer
Grade 4	*	*
Grade 8	N/A	*
Grade 10	*	*

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Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Peterson Elementary, Kodiak	Kodiak Island Borough School District
Grades: PK-5	School Enrollment: 283
Accreditation: No	

Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
63%	38%	0%	0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	87%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	13%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	95.34%	N/A	N/A
Male	94.35%	N/A	N/A
Female	96.26%	N/A	N/A
African American	98.95%	N/A	N/A
Alaska Native/American Indian	94.50%	N/A	N/A
Asian/Pacific Islander	95.79%	N/A	N/A
Caucasian	95.47%	N/A	N/A
Hispanic	93.85%	N/A	N/A
Two or More Races	95.21%	N/A	N/A
Economically Disadvantaged	95.04%	N/A	N/A
Not Economically Disadvantaged	95.45%	N/A	N/A
Students With Disabilities	94.14%	N/A	N/A
Students Without Disabilities	95.52%	N/A	N/A
Not Limited English Proficient	95.34%	N/A	N/A
Migrant Students	91.82%	N/A	N/A
Not Migrant Students	95.53%	N/A	N/A
Active Duty Parent/Guardian	95.85%	N/A	N/A
Not Active Duty Parent/Guardian	93.21%	N/A	N/A

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	N/A
Enrollment Change:	-1
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	17
Persistently Dangerous School:	No

High School Graduates:	N/A
Number of Grade 7-12 Dropouts:	N/A
Enrollment Change Due to Transfers:	37.34%
Parents Survey Return Rate:	32%
Parents Surveys Returned:	71
Community Members Commenting:	0
School/Business Partnerships:	4

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	19	18.10%	51	48.57%	15	14.29%	20	19.05%	105	100.00%
Male	10	18.18%	28	50.91%	6	10.91%	11	20.00%	55	100.00%
Female	9	18.00%	23	46.00%	9	18.00%	9	18.00%	50	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	1	20.00%	3	60.00%	1	20.00%	0	0.00%	5	100.00%
Asian/Pacific Islander	1	14.29%	4	57.14%	1	14.29%	1	14.29%	7	100.00%
Caucasian	16	19.51%	41	50.00%	9	10.98%	16	19.51%	82	100.00%
Hispanic	1	20.00%	0	0.00%	1	20.00%	3	60.00%	5	100.00%
Two or More Races	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	5	100.00%
Economically Disadvantaged	2	6.45%	16	51.61%	7	22.58%	6	19.35%	31	100.00%
Not Economically Disadvantaged	17	22.97%	35	47.30%	8	10.81%	14	18.92%	74	100.00%
Students With Disabilities	1	10.00%	0	0.00%	2	20.00%	7	70.00%	10	100.00%
Students Without Disabilities	18	18.95%	51	53.68%	13	13.68%	13	13.68%	95	100.00%
Not Limited English Proficient	19	18.10%	51	48.57%	15	14.29%	20	19.05%	105	100.00%
Migrant Students	0	0.00%	4	57.14%	1	14.29%	2	28.57%	7	100.00%
Not Migrant Students	19	19.39%	47	47.96%	14	14.29%	18	18.37%	98	100.00%
Active Duty Parent/Guardian	18	21.43%	39	46.43%	11	13.10%	16	19.05%	84	100.00%
Not Active Duty Parent/Guardian	1	4.76%	12	57.14%	4	19.05%	4	19.05%	21	100.00%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	12	11.43%	44	41.90%	43	40.95%	6	5.71%	105	100.00%
Male	8	14.55%	23	41.82%	20	36.36%	4	7.27%	55	100.00%
Female	4	8.00%	21	42.00%	23	46.00%	2	4.00%	50	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	5	100.00%
Asian/Pacific Islander	1	14.29%	5	71.43%	0	0.00%	1	14.29%	7	100.00%
Caucasian	10	12.20%	35	42.68%	34	41.46%	3	3.66%	82	100.00%
Hispanic	1	20.00%	1	20.00%	2	40.00%	1	20.00%	5	100.00%
Two or More Races	0	0.00%	1	20.00%	3	60.00%	1	20.00%	5	100.00%
Economically Disadvantaged	3	9.68%	9	29.03%	17	54.84%	2	6.45%	31	100.00%
Not Economically Disadvantaged	9	12.16%	35	47.30%	26	35.14%	4	5.41%	74	100.00%
Students With Disabilities	0	0.00%	1	10.00%	6	60.00%	3	30.00%	10	100.00%
Students Without Disabilities	12	12.63%	43	45.26%	37	38.95%	3	3.16%	95	100.00%
Not Limited English Proficient	12	11.43%	44	41.90%	43	40.95%	6	5.71%	105	100.00%
Migrant Students	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	7	100.00%
Not Migrant Students	12	12.24%	42	42.86%	38	38.78%	6	6.12%	98	100.00%
Active Duty Parent/Guardian	12	14.29%	39	46.43%	29	34.52%	4	4.76%	84	100.00%
Not Active Duty Parent/Guardian	0	0.00%	5	23.81%	14	66.67%	2	9.52%	21	100.00%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	20	48.78%	10	24.39%	9	21.95%	2	4.88%	41	100.00%
Male	12	52.17%	4	17.39%	7	30.43%	0	0.00%	23	100.00%
Female	8	44.44%	6	33.33%	2	11.11%	2	11.11%	18	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	3	100.00%
Caucasian	16	48.48%	7	21.21%	9	27.27%	1	3.03%	33	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	4	28.57%	5	35.71%	3	21.43%	2	14.29%	14	100.00%
Not Economically Disadvantaged	16	59.26%	5	18.52%	6	22.22%	0	0.00%	27	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	4	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	19	51.35%	9	24.32%	7	18.92%	2	5.41%	37	100.00%
Not Limited English Proficient	20	48.78%	10	24.39%	9	21.95%	2	4.88%	41	100.00%
Migrant Students	*	*	*	*	*	*	*	*	4	100.00%
Not Migrant Students	19	51.35%	9	24.32%	8	21.62%	1	2.70%	37	100.00%
Active Duty Parent/Guardian	19	55.88%	8	23.53%	6	17.65%	1	2.94%	34	100.00%
Not Active Duty Parent/Guardian	1	14.29%	2	28.57%	3	42.86%	1	14.29%	7	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Previous	Current
All Grades	90% or more	73.17%
Grade 4	90% or more	73.17%

Revised Alaska State Report Card To The Public 11/18/2015 4:23:46 AM

Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Port Lions School, Port Lions Grades: KG-12 Accreditation: No	Kodiak Island Borough School District School Enrollment: 20
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors 50%	Masters 50%	Ed Specialist 0%	Doctorate 0%
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Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	33%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	67%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	93.03%	100.00%	0.00%
Male	94.66%	100.00%	0.00%
Female	91.65%	N/A	0.00%
Alaska Native/American Indian	93.10%	100.00%	0.00%
Caucasian	93.55%	N/A	0.00%
Hispanic	89.94%	N/A	N/A
Economically Disadvantaged	93.80%	N/A	0.00%
Not Economically Disadvantaged	91.26%	100.00%	0.00%
Students Without Disabilities	93.03%	100.00%	0.00%
Not Limited English Proficient	93.03%	100.00%	0.00%
Migrant Students	95.41%	N/A	0.00%
Not Migrant Students	91.72%	100.00%	0.00%
Not Active Duty Parent/Guardian	93.03%	N/A	0.00%

Grades KG-8 Retention Rate:	
Grade 7-12 Dropout Rate:	0.00%
Enrollment Change:	0
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	5
Persistently Dangerous School:	No

High School Graduates:	1
Number of Grade 7-12 Dropouts:	0
Enrollment Change Due to Transfers:	45.00%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	1
School/Business Partnerships:	2

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	4	26.67%	8	53.33%	3	20.00%	15	100.00%
Male	0	0.00%	1	12.50%	5	62.50%	2	25.00%	8	100.00%
Female	0	0.00%	3	42.86%	3	42.86%	1	14.29%	7	100.00%
Alaska Native/American Indian	0	0.00%	4	40.00%	5	50.00%	1	10.00%	10	100.00%
Caucasian	*	*	*	*	*	*	*	*	4	100.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	2	18.18%	7	63.64%	2	18.18%	11	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%
Students Without Disabilities	0	0.00%	4	26.67%	8	53.33%	3	20.00%	15	100.00%
Not Limited English Proficient	0	0.00%	4	26.67%	8	53.33%	3	20.00%	15	100.00%
Migrant Students	0	0.00%	1	16.67%	4	66.67%	1	16.67%	6	100.00%
Not Migrant Students	0	0.00%	3	33.33%	4	44.44%	2	22.22%	9	100.00%
Not Active Duty Parent/Guardian	0	0.00%	4	26.67%	8	53.33%	3	20.00%	15	100.00%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	0	0.00%	10	66.67%	5	33.33%	15	100.00%
Male	0	0.00%	0	0.00%	4	50.00%	4	50.00%	8	100.00%
Female	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	7	100.00%
Alaska Native/American Indian	0	0.00%	0	0.00%	5	50.00%	5	50.00%	10	100.00%
Caucasian	*	*	*	*	*	*	*	*	4	100.00%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	0	0.00%	8	72.73%	3	27.27%	11	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%
Students Without Disabilities	0	0.00%	0	0.00%	10	66.67%	5	33.33%	15	100.00%
Not Limited English Proficient	0	0.00%	0	0.00%	10	66.67%	5	33.33%	15	100.00%
Migrant Students	0	0.00%	0	0.00%	3	50.00%	3	50.00%	6	100.00%
Not Migrant Students	*	25% or fewer	*	25% or fewer	*	75% or more	*	25% or fewer	9	100.00%
Not Active Duty Parent/Guardian	0	0.00%	0	0.00%	10	66.67%	5	33.33%	15	100.00%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%
Male	*	*	*	*	*	*	*	*	4	100.00%
Female	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%
Caucasian	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	2	100.00%
Students Without Disabilities	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%
Not Limited English Proficient	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Migrant Students	*	*	*	*	*	*	*	*	3	100.00%
Not Active Duty Parent/Guardian	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient Science	
	Previous	Current
All Grades	*	60% or more
Grade 4	*	*
Grade 8	*	N/A
Grade 10	N/A	*

Revised Alaska State Report Card To The Public 11/18/2015 4:23:46 AM

Need For Project as Described by a Current KIBSD Staff Member:

The Kodiak Island Borough School District (KIBSD), established in 1948, is a rural, public school district located in the second largest island in the United States, in the Gulf of Alaska. The island has one city, Kodiak, where the majority of the population is concentrated. There are four elementary schools, one middle school, and one high school in the City of Kodiak. There are six outlying Alaska Native villages, and logging communities accessible only by boat or small plane. Another small community lies on the road system. Village populations range from 40 to 260 persons and our village schools have enrollments of 10 to 35 students. KIBSD operates 14 public schools in the region in the 2015/2016 school year. Serving the City of Kodiak are four (grades K-5) elementary schools, one middle school (grades 6-8), and one senior high school (grades 9-12). We have six remote schools (grades K-12), 86% Native, located in the Native villages of Akhiok (26), Karluk (7), Larsen Bay (17), Qld Harbor (37), Ouzinkie (28), and Port Lions (15). We also operate two other remote schools, Danger Bay (10) and Chiniak School (22). KIBSD's student population is quite diverse, representing: 43% Caucasian; 20% Alaska Native/ American Indian; 26% Asian/Pacific Islander; 8% Hispanic; 1% Black; and 2% Multi-Ethnic.

Students in the village schools are primarily Alutiiq (Russian-Aleut) or "People of the Sea." Though westernization has dramatically altered Alutiiq lifestyles, the indigenous Alaska Natives have combined western traditions and technologies with their own worldviews to continue a distinct subsistence lifestyle that is uniquely native.

Significant population collapse and cultural change of the Alutiiq peoples began approximately 200 years ago as Russian colonizers arrived. During the past hundred years, non-Native immigrants have continued to arrive on Kodiak Island, bringing with them differing lifestyles and competition for access to traditional subsistence hunting and gathering use of traditional tribal lands. The experiences of genocide, assimilation, communicable disease, and natural disaster produced historical trauma among the Alutiiq population, which has affected how Alaska Natives live and interact with one another. Although these issues are centuries old, they continue to affect new generations of Natives as trauma accumulates and is transmitted from one generation to the next (Brave Heart, 2004).

There have been many changes to the lifestyle of Alutiiq families as the primary income from commercial fishing has been drastically altered by nationally implemented programs which impact local fisheries. As a result, all six of Kodiak's primarily Alaska Native villages are listed as "economically distressed" by criteria by the federally mandated Denali Commission. Among the village schools, most students qualify for free or reduced lunch. Today, many Alutiiq are caught between two cultures, trying to survive in a changing world where their traditional knowledge has been repeatedly devalued. However, they have made great progress in the past two decades to reclaim cultural traditions, language, and identity, as evidenced by our partners' accomplishments.

While the Alutiiq have overcome a great deal during their post-contact history, they still face many negative long-term effects. Their early experiences with school was during a policy of zero tolerance for languages other than English. Many elders today vividly remember cruel punishments by teachers for speaking Alutiiq, which scarred their sense of identity, self-esteem, and how they communicate. The American education system took assimilation a step further

when it forced families to send children away to centralized boarding schools, such as the regional high school that was operated in Kodiak.

The legacy of forced enrollment in government boarding schools meant that many of today's Alaska Native parents had no opportunity to learn the skills of good parenting, nor were they able to experience the wholeness of Alutiiq family life, its language and seasonal rounds. Given their parents' and grandparents' long negative history with school, it is understandable that Alutiiq students feel estranged within the confines of the western model school. Alutiiq people have survived these challenging times and are now left with new traditions—traditions of anger and self-destructive behaviors.

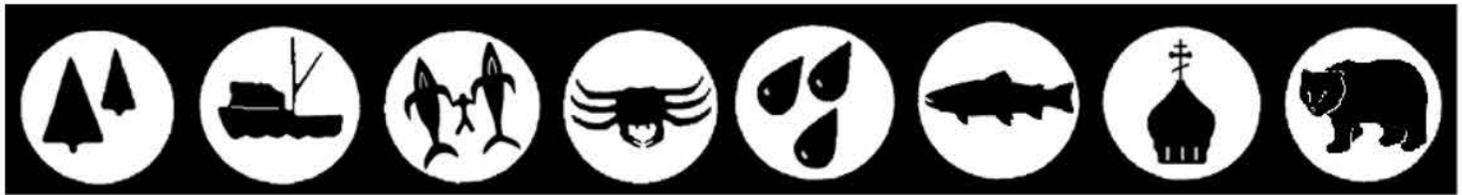
Alaska Native people are often described as suffering from a form of Post-Traumatic Stress Disorder (PTSD). PTSD may be an inaccurate diagnosis for historically traumatized individuals, as only lifetime events are considered (Substance Abuse and Mental Health Services Administration [SAMHSA], 2007). It does not capture the cumulative effects and intergenerational experiences of trauma common among indigenous people.

In an effort to increase the academic opportunities of their children and following a pattern they are accustomed to, parents have chosen to send their children to live in Kodiak or to boarding schools such as Mt. Edgecumbe. Such decisions are made in an attempt to provide their children with access to more educational resources than they would have available in their village schools, such as Career and Technical Education (CTE) courses that appeal to a student's individual area of interest, such as welding, culinary art, cadet teaching, health careers (CNA for example), construction, diesel and outboard mechanics, FAA ground school, and refrigeration. The inherent danger is that the student is introduced to a system much larger than they are familiar with and in this setting they have been removed from their primary support source - their

family.

In addition to fewer educational resources, teacher retention and the lack of highly qualified core subject area teachers further hinder a village student's ability to receive an equitable education. "Due to rural isolation, low teacher salaries, high poverty areas, and differences in languages and cultures, it is difficult to retain teachers in schools serving Native students" (Native Education 101 NIEA, 2008). Only 1 out of 15, or less than 1%, of our rural teachers are themselves Alaska Native and the teacher turnover rate is double that which is experienced in the 'town schools'. As with all small schools with 2 to 4 teachers serving a K-12 program, it is nearly impossible to hire highly qualified teachers in all subject areas, specifically in the CTE instructional fields.

The advent of virtual learning has the potential to revolutionize the existing village educational program and significantly improve the learning experiences of Alaska Native students residing in the remote villages of Kodiak Island. The experience of receiving education via virtual means presents new opportunities for students to engage in diverse learning opportunities taught by highly qualified educators. Virtual education mitigates the parent's need to send their children away in search of quality of education.



Kodiak Island Borough School District
Title VII KIBSD Native Education Parent Committee
KIBSD District Services Conference Room F140
April 21, 2016
MEETING MINTUES - UNAPPROVED

Committee In Attendance: Brenda Schwantes, Kara Amodo (via teleconference), Erica Thompson, Chad Borton, Peggy Azuyak

Staff present: Porfiria Lopez-Trout, Ann Hansell, Kari Kauffman, Melissa Magnuson

#	AGENDA TOPIC
1	Establish Quorum / Call to Order A quorum was established and the meeting was called to order at 4:08PM.
2	Welcome Chair Schwantes welcomed all attendees.
3	Agenda 2 amendments: remove Requests for Funding Petroglyph Camp and Summer Library at Old Harbor. Brenda made a motion to approve the agenda as amended, all present members voted in favor, motion passed.
4	Approve February 2016 Meeting Minutes Peggy made a motion to approve the minutes as written, all present members voted in favor, motion passed.
5	Program Update Director of Federal Programs Porfiria Lopez-Trout reviewed the following with members: <ul style="list-style-type: none"> • Grand Application: budget was presented and reviewed by members. Member approved 2016-17 Title VII budget as presented and signed the Indian Parent Committee Approval Form. • Bylaws: Bylaws approved in January 2016 were signed by NEPC Chair and Federal Programs Director. • IEA Student Count: Currently 483 students are enrolled in the Title VII program. • Interactions Count: Kodiak town Aides documented 9781 interactions with students. A system for capturing Rural schools data will be developed. • Staffing: 2 positions will be posted for Aides at North Star Elementary and Kodiak Middle School (KMS). • Survey Results: Community Survey results were presented and reviewed for 23 parent surveys and 2 teacher surveys.
6	IEA Aides Update Kari Kauffman, Aide at KMS, and Melissa Magnasun, Aide at East, presented and overview of their school year. Ann read a report from Georgianna Spear, Aide at KHS, and a brief update from Carla Schauff, Aide at Main. A list of the most commonly requested supplies from IEA Aides was presented.
7	Requests for Funding: <ul style="list-style-type: none"> • Language Immersion Camp: Michael Bach, Alutiiq Language teacher at KHS, presented an overview of an Alutiiq Language Immersion Campout and request for funds. Porfy explained boundaries of the grant. Total Requested: \$1800 - \$900 for 6 Adult Leaders, \$600 for RT tickets from Port Lions, \$300 for craft supplies. • Sending teacher to Dig Afognak Summer Camp: Erica Thompson requested teachers be sent to Dig Afognak Summer Camps for cultural enrichment and awareness to better serve their IEA students. Total Requested: \$1200 - \$200 per teacher, 2 teachers a week, for no more than 3 weeks of camps. • Cultural Arts Supplies: Kara Amodo requested funds for art supplies for cultural art activities. Kara will provide more specific information after discussing needs with staff.

	<ul style="list-style-type: none"> • Title VII/Native Education Supplies: Ann presented a sample backpack and pictures of items most requested by IEA Aides at schools which included pencil pouches with supplies. Members requested messenger bags for KMS & KHS with no logo, if possible. Funds required would not exceed available access funds. • Approval: Brenda made a motion to approve the 4 requests for funding, Chad seconded, motion passed.
8	IEA Demonstration Grant Porfy explained the Native Education Career Tech grant and requested committee to consider supporting and approving applying for the grant. Chad made a motion to approve applying for the grant, committee approved.
9	NEPC Member Terms Ann will contact members who terms are ending in May. Nominations forms will be available electronically this this. Nominations will be open before the end of school and winners notified in September 2016.
10	Committee Input/Discussion In addition to Dig Afognak, members agreed a presentation or training on cultural awareness such as the one Ann Hansell provided during February's In-service should be required for all new teachers.
	Future Meetings No further regular meetings are scheduled for this school year. Members will be contacted in the fall.
	Adjourn Meeting adjourned at 5:08 PM.

Kodiak Island Borough School District
Title VII KIBSD Native Education Parent Committee
PUBLIC HEARING
KIBSD District Services Conference Room F140
April 21, 2016
MEETING MINTUES - UNAPPROVED

Committee In Attendance: Brenda Schwantes, Kara Amodo (via teleconference), Erica Thompson, Chad Borton, Peggy Azuyak

Staff present: Porfiria Lopez-Trout, Ann Hansell, Kari Kauffman, Melissa Magnuson

#	PUBLIC HEARING
1	Establish Quorum / Call to Order A quorum was established and the Public Hearing was called to order at 5:10 PM.
2	Opening of Public Hearing Brenda opened the Public Hearing to attendees. No individuals present.
3	Close of Public Hearing Public Hearing was adjourned at 5:15 PM.

CURRENT VIEW ?

+ FILTER + COMPARE + SHOW

No rules applied ?

Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns. [Learn more »](#)

SAVED VIEWS (1) ?

Original View (No rules applied)

+ Save as...

EXPORTS ?

SHARED DATA ?

No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. [Learn more »](#)

Share All

RESPONDENTS: 16 of 16

Export All Share All

Question Summaries Data Trends Individual Responses

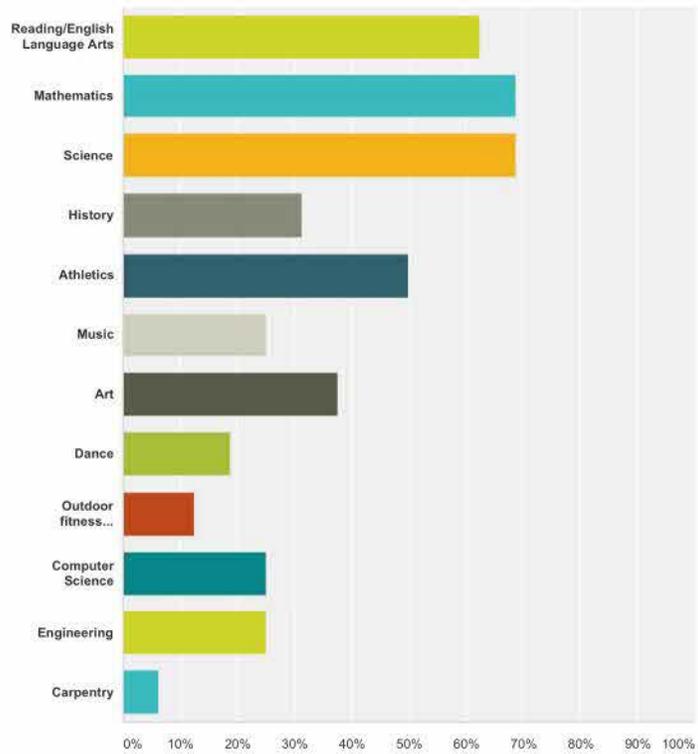
PAGE 1

Q1

Customize Export

Think about your student's strengths.
Select all his/her strengths below.

Answered: 16 Skipped: 0



Answer Choices	Responses
Reading/English Language Arts	62.50% 10
Mathematics	68.75% 11
Science	68.75% 11
History	31.25% 5
Athletics	50.00% 8
Music	25.00% 4
Art	37.50% 6
Dance	18.75% 3
Outdoor fitness (orienteeing, survival, etc.)	12.50% 2
Computer Science	25.00% 4

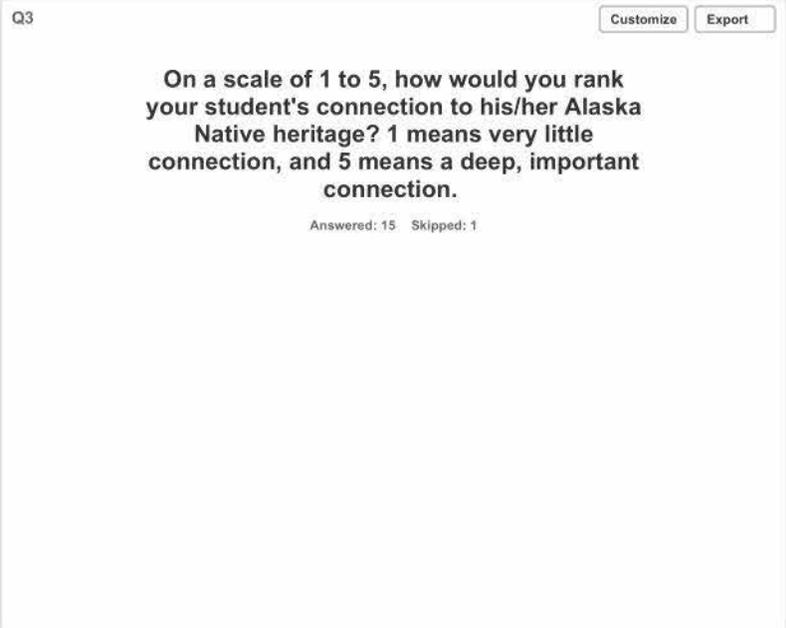
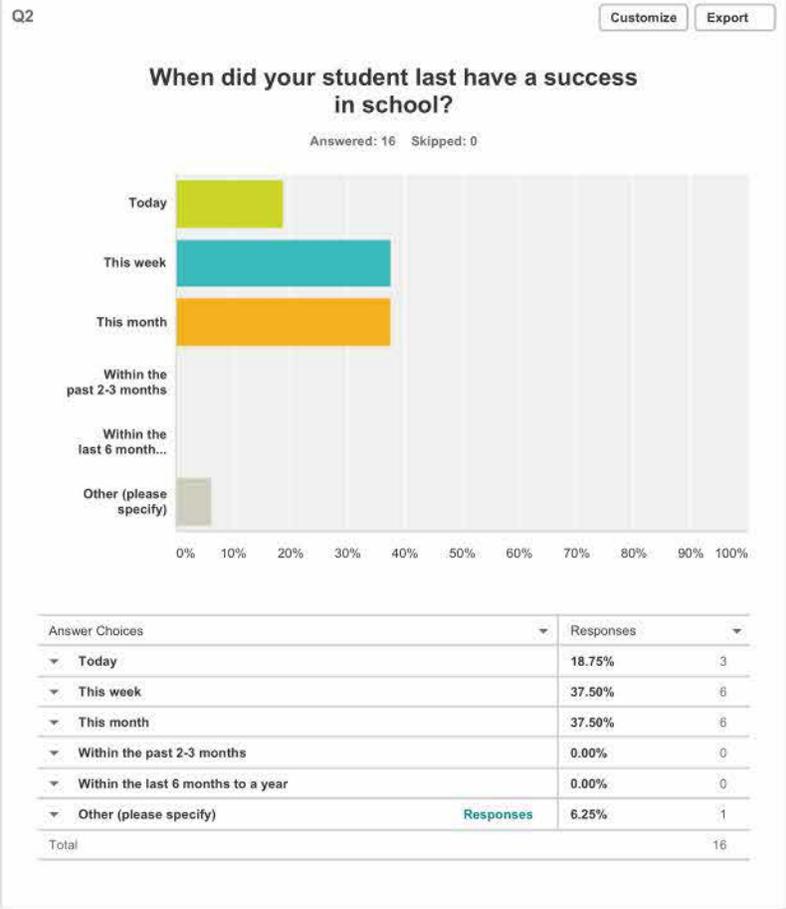
Total Respondents: 16

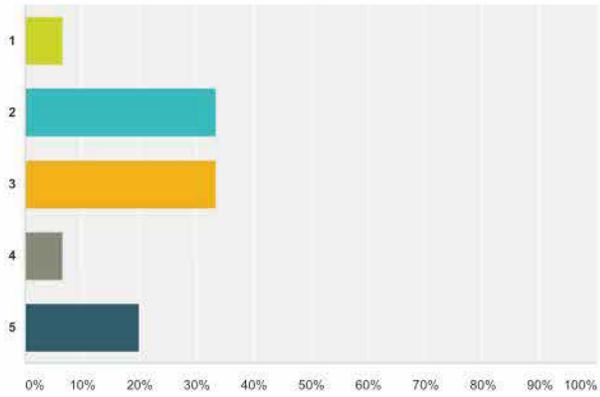
Comments (1)

Answer Choices	Responses
Engineering	25.00% 4
Carpentry	6.25% 1

Total Respondents: 16

[Comments \(1\)](#)





Answer Choices	Responses
1	6.67% 1
2	33.33% 5
3	33.33% 5
4	6.67% 1
5	20.00% 3
Total	15

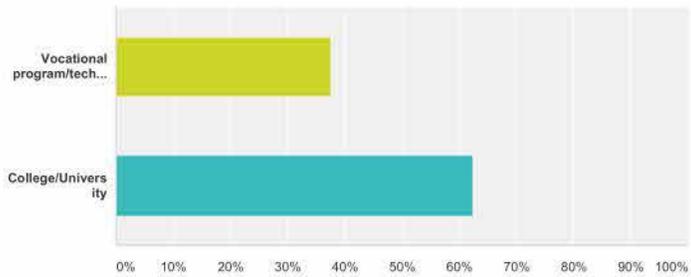
Comments (3)

Q4

Customize Export

Which would your student like more: a vocational program/technical school or a traditional university?

Answered: 16 Skipped: 0



Answer Choices	Responses
Vocational program/technical school	37.50% 6
College/University	62.50% 10
Total	16

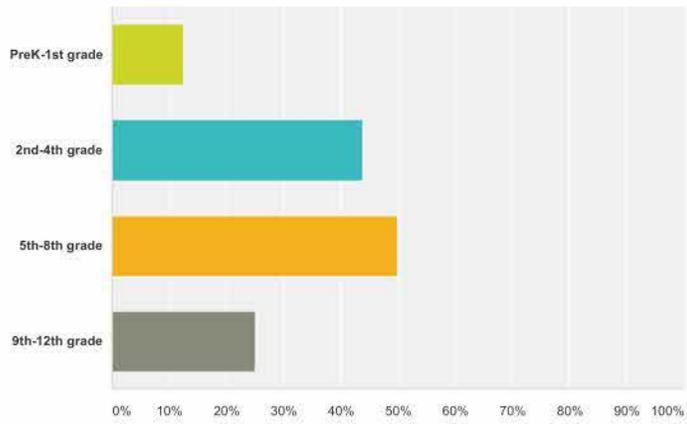
Comments (1)

Q5

Customize Export

When did your student succeed the most? If you have more than one student, select the eldest to answer this question.

Answered: 16 Skipped: 0



Answer Choices	Responses
PreK-1st grade	12.50% 2
2nd-4th grade	43.75% 7
5th-8th grade	50.00% 8
9th-12th grade	25.00% 4

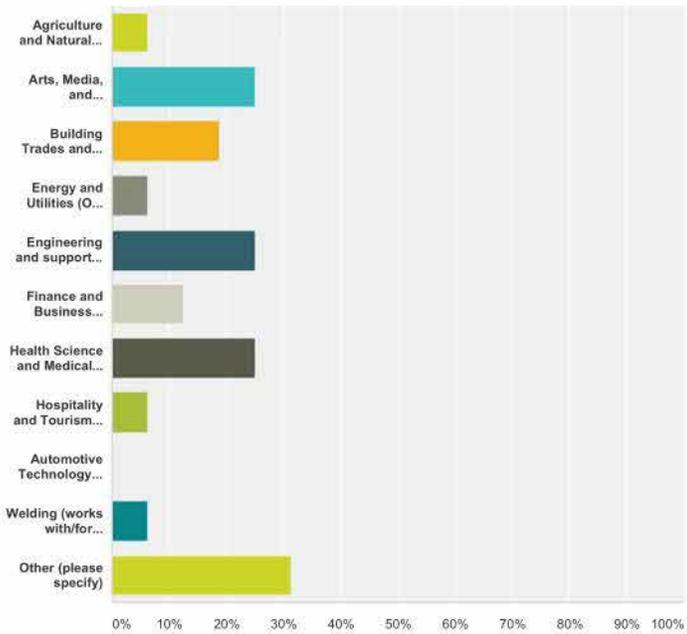
Total Respondents: 16

Q6

Customize Export

If your eldest student were to enter a high school Vocational Ed./Career & Technical Ed. (CTE) program, which would he/she prefer?

Answered: 16 Skipped: 0



Answer Choices	Responses
Agriculture and Natural Resources (grows plants, vegetables, and animals for eating; includes fishing industry)	6.25% 1
Arts, Media, and Entertainment (works in television and video production such as the news)	25.00% 4

Total Respondents: 16

Answer Choices	Responses
Building Trades and Construction (construction work, making roads and buildings)	18.75% 3
Energy and Utilities (Oil, gas, electrical, etc.)	6.25% 1
Engineering and support Operations (running machinery for engineering companies)	25.00% 4
Finance and Business (making budgets, organizing calendars, answering phone calls, taking meeting notes, etc.)	12.50% 2
Health Science and Medical Technology (entering medicine codes in the computer, running important machines that scan the body, etc.)	25.00% 4
Hospitality and Tourism (tour guides, working in hotels, on cruise ships, working as a chef)	6.25% 1
Automotive Technology (working on cars, trucks, and other vehicles, works in auto garages and for car companies)	0.00% 0
Welding (works with/for different companies to weld metal together for buildings, machines, and vehicles)	6.25% 1
Other (please specify)	Responses 31.25% 5

Responses (5) Text Analysis My Categories

PRO FEATURE
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category Search responses

Showing 5 responses

- computer gaming design
5/28/2016 10:06 AM [View respondent's answers](#)
- Music-Orchestra
5/25/2016 9:11 AM [View respondent's answers](#)
- Culinary
5/25/2016 2:39 AM [View respondent's answers](#)
- Tatoo/piercing + 2 yrs art college
5/24/2016 2:21 PM [View respondent's answers](#)
- Sports
5/24/2016 1:55 PM [View respondent's answers](#)

Total Respondents: 16

Q7

Export

What are the opportunities in your community (such as businesses that are growing and need employees/interns or technical professionals that may be willing to teach native teens) that could help your students and his/her peers get a college degree or go into a career?

Answered: 7 Skipped: 9

Responses (7) Text Analysis My Categories

PRO FEATURE
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category Search responses

Showing 7 responses

- native Corp
5/28/2016 10:06 AM [View respondent's answers](#)
- Paid internships, high school classes that teach life & work skills
5/25/2016 2:39 AM [View respondent's answers](#)
- not many opportunities or nobody advertises for interns
5/24/2016 3:33 PM [View respondent's answers](#)
- Providence, KANA Medical/Dental, Kodiak Community Health Center, Mill Bay Health Center
5/24/2016 3:04 PM [View respondent's answers](#)

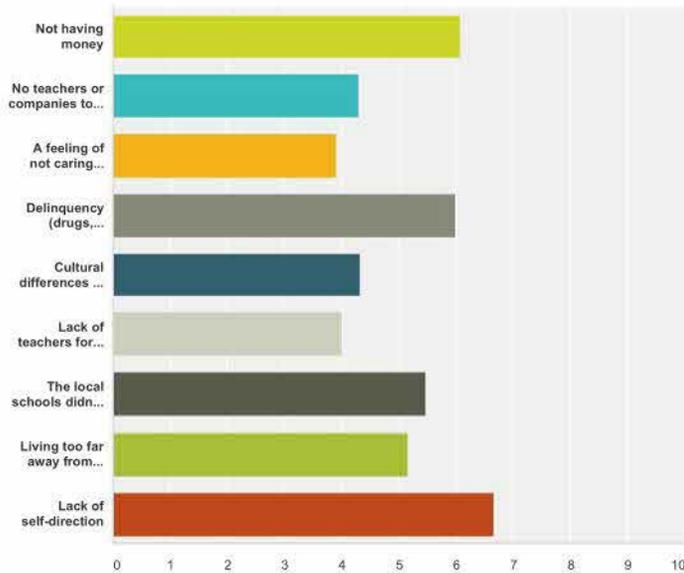
- none
5/24/2016 3:02 PM [View respondent's answers](#)
- tribes, corporations
5/24/2016 2:22 PM [View respondent's answers](#)
- Not sure
5/24/2016 1:33 PM [View respondent's answers](#)

Q8

[Customize](#) [Export](#)

Please rank the following list of problems that stop Native youth from going to college or going to a technical program. The worst problem should be ranked as 1.

Answered: 14 Skipped: 2



	1	2	3	4	5	6	7
Not having money	38.46% 5	0.00% 0	15.38% 2	0.00% 0	15.38% 2	7.69% 1	7.69% 1
No teachers or companies to show the way	0.00% 0	7.69% 1	15.38% 2	23.08% 3	0.00% 0	7.69% 1	15.38% 2
A feeling of not caring about anything	0.00% 0	0.00% 0	18.18% 2	9.09% 1	9.09% 1	18.18% 2	9.09% 1
Delinquency (drugs, truancy, bullying, violence, etc.)	16.67% 2	16.67% 2	8.33% 1	16.67% 2	16.67% 2	8.33% 1	8.33% 1
Cultural differences at universities/colleges/vocational schools that make Native student feel alone or different	16.67% 2	8.33% 1	0.00% 0	0.00% 0	25.00% 3	8.33% 1	8.33% 1
Lack of teachers for Native students	0.00% 0	0.00% 0	15.38% 2	0.00% 0	30.77% 4	15.38% 2	7.69% 1
The local schools didn't get them ready for the college or a career	15.38% 2	23.08% 3	7.69% 1	7.69% 1	0.00% 0	7.69% 1	23.08% 3
Living too far away from places where there are jobs and school programs that make a difference	7.69% 1	15.38% 2	7.69% 1	15.38% 2	7.69% 1	23.08% 3	7.69% 1
Lack of self-direction	8.33% 1	41.67% 5	16.67% 2	16.67% 2	0.00% 0	8.33% 1	0.00% 0

Q9

[Export](#)

In your experience, for the Native youth that graduate from college and/or enter a career

or profession, what makes them different from those that do not?

Answered: 11 Skipped: 5

Responses (11) Text Analysis My Categories

PRO FEATURE

Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category Search responses

Showing 11 responses

finances	5/28/2016 10:06 AM	View respondent's answers
a support system that values and pushes education	5/25/2016 11:18 AM	View respondent's answers
Support-financial & emotional	5/25/2016 9:11 AM	View respondent's answers
They have found balance with being Native & accepting & navigating a non-native education system	5/25/2016 2:39 AM	View respondent's answers
not sure.	5/24/2016 3:33 PM	View respondent's answers
Parents that don't have college/trade school expectations.	5/24/2016 3:04 PM	View respondent's answers
Drive and perseverance	5/24/2016 3:02 PM	View respondent's answers

Q10

Export

If you could pass on any tradition, idea, or wisdom to the Native youth to help them be ready for a college and career, what would you say to him/her?

Answered: 11 Skipped: 5

Responses (11) Text Analysis My Categories

PRO FEATURE

Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

[Upgrade](#) [Learn more »](#)

Categorize as... Filter by Category Search responses

Showing 11 responses

we are a strong people & can do anything	5/28/2016 10:06 AM	View respondent's answers
Seek out your passion first, find what brings you joy and then see what career path that puts you on.	5/25/2016 9:11 AM	View respondent's answers
Sense of self & others & the world/universe, love of life & giving, sharing what you are able to, adapting to change, humor & joy.	5/25/2016 2:39 AM	View respondent's answers
Dont give up and follow your dreams.	5/24/2016 3:33 PM	View respondent's answers
You can only rely on yourself to take care of you and your family.	5/24/2016 3:04 PM	View respondent's answers
Just do it! Put your mind into it and go!	5/24/2016 3:02 PM	View respondent's answers
go to college right after high school, use your corporations scholarships and your tribes internships to help guide you		



Alaska Department of Education & Early Development
Carl D. Perkins Career and Technical Education Improvement Act of 2006
Local Plan for Career & Technical Education Programs
FY2014-2018

Background

Local career and technical education (CTE) programs are facing increasing expectations – from career exploration to entry-level proficiency and continuing education/technical updating - to provide a range of programs and services so Alaskans are prepared to support their families and participate in the state’s economy. The Alaska Career & Technical Education Plan was established in 2010 to identify strategies for the major state education and training entities to collaborate their resources toward more effective and efficient support of this goal.

The primary federal resource that is designed to assist secondary and postsecondary public education programs in meeting this goal is the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (aka “Perkins IV”). It provides resources to supplement state and local support for identified federal priorities within educational institutions’ CTE programs that are “of sufficient size, scope and quality to be effective”. These priorities include emphasis on planned programs of study that result in employer-valued certificates, credentials or degrees for students by integrating academic standards so remediation is unnecessary, ensuring attention for career guidance, support for “high skill, high wage, high demand” career pathways, access and assistance for special populations and meeting federally prescribed accountability measures.

Eligibility for Perkins’ funds requires an EED approved local five-year CTE plan that includes strategies that address the federal statutory requirements in ways that:

- Promote continuous improvement in services and activities that link secondary and postsecondary CTE for students,
- Promote continuous improvement of academic achievement and technical skill attainment; and
- Identifies and addresses current or emerging occupational opportunities for Alaskans.

This plan and subsequent annual reviews must involve input from a CTE advisory body composed of the membership identified in the Perkins IV legislation.

Planning Coordination

This planning activity is intended to result in a five-year framework for the improvement of the district/institution’s CTE program planning, implementation and evaluation within the context of the district or institution’s overall strategic plan, i.e. the “20,000 foot level”. The detail needed for annual implementation will be provided by grantees through their annual grant reports and funding applications. In order to remain useful, this plan may be updated at any time as local, state or national conditions change.

Submission

This updated local CTE Plan document may be submitted in either of two formats:

1. An expansion of the entity’s strategic plan or other plan that is currently in effect to address specific CTE issues. The enclosed Table of Contents (page 2 of this document) must be completed to identify the pages where each section begins.
--OR--
2. Use of the attached plan form, with a response to each section entered in the form. This form includes a rubric based on the Perkins’ statute and the Alaska Career & Technical Education Plan that will be used by the state for review.

Submit the completed CTE Plan electronically in either MSWORD or pdf format as an email attachment to ctegrants@alaska.gov . This plan must be completed and approved prior to any FY14 Perkins grant award.

Alaska Department of Education & Early Development
 Carl D. Perkins Career and Technical Education Improvement Act of 2006
Local Plan for Career & Technical Education Programs
FY2014-2018

District/Institution Name: Kodiak Island Borough School District Mailing Address: 722 Mill Bay Road Address line 2: City & zip: Kodiak, AK 99615	CTE Contact Name: Barry Altenhof Phone #: 9074812531 Fax #: 9074812505 Email: baltenhof01@kibsd.org
Name & Position of Authorizing Official: Stewart McDonald, Superintendent of Schools	
Signature:	Date:

CTE Plan Table of Contents:

Section of District/Institution CTE Plan	page #
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1: Transitions	3
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B. On-Going Evaluation of Program Effectiveness	
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B. CTE Programs of Study	
C. System-wide Implementation	
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B. Career Development & Advising	
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D. Partnerships	
E. Communication Plan	
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Plan sharing	
EED Contacts	

Career & Technical Education -5-year Plan

Overview

Provide a synopsis of the district / institution's 5-year plan.

Kodiak Island Borough School District is beginning a three year construction/renovation project that will result in a new Kodiak High School and a renovated Career Technology facility. In an attempt to stay ahead of construction, we are also beginning the process of expanding our existing CTE program to focus on K-12 instructional continuity that connects with job opportunities and post-secondary training. In short, our five year goal is to expand the reach of existing Kodiak High School CTE programs to include village schools, Kodiak Middle School and all of Kodiak's elementary schools. The result, in five years, should be a KIBSD CTE program that offers a more robust sequence of K-12 CTE opportunities driven by industry standards that result in post-secondary education or employment in the Alaska workforce.

1: Transitions

A. Review Data and Recommendations for Future

Describe the conclusions that are addressed in this 5-year CTE Plan.

Review of Data

Kodiak CTE programs have used, and will continue to use the career pathways model of instructional alignment. All of the ten CTE programs at Kodiak High School fit in one of the 16 national career clusters. Standards based instruction in all programs focuses on CTE skill standards, industry certification, and related language arts, math, and common career technical core standards.

Data review of current CTE programs of study includes the following:

***Labor market information**

Overall, according to Ak. Dept. of Labor Trends magazine the Alaska job market will grow at a steady rate of 1.2%. Areas of stronger than normal job growth include:

Natural Resources & Mining	4.2%
Oil and Gas Extraction	2.9%
Educational & Health Services	3.9%
Health Care	4.5%
Professional & Business Services	2.8%

***Kodiak student enrollment and achievement information**

For the last few years Kodiak High School enrollment has remained fairly steady at about 760 students. Approx. 564 KHS students (74%) are enrolled in at least one CTE class. Last year 89 of those students passed an industry standard certification test. Certifications passed include:

- Adult CPR 4
- Standard First Aid 4
- PADI Open Water Dive 1
- AWS Certified Welder 11
- OSHA 10 Hour Construction Safety 10
- OSHA 10 Hour General Safety 19
- Excel 2003 MOS 7
- Word 2003 MOS 9
- ServSafe Food Handler 14
- NRAEF Certification 6
- Prostart, year 1, 5
- NCCER Core Carpentry 9

Work Keys Results

WorkKey test results for the 170 members of the junior class of Kodiak High School include:

<u>ALASKA NCRC GOLD</u>	<u>33</u>
<u>ALASKA NCRC BRONZE</u>	<u>29</u>
<u>ALASKA NCRC SILVER</u>	<u>78</u>
Tot.	140

***Community expectations**

The Kodiak community continues to offer strong support to KHS CTE programs. Evidence for this is found in donations of material, money, and manpower that make a clear community statement about the value of a certification driven CTE education. In return, the Kodiak community has a right to expect that Kodiak CTE remains relevant to industry standards and employability skills.

***District/institutions strategic plan**

KIBSD's complete strategic plan is attached to appendix 2. Below is a short excerpt from community members of the review committee.

CTE / Post-Secondary

"Concern that students are prepared for life after high school including further college study or vocational study. Support for high school dual credit options and hands-on learning experiences. Support for preparing students for jobs and careers."

***Advisory recommendations**

The CTE Advisory meeting of April, 30 produced the following recommendations:

Certification training programs should begin in the 9th grade.
Certificates and diploma be awarded together, on stage at KHS graduation.
KMS students need exploratories appropriate to grade level
Culinary classes need to be back in the KMS.
Basic shop classes need to be back in KMS.
Summer internships and/or job shadows for Kodiak High School students.
Basic skill classes in Kodiak Middle School such as Culinary Arts, Woods, Electronics and a general shop class.

Conclusions

Kodiak Island Borough School District CTE programs are effective to the extent we provide instruction in basic skills, certification testing, and opportunities to Kodiak High School students that connect with post-secondary programs. We need to be more effective in providing the same services to our middle school, elementary school and village school populations. It is clear that community members want a more active CTE program in the Kodiak Middle School and in elementary schools that prepare students for continuing skill development in Kodiak High School. The earlier we begin to address that need the better off students will be when they enter the workforce.

It is also clear from Alaska labor market data and from national economic data that existing KHS CTE programs need a stronger emphasis on STEM related activities. As mentioned earlier, the goal is to build more K-12 CTE continuity and to integrate more STEM related activities into CTE instruction. Acquisition of 21st Century Skills depends on the merger of CTE and STEM related skills.

Recommendations

New programs

Kodiak Middle School will begin a new CTE rotation of exploratories next fall that includes: 3-D modeling & design, Architectural CAD, Gaming, and Robotics. Students will take the exploratory of their choice for a 9 week session and rotate to the next CTE component on the list.

The IOS/APP Development class at Kodiak High School will also be new for the 2013 school year. This class will teach students fundamental skills in programming in the IOS operating system and give them the opportunity to create mobile apps for general sale.

Another new class to be offered next year is an Apple Certified Maintenance Technician (ACMT) class that will train selected students to do basic repairs on Macintosh laptop computers. Once trained students will operate as tech interns in the KIBSD Tech Services Department.

Adjusted programs

The automotive science program will be re-started in the fall of 2013. The new auto program is designed to create ASE certification testing opportunities for students completing their third year of instruction.

Equipment acquisitions

	<p>Kodiak High School has recently added a Dimension 3-D printer to its CAD/fabrication program and is planning on the addition of another 3-D printer to the Kodiak Middle School 3-D Design and Modeling class. These are the first serious steps in continuously upgrading equipment across all CTE programs K-12. Recommendations for further equipment acquisitions include:</p> <ul style="list-style-type: none"> *CNC Plasma Cutter for the KHS welding shop *CNC Router for the new KHS woodshop *A second car lift for the new KHS auto shop. *A laser cutter/engraver for the KHS CAD/fabrication lab *Additional 3-D printers for town elementary schools and for Kodiak village sites. *Vertical milling machine and metal lathe for the KHS welding program to add a machining component to the metal fabrication program. *General shop equipment for Kodiak Middle School: basic woodshop tools, two welding machines, work benches, and small engine workstations & related tools. <p>Career Tech programs require a serious investment in equipment, facilities, and professional development for teachers. Our goal over the next five years is a continuous investment in infrastructure that will support continuous expansion and improvement in student skills.</p> <p>Professional development</p> <p>As new technologies, software, and equipment are developed for classroom use it is important that teacher skills keep pace. Professional development needs to remain a priority for CTE teachers, particularly those dependent on rapidly changing technologies.</p> <p>Because of funding cuts it may be necessary to first look to professional development opportunities in Alaska before deciding to travel outside. Teachers will have to weigh the benefit of out-state travel v. the benefit of using travel funds for equipment or supplies. Funding realities probably aren't going away anytime soon.</p>
--	--

B. On-Going Evaluation of Program Effectiveness

<p>Explain the process, timeline, and tools that will be used to evaluate and revise this 5-year CTE plan on an on-going basis.</p>	<p>Annual data review by Kodiak High School CTE teachers, CTE advisory group and Kodiak College CTE Coordinator include the following:</p> <ul style="list-style-type: none"> *Review of Carl Perkins DARTS data: a review of the basic Perkins data categories should reveal the basic health of a CTE program. Each year in the fall Kodiak CTE teachers review data and discuss it's meaning for our programs. Non-traditional participation numbers continue to be a source of concern. *Review of individual CTE program data: enrollment, concentrators, industry TSA's, Job placement and/or Tech prep participation. All of this data helps us to develop a clear picture of program performance.
---	---

2: Aligning Curricula

A. Identification of Curriculum

Sequence Name	Cluster	Cluster Pathway	Source of Curriculum	TSA Source	TSA	CTSO's
Automotive	Transportation, Distribution & Logistics - Q	Facility and Mobile Equipment Maintenance	www.natef.org	ASE	GST	SkillsUSA
Business	Business Management &	Administrative Support	Microsoft Cert	Microsoft	MOS	BPA
Culinary Arts	Hospitality & Tourism - J	Restaurants and Food/Beverage Services	www.NRAEF.org	NRAEF	ProStart, Servsafe	FCCLA
Drafting	Architecture & Construction - C	Design/Pre-Construction	AIA, Autodesk	Autodesk	SkillsUSA	SkillsUSA
Early Childhood	Education & Training -	Professional Support				
Information Tech	Information Technology - L	Information Support and Services				
Marine Science	Agriculture, Food & Natural Resources - B	Natural Resources Systems	AMSEA			FFA
Multimedia	Arts, Audio/Video Technology & Communications - D	Audio and Video Technology and Film	Adobe, Apple	Apple	Final Cut 7	SkillsUSA
Welding	Manufacturing - N	Production	www.aws.org	aws	AWS certs	SkillsUSA

B. CTE Programs of Study

CTE Programs of Study

Identify the aligned district/institution's CTE Programs of Study that connect secondary academic and technical courses with post-secondary programs so students meet employer expectations.

Current KIBSD CTEP's that connect with post-secondary programs of study include:

- *Welding
- *Architectural Drafting



Welding CTEPS-
Kodiak, UAA Kodiak



Construction Cert
AAS-Kodiak, UAA Kc

A CTE Program of Study includes a planned sequence of academic and technical courses that are aligned secondary to post-secondary programs and lead to a recognized certificate, credential or degree, ideally without the need for remediation.

Provide at least one program of study. Use Form # 05-11-069 at <http://education.alaska.gov/forms/home.cfm#CTE>

DISTRICTS:

Review the CTE Portal to make sure it reflects the district's current CTE Programs of Study and CTE Course Sequences.

Check if the CTE Portal is up to date

If not up-to-date, provide a table with course names and titles by sequence.

<u>Automotive</u>	False	Transportation, Distribution & Logistics - Q	Facility and Mobile Equipment Maintenance
<u>Business</u>	True	Business Management & Administration - E	Administrative Support
<u>Business</u>	False	Business Management & Administration - E	Administrative Support
<u>Construction</u>	False	Architecture & Construction - C	Construction
<u>Culinary Arts</u>	True	Hospitality & Tourism - J	Restaurants and Food/Beverage Services
<u>Culinary Arts</u>	False	Hospitality & Tourism - J	Restaurants and Food/Beverage Services
<u>Drafting</u>	True	Architecture & Construction - C	Design/Pre-Construction
<u>Early Childhood</u>	False	Education & Training - F	Professional Support Services
<u>Information Tech</u>	False	Information Technology - L	Information Support and Services

Marine Science	True	Agriculture, Food & Natural Resources - B	Natural Resources Systems
Multimedia	True	Arts, Audio/Video Technology & Communications - D	Audio and Video Technology and Film
Multimedia	False	Arts, Audio/Video Technology & Communications - D	Visual Arts
STEM	True	Science, Technology, Engineering & Mathematics - P	Engineering and Technology
Welding	True	Manufacturing - N	Production
Woods Tech	True	Architecture & Construction - C	Construction
Woods Tech	False	Architecture & Construction - C	Construction

Perkins CTE Course List

[Create New Course](#)

Course #	Course Name	Status	NTO Males	NTO Females	Approval Date	Expire Date
CT1615	3-D Modeling and Design	Approved	No	Yes	7/1/2013	7/1/13
CT1561	A Plus Certification	Approved	No	No	1/25/2012	1/25/12
CT1681	Accounting	Approved	Yes	No	7/1/2013	7/1/13
CT1234	Architectural Design Tech	Approved	No	Yes	7/1/2013	7/1/13
CT1331	Architectural Drafting I	Approved	No	Yes	7/1/2013	7/1/13
CT1332	Architectural Drafting II	Approved	No	Yes	7/1/2013	7/1/13
CT1315	Audio/Video Prod.	Approved	No	No	7/1/2013	7/1/13
CT 1645	Automotive Technology I	Approved	No	Yes	7/1/2013	7/1/13
CT 1254	Automotive Technology II	Approved	No	Yes	7/1/2013	7/1/13
CT 1551	Basic Automotive	Approved	No	Yes	7/1/2013	7/1/13

<u>CT1382</u>	Computer Applications	Approved	Yes	No	7/1/2013	7/1/
<u>CT1384</u>	Computer Applications, Advanced	Approved	Yes	No	7/1/2013	7/1/
<u>CT1685</u>	Computerized Accounting	Approved	Yes	No	7/1/2013	7/1/
<u>CT1532</u>	Construction I	Not Approved	No	Yes	9/13/2013	
<u>CT1570</u>	Culinary Arts I	Approved	No	No	7/1/2013	7/1/
<u>CT1571</u>	Culinary Arts II	Approved	No	No	7/1/2013	7/1/
<u>CT1672</u>	Culinary Arts III	Approved	No	No	7/1/2013	7/1/
<u>CT1673</u>	Culinary Arts IV	Approved	No	No	7/1/2013	7/1/
<u>CT1324</u>	Marine/Wilderness Survival	Approved	No	Yes	7/1/2013	7/1/
<u>CT1525</u>	Maritime Science & Tech I	Approved	No	No	7/1/2013	7/1/
<u>CT1526</u>	Maritime Science & Tech II	Approved	No	Yes	7/1/2013	7/1/
<u>CT1634</u>	Mechanical Drawing	Approved	No	Yes	12/4/2008	12/4/
<u>CT1511</u>	Multimedia, Introduction	Approved	No	No	7/1/2013	7/1/
<u>CT1586</u>	Personal Finance	Not Approved	No	No	10/14/2012	
<u>CT1618</u>	Photography, Advanced	Not Approved	No	No	6/30/2013	
<u>CT1517</u>	Photography, Beginning	Approved	No	No	7/1/2013	7/1/
<u>CT1330</u>	Robotic Engineering 1	Conditionally Approved	No	Yes	7/1/2013	7/1/
<u>CT1323</u>	Seamanship, Basic	Approved	No	Yes	7/1/2013	7/1/
<u>CT1356</u>	Small Engines	Approved	No	Yes	7/1/2013	7/1/
<u>CT1341</u>	Welding I	Approved	No	Yes	7/1/2013	7/1/
<u>CT1342</u>	Welding II	Approved	No	Yes	7/1/2013	7/1/
<u>CT1347</u>	Welding III	Approved	No	Yes	7/1/2013	7/1/

CT1346	Welding IV	Approved	No	Yes	7/1/2013	7/1/
CT1538	Woods Technology 1	Not Approved	No	Yes	9/26/2013	
CT1539	Woods Technology 2	Not Approved	No	Yes	9/26/2013	

C. System-wide Implementation

<p>Consider how the CTE plan builds on what is already in place, and how to expand it over time with quality.</p>	<u>Implementation</u>
	<p>Kodiak High School currently has ten CTE programs that include: drafting/robotics, welding, auto, culinary arts, multimedia, maritime science, woods tech, business, health occupations, and IT. All of these programs have content appropriate to lower grade involvement and instruction. In short, all students K-12 can learn hands-on skills that help to raise career awareness.</p> <p>Implementation of this strategy should include the following components:</p> <ul style="list-style-type: none"> *Ongoing program for building awareness of CTE/STEM effectiveness. CTE teachers, CTE Coordinator, and CTE Advisory Group continue to promote the value of CTE to parents, K-12 students and community through print, social media, and district website. *Continue “seeding” of existing science and math programs with CTE project based learning and skill development. Likewise, math, science, and language arts components need more emphasis in CTE coursework. *Review and development of CTE curricular sequences, K-12. Annual review with K-12 teaching staff of existing CTE program. *Equipment acquisition to support curriculum expansion. *Professional development to support continued expansion of CTE K-12.

3: Delivery Strategies

A. Instruction

Describe how this CTE plan will implement effective instruction that is centered on the needs of students.

Standards Based and project oriented instruction is the core strategy that focuses on building the workforce skills of Kodiak High School students. This strategy is dependent on four factors:

1. Qualified instructors receiving annual professional development that meets relevant industry standards.
2. Acquiring industry standard equipment, software and/or technology that keeps CTE programs relevant to the needs of industry.
3. Assessment strategies built around industry certifications and technical skill assessments.
4. Making students aware of career interests and the value of creating a Personal Learning and Career Plan.

B. Career Development & Advising

Describe how career guidance and academic advising/counseling will be provided to career and technical education students, including linkages to future education and training opportunities..

Career Guidance

Career guidance and counseling for Kodiak CTE students consists of customary one-on-one interactions with guidance counselors about post-secondary opportunities. In addition, multiple resources are available to CTE students and parents to help guide the decision making process about life after high school. These include:

AKCIS

All Kodiak secondary students receive training and guidance on the use of the Alaska Career Information System (AKCIS). AKCIS training begins in Kodiak Middle School with the creation of a career information portfolio and ends in the senior year of Kodiak High School with the following components:

2. Complete a budget to determine the cost of a desired lifestyle and the salary required to support that lifestyle
3. Research and/or compare the specific occupation(s) within the career cluster
 - o Working Conditions
 - o Physical Demands
 - o Skills and Abilities
 - o Knowledge
 - o Wages
 - o Employment and Outlook
 - o Preparation
 - o Licensing / Certification
4. Update Education and Work History information
5. Create, proof, format and save Resume
6. Review Job Search
7. Create a Job Search Action Plan
8. Review Interviewing Skills
9. Create a Cover Letter

ASVAB

Armed Services Vocational Aptitude Battery is available for those interested in a career in the U.S. armed services.

Work Keys

Work Keys is a screening tool used to inform students about their readiness to enter the workforce.

Kodiak Job Fair

Each year in Feb. Kodiak High School students have a chance to meet with local and regional employers along with representatives of Kodiak College and the UAA system.

C. Equity and Access for Student Success: Special Populations

<p>Support systems to ensure all students have equal access to quality CTE programs.</p>	<p style="text-align: center;"><u><i>Equity and Access</i></u></p> <p>Special population students will be placed in the least restrictive learning environment compatible with needs and abilities. Students with special needs are routinely included in the KIBSD CTE program. In particular, KIBSD has made an effort to recruit students to Non-traditional Occupations (NTO's) Included are considerations for students that face one or more of these challenges:</p> <ul style="list-style-type: none"> - Individuals with disabilities - Individuals with 504 Plan - Economically disadvantaged - Single Parents - Displaced homemakers - Limited English proficient - Migrant status - Non-traditional Occupations (according to gender) <p>A special need does not disqualify students from participation in CTE skill development programs.</p>
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D. Partnerships

<p>Describe the partnerships and other relationships that are/will be important to maintaining or improving the quality of the CTE plan results.</p>	<p style="text-align: center;"><u><i>CTE Partnerships</i></u></p> <p>Several long term relationships have been developed over the years that continue to create opportunities for Kodiak CTE students. Partnerships include:</p> <ul style="list-style-type: none"> • Secondary/postsecondary-Kodiak College actively promotes its CTE programs to Kodiak High School students. KIBSD has also aligned several CTE classes to UAA standards and offers them as dual credit classes at KHS. See appendix. • Apprenticeships-Information from Ak. Dept. of Labor is available to students via bulletin boards, parent newsletters, and district website. Ak. Dept. of Labor employs a Career Guide in Kodiak who works directly with KHS students. Posted job openings • Employers- Kodiak Island Housing Authority, Brechan Construction, Kodiak Rental Center, and local residential contractors continue to seek qualified students for entry level construction positions. • Local businesses—several Kodiak businesses offer discounts on material and tool purchases or make outright donations of material to CTE programs. <ul style="list-style-type: none"> • <u><i>Local CTE Advisory Committee:</i></u> • parents Wendy Goodell • students Caleb Gordon, Laya Cox • academic teachers Bob Fish, mathematics teacher • career and technical education teachers Anthony Cavan, welding teacher
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- faculty **Alice Levan, KSH science teacher**
- administrators **Bill Watkins**
- career guidance and academic counselors **Stephanie Smiley, Mary Lukens**
- representatives of tech prep consortia **Lorraine Stewart, Kodiak College**
- representatives of business and industry **Rick Lindholm, Kodiak Island Housing Authority, Jamey Spencer, Kodiak Rental Shop**
- representatives labor organizations **Nicola Belisle, AK. Dept. of Labor**
- representatives of special populations, **Eric Hanson, Resource Teacher**
- other interested individuals **Paul VanDyke, Kodiak Island Borough IT Depart. Head.**

E. Communication Plan

Identify the ways to share successes and needs as outlined in the CTE Plan.

Communication Plan

Stakeholders in the CTE program include: parents, students, teachers, administrators, school board members, business & industry and general public. Several methods are used to reach out to these groups and include: school district website & Facebook posts, newsletters home to parents, e-mails to CTE parents, occasional public service messages on radio and in the Kodiak Daily Mirror and good ole fashioned posters. The content of our messaging focuses on two parts of CTE: part one focuses on student successes, general CTE news, special events, and the required reporting of student accountability data at www.kibsd.org, the school district website.

Part two of our communication plan focuses on the larger state and national discussion of high demand job skills, cost of education, available Alaska training programs, and the value of long term planning. In particular, parents and students need to avoid the “college at any cost” trap. College is still a desirable goal, but it is expensive and student debt has become a financial anchor on the future of young people.

The consistent message in all of this is that CTE skills and training offer an attractive alternative to the costs associated with a four year college degree. Our messaging does not suggest that college isn’t worthwhile—it is. The question is at what cost? All the stakeholders in education need to develop a relevant answer to that question.

4: Personnel

A. Qualified Personnel

Provide high quality programs through support for recruitment, retention and updating qualified teachers/faculty, advisors/counselors and related personnel to ensure current needs are met.

Teacher Recruiting & Retention

Teacher recruiting plays an important role in CTE program stability. Finding high energy teachers who know how to communicate with young people and engage them in meaningful learning is cornerstone to building program continuity and teamwork within the district CTE program. Though our CTE teaching staff has been fairly stable turnover is inevitable. To prepare for that we will pursue both Alaska candidates and those in the lower forty-eight states. Our focus is on teachers with CTE experience and/or industry experience. The limited type “M” certification is an important recruiting option for school districts seeking high skilled teachers with industry experience.

In short, teacher candidates are recruited from several sources: Alaska Teacher Placement, teacher hiring fairs in other states, business & industry, teacher training schools and from within the KIBSD.

Our strategy for retaining teachers focuses on continuous professional development opportunities, team building, mentoring, and in finding ways to honor exceptional program results.

5: Facilities

A. Adequacy of Equipment and Facilities

Describe the process used to ensure that equipment and facilities are adequate to provide a program that meets current industry standards.

Equipment and Facilities

Kodiak is beginning the construction phase of a significant new construction/renovation of Kodiak High School. The finished product will be a dramatic improvement from current CTE classroom, lab and shop spaces. In addition, labs will be located near programs that complement each other. For example, the new CAD/fabrication lab will be centrally located near the woodshop, natural resources, welding, and auto programs in order that teachers and students can collaborate on projects. The new layout will also provide a more unified "one school" atmosphere making access easier and more open between CTE labs and the rest of the building. In short, the new CTE facility will be a significant upgrade in program capacity and of the image we present to the public.

Included in the construction project budget is funding for critical equipment purchases. Specific budgets and equipment are a work in progress. The process used to allocate budget resources for each program is based on the following rubric:

1. Critical needs & student safety. Welding leathers, machine repair/replacement, computer replacement, personal protective gear, and safety signage.
2. Revolving costs such as software licensing, TSA fees, and other fixed costs
3. Professional development, training, or professional services. Expands program expertise & content.
4. Instructional consumables, materials & supplies.

In addition to the budget review process KIBSD annually reviews it's partnership with Kodiak College (KOC) concerning facility sharing. Kodiak High School Construction Academy has used KOC shops for several different projects and KOC continues to use the KIBSD welding shop for it's classes. It is a mutually beneficial arrangement.

Finally, with a new auto program getting ready to begin again in Sept. 2013 we are actively consulting with and seeking to establish long term partnerships with local auto repair shops. Their willingness to support the auto program with discounted tools, materials and expertise will be critical to program success.

6. Funding

A. Use of Funds

Establish and maintain sustainable funding plans for CTE programs.

Funding

Current funding sources for Kodiak CTE programs include the following:

- *Carl Perkins IV Vocational and Technical Education Funding.
- *Foundation funding appropriation from the Alaska Legislature. KIBSD provides operational funds for all ten Kodiak High School CTE programs.
- *1% "Vocational" funding to enhance existing programs. This is additional funding provided by the Alaska Legislature intended specifically for career technology education.
- *Local fundraising to support Kodiak High School Career Tech Student Organizations (CTSO's). Kodiak High School supports four active CTSO's: SkillsUSA, HOSA, FFA, and FCCLA. All four pursue fundraising activities during the year to help pay for travel to statewide competitive events held in Anchorage each spring. Some of these funds are also used to pay for materials and small tools.
- *Grants also provide a significant source of funding for program improvement and expansion. Grant funds come primarily from the Ak. Dept. of Education.
- *Local business support is also important and comes in several different forms including donated material, project expertise, and discounts on project material. Airlines have also provided discounts on travel between Kodiak and Anchorage.
- *Individual donations to specific programs also play a role in helping to pay for consumable expenses directly related to student activities. For example, bottled gas for the Welding program and diesel fuel for the Maritime Science fishing boat.

7: Other Items

Additional Information & Documents

Include anything that strengthens your plan and/or helps clarify specifics within your plan.

This plan is subject to review and adjustment as needed to meet new standards and the changing requirements of a 21st Century learning environment. The KIBSD assumes responsibility for annual review and update by the local CTE advisory group, CTE faculty, and the KIBSD Board of Education.

Plan sharing

Others are interested in the CTE plans. Please indicate your preference.

This is a live document and will be posted at the following location that can be linked and posted on the EED website. www.kibsd.org

This document, as is, can be posted on the EED website in pdf format.

While this is a public document please do not post anything on the EED website.

Help is here - EED Contacts

EED CTE Staff

Our job is to support, please don't hesitate to contact us anytime if we can help provide guidance or help in any way. No question is too big or too small. We like hearing from you.

Helen Mehrkens, Program Director
Helen.mehrkens@alaska.gov / 907-465-8730

Don Levine, CTE Education Specialist
Don.levine@alaska.gov / 907-45-8681

Felicia Swanson, Data Specialist
Felicia.swanson@alaska.gov / 907-465-2980

Roxanne Mourant, Ed Tech Coordinator
Roxanne.mourant@alaska.gov / 907-465-8578

Appendix 1: Aligned Curricula

Form #05-13-030

Alaska Department of Education & Early Development

PR/Award # S299A160045

Page e265

Sequence Name	Cluster	Cluster Pathway	Source of Curriculum	TSA Source	TSA	CTSO's
Automotive	Transportation, Distribution & Logistics - Q	Facility and Mobile Equipment Maintenance	www.natef.org	ASE	GST	SillsUSA
Business	Business Management &	Administrative Support	Microsoft Cert	Microsoft	MOS	BPA
Culinary Arts	Hospitality & Tourism - J	Restaurants and Food/Beverage	NARAEF	NARAEF	ProSt.	FCCLA
Drafting	Architecture & Construction - C	Design/Pre-Construction	AIA, Autodesk	Autodesk	SkillsU	SkillsUSA
Early Childhood	Education & Training - F	Professional Support Services				
Information Tech	Information Technology - L	Information Support and Services	Comp TIA			
Marine Science	Agriculture, Food & Natural Resources - B	Natural Resources Systems	AMSEA			FFA
Multimedia	Arts, Audio/Video Technology & Communications - D	Audio and Video Technology and Film	Adobe ACE,			
				Apple	Final C	SkillsUSA
Welding	Manufacturing - N	Production	www.aws.org	aws	AWS ce	SkillsUSA

TSA's/TSA source/TSA assessment/CTSO

Automotive/natef/ASE, General Services Technician/SkillsUSA

Business/Microsoft/Microsoft Office Specialist/BPA

Culinary Arts/NRAEF/ProStart & ServSafe/FCCLA

Drafting/AutoDesk/Autocad Cert/SkillsUSA

Information Technology

Maritime Science

Multimedia/Apple/Apple Certified Pro Final Cut Pro7 & X/SkillsUSA

Welding/American Welding Society/AWS Certs/SkillsUSA

Appendix 2:

KHS Strategic Plan



Strategic Plan
2012.pdf

Appendix 3:

KHS Renovation Rendering

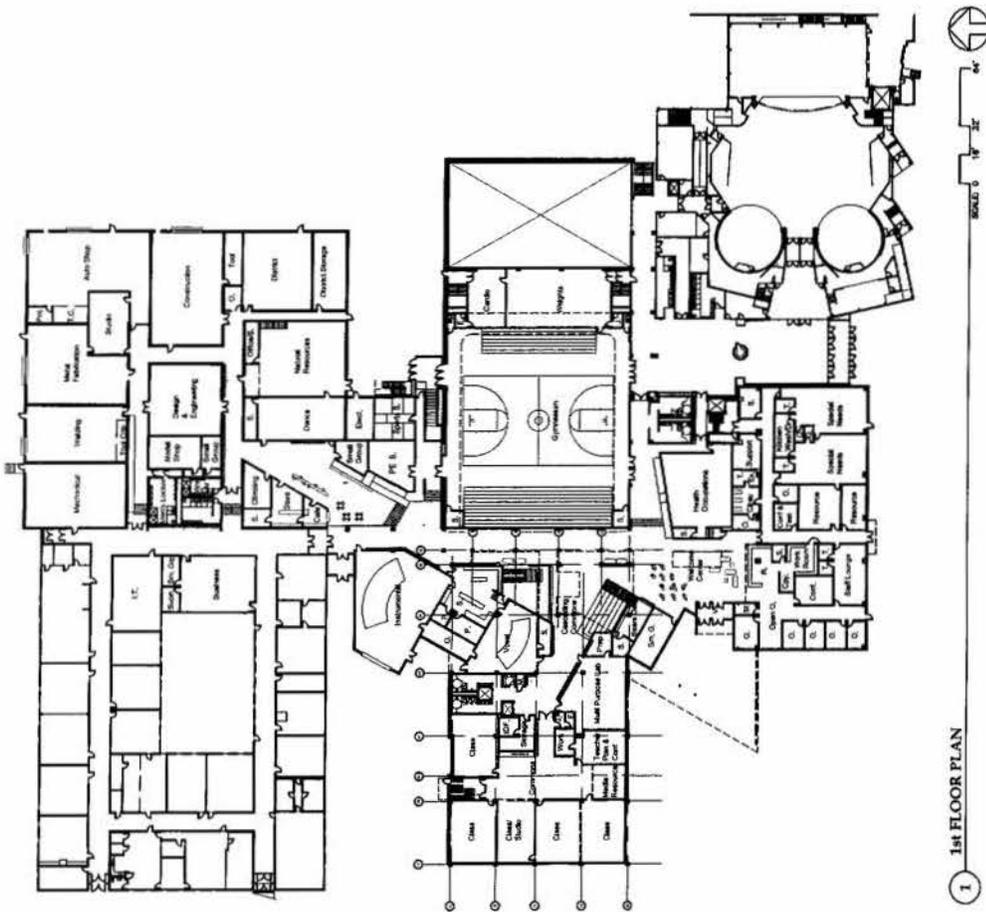


Appendix 4:

New KHS First Floor

FROM

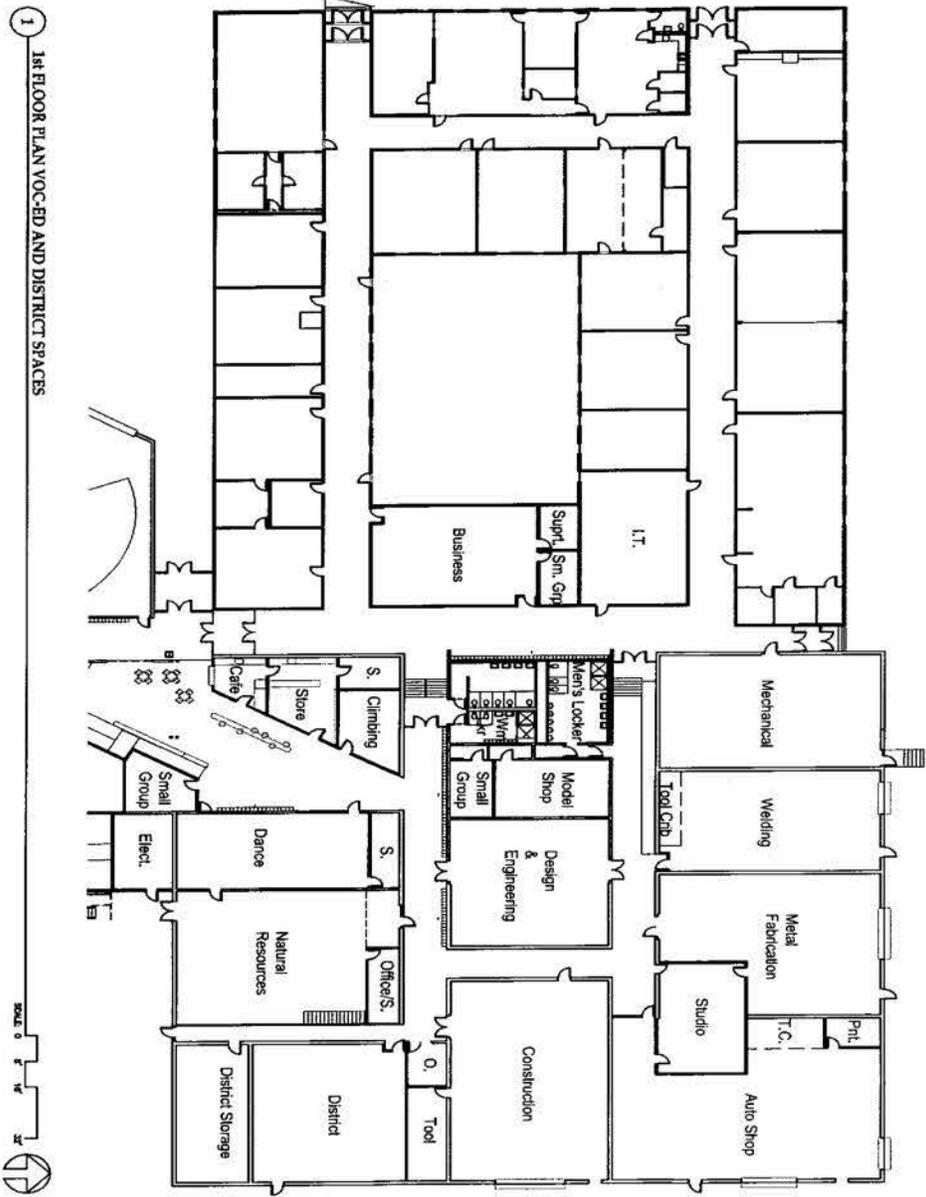
(MED)MAY 8 2013 9:37/ST. 9:37/No. 750000271 P 1



CTE First Floor Renovation

FROM

<WED> MAY 8 2013 10:36/ST. 10:35/No. 7500000272 P 1



49

FLOOR PLANS

Appendix 5: KHS/Kodiak College Dual Credit CTE Courses

KHS Course	KOC Course Number	KOC Course Name	KIBSD Faculty	KOC Credit	Cost
Accounting	ACCT A120	Bookkeeping for Business	Jim Lambert	3	\$75
Computerized Accounting Business Co-op &	ACCT A222	Intro to Computerized Accounting (QuickBooks)	Jim Lambert	3	\$75
Arch. Design Tech	AET A101	Fundamentals of CADD for Building Construction	Jeremiah Steck	4	\$100
Keyboarding or Computer Applications	CIOS A101	Keyboarding – Fall Semester	Jim Lambert	3	\$75
Multi-Media	CIOS A255	Multi-Media Applications	Matt Bieber	3	\$75
Advanced Computer Apps	CIS A105	Intro to PC & Applications –	Jim Lambert	3	\$75
American Literature	ENGL A121	Intro to Literature	B. Jackson/ M. Gandel	3	\$75
Film as/and Literature	HUM A220	Film as/and Literature	Melissa Gandel	3	\$75
Music Theory I	MUS A131	Music Theory I – Fall Semester	Laura Blackwood	3	\$75
Music Theory II	MUS A132	Music Theory II – Spring Semester	Laura Blackwood	3	\$75
Intro to Occupational Safety & Health	OSH A101	Intro to Occupational Safety & Health	Anthony Cavan/ Learning Center	3	\$75
Welding I	WELD A112*	Shielded Metal Arc Welding	Cavan/Raisley	4	\$100
Welding II	WELD A114*	Welding of High Strength Steel	Cavan/Raisley	4	\$100
Advanced Welding III	WELD A161*	Gas Metal Arc Welding	Anthony Cavan	4	\$100
Welding IV	WELD A190	Metal Fabrications	Anthony Cavan	3	\$75
Spanish III	SPAN	Spanish A101	Pysher	4	\$100

MA	MA 101	Medical Terminology	David Horne	3	\$75
Human Anat & Phys	BIOL	Human Anatomy & Physiology	Buie/Street	4	\$100
HLTH	A101	Introd to Health Occupations	Eric Linscheid	3	\$75

Appendix 6: Kodiak College AA Degree Programs

- AAS, Accounting**
- AAS, Computer Information & Office Systems (CIOS)**
- AAS, Computer Systems Technology**
- AAS, Early Childhood Development (UAA)**
- AAS, General Business**
- AAS, Nursing (UAA)**
- AAS, Technology Construction Emphasis**
- AAS, Technology Occupational Safety & Health Emphasis**
- AAS, Technology Welding Emphasis**
- BA, Early Childhood Education (UAA)**
- BA, Elementary Education (UAA)**
- Certified Nursing Assistant (CNA)**
- OEC in Bookkeeping**
- OEC in Medical Office Support**
- OEC in Office Digital Media**
- OEC in Office Foundations**
- OEC in Office Support**
- OEC in Technical Support**
- Undergraduate Certificate, Construction**
- Undergraduate Certificate, Early Childhood Development (UAA)**
- Undergraduate Certificate, Industrial Safety**
- Undergraduate Certificate, Welding**

Complete TSAs List

Cluster	EED Cert Code	Certification Title	Organization	URL (to view full URL download TSAs file)
D, E	Do16	Adobe After Effects	Adobe	URL (link opens a new page)
D, E	Do01	Adobe Dreamweaver - Web Communication	Adobe	URL (link opens a new page)
D, E	Do02	Adobe Flash - Rich Media Communication	Adobe	URL (link opens a new page)
D, E	Do14	Adobe InDesign	Adobe	URL (link opens a new page)
D, E	Do03	Adobe Photoshop - Visual Communication	Adobe	URL (link opens a new page)
D, E	Do15	Adobe Premiere	Adobe	URL (link opens a new page)
C	Co01	AK Weatherization Tech	AK Works Partnership, Alaska Housing Finance Corporation	URL (link opens a new page)
J	Jo01	ServSafe Food Handler (Anchorage)	Alaska Cabaret, Hotel, Restaurant & Retailer's Association (Alaska CHARR)	URL (link opens a new page)
J	Jo21	ServSafe Food Protection Manager	Alaska Cabaret, Hotel, Restaurant & Retailer's Association (Alaska CHARR)	URL (link opens a new page)
C	C131	Advanced Cold Climate Home Builders Techniques	Alaska Craftsman Home Program, Inc.	URL (link opens a new page)
J	Jo02	Alaska in your Backyard: Learn about the "Last Frontier"	Alaska Host	URL (link opens a new page)
J	Jo03	CulturalHost	Alaska Host	URL (link opens a new page)
J, B, C, D, E, F, G, H, I, K, L, M, N, O, P, Q	Jo04	Customer Service Essentials	Alaska Host	URL (link opens a new page)
J, B, C, D, E, F, G, H, I, K, L, M, N, O, P, Q	Jo05	Serving Customers with Disabilities	Alaska Host	URL (link opens a new page)
J	Jo06	Serving International Visitors	Alaska Host	URL (link opens a new page)
J, B, C, D, E, F, G, H, I, K, L, M, N, O, P, Q	Jo07	Telephone Customer Service (1 hour)	Alaska Host	URL (link opens a new page)
Q	Qo01			

		10-Hour Onboard Drill Conductor courses	Alaska Marine Safety Education Association	URL (link opens a new page)
Q	Q002	18-Hour Survival Equipment, Procedures and Onboard Drills	Alaska Marine Safety Education Association	URL (link opens a new page)
B, I, Q	B001	Alaska Marine Safety Drill Conductors Card	Alaska Marine Safety Education Association	URL (link opens a new page)
Q	Q003	Alaska Marine Safety Education Certification	Alaska Marine Safety Education Association	URL (link opens a new page)
Q	Q004	Alaska Water Wise	Alaska Marine Safety Education Association	URL (link opens a new page)
Q	Q005	Basic Boating Safety	Alaska Marine Safety Education Association	URL (link opens a new page)
Q	Q006	Coastal Navigation	Alaska Marine Safety Education Association	URL (link opens a new page)
Q	Q007	Emergency Procedures for Recreational Boaters (EPRB)	Alaska Marine Safety Education Association	URL (link opens a new page)
Q	Q056	ERGONOMICS FOR COMMERCIAL FISHERMEN AND INDUSTRY WORKERS	Alaska Marine Safety Education Association	URL (link opens a new page)
Q	Q008	Marine Safety Instructor Training (MSIT)	Alaska Marine Safety Education Association	URL (link opens a new page)
K	K002	Broad Field Family and Consumer Sciences	American Association of Family and Consumer Science (AAFCS)	URL (link opens a new page)
J	J008	Culinary Arts	American Association of Family and Consumer Science (AAFCS)	URL (link opens a new page)
F	F001	Education Fundamentals	American Association of Family and Consumer Science (AAFCS)	URL (link opens a new page)
K	K003	Family and Community Services	American Association of Family and Consumer Science (AAFCS)	URL (link opens a new page)
K	K004	Fashion, Textiles, and Apparel	American Association of Family and Consumer Science (AAFCS)	URL (link opens a new page)
K	K005	Food Science Fundamentals	American Association of Family and Consumer Science (AAFCS)	URL (link opens a new page)
C, K	C002	Housing and Furnishings	American Association of Family and Consumer Science (AAFCS)	URL (link opens a new page)
C, K	C003	Interior Design Fundamentals	American Association of Family and Consumer Science (AAFCS)	URL (link opens a new page)
K	K008	Nutrition, Food, and Wellness	American Association of Family and Consumer Science (AAFCS)	URL (link opens a new page)
K	K009	Personal and Family Finance	American Association of Family and Consumer Science (AAFCS)	URL (link opens a new page)
K	K001			

		Pre-Professional Assessment - Early Childhood	American Association of Family and Consumer Science (AAFCS)	URL (link opens a new page)
I	I017	Personal Trainer Certification	American Council on Exercise (ACE)	URL (link opens a new page)
I, M	I018	First Aid, CPR, & AED	American Health & Safety Institute (AHSI)	URL (link opens a new page)
I	I001	Bloodborne Pathogens	American Heart Association	URL (link opens a new page)
I	B003	Heartsaver® CPR AED-Healthcare Provider	American Heart Association	URL (link opens a new page)
I, K	B004	Heartsaver® First Aid CPR AED	American Heart Association	URL (link opens a new page)
I	B018	Heartsaver® First Aid Online Part 1	American Heart Association	URL (link opens a new page)
J	J009	S.T.A.R.T (Skills, Tasks, and Results Training)	American Hotel & Lodging Educational Institute	URL (link opens a new page)
E	E001	Fundamental Payroll Certification	American Payroll Association	URL (link opens a new page)
B, C, F, I, J, K, M, N, Q	B005	CPR/AED - Adult	American Red Cross	URL (link opens a new page)
F, I, J, M	F002	CPR/AED - Infant/Child	American Red Cross	URL (link opens a new page)
I	I002	CPR/AED for the Professional Rescuer and Healthcare Provider	American Red Cross	URL (link opens a new page)
I	i019	First Aid, CPR, & AED	American Red Cross	URL (link opens a new page)
I	I013	Lifeguarding	American Red Cross	URL (link opens a new page)
I	I003	Oxygen Administration	American Red Cross	URL (link opens a new page)
I, B	I004	Pet First Aid	American Red Cross	URL (link opens a new page)
B, C, F, I, J, K, M, N, Q	B006	Standard First Aid	American Red Cross	URL (link opens a new page)
B, I, Q	B007	Wilderness First Aid	American Red Cross	URL (link opens a new page)
C, Q, N	N026	API 1104 SMAW 6G - Steel Pipe 45° Vertical Groove, Shielded	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	N023	ASME GMAW 2G 3/8" - Steel Horizontal Groove, Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	N024	ASME GMAW 3G 3/8" - Steel Vertical Groove, Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	N025	ASME GMAW 4G 3/8" - Steel Overhead Groove, Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	N015	AWS D1.1 FCAW 3F 1/2" - Steel Vertical Fillet, Flux Cored	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	N017	AWS D1.1 FCAW 3G 3/8" - Steel Vertical Groove, Flux Cored	American Welding Society (AWS)	URL (link opens a new page)

C, Q, N	No19	AWS D1.1 FCAW 3G 1" - Steel Vertical Groove, Flux Cored	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No18	AWS D1.1 FCAW 3G 1/2" - Steel Vertical Groove, Flux Cored	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No16	AWS D1.1 FCAW 4F 1/2" - Steel Overhead Fillet, Flux Cored	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No21	AWS D1.1 FCAW 4G 1/2" - Steel Vertical Groove, Flux Cored	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No22	AWS D1.1 FCAW 4G 1" - Steel Overhead Groove, Flux Cored	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No20	AWS D1.1 FCAW 4G 3/8" - Steel Overhead Groove, Flux Cored	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No27	AWS D1.1 SMAW 1G 3/8" Flat Groove; Shielded	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No11	AWS D1.1 SMAW 3G 1" - Steel Vertical Groove, Shielded	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No09	AWS D1.1 SMAW 3G 3/8" - Steel Vertical Groove, Shielded	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No10	AWS D1.1 SMAW 3G 1/2" - Steel Vertical Groove, Shielded	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No08	AWS D1.1 SMAW 4F 1/2" - Steel Overhead Fillet, Shielded	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No14	AWS D1.1 SMAW 4G 1" - Steel Overhead Groove, Shielded	American Welding Society (AWS)	URL (link opens a new page)
C	No13	AWS D1.1 SMAW 4G 1/2" - Steel Vertical Groove, Shielded	American Welding Society (AWS)	URL (link opens a new page)
Q, N	No13	AWS D1.1 SMAW 4G 1/2" - Steel Vertical Groove, Shielded	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No12	AWS D1.1 SMAW 4G 3/8" - Steel Overhead Groove, Shielded	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No07	AWS D1.1 SMAW 3F 1/2" - Steel Vertical Fillet, Shielded	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No32	AWS D1.2 GMAW 1F, 1/8" Aluminum, Flat Fillet; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No28	AWS D1.2 GMAW 1G 1/8" Aluminum, Flat Groove; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No33	AWS D1.2 GMAW 2F, 1/8" Aluminum, Horizontal Fillet; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No34	AWS D1.2 GMAW 3F, 1/8" Aluminum, Vertical Fillet; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No30	AWS D1.2 GMAW 3G 1/8" - 1/8" Aluminum, Vertical Groove; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No35	AWS D1.2 GMAW 4F, 1/8" Aluminum, Overhead Fillet; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No31	AWS D1.2 GMAW 4G 1/8" - 1/8" Aluminum, Overhead Groove; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No36	AWS D1.2 GTAW 1F, 1/8" Aluminum, Flat Fillet; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)

C, N, Q	No40	AWS D1.2 GTAW 1G, 1/8" - 1/8" Aluminum, Overhead Groove; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, Q, N	No37	AWS D1.2 GTAW 2F, 1/8" Aluminum, Flat Fillet; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No41	AWS D1.2 GTAW 2G 1/8" - 1/8" Aluminum, Overhead Groove; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No38	AWS D1.2 GTAW 3F, 1/8" Aluminum, Flat Fillet; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No42	AWS D1.2 GTAW 3G 1/8" - 1/8" Aluminum, Overhead Groove; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No39	AWS D1.2 GTAW 4F, 1/8" Aluminum, Flat Fillet; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No43	AWS D1.2 GTAW 4G 1/8" - 1/8" Aluminum, Overhead Groove; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
C, N, Q	No29	AWS D1.2 SMAW 2G 1/8" - 1/8" Aluminum, Horizontal Groove; Gas Metal	American Welding Society (AWS)	URL (link opens a new page)
D	Do12	Apple Certified Associate - Final Cut Pro	Apple Inc	URL (link opens a new page)
D	Do13	Apple Certified Pro - Final Cut Pro Level One	Apple Inc	URL (link opens a new page)
L	Lo01	Apple Certified Support Professional	Apple Inc	URL (link opens a new page)
L	Lo02	Apple Certified System Administrator	Apple Inc	URL (link opens a new page)
L	Lo03	Apple Certified Technical Coordinator	Apple Inc	URL (link opens a new page)
C, P	Co05	AutoCAD 2009, 2010	Autodesk	URL (link opens a new page)
C, P	Co06	AutoCAD Architecture 2009 only	Autodesk	URL (link opens a new page)
C, P	Co07	AutoCAD Civil 3D 2009, 2010	Autodesk	URL (link opens a new page)
C, P	Co08	Autodesk 3ds Max Design 2010	Autodesk	URL (link opens a new page)
C, P	Co09	Autodesk Inventor 2009, 2010	Autodesk	URL (link opens a new page)
C, P	Co10	Autodesk Revit Architecture 2009, 2010	Autodesk	URL (link opens a new page)
Q	Q009	Advanced Engine Performance Specialist Test (L1)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q010	Alternate Fuels Series (F1)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q011	Automobile Service Consultant Test (C1)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q012			

		Automobile/Light Truck Certification Tests (A Series)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q013	Collision Repair and Refinish Test Series (B Series)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q014	Damage Analysis and Estimating Certification (B6)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q015	Electronic Diesel Engine Diagnosis Specialist Test (L2)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q016	Engine Machinist Test Series (M Series)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q017	Medium/Heavy Truck Test Series (T Series)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q018	Parts Specialist (P Series)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q019	School Bus Test Series (S Series)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q020	Transit Bus Test Series (H Series)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q021	Truck Equipment Test Series (E Series)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q022	Undercar Specialist Designation (X1)	Automotive Service Excellence (ASE)	URL (link opens a new page)
Q	Q054	Alaska Boating Safety Certificate	Boat US Foundation	URL (link opens a new page)
B, C, F, I, J, K, M, N, Q	B017	Job Ready Career Skills	Career Solutions Publishing	URL (link opens a new page)
C, N, Q	C105	CareerSafe Safety Awareness Training (CS-100)	CareerSafe	URL (link opens a new page)
B, C, N, Q	B016	Forklift Operator Safety / Training	Caterpillar Lift Trucks	URL (link opens a new page)
L	L004	CCNA 1—Networking Basics	Cisco Systems Inc.	URL (link opens a new page)
L	L005	CCNA 2—Routers and Routing Basics	Cisco Systems Inc.	URL (link opens a new page)
L	L006	CCNA 3—Switching Basics and Intermediate Routing	Cisco Systems Inc.	URL (link opens a new page)
L	L007	CCNA 4—WAN Technologies	Cisco Systems Inc.	URL (link opens a new page)
L	L008	Cisco Certified Network Associate (CCNA™)	Cisco Systems Inc.	URL (link opens a new page)
L	L028	Entrepreneurship	Cisco Systems Inc.	URL (link opens a new page)
L	L023	Interconnecting Cisco Network Devices, Part 1	Cisco Systems Inc.	URL (link opens a new page)
L	L029	Introduction to Cybersecurity	Cisco Systems Inc.	URL (link opens a new page)
L	L027	Introduction to the Internet of Everything (IoE)	Cisco Systems Inc.	URL (link opens a new page)
L	L009	A+ Certification	CompTIA	

				URL (link opens a new page)
L	L010	Network+ certification	CompTIA	URL (link opens a new page)
L	L020	Strata IT Fundamentals	CompTIA	URL (link opens a new page)
D, E, L	D004	iCritical Thinking or iSkills	Educational Testing Service (ETS)	URL (link opens a new page)
F	F004	ParaPro Assessment	Educational Testing Service (ETS)	URL (link opens a new page)
L, Q	N001	Certified Electronics Technician -- Associate	Electronics Technicians Association (ETA)	URL (link opens a new page)
L	L025	Computer Service Technician (CST)	Electronics Technicians Association (ETA)	URL (link opens a new page)
L, Q	N006	Customer Service Specialist (CSS)	Electronics Technicians Association (ETA)	URL (link opens a new page)
C	N006	Customer Service Specialist (CSS)ialist	Electronics Technicians Association (ETA)	URL (link opens a new page)
L	L024	Electronic Module DC Circuits (EM1)	Electronics Technicians Association (ETA)	URL (link opens a new page)
P, N	P009	Mobile Communications and Electronics Installer (MCEI)	Electronics Technicians Association (ETA)	URL (link opens a new page)
L, P, Q	C128	Student Electronics Technician	Electronics Technicians Association (ETA)	URL (link opens a new page)
Q	Q023	2-Stroke	Equipment & Engine Training Council (EETC)	URL (link opens a new page)
Q	Q024	4-Stroke	Equipment & Engine Training Council (EETC)	URL (link opens a new page)
Q	Q025	Compact Diesel	Equipment & Engine Training Council (EETC)	URL (link opens a new page)
Q	Q026	Drivelines	Equipment & Engine Training Council (EETC)	URL (link opens a new page)
Q	Q027	Electrical	Equipment & Engine Training Council (EETC)	URL (link opens a new page)
Q	Q028	Generator	Equipment & Engine Training Council (EETC)	URL (link opens a new page)
Q	Q029	Reel Technology	Equipment & Engine Training Council (EETC)	URL (link opens a new page)
Q	Q050	FAA Private Pilot Ground School	Federal Aviation Administration	URL (link opens a new page)
Q	Q030	FAA Private Pilot Knowledge	Federal Aviation Administration	URL (link opens a new page)
Q	Q051	FAA Private Pilot Solo Flight	Federal Aviation Administration	URL (link opens a new page)
I	I020	Incident Command System – ICS 100b	Federal Emergency Management Agency - FEMA	URL (link opens a new page)
I	I021	Incident Command System – ICS 200b	Federal Emergency Management Agency - FEMA	URL (link opens a new page)

J, K	Jo10	Food Worker Card	Food Safety and Sanitation Program	URL (link opens a new page)
Q	Qo52	Automotive Competition	Ford/AAA	URL (link opens a new page)
K	Ko31	CERT Skills - Community Emergency Response Team	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko28	Concepts of Health Care - Knowledge Test	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko16	CPR/1st Aid - which is different than the American Red Cross code	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko12	Extemporaneous Health Poster	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko14	Extemporaneous Speaking	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko13	Extemporaneous Writing	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko21	Human Growth and Development	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko17	Job Seeking Skills - Health	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko24	Medical Math	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko18	Medical Photography	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko15	Medical Reading	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko29	Medical Spelling	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko30	Medical Spelling	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko26	Medical Terminology	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko25	Nursing Assisting	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko27	Nutrition	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	Ko22	Pathophysiology		

			Health Occupations Students of America - HOSA	URL (link opens a new page)
K	K023	Pharmacology	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	K019	Sports Medicine	Health Occupations Students of America - HOSA	URL (link opens a new page)
K	K020	Veterinary Assisting	Health Occupations Students of America - HOSA	URL (link opens a new page)
L	L011	Computing Fundamentals - 2005 Standard - IC3	Internet and Computing Core Certification	URL (link opens a new page)
L	L012	Computing Fundamentals - Global Standard - IC3	Internet and Computing Core Certification	URL (link opens a new page)
L	L013	Key Applications - 2005 Standard - IC3	Internet and Computing Core Certification	URL (link opens a new page)
L	L014	Key Applications - Global Standard - IC3	Internet and Computing Core Certification	URL (link opens a new page)
L	L015	Living Online - 2005 Standard - IC3	Internet and Computing Core Certification	URL (link opens a new page)
L	L016	Living Online - Global Standard - IC3	Internet and Computing Core Certification	URL (link opens a new page)
G	G003	QuickBooks Pro	Intuit	URL (link opens a new page)
J	Jo20	Barista Certificate - Advanced	Kaladi Brothers Coffee	URL (link opens a new page)
J	Jo19	Barista Certificate - Basic	Kaladi Brothers Coffee	URL (link opens a new page)
B, C, F, I, J, K, M, N, Q	Bo08	Medic First Aid Bloodborne Pathogens	Medic First Aid	URL (link opens a new page)
B, C, F, I, J, K, M, N, Q	Bo02	Medic First Aid CPR	Medic First Aid	URL (link opens a new page)
F, I, K	Fo03	Medic First Aid Pediatric CPR	Medic First Aid	URL (link opens a new page)
E	Eo05	Access - Microsoft Office Specialist (MOS)	Microsoft Business Certification	URL (link opens a new page)
E	Eo06	Excel - Microsoft Excel - Office Specialist (MOS)	Microsoft Business Certification	URL (link opens a new page)
E	Eo16	Excel - Microsoft Office Specialist (MOS) Expert	Microsoft Business Certification	URL (link opens a new page)
E	Eo07	Outlook - Microsoft Office Specialist (MOS)	Microsoft Business Certification	URL (link opens a new page)
E	Eo08	PowerPoint - Microsoft Office Specialist (MOS)	Microsoft Business Certification	URL (link opens a new page)
E	Eo09	Word - Microsoft Office Specialist (MOS)	Microsoft Business Certification	URL (link opens a new page)
E	Eo15	Word - Microsoft Office Specialist (MOS) Expert	Microsoft Business Certification	URL (link opens a new page)

L	L021	Networking Fundamentals - Microsoft Technology Associate (MTA)	Microsoft Technology Certification	URL (link opens a new page)
L	L022	Web Development - Microsoft Technology Associate (MTA)	Microsoft Technology Certification	URL (link opens a new page)
B, N, Q	B009	Mining and Petroleum Training Services	Mine Safety and Health Administration	URL (link opens a new page)
Q	Q031	NATEF GST Certificate Automotive	NATEF	URL (link opens a new page)
Q	Q032	Automatic Transmission/Transaxle - NA3SA - AUTOMOBILE	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
Q	Q033	Brakes - NA3SA - AUTOMOBILE	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
Q	Q034	Electrical/Electronic Systems - NA3SA - AUTOMOBILE	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
Q	Q035	Engine Performance - NA3SA - AUTOMOBILE	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
Q	Q036	Engine Repair - NA3SA - AUTOMOBILE	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
Q	Q037	Heating and Air Conditioning - NA3SA - AUTOMOBILE	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
Q	Q038	Manual Drive Train and Axles - NA3SA - AUTOMOBILE	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
Q	Q039	Mechanical and Electrical - NA3SA - COLLISION REPAIR AND REFINISH	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
Q	Q040	Non-structural Analysis and Damage Repair - NA3SA - COLLISION REPAIR AND REFINISH	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
Q	Q041	Painting and Refinishing - NA3SA - COLLISION REPAIR AND REFINISH	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
Q	Q042	Structural Analysis and Damage Repair - NA3SA - COLLISION REPAIR AND REFINISH	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
Q	Q043	Suspension and Steering - NA3SA - AUTOMOBILE	National Automotive Student Skills Standards Assessment	URL (link opens a new page)
G	G002	High School Financial Planning Program	National Endowment for Financial Education	URL (link opens a new page)
C	C011	Skills Standards & Residential Construction Academy - Credential	National Home Builders Institute Certification	URL (link opens a new page)
Q	Q044	FC-W™ Four-Stroke Oil Certification Program	National Marine Manufacturers Association (NMMA)	URL (link opens a new page)
B	B019	Regional Competitions		

			National Ocean Sciences Bowl (NOSB)	URL (link opens a new page)
I	Io15	Emergency Medical Technician (NREMT)	National Registry of Emergency Medical Technicians	URL (link opens a new page)
I	Io16	Emergency Medical Technician (NREMT)	National Registry of Emergency Medical Technicians	URL (link opens a new page)
J	Jo11	NRAEF Certification W/400 hours industry experience	National Restaurant Association Education Foundation	URL (link opens a new page)
J	Jo12	Prostart, Year 1	National Restaurant Association Education Foundation	URL (link opens a new page)
J	Jo13	Prostart, Year 2	National Restaurant Association Education Foundation	URL (link opens a new page)
C	Co75	Carpentry Level 1 - BASIC STAIR LAYOUT - MODULE 27110-06	NCCER	URL (link opens a new page)
C	Co67	Carpentry Level 1 - BUILDING MATERIALS, FASTENERS, AND ADHESIVES - MODULE 27102-06	NCCER	URL (link opens a new page)
C	Co70	Carpentry Level 1 - FLOOR SYSTEMS - MODULE 27105-06	NCCER	URL (link opens a new page)
C	Co68	Carpentry Level 1 - HAND AND POWER TOOLS - MODULE 27103-06	NCCER	URL (link opens a new page)
C	Co73	Carpentry Level 1 - INTRO TO CONCRETE, REINFORCING MATERIALS, & FORMS - MODULE 27108-06	NCCER	URL (link opens a new page)
C	Co66	Carpentry Level 1 - ORIENTATION TO THE TRADE - MODULE 27101-06	NCCER	URL (link opens a new page)
C	Co69	Carpentry Level 1 - READING PLANS AND ELEVATIONS - MODULE 27104-06	NCCER	URL (link opens a new page)
C	Co72	Carpentry Level 1 - ROOF FRAMING -MODULE 27107-06	NCCER	URL (link opens a new page)
C	Co71	Carpentry Level 1 - WALL AND CEILING FRAMING - MODULE 27106-06	NCCER	URL (link opens a new page)
C	Co74	Carpentry Level 1 - WINDOWS AND EXTERIOR DOORS - MODULE 27109-06	NCCER	URL (link opens a new page)
C	C142	Carpentry Level 2 - CABINET FABRICATION - MODULE 27212-07	NCCER	URL (link opens a new page)
C	C141	Carpentry Level 2 - CABINET INSTALLATION - MODULE 27211-07	NCCER	URL (link opens a new page)
C	C135	Carpentry Level 2 - COLD-FORMED STEEL FRAMING - MODULE 27205-07	NCCER	URL (link opens a new page)
C	C132	Carpentry Level 2 - COMMERCIAL DRAWINGS - MODULE 27201-07	NCCER	URL (link opens a new page)

C	C131	Carpentry Level 2 - COMMERCIAL DRAWINGS - MODULE 27201-07	NCCER	URL (link opens a new page)
C	C138	Carpentry Level 2 - DOORS AND DOOR HARDWARE - MODULE 27208-07	NCCER	URL (link opens a new page)
C	C137	Carpentry Level 2 - DRYWALL FINISHING - MODULE 27207-07	NCCER	URL (link opens a new page)
C	C136	Carpentry Level 2 - DRYWALL INSTALLATION - MODULE 27206-07	NCCER	URL (link opens a new page)
C	C134	Carpentry Level 2 - EXTERIOR FINISHING - MODULE 27204-07	NCCER	URL (link opens a new page)
C	C139	Carpentry Level 2 - SUSPENDED CEILINGS - MODULE 27209-07	NCCER	URL (link opens a new page)
C	C133	Carpentry Level 2 - THERMAL AND MOISTURE PROTECTION - MODULE 27203-07	NCCER	URL (link opens a new page)
C	C140	Carpentry Level 2 - WINDOW, DOOR, FLOOR, & CEILING TRIM - MODULE 27210-07	NCCER	URL (link opens a new page)
C	Co97	Const. Technology - BASIC STAIR LAYOUT - MODULE 68111-09	NCCER	URL (link opens a new page)
C	C104	Const. Technology - COPPER PIPE AND FITTINGS - MODULE 68117-09	NCCER	URL (link opens a new page)
C	Co98	Const. Technology - ELECTRICAL SAFETY - MODULE 68112-09	NCCER	URL (link opens a new page)
C	Co96	Const. Technology - EXTERIOR FINISHING - MODULE 68110-09	NCCER	URL (link opens a new page)
C	Co92	Const. Technology - FLOOR SYSTEMS - MODULE 68106-09	NCCER	URL (link opens a new page)
C	Co89	Const. Technology - HANDLING AND PLACING CONCRETE - MODULE 68103-09	NCCER	URL (link opens a new page)
C	Co88	Const. Technology - INTRO TO CONCRETE, REINFORCING MATERIALS, & FORMS - MODULE 68102-09	NCCER	URL (link opens a new page)
C	C102	Const. Technology - INTRO TO DRAIN, WASTE, & VENT (DWV) SYSTEMS - MODULE 68115-09	NCCER	URL (link opens a new page)
C	C100	Const. Technology - INTRODUCTION TO HVAC - MODULE 68114-09	NCCER	URL (link opens a new page)
C	Co90	Const. Technology - INTRODUCTION TO MASONRY - MODULE 68104-09	NCCER	URL (link opens a new page)
C	Co91	Const. Technology - MASONRY UNITS & INSTALLATION TECHNIQUES - MODULE 68105-09	NCCER	URL (link opens a new page)
C	C103	Const. Technology - PLASTIC PIPE AND FITTINGS - MODULE 68116-09	NCCER	URL (link opens a new page)
C	Co99	Const. Technology - RESIDENTIAL ELECTRICAL SERVICES - MODULE 68113-09	NCCER	URL (link opens a new page)

C	C094	Const. Technology - ROOF FRAMING - MODULE 68108-09	NCCER	URL (link opens a new page)
C	C095	Const. Technology - ROOFING APPLICATIONS - MODULE 68109-09	NCCER	URL (link opens a new page)
C	C087	Const. Technology - SITE LAYOUT ONE: DISTANCE MEASUREMENT & LEVELING - MODULE 68101-09	NCCER	URL (link opens a new page)
C	C093	Const. Technology - WALL AND CEILING FRAMING - MODULE 68107-09	NCCER	URL (link opens a new page)
C	C018	Core - BASIC COMMUNICATION SKILLS - MODULE 00107-04 or 09	NCCER	URL (link opens a new page)
C	C019	Core - BASIC EMPLOYABILITY SKILLS - MODULE 00108-04 or 09	NCCER	URL (link opens a new page)
C	C017	Core - BASIC RIGGING - MODULE 00106-04 or 09	NCCER	URL (link opens a new page)
C, N	C012	Core - BASIC SAFETY - MODULE 00101-04 or 09	NCCER	URL (link opens a new page)
C	C016	Core - INTRODUCTION TO CONSTRUCTION DRAWINGS - MODULE 00105-04 or 09	NCCER	URL (link opens a new page)
C, N	C013	Core - INTRODUCTION TO CONSTRUCTION MATH - MODULE 00102-04 or 09	NCCER	URL (link opens a new page)
C	C014	Core - INTRODUCTION TO HAND TOOLS - MODULE 00103-04 or 09	NCCER	URL (link opens a new page)
C	C020	Core - INTRODUCTION TO MATERIALS HANDLING - MODULE 00109-09	NCCER	URL (link opens a new page)
C	C015	Core - INTRODUCTION TO POWER TOOLS - MODULE 00104-04 or 09	NCCER	URL (link opens a new page)
C	C064	Electrical Level 1 - BASIC ELECTRICAL CONSTRUCTION DRAWINGS - MODULE 26110-08	NCCER	URL (link opens a new page)
C	C063	Electrical Level 1 - CONDUCTORS AND CABLES - MODULE 26109-08	NCCER	URL (link opens a new page)
C	C060	Electrical Level 1 - DEVICE BOXES - MODULE 26106-08	NCCER	URL (link opens a new page)
C	C056	Electrical Level 1 - ELECTRICAL SAFETY - MODULE 26102-08	NCCER	URL (link opens a new page)
C, N, P, Q	C129	Electrical Level 1 - Electrical Test Equipment - Module 26112-08	NCCER	URL (link opens a new page)
C	C058	Electrical Level 1 - ELECTRICAL THEORY - MODULE 26104-08	NCCER	URL (link opens a new page)
C	C061	Electrical Level 1 - HAND BENDING® - MODULE 26107-08	NCCER	URL (link opens a new page)
C	C059	Electrical Level 1 - INTRO TO THE NATIONAL ELECTRICAL CODE® - MODULE 26105-08	NCCER	URL (link opens a new page)
C	C057		NCCER	URL (link opens a new page)

		Electrical Level 1 - INTRODUCTION TO ELECTRICAL CIRCUITS - MODULE 26103-08		
C	Co55	Electrical Level 1 - ORIENTATION TO THE ELECTRICAL TRADE - MODULE 26101-08	NCCER	URL (link opens a new page)
C	Co62	Electrical Level 1 - RACEWAYS AND FITTINGS - MODULE 26108-08	NCCER	URL (link opens a new page)
C	Co65	Electrical Level 1 - RESIDENTIAL ELECTRICAL SERVICES - MODULE 26111-08	NCCER	URL (link opens a new page)
C	C122	Green Construction - Your Role In The Green Environment - Module 70101-09	NCCER	URL (link opens a new page)
C, N, Q	No47	Heavy Equipment Operations (HEO) Lvl 1 - Basic Operational Techniques - MODULE 22104-12	NCCER	URL (link opens a new page)
C, N, Q	No45	Heavy Equipment Operations (HEO) Lvl 1 - Heavy Equipment Safety - MODULE 22102-12	NCCER	URL (link opens a new page)
C, N, Q	No46	Heavy Equipment Operations (HEO) Lvl 1 - Identification of Heavy Equipment - MODULE 22103-12	NCCER	URL (link opens a new page)
C, N, Q	No48	Heavy Equipment Operations (HEO) Lvl 1 - Introduction to Earthmoving - MODULE 22201-12	NCCER	URL (link opens a new page)
C, N, Q	No44	Heavy Equipment Operations (HEO) Lvl 1 - Orientation to the Trade - MODULE 22101-12	NCCER	URL (link opens a new page)
C	Co43	Millwright Level 1 - BASIC LAYOUT - MODULE 15104-06	NCCER	URL (link opens a new page)
C	Co42	Millwright Level 1 - FASTENERS AND ANCHORS - MODULE 15103-06	NCCER	URL (link opens a new page)
C	Co44	Millwright Level 1 - GASKETS AND O-RINGS - MODULE 15105-06	NCCER	URL (link opens a new page)
C	Co41	Millwright Level 1 - MILLWRIGHT HAND TOOLS - MODULE 15102-06	NCCER	URL (link opens a new page)
C	Co40	Millwright Level 1 - ORIENTATION TO THE TRADE - MODULE 15101-06	NCCER	URL (link opens a new page)
C	Co45	Millwright Level 1 - OXYFUEL CUTTING - MODULE 15106-06	NCCER	URL (link opens a new page)
C	Co47	Millwright Level 2 - FIELD SKETCHING - Millwright Level 2 - MODULE 15202-07	NCCER	URL (link opens a new page)
C	Co48	Millwright Level 2 - INTERMEDIATE BLUEPRINT READING - MODULE 15203-07	NCCER	URL (link opens a new page)
C	Co46	Millwright Level 2 - INTERMEDIATE TRADE MATH - MODULE 15201-07	NCCER	URL (link opens a new page)
C	Co54	Millwright Level 2 - INTRODUCTION TO BEARINGS - MODULE 15209-07	NCCER	URL (link opens a new page)
C	Co53	Millwright Level 2 - LUBRICATION - MODULE 15208-07	NCCER	URL (link opens a new page)

C	C050	Millwright Level 2 - MILLWRIGHT POWER TOOLS - MODULE 15205-07	NCCER	URL (link opens a new page)
C	C051	Millwright Level 2 - RIGGING - MODULE 15206-07	NCCER	URL (link opens a new page)
C	C052	Millwright Level 2 - SETTING BASEPLATES AND SOLEPLATES - MODULE 15207-07	NCCER	URL (link opens a new page)
C	C049	Millwright Level 2 - SPECIALTY TOOLS - MODULE 15204-07	NCCER	URL (link opens a new page)
C	C039	Pipefitting Level 1 - MOTORIZED EQUIPMENT - MODULE 08106-06	NCCER	URL (link opens a new page)
C	C038	Pipefitting Level 1 -LADDERS AND SCAFFOLDS - MODULE 08105-06	NCCER	URL (link opens a new page)
C	C034	Pipefitting Level 1 -ORIENTATION TO THE TRADE - MODULE 08101-06	NCCER	URL (link opens a new page)
C	C037	Pipefitting Level 1 -OXYFUEL CUTTING - MODULE 08104-06	NCCER	URL (link opens a new page)
C	C035	Pipefitting Level 1 -PIPEFITTING HAND TOOLS - MODULE 08102-06	NCCER	URL (link opens a new page)
C	C036	Pipefitting Level 1 -PIPEFITTING POWER TOOLS - MODULE 08103-06	NCCER	URL (link opens a new page)
C	C029	Plumbing Level 1 - CARBON STEEL PIPE AND FITTINGS - MODULE 02109-05	NCCER	URL (link opens a new page)
C	C028	Plumbing Level 1 - CAST-IRON PIPE AND FITTINGS - MODULE 02108-05	NCCER	URL (link opens a new page)
C	C027	Plumbing Level 1 - COPPER PIPE AND FITTINGS - MODULE 02107-05	NCCER	URL (link opens a new page)
C	C030	Plumbing Level 1 - CORRUGATED STAINLESS STEEL TUBING - MODULE 02110-05	NCCER	URL (link opens a new page)
C	C031	Plumbing Level 1 - FIXTURES AND FAUCETS - MODULE 02111-05	NCCER	URL (link opens a new page)
C	C032	Plumbing Level 1 - INTRO TO DRAIN,WASTE, AND VENT (DWV) SYSTEMS - MODULE 02112-05	NCCER	URL (link opens a new page)
C	C021	Plumbing Level 1 - INTRO TO THE PLUMBING PROFESSION - MODULE 00109-09	NCCER	URL (link opens a new page)
C	C033	Plumbing Level 1 - INTRO TO WATER DISTRIBUTION SYSTEMS - MODULE 02113-05	NCCER	URL (link opens a new page)
C	C025	Plumbing Level 1 - INTRODUCTION TO PLUMBING DRAWINGS - MODULE 02105-05	NCCER	URL (link opens a new page)
C	C024	Plumbing Level 1 - INTRODUCTION TO PLUMBING MATH - MODULE 02104-05	NCCER	URL (link opens a new page)
C	C026	Plumbing Level 1 - PLASTIC PIPE AND FITTINGS - MODULE 02106-05	NCCER	URL (link opens a new page)
C	C022		NCCER	

		Plumbing Level 1 - PLUMBING SAFETY - MODULE 02102-05		URL (link opens a new page)
C	Co23	Plumbing Level 1 - PLUMBING TOOLS - MODULE 02103-05	NCCER	URL (link opens a new page)
C	C127	Weatherization Tech 1 -Insulating Pipes, Ducts and Water Heaters - Module 59103-10	NCCER	URL (link opens a new page)
C	C123	Weatherization Tech 1 -Introduction to Weatherization - Module 59101-10	NCCER	URL (link opens a new page)
C	C126	Weatherization Tech 1 -Sealing the Building Envelope - Module 59102-10	NCCER	URL (link opens a new page)
C	C125	Weatherization Tech 1 -Thermal & Moisture Protection - Module 27203-07	NCCER	URL (link opens a new page)
C	C124	Weatherization Tech 1 -Wood & Masonry Construction Methods - Module 33102-10	NCCER	URL (link opens a new page)
C, N, Q	Co78	Welding Level 1 - BASE METAL PREPARATION - MODULE 29103-03	NCCER	URL (link opens a new page)
C, N, Q	Co84	Welding Level 1 - JOINT FIT-UP AND ALIGNMENT - MODULE 29109-03	NCCER	URL (link opens a new page)
C, N, Q	Co77	Welding Level 1 - OXYFUEL CUTTING - MODULE 29102-03	NCCER	URL (link opens a new page)
C, N, Q	Co82	Welding Level 1 - SMAW – BEADS AND FILLET WELDS - MODULE 29107-03	NCCER	URL (link opens a new page)
C, N, Q	Co81	Welding Level 1 - SMAW – ELECTRODES AND SELECTION - MODULE 29106-03	NCCER	URL (link opens a new page)
C, N, Q	Co80	Welding Level 1 - SMAW – EQUIPMENT AND SETUP - MODULE 29105-03	NCCER	URL (link opens a new page)
C, N, Q	Co83	Welding Level 1 - SMAW – GROOVE WELDS WITH BACKING - MODULE 29108-03	NCCER	URL (link opens a new page)
C, N, Q	Co85	Welding Level 1 - SMAW – OPEN V-GROOVE WELDS - MODULE 29110-03	NCCER	URL (link opens a new page)
C, N, Q	Co86	Welding Level 1 - SMAW – OPEN-ROOT PIPE WELDS - MODULE 29111-03	NCCER	URL (link opens a new page)
C, N, Q	Co79	Welding Level 1 - WELD QUALITY - MODULE 29104-03	NCCER	URL (link opens a new page)
C, N, Q	Co76	Welding Level 1 - WELDING SAFETY - MODULE 29101-03	NCCER	URL (link opens a new page)
B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q	o	NO CURRENT TSA	None	URL (link opens a new page)
C, N, P, Q	C130	North Slope North Slope Unescorted Training	North Slope Training Cooperative	URL (link opens a new page)
C, N, Q	C106	OSHA - 10 hour Construction Safety and Health Course		URL (link opens a new page)

			Occupational Safety & Health Administration - OSHA	
C, N, Q	C107	OSHA - 10 hour General Industry Safety and Health Course	Occupational Safety & Health Administration - OSHA	URL (link opens a new page)
C, N, Q	C108	OSHA - 10 hour Longshoring - Maritime Safety Code	Occupational Safety & Health Administration - OSHA	URL (link opens a new page)
C, N, Q	C109	OSHA - 10 hour Marine Terminals - Maritime Safety Code	Occupational Safety & Health Administration - OSHA	URL (link opens a new page)
C, N, Q	C110	OSHA - 10 hour Shipyard Employment - Maritime Safety Code	Occupational Safety & Health Administration - OSHA	URL (link opens a new page)
C, N, Q	C111	OSHA - 30 hour Construction Safety and Health Course	Occupational Safety & Health Administration - OSHA	URL (link opens a new page)
C, N, Q	C112	OSHA - 30 hour General Industry Safety and Health Course	Occupational Safety & Health Administration - OSHA	URL (link opens a new page)
C, N	C143	OSHA Lockout/Tagout - Certificate	Occupational Safety & Health Administration - OSHA	URL (link opens a new page)
Q	Q055	Bronze Certification	Polaris	URL (link opens a new page)
B, Q	B010	Advanced Open Water Diver	Professional Association of Diving Instructors (PADI)	URL (link opens a new page)
B, Q	B022	Master Scuba Diver	Professional Association of Diving Instructors (PADI)	URL (link opens a new page)
B, Q	B011	Open Water Diver	Professional Association of Diving Instructors (PADI)	URL (link opens a new page)
B, Q	B021	Rescue Diver	Professional Association of Diving Instructors (PADI)	URL (link opens a new page)
B, Q	B012	Scuba Diver	Professional Association of Diving Instructors (PADI)	URL (link opens a new page)
P	P004	PLTW Civil Engineering & Architecture (CEA)	Project Lead the Way	URL (link opens a new page)
P	P001	PLTW Computer Integrated Manufacturing (CIM) Exam	Project Lead the Way	URL (link opens a new page)
P	P002	PLTW Digital Electronics (DE) Exam	Project Lead the Way	URL (link opens a new page)
P	I014	PLTW Human Body Systems	Project Lead the Way	URL (link opens a new page)
I	I014	PLTW Human Body Systems	Project Lead the Way	URL (link opens a new page)
P	P003		Project Lead the Way	

		PLTW Introduction to Engineering Design (IED)		URL (link opens a new page)
I, P	I013	PLTW Principles of Biomedical Sciences	Project Lead the Way	URL (link opens a new page)
P	P005	PLTW Principles of Engineering (POE)	Project Lead the Way	URL (link opens a new page)
J	Jo14	Certified Baker (CB)	Retail Bakers of America	URL (link opens a new page)
J	Jo15	Certified Decorator (CD)	Retail Bakers of America	URL (link opens a new page)
J	Jo16	Certified Journey Baker (CJB)	Retail Bakers of America	URL (link opens a new page)
C, P	P006	3D - Level 1	Rhinoceros	URL (link opens a new page)
N	P006	3D - Level 1	Rhinoceros	URL (link opens a new page)
Q	Q045	S/P Safety and Pollution Prevention	Safety and Pollution Prevention Training	URL (link opens a new page)
D	Do05	3D Visualization & Animation	SkillsUSA	URL (link opens a new page)
D, O	Do06	Advertising Design (PrintED co-brand)	SkillsUSA	URL (link opens a new page)
C, P	C119	Architectural Drafting	SkillsUSA	URL (link opens a new page)
D	Do07	Audio-Radio Production	SkillsUSA	URL (link opens a new page)
N	No02	Automated Manufacturing Technology	SkillsUSA	URL (link opens a new page)
C	C113	Cabinetmaking	SkillsUSA	URL (link opens a new page)
C	C114	Carpentry	SkillsUSA	URL (link opens a new page)
N	No03	CNC Milling & Turning Technology	SkillsUSA	URL (link opens a new page)
J	Jo17	Commercial Baking	SkillsUSA	URL (link opens a new page)
L	Lo17	Computer Maintenance Technology	SkillsUSA	URL (link opens a new page)
K	Ko10	Cosmetology	SkillsUSA	URL (link opens a new page)
M	Mo01	Criminal Justice / CSI	SkillsUSA	URL (link opens a new page)
J	Jo18	Culinary Arts	SkillsUSA	URL (link opens a new page)
C, N	C117	Electronics Application & Technology	SkillsUSA	URL (link opens a new page)
B, C, F, I, J, K, M, N, Q	Bo14	Employability	SkillsUSA	URL (link opens a new page)
D	Do08		SkillsUSA	

		Graphic Communications (PrintED co-brand)		URL (link opens a new page)
E, L, O	E014	Internetworking	SkillsUSA	URL (link opens a new page)
Q	N005	Mechatronics	SkillsUSA	URL (link opens a new page)
I	I006	Medical Assisting	SkillsUSA	URL (link opens a new page)
K	K011	Nail Care	SkillsUSA	URL (link opens a new page)
I	I007	Nurse Assisting	SkillsUSA	URL (link opens a new page)
D	D009	Photography	SkillsUSA	URL (link opens a new page)
C	C115	Plumbing	SkillsUSA	URL (link opens a new page)
B, C, N, Q	B015	Power Equipment Technology	SkillsUSA	URL (link opens a new page)
L, P	L019	Robotics	SkillsUSA	URL (link opens a new page)
J, N, O	D010	Screen Printing Technology (PrintED co-brand)	SkillsUSA	URL (link opens a new page)
C, P	C120	Technical Drafting	SkillsUSA	URL (link opens a new page)
D	D011	Television Video Production	SkillsUSA	URL (link opens a new page)
C, N, Q	C118	Welding	SkillsUSA	URL (link opens a new page)
C, N, P	P008	Certified SOLIDWORKS Associate (CSWA)	SOLIDWORKS	URL (link opens a new page)
B	B020	Alaska Basic Hunter Education Certification	State of Alaska - Fish & Game	URL (link opens a new page)
I	I009	EMT (Emergency Medical Technician)	State of Alaska - Health & Social Services	URL (link opens a new page)
I	I010	ETT (Emergency Trauma Technician)	State of Alaska - Health & Social Services	URL (link opens a new page)
I	I012	Personal Care Attendant	State of Alaska - Health & Social Services	URL (link opens a new page)
I	I011	Certified Nursing Assistant (CNA)	State of Alaska Certified Nursing Assistant	URL (link opens a new page)
C, N, Q	C121	Hazardous Waste Operations and Emergency Response Standard (HAZWOPER)	State of Alaska DOLWD	URL (link opens a new page)
C, N, P	P007	Introduction to Engineering (Exam)	STEM 101 - Engineering Pathway	URL (link opens a new page)
L, E	L026	PC Pro Certification	TestOut Certifications	URL (link opens a new page)
Q	Q053	Flagger	The American Traffic Safety Services Association	URL (link opens a new page)

Q	Q048	BOATING SKILLS & SEAMANSHIP (BS&S)	The U. S. Coast Guard Auxiliary	URL (link opens a new page)
E, O, B, C, D, F, G, H, I, J, K, L, M, N, P, Q	G001	National Financial Capability Challenge	U.S Department of the Treasury	URL (link opens a new page)
G, E	G005	Financial Literacy Certification	Working In Support of Education (w!se)	URL (link opens a new page)

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Kodiak, Alaska



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(/picfilesv/picv9925.php)



(/picfilesc/picc13380.php)



(/picfilesc/picc14336.php)



(/picfilesc/picc17694.php)



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(/album/album{/sendpic.php?

Kodiak

w=Kodiak-

Alaska.html) Alaska.html&n=Kodiak)

52°F
10 miles
Wind: 9 mph
Pressure: 30.00 in
Humidity: 82%

(<http://www.city-data.com/forecast/w-Kodiak-Alaska.html>)

Current weather forecast for Kodiak, AK (/forecast/w-Kodiak-Alaska.html)

Population in 2014: 6,304 (94% urban, 6% rural). Population change since 2000: -0.5%

OSM Map General Map Google Map MSN Map



Males: 3,466 (55.0%)
 Females: 2,838 (45.0%)

Median resident age: 34.9 years
 Alaska median age: 33.1 years

Zip codes: 99615 (/zips/99615.html).

Estimated median household income in 2013: \$60,523 (it was \$55,142 in 2000)

Kodiak: \$60,523
 AK: \$72,237

Estimated per capita income in 2013: \$27,292 (it was \$21,522 in 2000)

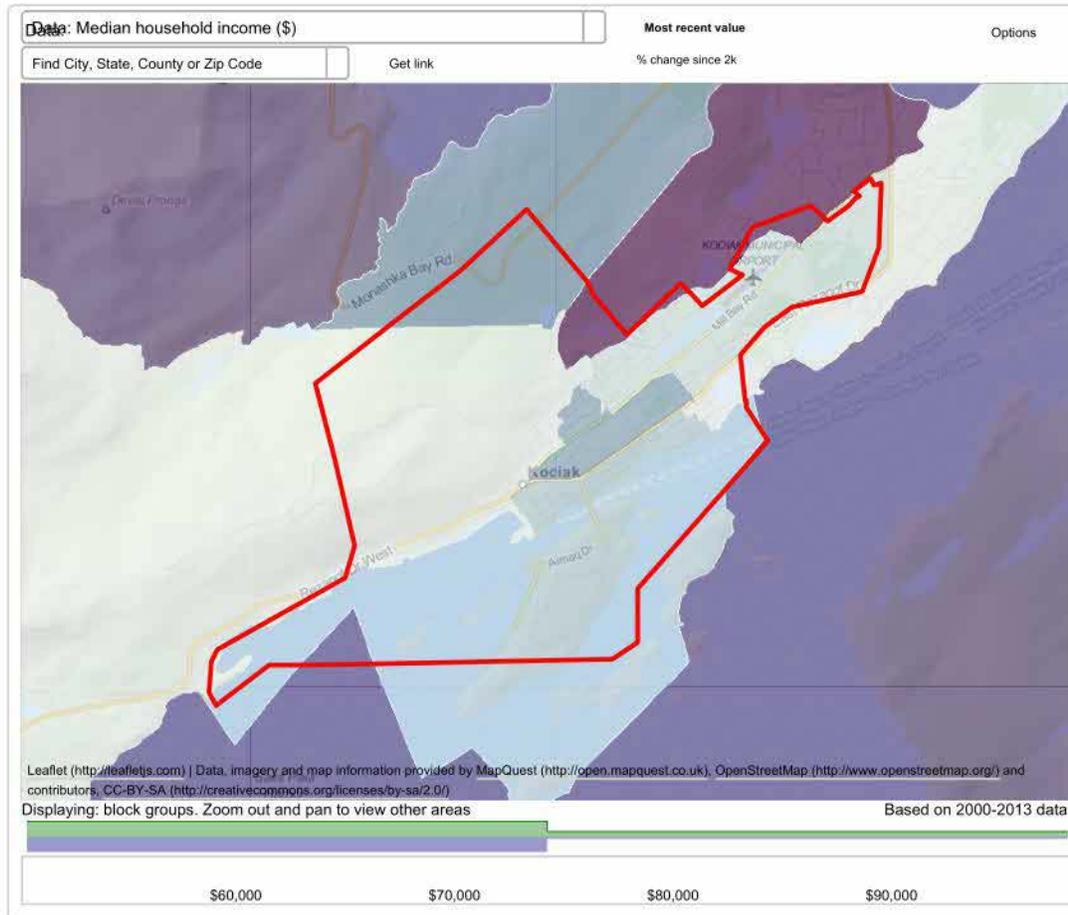
Kodiak city income, earnings, and wages data (/income/income-Kodiak-Alaska.html)

Estimated median house or condo value in 2013: \$220,490 (it was \$150,200 in 2000)

Kodiak: \$220,490
 AK: \$254,000

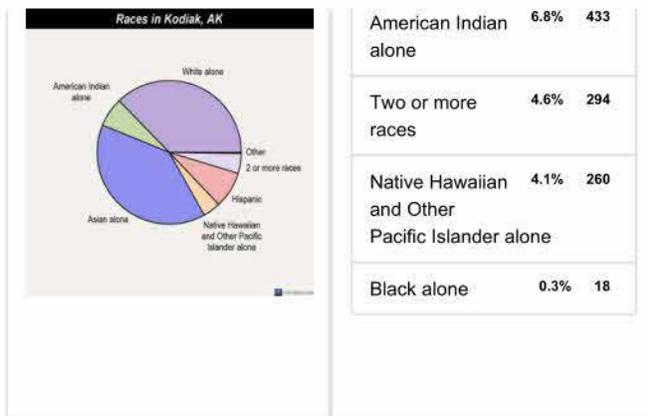
Median gross rent in 2013: \$947.

Kodiak, AK residents, houses, and apartments details (/housing/houses-Kodiak-Alaska.html)



Races in Kodiak, AK (2013)

Asian alone	40.3%	2,579
White alone	38.1%	2,437
Hispanic	8.4%	535



Races in Kodiak detailed stats: ancestries, foreign born residents, place of birth (</races/races-Kodiak-Alaska.html>)

Mar. 2016 cost of living index in Kodiak: 89.6 (less than average, U.S. average is 100)

<http://www.city-data.com/blog/>) Recent articles from our blog. Our writers, many of them Ph.D. graduates or candidates, create easy-to-read articles on a wide variety of topics.

American Jewish people: who are they? (<http://www.city-data.com/blog/3427-american-jewish-people-who-are-they/>)
May 28

Ancestry map of the United States (<http://www.city-data.com/blog/3229-ancestry-map-of-the-united-states/>)
May 26

The noisiest cities in the U.S. (<http://www.city-data.com/blog/2259-noisiest-cities-us/>)
May 24

Cyber Crime and the Numbers (<http://www.city-data.com/blog/3422-cyber-crime/>)
May 22

Superstitions in the US (<http://www.city-data.com/blog/3420-superstitions-in-the-us/>)
May 20



Recent posts about Kodiak, Alaska on our local forum (</forum/alaska/>) with over 1,900,000 registered users. Kodiak is mentioned 1,091 times on our forum:

- [Harborview Apartments in Kodiak \(<http://www.city-data.com/forum/alaska/2570631-harborview-apartments-kodiak.html>\)](http://www.city-data.com/forum/alaska/2570631-harborview-apartments-kodiak.html) (2 replies)
- [Moving to Kodiak...not CG \(<http://www.city-data.com/forum/alaska/2131918-moving-kodiak-not-cg.html>\)](http://www.city-data.com/forum/alaska/2131918-moving-kodiak-not-cg.html) (17 replies)
- [Moving to Kodiak Alaska?! \(<http://www.city-data.com/forum/alaska/1883196-moving-kodiak-alaska.html>\)](http://www.city-data.com/forum/alaska/1883196-moving-kodiak-alaska.html) (8 replies)
- [Kodiak Island!! \(<http://www.city-data.com/forum/alaska/1816020-kodiak-island.html>\)](http://www.city-data.com/forum/alaska/1816020-kodiak-island.html) (7 replies)
- [Did we get what we deserve? \(<http://www.city-data.com/forum/alaska/2466133-did-we-get-what-we-deserve-4.html#post41619197>\)](http://www.city-data.com/forum/alaska/2466133-did-we-get-what-we-deserve-4.html#post41619197) (51 replies)
- [Coast Guard says 2 dead in shooting at station on Kodiak Island \(<http://www.city-data.com/forum/alaska/1548616-coast-guard-says-2-dead-shooting-station-kodiak-island.html>\)](http://www.city-data.com/forum/alaska/1548616-coast-guard-says-2-dead-shooting-station-kodiak-island.html) (9 replies)

Latest news from Kodiak, AK collected exclusively by city-data.com from local newspapers, TV, and radio stations

Wildlife troopers to sell law enforcement vessel Woldstad (<http://www.ktuu.com/content/news/Wildlife-troopers-to-sell-law-enforcement-vessel-Woldstad-381045631.html>)
Public safety officials say the loss of the Kodiak-based Woldstad for budget reasons means more violations will go undetected by Alaska Wildlife State Troopers. (ktuu.com)

January 2016 - KMXT 100 1 FM (<http://kmxt.org/2016/01/>)

and governing bodies including Koniag and the City of Kodiak will hold a State of the Alaska State Budget community presentation Saturday. Guest speakers will talk about the state's fiscal crisis and the options (kmxt.org)

Alaska VA Tests Pilot Program in Kodiak - KMXT 100 1 FM (<http://kmxt.org/2016/01/alaska-va-tests-pilot-program-in-kodiak/>)

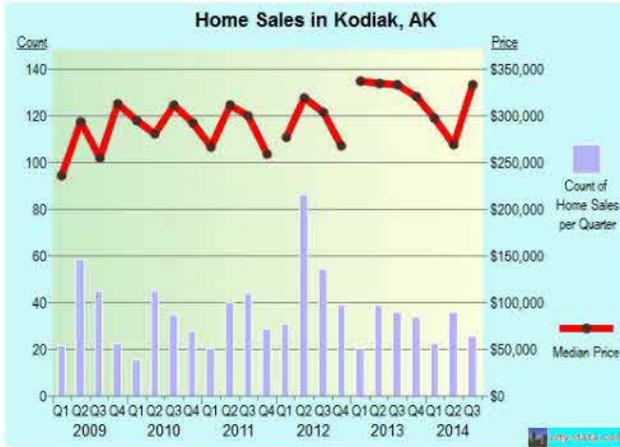
Department of Veteran Affairs will hold a claims clinic in Kodiak this weekend. Veterans and their family members will be able to meet with Veterans Benefits Representatives, who will help them in making new claims and moving (kmxt.org)

Ancestries: Irish (9.4%), German (8.4%), United States (5.9%), English (4.5%), Norwegian (2.3%), Swedish (1.9%).

Current Local Time: 10:18:41 AM AKST time zone

Land area: 3.46 square miles.

Population density: 1,824 people per square mile (low).



PLANS START AT \$10 A MONTH
 ✓ No Contracts ✓ 100% Risk-Free Guarantee
 ✓ Free Activation—a \$35 Value

Consumer Cellular AARP Member Advantages TELL ME MORE

For population 25 years and over in Kodiak:

- High school or higher: 88.4%
- Bachelor's degree or higher: 15.9%
- Graduate or professional degree: 3.7%
- Unemployed: 5.0%
- Mean travel time to work (commute): 9.8 minutes

For population 15 years and over in Kodiak city:

- Never married: 39.8%
- Now married: 44.9%
- Separated: 1.3%
- Widowed: 4.3%
- Divorced: 9.7%



1,906 residents are foreign born (24.7% Asia, 3.9% Latin America).

This city: 30.1%

Alaska: 5.9%

Median real estate property taxes paid for housing units with mortgages in 2013: \$1,915 (0.9%)

Median real estate property taxes paid for housing units with no mortgage in 2013: \$803 (0.3%)

Nearest city with pop. 50,000+: Anchorage, AK (Anchorage-Alaska.html) (252.5 miles , pop. 260,283).

Nearest city with pop. 1,000,000+: Los Angeles, CA (Los-Angeles-California.html) (2272.3 miles , pop. 3,694,820).

Nearest cities: Kodiak Station, AK (Kodiak-Station-Alaska.html) (2.3 miles), Womens Bay, AK (Womens-Bay-Alaska.html) (3.0 miles), Ouzinkie, AK (Ouzinkie-Alaska.html) (3.2 miles), Chiniak, AK (3.8 miles), Port Lions, AK (Port-Lions-Alaska.html) (4.3 miles), Aleneva, AK (5.2 miles), Old Harbor, AK (Old-Harbor-Alaska.html) (7.3 miles), Larsen Bay, AK (7.9 miles).

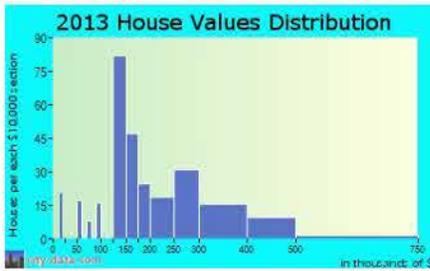
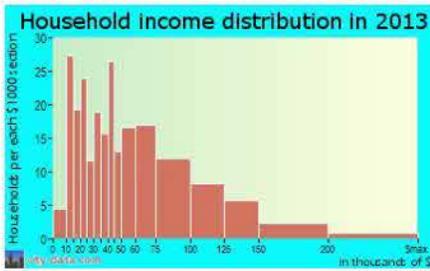
Latitude: 57.79 N, Longitude: 152.39 W

Nickname or alias (official or unofficial): King Crab Capital

Daytime population change due to commuting: +1,649 (+25.8%)

Workers who live and work in this city: 2,843 (76.3%)

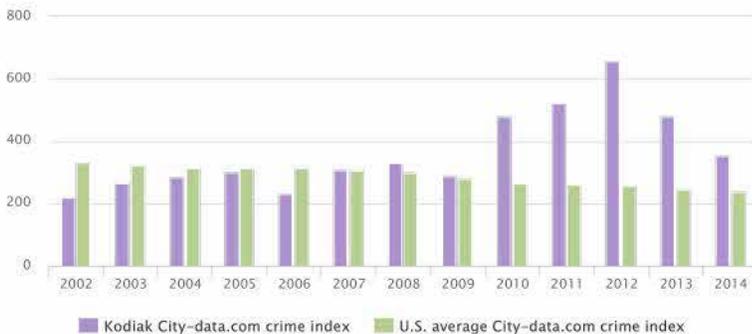
Area code: 907



Crime rates in Kodiak by Year

Type	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Murders	0	0	0	0	0	0	1	0	0	0	0	0	0
per 100,000	0.0	0.0	0.0	0.0	0.0	0.0	16.2	0.0	0.0	0.0	0.0	0.0	0.0
Rapes	0	1	1	0	0	5	1	2	8	4	8	1	4
per 100,000	0.0	15.4	15.7	0.0	0.0	80.1	16.2	32.2	125.3	64.1	126.3	15.2	61.6
Robberies	0	0	0	0	2	1	3	2	5	2	10	4	2
per 100,000	0.0	0.0	0.0	0.0	31.6	16.0	48.7	32.2	78.3	32.1	157.9	60.9	30.8
Assaults	8	23	40	36	23	27	32	27	67	86	103	82	36
per 100,000	123.0	354.3	628.3	567.6	363.2	432.6	519.6	434.6	1,049.0	1,378.6	1,626.7	1,249.2	554.3
Burglaries	29	22	15	16	24	13	32	32	22	33	23	36	14
per 100,000	445.8	338.9	235.6	252.2	379.0	208.3	519.6	515.1	344.4	529.0	363.2	548.4	215.6
Thefts	241	225	174	238	147	175	161	139	168	192	200	235	234
per 100,000	3,704.8	3,466.3	2,733.3	3,752.2	2,321.2	2,803.6	2,614.1	2,237.6	2,630.3	3,077.9	3,158.6	3,580.1	3,602.8
Auto thefts	15	19	19	17	25	21	22	33	19	25	31	19	22
per 100,000	230.6	292.7	298.5	268.0	394.8	336.4	357.2	531.2	297.5	400.8	489.6	289.5	338.7
Arson	2	3	5	3	1	6	2	1	6	4	3	2	1
per 100,000	30.7	46.2	78.5	47.3	15.8	96.1	32.5	16.1	93.9	64.1	47.4	30.5	15.4
City-data.com crime index (higher means more crime, U.S. average = 287.5)	219.4	265.3	284.0	298.5	229.9	304.8	328.9	286.4	479.9	521.6	655.6	478.4	350.8

(click on a table row to update graph)



City-data.com crime index counts serious crimes more heavily. It adjusts for the number of visitors and daily workers commuting into cities.

Crime rate in Kodiak detailed stats: murders, rapes, robberies, assaults, burglaries, thefts, arson (/crime/crime-Kodiak-Alaska.html)

Full-time law enforcement employees in 2014, including police officers: 38 (17 officers).

Officers per 1,000 residents here: 2.62

Alaska average: 1.72

[This city's Wikipedia profile \(/cityw/Kodiak-AK.html\)](#)

Kodiak tourist attractions:

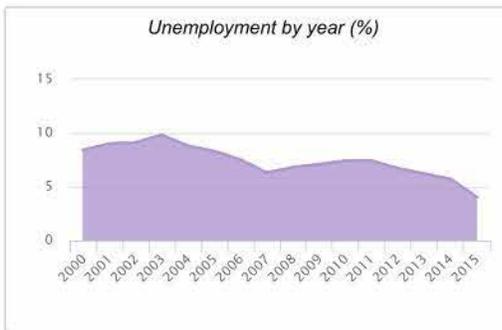
- [State Park Filled with Culture and Natural Resources \(/articles/State-Park-Filled-with-Culture-and.html\)](#)
- [Delicious Way to Cruise Near Kodiak Island \(/articles/Delicious-Way-to-Cruise-Near-Kodiak.html\)](#)
- [Honoring Alaska's Russian Orthodox Heritage \(/articles/Honoring-Alaskas-Russian-Orthodox.html\)](#)
- [Explore Alaska by Kayak \(/articles/Explore-Alaska-by-Kayak.html\)](#)
- [An Island Getaway for the Adventurous Spirit \(/articles/An-Island-Getaway-for-the-Adventurous.html\)](#)
- [St. Herman's Chapel - Kodiak Island, Alaska \(/articles/St-Hermans-Chapel-Kodiak-Island-Alaska.html\)](#)

[Kodiak, Alaska accommodation, waste management, arts - Economy and Business Data \(/business/econ-Kodiak-Alaska.html\)](#)

Unemployment in September 2015:

Here: 4.0%

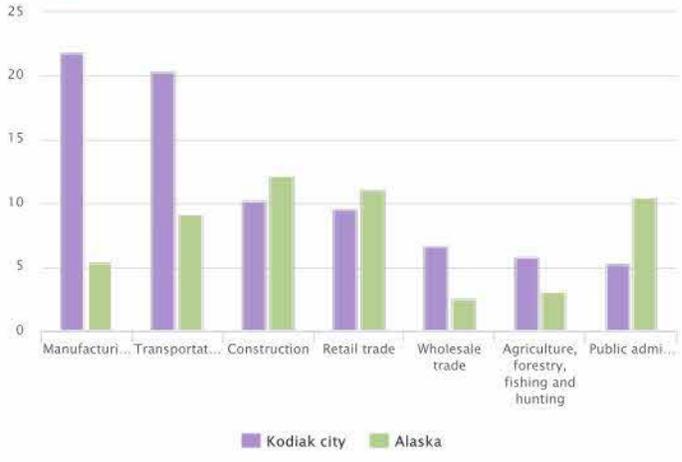
Alaska: 5.7%



Population change in the 1990s: -98 (-1.5%).

Most common industries in 2013 (%)

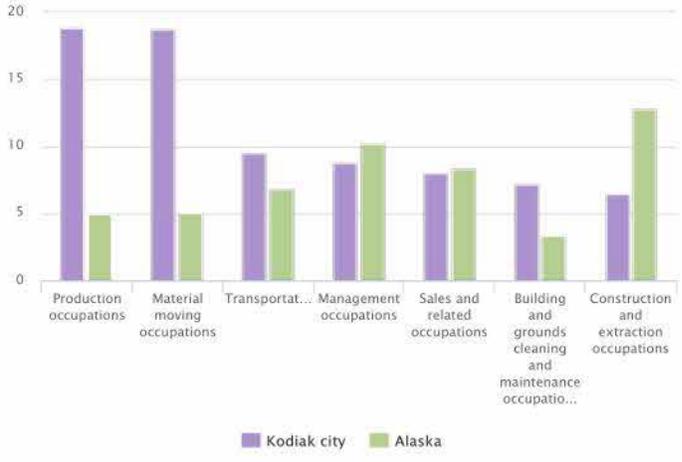
Males Females



- Manufacturing (22%)
- Transportation and warehousing (20%)
- Construction (10%)
- Retail trade (9%)
- Wholesale trade (7%)
- Agriculture, forestry, fishing and hunting (6%)
- Public administration (5%)

Most common occupations in 2013 (%)

Males Females

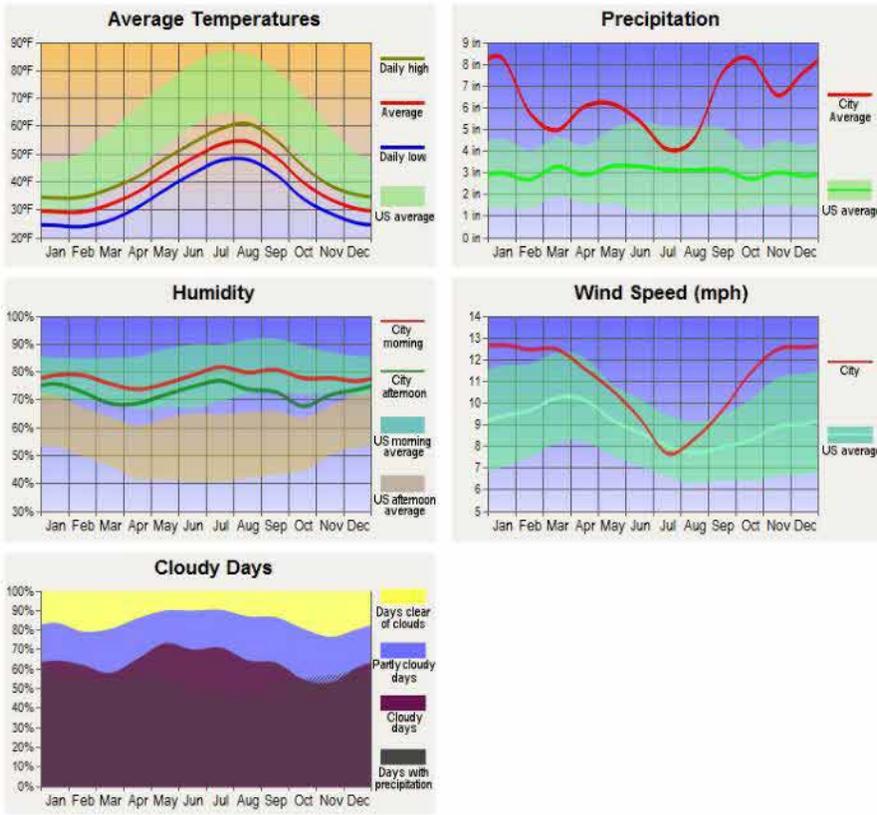


- Production occupations (19%)
- Material moving occupations (19%)
- Transportation occupations (9%)
- Management occupations (9%)
- Sales and related occupations (8%)
- Building and grounds cleaning and maintenance occupations (7%)
- Construction and extraction occupations (6%)

Work and jobs in Kodiak: detailed stats about occupations, industries, unemployment, workers, commute (</work/work-Kodiak-Alaska.html>)

Average climate in Kodiak, Alaska

Based on data reported by over 4,000 weather stations



Earthquake activity:

Kodiak-area historical earthquake activity is slightly above Alaska state average. It is 581% greater than the overall U.S. average.

On 3/28/1964 at 03:36:12, a magnitude 9.2 (9.2 UK, Class: Great, Intensity: VIII - XII) earthquake occurred 279.1 miles away from the city center, causing \$1,020,000,000 total damage

On 10/9/1900 at 12:28:00, a magnitude 8.3 (8.3 UK) earthquake occurred 63.2 miles away from Kodiak center

On 12/23/1906 at 17:22:00, a magnitude 7.6 (7.6 UK, Class: Major, Intensity: VIII - XII) earthquake occurred 86.1 miles away from the city center

On 11/7/1912 at 07:40:24, a magnitude 7.5 (7.5 UK) earthquake occurred 98.6 miles away from the city center

On 11/10/1938 at 20:18:41, a magnitude 8.2 (8.2 UK) earthquake occurred 284.3 miles away from Kodiak center

On 1/10/2001 at 16:02:44, a magnitude 7.0 (6.2 MB, 6.8 MS, 7.0 MW, 6.8 MW, Depth: 20.5 mi) earthquake occurred 73.2 miles away from the city center
 Magnitude types: body-wave magnitude (MB), surface-wave magnitude (MS), moment magnitude (MW)

Birthplace of: Artis the Spoonman - Busker, Darby Stanchfield - Actress, Jason Everman - Rock bass guitarist, Nick Billings - College basketball player (Binghamton Bearcats).

Hospitals and medical centers in Kodiak:

- PROVIDENCE KODIAK ISLAND MEDICAL CTR [\(/mapIt.html?what=UFJPVkiERU5DRSBLT0RJQUsgSVNMQU5EIE1FREIDQUwgQ1RS&where=MTkxNSBFQVNUiJFwKfOT0YgRJJvkuSiEiPREIBSywgQUsgOTk2MTU\)](#) (Voluntary non-profit - Private, provides emergency services, 1915 EAST REZANOF DRIVE)
- PROVIDENCE KODIAK HOME HEALTH [\(/mapIt.html?what=UFJPVkiERU5DRSBLT0RJQUsgSE9NRSBIRUFMVeg&where=MTkxNSBSRVpBTK9GIERSSVZFLCBLT0RJQUssiEFLIDk5NjE1\)](#) (1915 REZANOF DRIVE)
- KODIAK ISLAND HOSPITAL LTC [\(/mapIt.html?what=S09ESUFLIEITTEFORCBIT1NQSVRBTBVMEM&where=MTkxNSBSRVpBTK9GIERSSVZFLCBLT0RJQUssiEFLIDk5NjE1\)](#) (1915 REZANOF DR)
- PROVIDENCE KODIAK ISLAND MED LTC [\(/mapIt.html?what=UFJPVkiERU5DRSBLT0RJQUsgSVNMQU5EIE1FRCBMVEM&where=MTkxNSBFLiBSRVpBTK9GIERSSVZFLCBLT0RJQUssiEFLIDk5NjE1\)](#) (1915 E. REZANOF DRIVE)



Airports and other landing facilities located in Kodiak:

- Kodiak Airport (ADQ) (/airports/Kodiak-Airport-Kodiak-Alaska.html) (/mapIt.html?what=S29kaWFrIEFpcnBvcnQ&where=S29kaWFrLCBBSw&lat=57.749967&lng=-152.493794) (Runways: 3, Commercial Ops: 2,300, Air Taxi Ops: 20,880, Itinerant Ops: 850, Local Ops: 950, Military Ops: 15,969)
- Kodiak Municipal Airport (KDK) (/airports/Kodiak-Municipal-Airport-Kodiak-Alaska.html) (/mapIt.html?what=S29kaWFrIE11bmljaXBhbCBBaXJwb3J0&where=S29kaWFrLCBBSw&lat=57.805918&lng=-152.373841) (Runways: 1, Local Ops: 300)
- Kodiak /Lilly Lake/ Seaplane Base (9Z3) (/airports/Kodiak-Lilly-Lake-Seaplane-Base-Kodiak-Alaska.html) (/mapIt.html?what=S29kaWFrIC9MaWxseSBMYWtILyBTZWfwbGFuZSBCYXNI&where=S29kaWFrLCBBSw&lat=57.802584&lng=-152.382732)
- Trident Basin Seaplane Base (T44) (/airports/Trident-Basin-Seaplane-Base-Kodiak-Alaska.html) (/mapIt.html?what=VHJpZGVudCBYXNpbjBTZWfwbGFuZSBCYXNI&where=S29kaWFrLCBBSw&lat=57.780833&lng=-152.391389)

See details about Airports and other landing facilities located in Kodiak, AK (/airports/Kodiak-Alaska.html)

Local government website: www.city.kodiak.ak.us (<http://www.city.kodiak.ak.us>)

Colleges/universities with over 2000 students nearest to Kodiak:

- University of Alaska Anchorage (about 252 miles; Anchorage, AK; Full-time enrollment: 12,483)
- Charter College-Anchorage (about 252 miles; Anchorage, AK; FT enrollment: 2,983)
- University of Alaska Fairbanks (about 512 miles; Fairbanks, AK; FT enrollment: 6,397)
- Peninsula College (about 1367 miles; Port Angeles, WA; FT enrollment: 2,012)
- Whatcom Community College (about 1369 miles; Bellingham, WA; FT enrollment: 3,265)
- Western Washington University (about 1372 miles; Bellingham, WA; FT enrollment: 13,875)
- Skagit Valley College (about 1391 miles; Mount Vernon, WA; FT enrollment: 3,803)

Public high schools in Kodiak:

- KODIAK HIGH SCHOOL (/school/kodiak-high-school-ak.html) (/mapIt.html?what=S09ESUFLIEhJR0ggU0NIT09M&where=OTE3IFJFWkFOT0YgRUFTVCwgS29kaWFrLCBBSyA5OTYxNQ&lat=57.780420&lng=-152.445778) (Students: 784, Location: 917 REZANOF EAST, Grades: 9-12)
- AKTEACH (/mapIt.html?what=QUtURUFDSA&where=NzlyIE1JTEwgQkFZIFJPUQsIEtvZGIhaywgQUsgOTk2MTU&lat=57.793188&lng=-152.398385)(Location: 722 MILL BAY ROAD, Grades: KG-12)

Public elementary/middle schools in Kodiak:

- KODIAK MIDDLE SCHOOL (/school/kodiak-middle-school-ak.html) (/mapIt.html?what=S09ESUFLIE1JRERMRSBtQ0hPT0w&where=MTAxNyBSRVpBTK9GIEVBu1QsIEtvZGIhaywgQUsgOTk2MTU&lat=57.793324&lng=-152.390849)(Students: 364, Location: 1017 REZANOF EAST, Grades: 6-8)
- EAST ELEMENTARY (/school/east-elementary-ak.html) (/mapIt.html?what=RUFtVCBfTEVNRU5UQVJZ&where=MjAwIEJFTk5ZIEJFTINPTiBUkIWRSWgS29kaWFrLCBBSyA5OTYxNQ&lat=57.806402&lng=-152.366631)(Students: 340, Location: 200 BENNY BENSON DRIVE, Grades: PK-5)
- PETERSON ELEMENTARY (/school/peterson-elementary-ak.html) (/mapIt.html?what=UEVURVJTT04gRUxFTUVOVEFSWQ&where=QVZFTIVIEcgQkxERYA1NTAsIEtvZGIhaywgQUsgOTk2MTU&lat=57.740421&lng=-152.501758)(Students: 330, Location: AVENUE G BLDG 550, Grades: PK-5)
- MAIN ELEMENTARY (/school/main-elementary-ak.html) (/mapIt.html?what=TUFJTiBfTEVNRU5UQVJZ&where=MTI4IFBpV0VMTcBBVkvOVUUsIEtvZGIhaywgQUsgOTk2MTU&lat=57.795575&lng=-152.392887) (Students: 262, Location: 128 POWELL AVENUE, Grades: PK-5)
- NORTH STAR ELEMENTARY (/mapIt.html?what=Tk9SVegGU1RBUIBfTEVNRU5UQVJZ&where=OTYxIE1BTExBUkQsIEtvZGIhaywgQUsgOTk2MTU&lat=57.821726&lng=-152.363578) (Location: 961 MALLARD, Grades: PK-5)

Private elementary/middle schools in Kodiak:

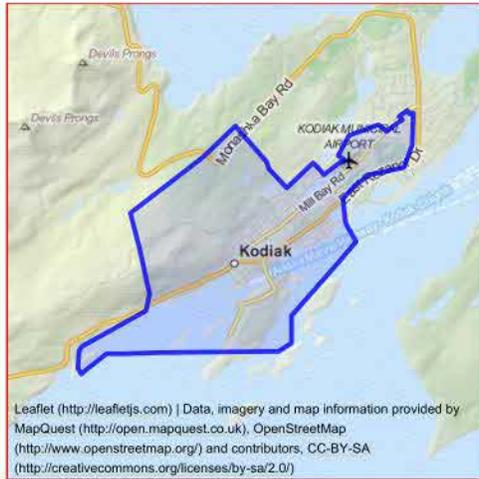
- KODIAK CHRISTIAN SCHOOL (/mapIt.html?what=S09ESUFLIENiUKiTVeIBtBtQ0hPT0w&where=MzMwMwMwCBfIFJFWkFOT0YgRfIsIEtvZGIhaywgQUsgOTk2MTU&lat=57.810531&lng=-152.354069)(Students: 102, Location: 3300 E REZANOF DR, Grades: PK-8)
- ST MARY'S SCHOOL (/mapIt.html?what=U1QgTUFWSWsdTIFNDSE9PTA&where=MjkzMiBNSUxMIEJBWBSBRCwgS29kaWFrLCBBSyA5OTYxNQ&lat=57.811736&lng=-152.360695) (Students: 93, Location: 2932 MILL BAY RD, Grades: PK-8)

See full list of schools located in Kodiak (/school/Kodiak-Alaska.html)

Library in Kodiak:

- A. HOLMES JOHNSON MEMORIAL LIBRARY [\(/maplt.html?](#)

what=QS4gSE9MTUVTIEpPSE5TT04gTUVNT1JJQUwgTEICUkFSWQ&where=MzE5IExPV0VSIE1JTEwgQkFZIFJPQUQsIEtvZGhlaywgQUsgOTk2MTU&sn=1) (Operating income: \$713,608; Location: 319 LOWER MILL BAY ROAD; 68,894 books; 5,929 audio materials; 3,835 video materials; 10 local licensed databases; 50 state licensed databases; 255 print serial subscriptions)



[Click to draw/clear city borders](#)

Notable locations in Kodiak: Kodiak Public Health Center - South Central Region (A), City of Kodiak Fire Department (B), Russian American Magazin (C), Kodiak Community Health Center (D). [Display/hide their locations on the map](#)

Lakes and reservoirs: Potatopatch Lake (A), Lilly Lake (B), Upper Reservoir (C), Lake Bettinger (D), Lake Bettinger Lower Reservoir (E), Lower Reservoir (F). [Display/hide their locations on the map](#)

Tourist attractions: Kodiak City - Museum (101 East Marine Way), Alutiiq Museum (Museums; 215 Mission Road), Evangelical Museum & Production (3201 Bay View Drive), Kodiak Island Convention & Visitors Bureau (100 East Marine Way), A & B Taxicab Dispatch Services (Tours & Charters; 3409 Tugidak Court).

Hotels: A Eider House Bed & Breakfast (782 Sargent Creek Road), Northland Ranch Resort (Mi 30.3 Chiniak Pasa), Shelikof Lodge: Hotel- Restaurant- Lounge: Downtown Kodiak (211 Thorsheim Street), The Sholikof Lodge (211 Thorsheim), Berry Patch (1616 Selief Lane), Kalsin Bay Inn Inc (Mi 29 Chiniak Highway Ka), A Captain's Quarters Bed & Breakfast (4149 Woodland Drive), A Smiling Bear Bed & Breakfast (2046 Three Sisters Way), Russian Heritage Inn (119 Yukon Street).

Kodiak Island Borough has a predicted average indoor radon screening level less than 2 pCi/L (pico curies per liter) - **Low Potential**

Percentage of residents living in poverty in 2013: 13.3%

(11.5% for White Non-Hispanic residents, 16.7% for Black residents, 13.2% for Hispanic or Latino residents, 41.1% for American Indian residents, 66.5% for Native Hawaiian and other Pacific Islander residents, 3.5% for other race residents, 17.9% for two or more races residents)

[Detailed information about poverty and poor residents in Kodiak, AK \(/poverty/poverty-Kodiak-Alaska.html\)](#)

Average household size:

This city:  2.9 people

Alaska:  2.6 people

Percentage of family households:

This city:  65.8%

Whole state:  66.2%

Percentage of households with unmarried partners:

This city:  8.8%

Whole state:  8.6%

Likely homosexual households (counted as self-reported same-sex unmarried-partner households)

- Lesbian couples: 0.2% of all households
- Gay men: 0.1% of all households

People in group quarters in Kodiak in 2010:

- 32 people in correctional facilities intended for juveniles
- 32 people in workers' group living quarters and job corps centers
- 26 people in emergency and transitional shelters (with sleeping facilities) for people experiencing homelessness
- 21 people in other noninstitutional facilities
- 19 people in nursing facilities/skilled-nursing facilities
- 14 people in college/university student housing

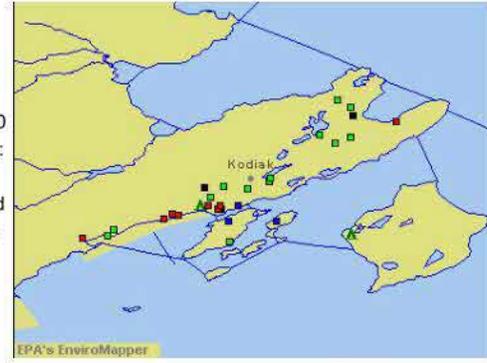
People in group quarters in Kodiak in 2000:

- 43 people in other workers' dormitories
- 41 people in other noninstitutional group quarters
- 34 people in crews of maritime vessels
- 19 people in nursing homes
- 5 people in homes or halfway houses for drug/alcohol abuse

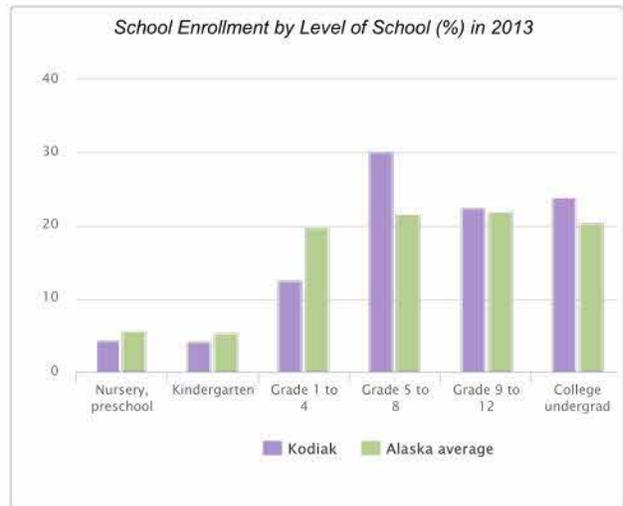
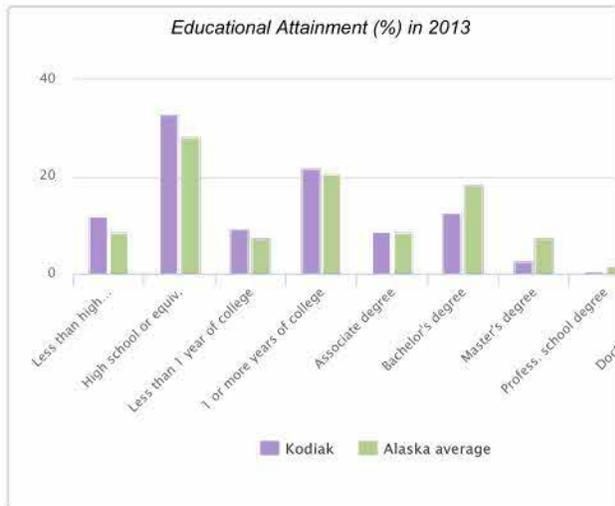
- 4 people in religious group quarters

Banks with branches in Kodiak (2011 data):

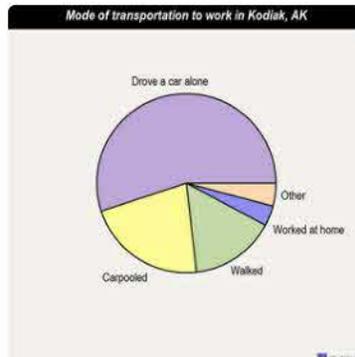
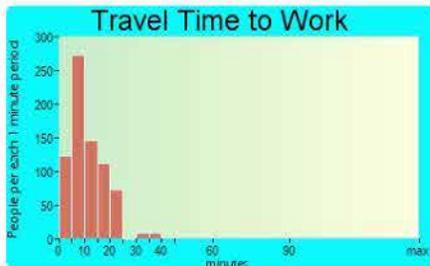
- Wells Fargo Bank, National Association: Mill Bay Branch at 2645 Mill Bay Road, branch established on 1989/09/20; Kodiak Branch at 202 Marine Way, branch established on 1960/04/01. Info updated 2011/04/05: Bank assets: \$1,161,490.0 mil, Deposits: \$905,653.0 mil, headquarters in Sioux Falls, SD, positive income, 6395 total offices, Holding Company: Wells Fargo & Company
- KeyBank National Association: Kodiak Branch at 422 East Marine Way, branch established on 1990/10/03. Info updated 2008/03/03: Bank assets: \$86,198.8 mil, Deposits: \$64,214.8 mil, headquarters in Cleveland, OH, positive income, Commercial Lending Specialization, 1067 total offices, Holding Company: Keycorp
- First National Bank Alaska: Kodiak Branch at Marine Way, branch established on 1963/07/08. Info updated 2006/11/03: Bank assets: \$2,870.3 mil, Deposits: \$1,931.3 mil, headquarters in Anchorage, AK, positive income, Commercial Lending Specialization, 30 total offices



- LEGEND**
- Discharges to water
 - Superfund sites
 - Hazardous waste
 - Toxic releases
 - Air releases
 - Others
 - Multiple
 - Streets
 - Water Bodies
 - Counties



Education Gini index (Inequality in education)
 Here: 11.9
 Alaska average: 10.4



2008 Presidential Elections Results

Graphs represent county-level data. [Detailed 2008 Election Results \(/elec08/KODIAK-ISLAND-BOROUGH-ALASKA.html\)](#)

Religion statistics for Kodiak city (based on Kodiak Island Borough data)

Religion	Adherents	Congregations
Orthodox	1,399	10
Evangelical Protestant	1,239	16
Catholic	500	1
Other	463	4
Mainline Protestant	217	3
None	9,774	-

Source: Clifford Grammich, Kirk Hadaway, Richard Houseal, Dale E.Jones, Alexei Krindatch, Richie Stanley and Richard H.Taylor. 2012. 2010 U.S.Religion Census: Religious Congregations & Membership Study. Association of Statisticians of American Religious Bodies. Jones, Dale E., et al. 2002. Congregations and Membership in the United States 2000. Nashville, TN: Glenmary Research Center. Graphs represent county-level data

Food Environment Statistics:

Number of grocery stores: 5

Kodiak Island Borough: 3.85 / 10,000 pop.

Alaska: 3.30 / 10,000 pop.

Number of convenience stores (with gas): 1

Kodiak Island Borough: 0.77 / 10,000 pop.

State: 2.30 / 10,000 pop.

Number of full-service restaurants: 9

Here: 6.93 / 10,000 pop.

State: 7.82 / 10,000 pop.

Adult diabetes rate:
 This county: 6.5%
 Alaska: 6.3%

Adult obesity rate:
 Kodiak Island Borough: 26.6%
 Alaska: 27.8%

Health and Nutrition:

Healthy diet rate:
 Kodiak: 52.3%
 Alaska: 49.9%

Average overall health of teeth and gums:
 Kodiak: 48.7%
 Alaska: 48.3%

Average BMI:
 Kodiak: 27.2
 Alaska: 28.7

People feeling badly about themselves:
 This city: 19.8%
 Alaska: 21.6%

People not drinking alcohol at all:
 Kodiak: 13.1%
 Alaska: 10.0%

Average hours sleeping at night:
 Kodiak: 6.8
 Alaska: 6.8

Overweight people:
 This city: 27.6%
 Alaska: 33.9%

General health condition:
 Here: 57.0%
 State: 57.7%

Average condition of hearing:
 This city: 81.5%
 State: 80.9%

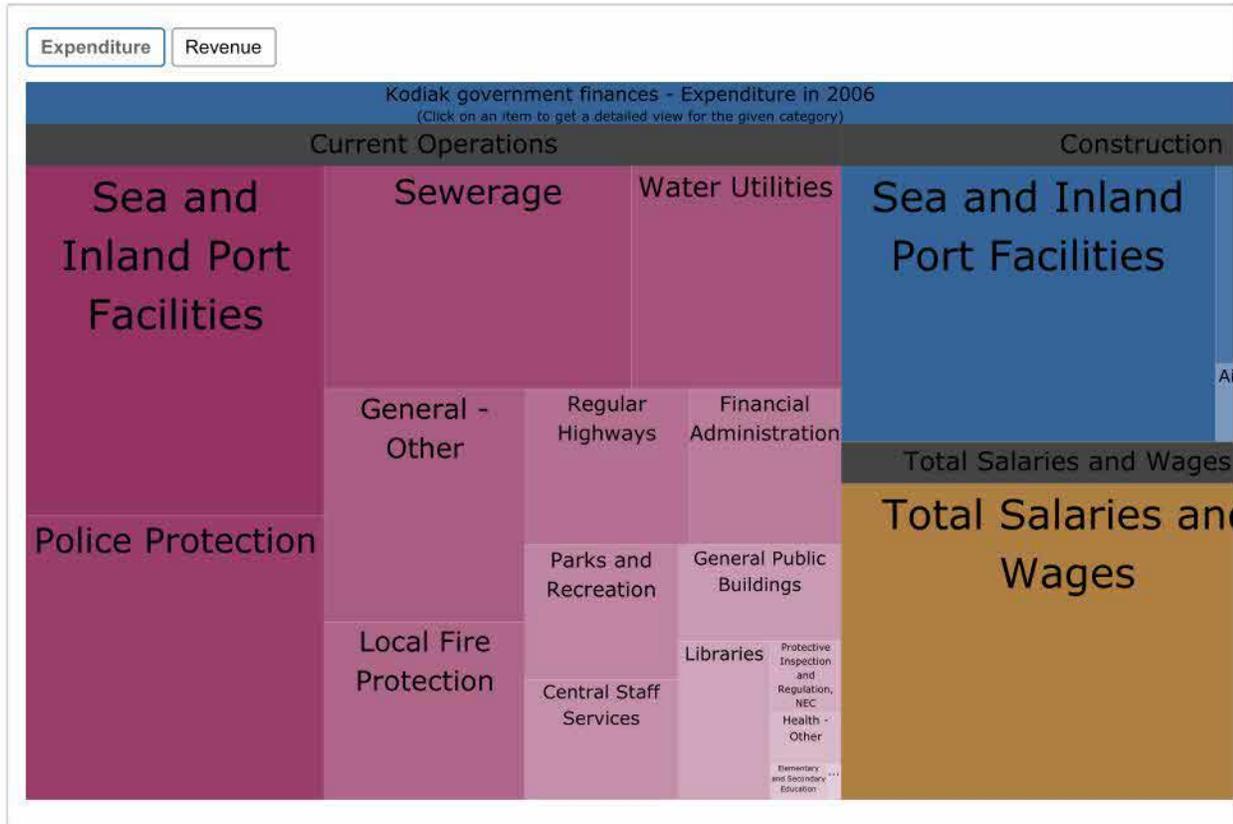
[More about Health and Nutrition of Kodiak, AK Residents \(/health-nutrition/Kodiak-Alaska.html\)](/health-nutrition/Kodiak-Alaska.html)

Local government employment and payroll (March 2013)

Function	Full-time employees	Monthly full-time payroll	Average yearly full-time wage	Part-time employees	Monthly part-time payroll
Financial Administration	6	\$33,115	\$66,230	0	\$0
Other Government Administration	11	\$26,666	\$29,090	0	\$0
Police Protection - Officers	17	\$106,290	\$75,028	0	\$0
Police - Other	13	\$49,124	\$45,345	1	\$877
Firefighters	12	\$67,186	\$67,186	0	\$0
Fire - Other	0	\$0		1	\$2,373
Correction	9	\$43,945	\$58,593	0	\$0
Streets and Highways	5	\$28,958	\$69,499	0	\$0
Water Transport and Terminals	16	\$69,340	\$52,005	1	\$549
Sewerage	7	\$31,547	\$54,081	0	\$0
Totals for Government	117	\$563,373	\$57,782	48	\$35,376

Local government employment and payroll (March 2013)

Function	Full-time employees	Monthly full-time payroll	Average yearly full-time wage	Part-time employees	Monthly part-time payroll
Parks and Recreation	3	\$13,288	\$53,152	39	\$23,462
Water Supply	7	\$36,447	\$62,481	1	\$2,500
Local Libraries	5	\$24,627	\$59,105	5	\$5,615
Other and Unallocable	6	\$32,840	\$65,680	0	\$0
Totals for Government	117	\$563,373	\$57,782	48	\$35,376



Kodiak government finances - Expenditure in 2006 (per resident):

- Construction - Sea and Inland Port Facilities: \$4,552,000 (\$722.08)

Water Utilities: \$1,132,000 (\$179.57)
Regular Highways: \$852,000 (\$135.15)
Air Transportation: \$568,000 (\$90.10)
Parks and Recreation: \$109,000 (\$17.29)
Sewerage: \$81,000 (\$12.85)
General - Other: \$29,000 (\$4.60)
- Current Operations - Sea and Inland Port Facilities: \$4,258,000 (\$675.44)

Police Protection: \$3,462,000 (\$549.18)
Sewerage: \$2,788,000 (\$442.26)
Water Utilities: \$1,908,000 (\$302.66)
General - Other: \$1,905,000 (\$302.19)
Local Fire Protection: \$1,450,000 (\$230.01)
Regular Highways: \$1,051,000 (\$166.72)
Financial Administration: \$965,000 (\$153.08)
Parks and Recreation: \$848,000 (\$134.52)
Central Staff Services: \$756,000 (\$119.92)
General Public Buildings: \$642,000 (\$101.84)
Libraries: \$595,000 (\$94.38)
Protective Inspection and Regulation, NEC: \$208,000 (\$32.99)

Health - Other: \$148,000 (\$23.48)
Elementary and Secondary Education: \$82,000 (\$13.01)
Judicial and Legal Services: \$21,000 (\$3.33)
• Other Capital Outlay - General - Other: \$1,680,000 (\$266.50)
Police Protection: \$138,000 (\$21.89)
Libraries: \$55,000 (\$8.72)
Sea and Inland Port Facilities: \$34,000 (\$5.39)
Water Utilities: \$24,000 (\$3.81)
Parks and Recreation: \$22,000 (\$3.49)
Protective Inspection and Regulation, NEC: \$22,000 (\$3.49)
Regular Highways: \$15,000 (\$2.38)
Financial Administration: \$14,000 (\$2.22)
Local Fire Protection: \$7,000 (\$1.11)
Sewerage: \$6,000 (\$0.95)
Central Staff Services: \$4,000 (\$0.63)
• Total Salaries and Wages: \$6,219,000 (\$986.52)
• Water Utilities - Interest on Debt: \$15,000 (\$2.38)

Kodiak government finances - Revenue in 2006 (per resident):

• Charges - Sea and Inland Port Facilities: \$3,004,000 (\$476.52)
Sewerage: \$1,883,000 (\$298.70)
All Other: \$629,000 (\$99.78)
Parks and Recreation: \$118,000 (\$18.72)
Solid Waste Management: \$44,000 (\$6.98)
Air Transportation: \$16,000 (\$2.54)
Elementary and Secondary Education - Other: \$15,000 (\$2.38)
• Federal Intergovernmental - All Other: \$2,057,000 (\$326.30)
• Miscellaneous - Interest Earnings: \$962,000 (\$152.60)
Rents: \$343,000 (\$54.41)
Special Assessments: \$293,000 (\$46.48)
Fines and Forfeits: \$53,000 (\$8.41)
• Revenue - Water Utilities: \$2,074,000 (\$329.00)
• State Intergovernmental - All Other: \$2,901,000 (\$460.18)
General Local Government Support: \$656,000 (\$104.06)
• Tax - General Sales and Gross Receipts: \$8,137,000 (\$1290.77)
Property: \$659,000 (\$104.54)
Other Selective Sales: \$134,000 (\$21.26)
Other License: \$38,000 (\$6.03)
Public Utility License: \$5,000 (\$0.79)

Kodiak government finances - Debt in 2006 (per resident):

• Long Term Debt - Beginning Outstanding - Unspecified Public Purpose: \$820,000 (\$130.08)
Outstanding Unspecified Public Purpose: \$620,000 (\$98.35)
Retired Unspecified Public Purpose: \$200,000 (\$31.73)

Kodiak government finances - Cash and Securities in 2006 (per resident):

- Other Funds - Cash and Securities: \$28,971,000 (\$4595.65)

10.34% of this county's 2011 resident taxpayers lived in other counties in 2010 (\$41,408 average adjusted gross income)

Here: 10.34%

Alaska average: 8.87%

10 or fewer of this county's residents moved from foreign countries between 2010 and 2011.

Top counties from which taxpayers relocated into this county between 2010 and 2011:

from Anchorage Municipality, AK (/county/Anchorage_Municipality-AK.html) 0.89% (\$47,745 average AGI)

from King County, WA (/county/King_County-WA.html) 0.28% (\$35,200)

from San Diego County, CA (/county/San_Diego_County-CA.html) 0.24% (\$23,692)

10.79% of this county's 2010 resident taxpayers moved to other counties in 2011 (\$44,005 average adjusted gross income)

Here: 10.79%
 Alaska average: 8.83%

0.24% of residents moved to foreign countries (\$828 average AGI)
 Kodiak Island Borough: 0.24%
 Alaska average: 0.19%

Top counties to which taxpayers relocated from this county between 2010 and 2011:

to Anchorage Municipality, AK (/county/Anchorage_Municipality-AK.html) 1.63% (\$35,368 average AGI)
 to King County, WA (/county/King_County-WA.html) 0.28% (\$28,933)
 to Fairbanks North Star Borough, AK (/county/Fairbanks_North_Star_Borough-AK.html) 0.26% (\$54,643)

Strongest AM radio stations in Kodiak:

- KVOK (560 AM; 1 kW; KODIAK, AK; Owner: KODIAK ISLAND BROADCASTING COMPANY, INC.)
- KENI (650 AM; 50 kW; ANCHORAGE, AK; Owner: CAPSTAR TX LIMITED PARTNERSHIP)
- KFQD (750 AM; 50 kW; ANCHORAGE, AK; Owner: MCC RADIO, LLC)
- KBBI (890 AM; 10 kW; HOMER, AK; Owner: KACHEMAK BAY BROADCASTING INC)
- KGTL (620 AM; 5 kW; HOMER, AK; Owner: PENINSULA COMMUNICATIONS, INC.)
- KDLG (670 AM; 10 kW; DILLINGHAM, AK; Owner: DILLINGHAM CITY SCHOOLS)
- KSLD (1140 AM; 10 kW; SOLDOTNA, AK; Owner: KSRM, INC)
- KBYR (700 AM; 10 kW; ANCHORAGE, AK; Owner: COBB COMMUNICATIONS, INC.)
- KJNP (1170 AM; 50 kW; NORTH POLE, AK; Owner: EVAN. ALASKA MISSIONARY FELLOWSHIP)
- KUDO (1080 AM; 10 kW; ANCHORAGE, AK; Owner: CHINOOK CONCERT BROADCASTERS, INC.)
- KICY (850 AM; 50 kW; NOME, AK; Owner: ARCTIC BROADCASTING ASSOCIATION)
- KSRM (920 AM; 5 kW; SOLDOTNA, AK; Owner: KSRM, INC.)
- KTNZ (550 AM; 5 kW; ANCHORAGE, AK; Owner: CAPSTAR TX LIMITED PARTNERSHIP)

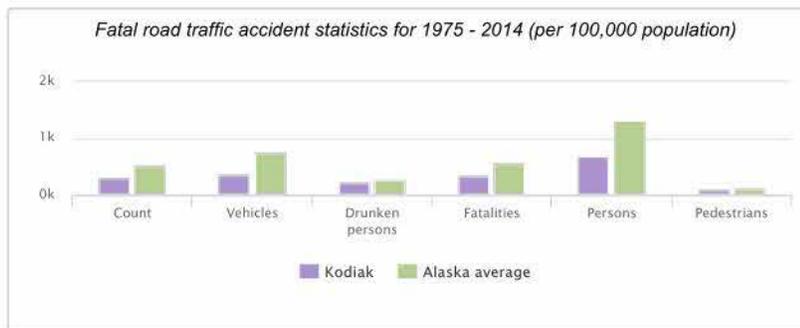
Strongest FM radio stations in Kodiak:

- KRXX (101.1 FM; KODIAK, AK; Owner: KODIAK ISLAND BROADCASTING COMPANY, INC.)
- KMXT (100.1 FM; KODIAK, AK; Owner: KODIAK PUBLIC BROADCASTING CORP.)
- K216DF (91.1 FM; KODIAK, AK; Owner: CALVARY CHAPEL OF TWIN FALLS, INC.)
- K296DC (107.1 FM; KODIAK, AK; Owner: ALASKA VILLAGE MISSIONS, INC.)
- K210CF (89.9 FM; KODIAK, AK; Owner: EDUCATIONAL MEDIA FOUNDATION)

TV broadcast stations around Kodiak:

- K15AT (Channel 15; KODIAK, AK; Owner: STATE OF ALASKA)
- KMXT-LP (Channel 9; KODIAK, AK; Owner: KODIAK PUBLIC BROADCASTING CORP.)
- K13UY (Channel 13; KODIAK, AK; Owner: STATE OF ALASKA)
- KUBD-LP (Channel 11; KODIAK, AK; Owner: KETCHIKAN TV, LLC)
- K02ME (Channel 2; WOMENS BAY, AK; Owner: STATE OF ALASKA)
- K07ST (Channel 7; WOMENS BAY, AK; Owner: STATE OF ALASKA)

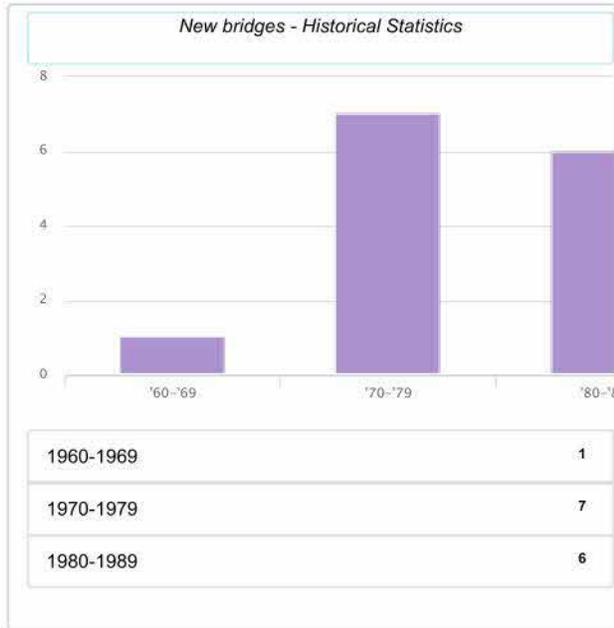
Kodiak fatal accident statistics for 1975 - 2014



See more detailed statistics of Kodiak fatal car crashes and road traffic accidents for 1975 - 2014 here (/accidents/acc-Kodiak-Alaska.html)

National Bridge Inventory (NBI) Statistics

Number of bridges	14
Total length	443ft 135m
Total costs	\$420,000
Total average daily traffic	10,330
Total average daily truck traffic	466



See Full National Bridge Inventory Statistics for Kodiak, AK (</bridges/bridges-Kodiak-Alaska.html>)

FCC Registered Cell Phone Towers: 3 (See the full list of FCC Registered Cell Phone Towers in Kodiak (</towers/cell-Kodiak-Alaska.html#CellPhone>))

FCC Registered Antenna Towers: 167 (See the full list of FCC Registered Antenna Towers (</towers/cell-Kodiak-Alaska.html#Antenna>))

FCC Registered Commercial Land Mobile Towers: 1 (See the full list of FCC Registered Commercial Land Mobile Towers in Kodiak, AK (</towers/lmobile-Kodiak-Alaska.html#Commercial>))

FCC Registered Private Land Mobile Towers: 33 (See the full list of FCC Registered Private Land Mobile Towers (</towers/lmobile-Kodiak-Alaska.html#Private>))

FCC Registered Broadcast Land Mobile Towers: 1 (See the full list of FCC Registered Broadcast Land Mobile Towers (</towers/lmobile-Kodiak-Alaska.html#Broadcast>))

FCC Registered Microwave Towers: 17 (See the full list of FCC Registered Microwave Towers in this town (</towers/other-Kodiak-Alaska.html#Microwave>))

FCC Registered Paging Towers: 5 (See the full list of FCC Registered Paging Towers (</towers/other-Kodiak-Alaska.html#Paging>))

FCC Registered Maritime Coast & Aviation Ground Towers: 188 (See the full list of FCC Registered Maritime Coast & Aviation Ground Towers (</towers/other-Kodiak-Alaska.html#MaritimeCoast>))

FCC Registered Amateur Radio Licenses: 95 (See the full list of FCC Registered Amateur Radio Licenses in Kodiak (</radio/lic-Kodiak-Alaska.html>))

FAA Registered Aircraft: 102 (See the full list of FAA Registered Aircraft in Kodiak (</aircraft/air-Kodiak-Alaska.html#acrafts>))

Drinking water stations with addresses in Kodiak and their reported violations in the past:

KODIAK WATER SYSTEM (Address: 2853 SPRUCE CAP ROAD (</mapIt.html?>

what=S09ESUFLIFdBVEVSIFNZU1RFTSBEcmlua2luZyBXYXRlciBtdGF0aW9u&where=Mjg1MyBTUFJVQ0UgQ0FQIFJPQUQsiEtvZGIhaywgQUsgOTk2MTU), Population served: 9,547, Surface water):

Past monitoring violations:

- Monitoring and Reporting (DBP) - Between APR-2013 and JUN-2013, Contaminant: Total Haloacetic Acids (HAA5). Follow-up actions: St Compliance achieved (SEP-17-2013)
- Monitoring and Reporting (DBP) - Between APR-2013 and JUN-2013, Contaminant: TTHM. Follow-up actions: St Compliance achieved (SEP-17-2013)
- Initial Tap Sampling for Pb and Cu - In APR-02-2002, Contaminant: Lead and Copper Rule
- One minor monitoring violation

USCG STATION KODIAK (Population served: 3,092, Surface water):

Past monitoring violations:

- Monitoring and Reporting (DBP) - Between JAN-2011 and MAR-2011, Contaminant: TTHM. Follow-up actions: St Compliance achieved (MAY-02-2011)
- Monitoring and Reporting (DBP) - Between JAN-2011 and MAR-2011, Contaminant: Total Haloacetic Acids (HAA5). Follow-up actions: St Compliance achieved (MAY-02-2011)
- Monthly Turbidity Exceed (Enhanced SWTR) - In OCT-2009, Contaminant: IESWTR. Follow-up actions: St Compliance achieved (NOV-30-2009)
- Single Turbidity Exceed (Enhanced SWTR) - In OCT-2009, Contaminant: IESWTR. Follow-up actions: St Compliance achieved (NOV-30-2009)
- Monthly Turbidity Exceed (Enhanced SWTR) - In JAN-2008, Contaminant: IESWTR. Follow-up actions: St Compliance achieved (NOV-30-2009)
- 4 other older monitoring violations

EVERGREEN LOGGING CAMP (Population served: 65, Groundwater):

Past monitoring violations:

- Follow-up Or Routine LCR Tap M/R - In OCT-01-2012, Contaminant: Lead and Copper Rule. Follow-up actions: St Compliance achieved (JUN-04-2013)
- Initial Tap Sampling for Pb and Cu - In JUL-01-2011, Contaminant: Lead and Copper Rule. Follow-up actions: St Compliance achieved (2 times from AUG-10-2011 to AUG-10-2011)
- Initial Tap Sampling for Pb and Cu - In JAN-01-2011, Contaminant: Lead and Copper Rule. Follow-up actions: St Compliance achieved (3 times from AUG-10-2011 to NOV-15-2011)
- 42 routine major monitoring violations
- 351 regular monitoring violations

USCG BEAR VALLEY GOLF COURSE (Population served: 59, Groundwater):

Past monitoring violations:

- One regular monitoring violation

RENDEZVOUS (Population served: 56, Groundwater):

Past monitoring violations:

- 9 routine major monitoring violations
- One regular monitoring violation

JAVA FLATS/RUSSIAN RIVER ROADHOUSE (Population served: 39, Groundwater):

Past monitoring violations:

- 9 routine major monitoring violations
- 2 regular monitoring violations

VFW KODIAK POST #7056 (Population served: 27, Purch surface water):

Past health violations:

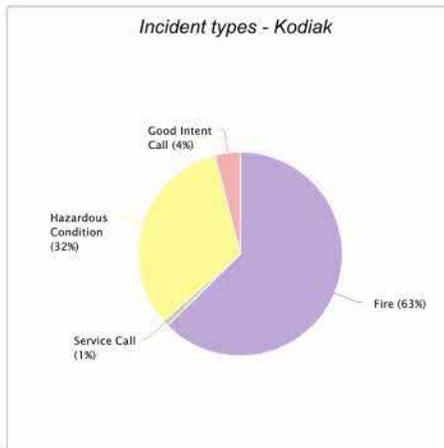
- MCL, Monthly (TCR) - In SEP-2007, Contaminant: Coliform. Follow-up actions: St Compliance achieved (2 times from MAY-10-2008 to JUN-26-2012)
- Treatment Technique (SWTR and GWR) - In JUL-2007. Follow-up actions: St Compliance achieved (AUG-15-2011)
- Treatment Technique (SWTR and GWR) - In APR-2007. Follow-up actions: St Compliance achieved (AUG-15-2011)
- Treatment Technique (SWTR and GWR) - In MAR-2007. Follow-up actions: St Violation/Reminder Notice (APR-26-2007), St Compliance achieved (AUG-15-2011)
- Treatment Technique (SWTR and GWR) - In FEB-2007. Follow-up actions: St Violation/Reminder Notice (APR-26-2007), St Compliance achieved (AUG-15-2011)
- Treatment Technique (SWTR and GWR) - In AUG-2006. Follow-up actions: St Violation/Reminder Notice (APR-26-2007), St Compliance achieved (AUG-15-2011)

Past monitoring violations:

- Monitoring of Treatment (SWTR-Filter) - In MAY-2014
- Monitoring of Treatment (SWTR-Filter) - In MAY-2014
- Monitoring of Treatment (SWTR-Filter) - In FEB-2014
- Monitoring of Treatment (SWTR-Filter) - In FEB-2014
- Monitoring and Reporting (DBP) - Between JUL-2013 and SEP-2013, Contaminant: Chlorine. Follow-up actions: St Compliance achieved (AUG-29-2013)
- 22 routine major monitoring violations
- 3 minor monitoring violations
- 144 other older monitoring violations

2006 National Fire Incident Reporting System Incidents:

- Fire: 62
- Hazardous Condition: 32
- Service Call: 1
- Good Intent Call: 4



See full 2006 National Fire Incident Reporting System statistics for Kodiak, AK (</fire/fire-Kodiak-Alaska.html>)

Fire-safe hotels and motels in Kodiak, Alaska:

- Best Western Kodiak Inn, 236 W Rezanof Dr, Kodiak, Alaska 99615 (</mapIt.html?what=QmVzdCBXZXN0ZXJlEtvZGIhayBJbm4&where=MjM2IFcgUmV6YW5vZiBEciwgS29kaWFrLCBBbGFza2EgOTk2MTU>), Phone: (907) 486-5712, Fax: (907) 486-3430
- Comfort Inn, 1395 Airport Way, Kodiak, Alaska 99615 (</mapIt.html?what=Q29tZm9ydCBJbm4&where=MTM5NSBBaXJwb3J0IFdheSwgS29kaWFrLCBBbGFza2EgOTk2MTU>), Phone: (907) 487-2700, Fax: (907) 487-4447

All 2 fire-safe hotels and motels in Kodiak, Alaska (</fire-safe/hotels-Kodiak-AK.html>)

Most common first names in Kodiak, AK among deceased individuals

↓↑ Name	↓ Count	↓↑ Lived (average)
John	25	69.0 years
William	16	70.1 years

Most common last names in Kodiak, AK among deceased individuals

↓↑ Last name	↓ Count	↓↑ Lived (average)
Anderson	11	72.2 years
Hansen	6	73.7 years

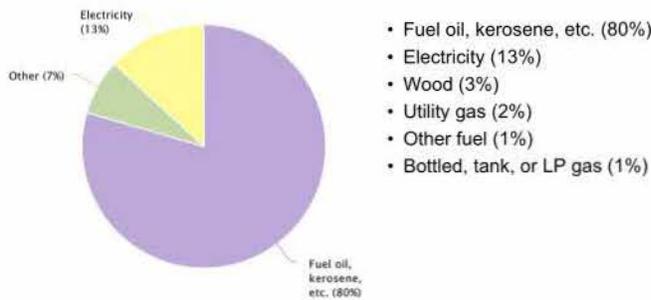
Most common first names in Kodiak, AK among deceased individuals

↓ Name	↓ Count	↓ Lived (average)
Mary	16	77.4 years
Robert	15	64.6 years
George	14	70.4 years
James	12	70.7 years
Margaret	10	73.2 years
Walter	10	64.0 years
Joseph	10	71.5 years
David	9	49.5 years

Most common last names in Kodiak, AK among deceased individuals

↓ Last name	↓ Count	↓ Lived (average)
Johnson	6	65.2 years
Nelson	6	74.9 years
Pestrikoff	6	72.3 years
Wolkoff	6	73.5 years
Malutin	5	71.6 years
Lee	5	77.8 years
Parker	5	63.0 years
Peterson	5	69.6 years

Most commonly used house heating fuel:



Businesses in Kodiak, AK

Name	Count	Name	Count
Budget Car Rental	2	Starbucks	1
FedEx	3	Taco Bell	1
Ford	1	True Value	1
KFC	1	U-Haul	1
La-Z-Boy	1	UPS	1
Lane Furniture	2	Vans	1
MasterBrand Cabinets	1	Vons	2
McDonald's	1	Walmart	1
Nike	2		

Browse common businesses in Kodiak, AK (</locations/index-Alaska.html>)

Kodiak compared to Alaska state average:

- Unemployed percentage significantly below state average.
- Black race population percentage significantly below state average.
- Foreign-born population percentage significantly above state average.
- Length of stay since moving in above state average.
- House age above state average.

Kodiak on our top lists (<http://www.city-data.com/top2/toplists2.html>):

- #4 on the list of "Top 101 cities with the largest percentage of people in crews of maritime vessels (population 1,000+)"
- #13 on the list of "Top 101 cities with largest percentage of males in occupations: Material moving occupations (population 5,000+)"

- #13 on the list of "Top 101 cities with largest percentage of males in industries: Transportation and warehousing (population 5,000+)"
- #16 on the list of "Top 101 cities with the highest number of assaults per 100,000 residents, excludes tourist destinations and others with a lot of outsiders visiting based on city industries data (population 5,000+)"
- #16 on the list of "Top 100 cities with shortest commuting times (pop. 5,000+)"
- #20 on the list of "Top 101 cities with the most residents born in South Eastern Asia (population 500+)"
- #20 on the list of "Top 101 cities with the most residents born in Philippines (population 500+)"
- #23 on the list of "Top 101 cities with the largest city-data.com crime index increase from 2002 to 2012 (population 5,000+)"
- #53 on the list of "Top 101 cities with the most full-time local library workers per 1000 residents (population 5,000+)"
- #53 on the list of "Top 101 cities with the largest percentage of people in other workers' dormitories (population 1,000+)"
- #57 on the list of "Top 101 cities with largest percentage of females in occupations: Production occupations (population 5,000+)"
- #71 on the list of "Top 101 cities with the most users submitting photos to our site per 10,000 residents (population 5,000+)"
- #85 on the list of "Top 101 cities with the most people walking to work (population 5,000+)"
- #85 on the list of "Top 101 cities with the most residents born in Laos (population 500+)"
- #89 on the list of "Top 101 cities with the highest number of rapes per 100,000 residents, excludes tourist destinations and others with a lot of outsiders visiting based on city industries data (population 5,000+)"
- #89 on the list of "Top 100 cities with smallest houses (pop. 5,000+)"
- #90 on the list of "Top 101 cities with the most people taking a taxi to work (population 5,000+)"
- #31 on the list of "Top 101 counties with the largest number of children under 18 without health insurance coverage in 2000"
- #61 on the list of "Top 101 counties with the lowest number of deaths per 1000 residents 2007-2013"
- #61 on the list of "Top 101 counties with the most Orthodox congregations"
- #99 on the list of "Top 101 counties with the highest percentage of residents relocating to foreign countries in 2011"

There are [91 pilots \(/pilots/kodiak-city-alaska.html#pilots\)](/pilots/kodiak-city-alaska.html#pilots) and [100 other airmen \(/pilots/kodiak-city-alaska.html#airman\)](/pilots/kodiak-city-alaska.html#airman) in this city.

Cost of Living Calculator

Your current salary:

State of origin:

Destination state:



Top Patent Applicants

Alan W. Wolf (2)
 Kim A. Lara (2)
 David J. Hilty (1)
 Rose Wolf (1)

Total of 6 patent applications in 2008-2016.

[All Cities \(/\)](#) / [Alaska \(/city/Alaska.html\)](/city/Alaska.html), [AK smaller cities \(/city/Alaska2.html\)](/city/Alaska2.html), [AK small cities \(/city/Alaska3.html\)](/city/Alaska3.html)
 / [Kodiak Island Borough \(/county/Kodiak_Island_Borough-AK.html\)](/county/Kodiak_Island_Borough-AK.html) / [Kodiak, AK housing info \(/housing/houses-Kodiak-Alaska.html\)](/housing/houses-Kodiak-Alaska.html) / [Kodiak, Alaska](#)

[Add new facts and correct factual errors about Kodiak, Alaska \(/sendfact.php?w=Kodiak-Alaska.html&n=Kodiak\)](/sendfact.php?w=Kodiak-Alaska.html&n=Kodiak)



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Kodiak Community Profile and Economic Indicators

4th Quarter

2013

Prepared by: Kodiak Chamber of Commerce www.kodiakchamber.org

Funded in part by: City of Kodiak and Kodiak Island Borough

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COMMUNITY PROFILE

THE SETTING

Kodiak Island is the largest island in Alaska and the second largest in the United States. It is part of the Kodiak Island Archipelago, a group of islands that stretch roughly 177 miles along the Katmai Coast in the Gulf of Alaska, about 200 miles south of Anchorage. The sixteen major and countless smaller islands that make up the group encompass nearly 5,000 square miles, roughly the size of Connecticut.

Its location in the Gulf of Alaska and North Pacific Ocean places Kodiak near some of the richest fishing grounds in the world. In 2000, Kodiak ranked as the number three commercial fishing port in the United States in terms of value of seafood landed. More than one-third of the jobs in Kodiak are directly involved in the fishing industry, in either the harvesting or processing sectors.

The City of Kodiak is at the northeast tip of the island, 50 minutes by air from Anchorage and three-and-a-half hours from Seattle. The city is the economic, transportation and governmental center of the area. It is located within the Kodiak Island Borough, which encompasses all of the island group, as well as portions of the Katmai Coast.

Two Alaska State Ferries serve Kodiak, the M/V Tustumena and the M/V Kennicott. They connect Kodiak with Port Lions and communities on the Kenai Peninsula including Homer, Seward, Seldovia, Valdez, and Cordova. They also make occasional trips to Dutch Harbor, stopping at Chignik, Sand Point, King Cove, False Pass, Akutan, Unalaska and Cold Bay.

The Port of Kodiak is "homeport" to more than 700 commercial fishing vessels. Not only is Kodiak the state's largest fishing port, it is also home to some of Alaska's largest trawl, longline, and crab vessels. Nearly 120 vessels based in Kodiak are at least 80 feet long.

CLIMATE

Kodiak Island residents enjoy generally mild coastal weather patterns with moderate precipitation and occasional high winds.

Weather Statistics

Average Annual Rainfall	76.4 inches
Average Annual Snowfall	83.3 inches
Prevailing Wind Direction	Northwest
Mean Hourly Speed	11 mph

Average (°F)	record low	mean	record high
January	-16 (1989)	31	54 (1963)
July	35 (1927)	55	82 (2004)
October	7 (1917)	41	74 (1929)

LOCAL BUSINESS PROFILE

The retail and service business sectors in the City of Kodiak are fully developed. A wide range of support services is readily available for the fishing and visitor industries, which are main sources of income in the community. Local residents and visitors have a good selection of merchandise to fill their needs. Kodiak retailers are committed to quality, service and customer satisfaction.

Most statewide financial institutions have branch offices in Kodiak. There are 274 guestrooms available for conventioners, with several restaurants, meeting rooms and banquet facilities.

PORT OF KODIAK

The Port of Kodiak is home to Alaska's largest and most diversified fishing fleet. It has more than 650 boat slips and three commercial piers that can handle vessels up to 1,000 feet. Kodiak is consistently ranked as one of the top commercial fishing ports in the country.

Kodiak is also a vital link in the regional transportation network. As the hub of the Gulf of Alaska container logistics system, Kodiak serves Southwestern Alaska communities with consumer goods and provides outbound access to world fish markets. Regularly scheduled container ships operate between Kodiak and the Pacific Northwest, and between Kodiak and the Far East. Kodiak is a key link for Alaskan Coastal communities.

MARINE FACILITIES

The City of Kodiak provides public dock facilities. Additionally, waterfront processors have extensive private docking facilities.

The Harbor staff consists of 13 full time employees. It provides 24-hour security for 2,884 commercial vessels, 882 multi-purpose & pleasure craft and 286 auxiliary skiffs.

Horizon Lines provide contract stevedoring services for commercial cargo.

Municipal Marine facilities include:

Pier I/Ferry Dock: 204'x 28'

Use: mooring, loading and unloading

Services: Water, bulk fuel

Pier II/City Dock: 1050'x 64'

Depth 38' at MLLW; tides range approximately 10 feet

Use: loading/unloading of commercial freight and fishing gear

Services: Bulk fuel, water, covered warehouse.

Pier III/Container Terminal:

490'x 64' (880' Bollard to Bollard); depth at MLLW 38 feet

Use: Container services for general cargo and fishing boats

Services: Water, gantry crane (30 long tons).

Small vessel moorage includes:

Two harbors with 650 stalls; maximum vessel length, 150'.

Tidal Grid #1 232'

Gravel Grid 125'

Two general purpose docks inside boat harbor.

Mooring Buoys: St. Herman Harbor in Dog Bay

Tariffs, rules and regulations applying to the use of docks and related facilities are available from the Harbormaster at (907) 486-8080.

Commercial Marine Facilities:

LASH Marine Terminal, in Womens Bay, provides service to several freight carriers, freight forwarders and consolidators, construction contractors and Kodiak's diverse fishing fleet. Seaport Terminal Services Inc., a subsidiary of LASH Corporation, operates the terminal and provides all necessary support services. The terminal presently has over 1,200 feet of dock space available. The terminal also has warehousing, yard storage, and crane services with 40 to 150 ton cranes, four 40 ton forklifts, trucking, waste disposal, and water. Fuel is also available through delivery from Kodiak's local distributors.

Seaport maintains three mooring buoys within the "designated anchorage" in Womens Bay. Each buoy has a 15,000-lb. anchor and 180 feet of 2-3/4 inch stud link chain. With swivels located top, bottom and midwater, they provide maximum moorage capabilities for large vessels and barges. There is a 130' X 40' tide grid at the terminal. Vessel haul-out and storage are available for most vessels up to 50' in length. LASH Corporation is presently developing Seaview Industrial Park next to the Terminal with property for sale or long-term lease. LASH Corporation, a marine contractor, is also willing to "Build to Suit" for those businesses joining the Seaview Industrial Park family.

Fuller's Boat Yard in Kodiak has installed a Marine Travel Launch Slip that holds vessels up to 150 tons. This greatly enhances Kodiak's abilities to provide ship repair services. Additionally, Fuller's has outdoor, dry storage for 75 boats and four 3,000-PSI pressure washers. It also provides wood, fiberglass, and aluminum repair services. The City of Kodiak has constructed a 660-ton travel lift on Near Island that began operations in October of 2009. Kodiak's Marine Travel lift is the largest mobile boat hoist north of San Diego. Kodiak has built an "open yard" so that you can do your own work or hire vendors and contractors to work for you in the new, state-of-the-art boatyard. The Kodiak Boatyard is designed to provide a safe and environmentally sound place to haul out and work. The wash down pad is heated for winter work, there is an EPA approved storm water system, the wash water is filtered and recycled, tarps are required under every boat so no contaminates get into the soil or water, and plenty of electricity is available to each vessel. All registered vendors also carry the required certificates and liabilities to complete the project.

The Marine Travel Lifts Specifications		Marine Travel Lifts Operating Capacity	
Height	63 feet	Lift capacity	660 tons (1.3M lbs.)
Width	60 feet	Beam	42 feet
Weight	800,000 pounds	Length	180 feet
Horse Power	600		

TRANSPORTATION

Air Services:

ERA Aviation and Alaska Airlines provide regular scheduled service. Island Air and Servant Air provide scheduled air taxi flights to the outlying communities. Charter services are also available.

The Kodiak State Airport has three paved runways: 7,500, 5,400 and 5,000 feet, with FAA contract tower services.

Municipal Airport, located less than a mile from downtown Kodiak, has a 2,500' paved runway. Although uncontrolled, the control tower at Kodiak State Airport provides traffic advisories.

Float Plane Facilities:

Next to Municipal Airport, Lilly Lake is the city's freshwater floatplane facility. A public saltwater floatplane facility is at Trident Basin Seaplane Base on the east side of Near Island. There are three ramps with spaces for 14 floatplanes. The landing area is approximately 4,400 feet long.

Bus/Taxi/Car Rental:

Bus - A coordinated transit system (KATS) operated by the Kodiak Senior Center has limited public schedules providing service between Bells Flats and Bayside, including the airport, town and USCG base. Fare: \$2.00.

Cab approx. \$15 airport to town.

Auto Rentals 3 companies

Highways:

The major highway in the Kodiak Island area follows the coastline from Cape Chiniak north, through the City of Kodiak, to Monashka Bay.

Rail: None

Trucking: World Wide Movers, Inc., Horizon Lines of Alaska, Kodiak Transfer, Pacific Alaska Freightways, AAA Moving and Storage, and Carlile Transportation Systems.

Water: The Alaska Marine Highway System provides passenger, vehicle and cargo service with the M/V Tustumena. It connects Kodiak to the mainland road system via Homer, Port Lions, Ouzinkie, Old Harbor, Whittier, Seldovia, Valdez, and Cordova. The M/V Kennicott, takes over the route during the Tustumena's annual repairs. The ferry makes occasional trips to Dutch Harbor, stopping at Chignik, Sand Point, King Cove, False Pass, Akutan, Unalaska and Cold Bay. This service is seasonal, running from May through October. Contact the Alaska Marine Highway System for more information: 1-800-526-6731 or 907-486-3800.

Cargo carriers include Horizon Lines, and Samson Tug & Barge; others make periodic visits.

COMMUNICATIONS

Postal Service: Kodiak is served by a local main post office. Kodiak Safeway and Alaska Food For Less offers contract postal stations. Other branches are located at the U.S. Coast Guard Base, in the villages and in the community of Chiniak. Door to door delivery is available to the business community within the city. Residential areas have neighborhood delivery and collection boxes.

Television: The Alaska Rural Communications System is broadcast to most local residences on channel 15. GCI Cable serves approximately 3,000 subscribers from Monashka Bay to the Coast Guard Base. Island Communications serves residents in the Womens Bay community and Ouzinkie. Public Broadcasting KMXT (Alaska 1) is broadcast on cable channel nine as well as over the air.

Internet: Dial up Internet service is provided by AT&T Alascom, and Alaska Communications Systems (ACS). Fiber optic cable service is provided by General Communication Incorporation (GCI), AT&T, and Alaska Communications Systems (ACS).

Radio: Kodiak has four commercial and two non-commercial stations. Commercial stations include KVOK 560AM ("country"); KRXX-101.1 JACK FM ("adult hits"); KWAVE-104.9FM ("adult

contemporary); and KPEN-102.7FM ("country). The local public broadcasting station is KMXT 100.1FM. Moody Broadcasting Network is available at 107.1-FM ("inspirational").

Newspapers: The Kodiak Daily Mirror is a local newspaper, published five days per week. Other state and national news publications are also available.

EDUCATION

Kodiak Island Borough School District: Kodiak's public school district has a student enrollment of about 2,500 pre-kindergarten through grade twelve students, including rural schools and correspondence.

The district currently has schools in the seven outlying areas of Port Lions, Larsen Bay, Akhiok, Ouzinkie, Old Harbor, Karluk, Danger Bay, and Chiniak.

In and near the City of Kodiak are four elementary schools serving grades kindergarten through fifth: East Elementary is on the corner of Rezanof Drive and Benny Benson, Peterson Elementary is located on the United States Coast Guard Base, Main Elementary is on Powell Avenue near Kodiak Middle School and North Star Elementary is in Monashka Bay on Mallard Way.

Kodiak Middle School serves grades sixth through eighth; Kodiak High School serves grades nine through twelve, and an alternative school, housed off-campus, serves students in grades nine through twelve.

Kodiak Middle School, in addition to regular classrooms, also offers a large library, student commons, gymnasium, and specialized classrooms for technology, computers, business and living skills.

Kodiak High School offers a sound academic program in math, science, social studies, and language arts. A community based career education alternative program is also available as an alternative education plan. The high school facility contains general and specialized classrooms, a library, gymnasium, swimming pool and a community performing arts auditorium.

Kodiak College: Kodiak College is located 250 miles Southwest of Anchorage in a 44 acre greenbelt of old growth forest near the center of the city of Kodiak. Kodiak College is a comprehensive 2 year community college campus of the University of Alaska Anchorage, and with the addition of new distance delivered courses, has nearly doubled enrollment since 2004. The college serves the island's residents whom live in the city of Kodiak or in seven rural villages on the island, along with USCG enlisted and their dependents. Kodiak offers more than 30 occupational endorsements and industry certificates in high demand workforce career and technical areas as well as AA transfer degrees AAS, AAST and BA degrees in nine academic areas. The college has over 1,000 students, most of whom work part or full time in addition to taking classes.

Kodiak Seafood and Marine Science Center (aka FITC): KSMSC is a unit of the University of Alaska Fairbanks School of Fisheries and Ocean Sciences. In addition to its graduate program, the center conducts training in the areas of fisheries and food science. KSMSC scientists also do research in fish harvesting technology, seafood science and processing technology.

Kodiak Fisheries Research Center: KFRC is a \$20 million research facility committed to the preservation, enhancement and management of North Pacific marine ecosystems and resources. The KFRC provides labs and office facilities to the National Marine Fisheries Service, State of Alaska Department of Fish and Game and the University of Alaska. The facility houses open seawater

laboratories for fisheries, shellfish and sea mammal research. In 2000, the architects and planners of the facility were awarded the 2000 American Institute of Architects Northwest and Pacific Regional Design Award for the design of the Kodiak Fisheries Research Center.

St. Herman's Theological Seminary: Prepares students of the Russian Orthodox faith to be church leaders.

ECONOMY

Kodiak's role as a center for transportation, governmental offices, timber, and tourism complements its role as one of the Nation's largest producers of seafood. The City of Kodiak has the largest and most diversified fishing port in Alaska and is consistently ranked in the top three largest fishing ports in the U.S. in terms of value landed.

Landings to the Port of Kodiak in 2012 were 393 million pounds, with a wholesale value of \$170million. Salmon is traditionally the largest fishery in Kodiak in terms of wholesale value.

According to recent Department of Labor study, there were 863 active permit holders who contributed Kodiak's fish harvesting sector in 2011. Kodiak's processing plants employed approximately 3,226 people and have a combined payroll of over \$47.7 million in 2011.

UTILITIES

The City of Kodiak is the supplier of water and sewer services in and around the City. Outlying residents rely on private wells and septic systems.

Water Rates:

Commercial Flat rate/metered
Single-family dwelling (inside city) \$43.84 per month
Single-family dwelling (outside city) \$52.60
Source: Monashka & Pillar Res.
Main Size: 4 24 inches

Sewer Rates:

Commercial \$38.02 per month/unit
Single-family dwelling (inside city) \$62.81 per month
Single-family dwelling (outside city) \$75.20
Main Size- 4 30 inches
Treatment- Secondary
Cap.: 4.7 million gal/day

Electric: Provided by Kodiak Electric Association, a co-op.

Residential User:

Customer Charge: \$ 7.50/month
All kWh \$ 0.1380

Commercial Rate:

Customer Charge:	\$15.00/month
first 300 kWh	\$ 0.1498
over 300 kWh	\$ 0.1285

Large Power Users:

Customer Charge:	\$50.00/month
First 20,000 kWh	\$ 0.127
Over 20,000 kWh	\$ 0 .1138
Demand kWh	\$ 5.67

Processor Rate:

Customer Charge:	\$50.00/month
All kWh	\$ 0.1323

*Note above charges do not include COPA which is the monthly adjustment based on use of diesel fuel.

Alaska Communications Systems (ACS), AT&T Alascom, and General Communications Inc. (GCI) provide cell phone, local access telephone, long distance service and Internet access in Kodiak. Aksala Electronics, Kodiak Radio, Radar Alaska provide radio communication equipment and systems.

The Kodiak Island Borough operates the landfill and baler facility. Residents within the City have home pickup service. Borough residents have neighborhood dumpsters. Alaska Waste, a private contractor, provides refuse collection services. The Kodiak Island Borough also operates a recycling program.

FUEL DISTRIBUTION

Two companies, Petro Marine and North Pacific Fuel, make home & business heating fuel deliveries. Marine fuels are available from Petro Marine and North Pacific Fuel. (NPF also has fresh water, year round). Petro Marine sells aviation fuel. Petro Marine and NPF handle bulk sales of automobile fuels.

GOVERNMENT SERVICES

The City of Kodiak is a Home Rule City with an elected Mayor and Council, which employees a City Manager. The City of Kodiak and Alaska State Troopers provide police protection for the island residents. The City of Kodiak, Bayside Fire Department and Womens Bay Fire Department provide fire protection. There are 11 fire fighters on the City staff in addition to 25-plus volunteers. The City maintains a public library and ten developed public parks.

The Kodiak Island Borough, (KIB) is a Second Class Borough with an elected Mayor and Assembly. The borough manager guides day-to-day operations.

The KIB has 16 recreational facilities spread over 229 acres, and a boat launch at Anton Larsen Bay. The City of Kodiak and the KIB jointly provide building inspection services, animal control officers and facilities.

The State of Alaska maintains three State Parks on the road system, which are favorite recreation spots. These are Ft. Abercrombie, Buskin River and Pasagshak.

The state also provides a wide range of public service agencies in the Kodiak area including;

Fish & Game	
Health and Social Services	
Employment Center	Adult Probation & Parole
Legislative Information	Public Safety
District Attorney	Environmental Conservation
Public Defender	Alaska State Court System
Ombudsman	Community & Regional Affairs
Vocational Rehabilitation	National Guard
Department of Corrections	SW District Parks Division
Transportation & Public Facilities	

Additionally in Kodiak, the University of Alaska has offices for the Fisheries Industrial Technology Center and Marine Advisory Program.

The federal government has several local offices in Kodiak including the National Marine Fisheries Service, National Weather Service, Kodiak National Wildlife Refuge and Katmai National Park and Preserve.

TAX ASSESSMENTS

Property tax is the largest source of revenue for the Kodiak Island Borough. In Fiscal Year 2012, the Borough collected about \$11.2 million in real & personal property taxes. The 2012 estimated assessed value of residential, commercial and personal property in the Kodiak Island Borough was \$1.04 billion, up \$50.34 million from 2011. The Kodiak Island Borough also collected \$1,970,265 in severance taxes, primarily from the commercial fishing and timber industries in 2012.

Currently, the Kodiak Island Borough’s basic mill rate is 10.75 mills; however, for service districts outside the City of Kodiak there are additional mills assessed for road, lighting and fire services. The maximum property tax rate in the Borough is 14.75 mills. Senior citizens and disabled veterans are exempt from paying property tax in the state of Alaska.

The City of Kodiak generates much of its operating revenue from sales taxes collected within the city limits. The cap on the amount of tax collected is \$52.50 per transaction. In FY 2012, estimated sales tax collected by the City of Kodiak was approximately \$10.26 million.

Tax	Kodiak Island Borough	City of Kodiak
Real property	10.75 mills	2.00 mills
Personal Property	10.75 mills	none
Sales tax	None	7%
Transient Room Tax	5%	5%

The City also assesses tariffs on goods transferred over the municipal docks, which are used for harbor maintenance and improvements. In FY 2012, an estimated \$1.12 million was collected in Raw Fish Taxes.

HEALTH CARE

Providence Kodiak Island Medical Center is owned by the Kodiak Island Borough and operated -- under a lease-management agreement -- by Providence Health System of Alaska. In 1997 the borough completed a major renovation and expansion of the hospital. In 1999, the Providence Kodiak Island Medical Center received its first accreditation from the Joint Commission on Accreditation of Healthcare Organizations (JACHO), and then received a second accreditation in June of 2010. In 2004 the Kodiak Community Health Clinic opened its doors to provide primary health care to Kodiak's uninsured and underinsured population.

Community health care providers include physicians, chiropractors, dentists, optometrists, pharmacists, registered nurses, public health care nurses, physician assistants, respiratory, speech and physical therapists.

The Kodiak Area Native Association contracts with the Alaska Native Health Service and Indian Health Service to provide health care services to Native Americans in Kodiak and outlying villages.

LAND OWNERSHIP/DEVELOPMENT POTENTIAL

The Kodiak Island Borough has 4,800,000 acres within its boundaries. Ownership of this upland area is constantly changing. The approximate acreage is:

Federal	: 3,400,000 acres
Native Corp	: 675,000
State	: 639,000
Local Gov	: 70,000
Private	: 16,000

Less than 1% is in private ownership

The City of Kodiak owns 280 acres of land on Near Island, accessible by bridge from downtown Kodiak. It is the site of the Fisheries Industrial Technology Center of the University of Alaska - Fairbanks. This is also the location of the Kodiak Fisheries Research Center, a multi-agency research complex, owned and operated by the Kodiak Island Borough.

The Alaska Aerospace Corporation (AAC), a public corporation of the State of Alaska has launched numerous rockets from the commercial spaceport on Kodiak Island. The Kodiak Launch Complex (KLC) site is located on 3,100 acres of state-owned land at Narrow Cape, about 30 miles south of Kodiak. The area is an ideal location for launching small satellites into polar, high inclination and Molniya orbits. The State of Alaska, U.S. government and private aerospace companies are supporting the development.

HOUSING

In 2010 census there were an estimated 5,303 housing units, (including mobile homes and Coast Guard base housing), in the Kodiak Area. The average number of persons per household is estimated to be 2.56. Several fish processors operate bunkhouses for their workers, some of which offer cafeteria services. Several local real estate firms offer the newcomer assistance with their housing needs.

COMMUNITY LIFESTYLE

There are over 17 active churches representing many denominations in Kodiak. These include:

Russian Orthodox	Jesus Christ of Latter-Day Saints	Hebron Presbyterian
Roman Catholic	Lutheran	Church of Christ Scientist
Baptist	Assembly of God	Jehovah's Witness
Evangelical	Unification Church	Episcopal
Pentecostal	Seventh Day Adventist	

Many Kodiak residents express their generous nature by participating in the many service and nonprofit organizations in the area. These include:

American Legion	Kodiak Council on Alcoholism	Senior Citizens of Kodiak
American Red Cross	Kodiak Crimestoppers	Soroptomist International
Elks Club	Lions	Special Olympics
Filipino-American Assn.	Pioneers of Alaska	Veterans of Foreign Wars
4-H	Rotary	Young Life
Kiwanis	Salvation Army	Youth Scouting Programs

Recreation: Both local residents and visitors enjoy outdoor activities year-round. Topping the list are hunting, fishing, hiking and camping. Guides, lodges and air taxi services help individuals take advantage of what the area has to offer. Adult and Youth sporting activities are organized seasonally for volleyball, basketball, baseball and softball.

Kodiak has a ten-lane bowling alley, a 300-seat movie theater and a teen center with two racquetball courts. There is a Health and Fitness Club. Residents also have access to the community swimming pool and high school gymnasiums for recreational activities.

The U.S. Coast Guard base also offers a ten-lane bowling alley and a 398-seat movie theater. There is a gymnasium that includes a full size basketball court, a swimming pool and a fitness work out facility. There are several outdoor basketball courts, barbecue areas and many parks. Additionally, there are a sled/ski chalet and a nine-hole golf course, managed by the Coast Guard, but available to community residents.

Annual events for community fun and celebration are the Crab Festival in May and the State Fair & Rodeo in September. The Kodiak Arts Council sponsors numerous concerts and stage plays for community enjoyment. Several local nightspots feature live bands and dance music.

VILLAGES

Kodiak Village Profiles

	Akhiok	Karluk	Larsen Bay	Old Harbor	Ouzinkie	Port Lions
Population	82	37	89	208	178	204
Air Strip	YES	YES	YES	YES	YES	YES
Boat Harbor	--	--	YES	YES	YES	YES
Cold Storage	--	--	--	--	YES	--
Community Hall	YES	YES	YES	YES	YES	YES
Community Septic	YES	YES	YES	YES	YES	YES
Community Store	--	--	--	YES	--	--
Electric Service	YES	YES	YES	YES	YES	YES
Ferry Service	--	--	--	YES	YES	YES
Library	YES	YES	YES	YES	YES	YES
Medical Clinic	YES	YES	YES	YES	YES	YES
Public Safety Officer	YES	YES	YES	YES	YES	YES
Scheduled Air Service	YES	YES	YES	YES	YES	YES
School(s)	YES	YES	YES	YES	YES	YES
Seafood Processing	--	--	YES	(1)	--	--
Second-class City	YES	--	YES	YES	YES	YES
Telephone Service	YES	YES	YES	YES	YES	YES
Tribal Council	YES	YES	YES	YES	YES	YES
U.S. Postal Service	YES	YES	YES	YES	YES	YES
Visitor Lodging	YES	YES	YES	YES	YES	YES

Notes: (1) Intermittent-floating processor.

Ouzinkie is located on the southwest shore of Spruce Island which lies just off the northeast end of Kodiak Island in the Gulf of Alaska. The community of Ouzinkie is 10 air miles north of the City of Kodiak, and 247 air miles southwest of Anchorage. Swampy areas, volcanic and sedimentary rock, and an abundance of tall spruce trees characterize Spruce Island. Ouzinkie was founded in the early 1800s as a retirement community for Russian workers who wished to remain in the Kodiak area.

A native village was also located in the vicinity and the assimilation of the two villages has created a unique blend of Russian and native heritage. The current estimated population of Ouzinkie is 161. The Island Provider, an intra-Kodiak Island marine cargo vessel, delivers freight on demand from Kodiak. The City recently completed a dock that is capable of supporting the M/V Tustumena. The Alaska Marine Highway system has added Ouzinkie to its schedule as a whistle stop. Reservations should be made in 24 hours in advance. The state of Alaska's 2,500-foot gravel runway is maintained by the City. There is no crosswind runway or tower service. Island Air Service makes scheduled passenger and mail trips to Ouzinkie. Charter service between the City of Kodiak and Ouzinkie is also available from several charter air services.

Port Lions is located near the mouth of Kizhuyak Bay on the north end of Kodiak Island near Whale Island, the City of Kodiak and the Shelikof Strait. The City of Kodiak is 19 air miles to the southeast, with Anchorage 247 air miles to the northeast. The mountainous terrain is covered with Sitka spruce, cottonwood, birch, alder and willow trees. Port Lions was established following the partial destruction

of Afognak Village, on Afognak Island, by a tsunami in 1964. The current estimated population of Port Lions is 194.

From March through September, the State of Alaska's M/V Tustumena ferry stops at Port Lions. The 2,600-foot State-owned gravel airstrip can accommodate small twin-engine aircraft. There is no crosswind runway or tower service. Island Air Service and Servant Air provide mail and passenger service. Charter air service between Port Lions and the City of Kodiak is also available. Floatplanes can land at the harbor. The 12 miles of gravel-surfaced roads are maintained by the City of Port Lions. The Jessie Wakefield Memorial Library offers free internet and in 2012 will have video conferencing available to residents.

Larsen Bay is located near the junction of Larsen Bay and Uyak Bay fjords on the northwest coast of Kodiak Island. Larsen Bay is 60 miles southwest of the City of Kodiak, and 283 miles southwest of Anchorage. Larsen Bay is situated in a valley between tree and shrub-covered hills and mountains. The village of Larsen Bay has been an Alutiiq village for centuries. Russian fur traders brought trade to the area during the mid-1700s. A commercial fish cannery was first established in Larsen Bay in 1912. There are about 87 residents of the village. During the summer months the village of Larsen Bay more than doubles in population as commercial fishing gets underway. Summer and fall are also characterized by an influx of tourists seeking to go sport-fishing, bear viewing, deer and waterfowl hunting, and sight-seeing.

The Island Provider makes trips from Kodiak upon request. The State of Alaska's 2,500-foot gravel runway has no crosswind runway or tower services. Island Air Service provides regular passenger and mail services. The community is also served daily by several air services from Kodiak. Floatplanes land in the bay near the community. The 3.5 miles of gravel roadway are maintained by the City of Larsen Bay.

Karluk is located on the northwest side of Kodiak Island facing the Shelikof Strait. Karluk is 88 air miles southwest of the City of Kodiak, and 301 air miles southwest of Anchorage. Low-lying mountains laced with rivers and streams characterize the terrain of the area. The Karluk River runs through the community and features all five species of salmon. In 1786, a permanent community was established as a Russian trading post. In the early 1900s Karluk was a major salmon producing community with several canneries processing millions of fish. A prominent feature in the community is the Karluk Russian Orthodox Church, a historical landmark. There are about 37 people residing in Karluk.

Marine cargo services are available twice a month from the Island Provider operating out of Kodiak. The State of Alaska's 2,400-foot runway can accommodate a Cessna 208 caravan and Navajo aircraft. There is no crosswind runway or control tower. Island Air Service provides regular passenger and mail service. There is about one mile of gravel road in the community.

Akhiok is situated on the west side of Alitak Bay between Kempf Bay and Moser Bay on the south end of Kodiak Island. It is about 98 air miles southwest of Kodiak City. The local shoreline is characterized by narrow rocky beaches with a gradual incline up to surrounding uplands. The terrain around Akhiok is low hills and tundra like valleys and flat land. The village site was established in 1881. The tsunami of 1964 destroyed the village of Kaguyak, just to the east of Akhiok, and all the Kaguyak villagers were relocated to Akhiok. There are about 71 people living in this strong Orthodox faith-based community. Residents of the community are predominantly Aleut with a small number of Caucasian and Filipino. The serene, beautiful village is home to an abundance of animal life including the Sitka black tail deer, five species of salmon and many other salt water fish species; all of which sustain the subsistence lifestyle of the majority of Akhiok residents. Currently, twenty-two Alutiiq dancers, ranging in age from 2 years to adulthood perform for visitors and across the state of Alaska.

Access to Akhiok is by water or air. Island Air Service provides daily service from Kodiak to Akhiok. Charter flights are also available from other island-based carriers. The State of Alaska operates a 3,120-foot runway south of the town. There is no crosswind runway or tower service. The facility can be used by wheeled general aviation and amphibious floatplanes.

Old Harbor is located on the southeast side of Kodiak Island on Sitkalidak Strait off the Gulf of Alaska. The community is about 50 miles southwest of Kodiak and 300 miles southwest of Anchorage. The Alutiiq people settled Old Harbor more than 7,000 years ago. The community is the site of the first Russian colony in Alaska. There are about 218 people living in Old Harbor. Old Harbor is the site of a historic Russian Orthodox Church. Old Harbor's economy is based on commercial fishing. Tourism is also a growing part of the economy.

MV Lazy Bay offers service between Kodiak and Old Harbor. The State of Alaska owns and operates the 2,200-foot runway that can accommodate twin otter aircraft. No flight tower or crosswind runway is available. Island Air Service and Servant Air provide regular passenger and mail service to Old Harbor. The village is also served by several charter air services on a daily basis from the City of Kodiak.

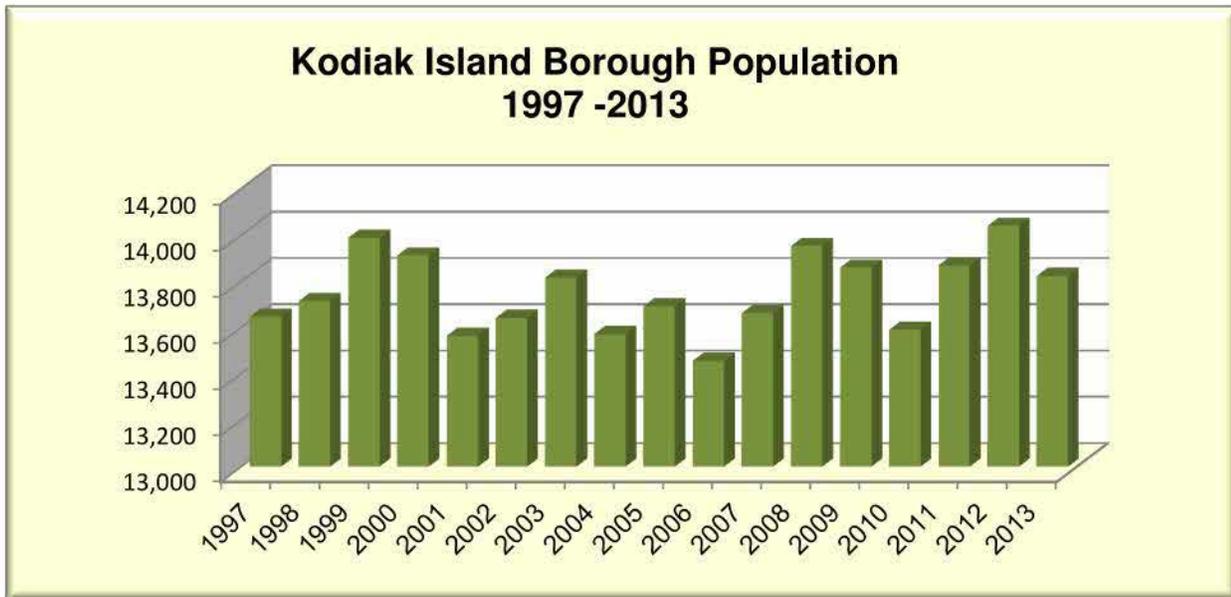
Remainder Borough, Remote areas of the borough, including Kazakof Bay on Afognak Island (the site of two logging camps), have a total population of approximately 300 people.

ECONOMIC INDICATORS

DEMOGRAPHICS

Population: According to Alaska Department of Labor, the 2013 population of the Kodiak Island Borough is 13,824. The population of Kodiak has held fairly steady over the past 2 decades.

POPULATION - 2013	
City of Kodiak	6,130
Akhiok	71
Aleneva	37
Chiniak	47
Larsen Bay	87
Old Harbor	218
Ouzinkie	161
Port Lions	194
Karluk	37
Womens Bay	719
USCG Base	1,301
Other Areas	4,590
Total-	13,824
Source: Alaska Department of Labor and Workforce Development	



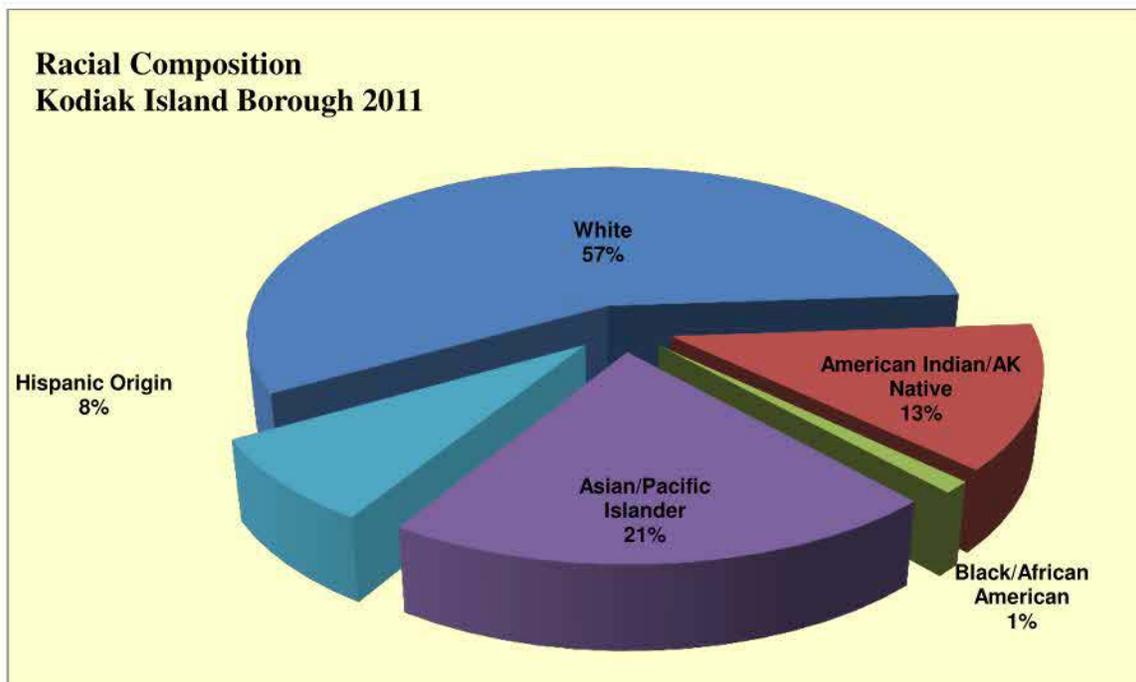
The City of Kodiak is the eighth largest city in Alaska, in terms of population. It ranks behind Anchorage, Juneau, Fairbanks, Sitka, Ketchikan, Kenai and Wasilla in that order. Anchorage, Juneau & Sitka are unified Home Rule Municipalities (i.e., unified city/boroughs); Fairbanks, Ketchikan, Kenai, and Kodiak are Home Rule Cities.

The Kodiak Island Borough ranks seventh in terms of population, in comparison to other boroughs and unified municipalities. It follows Anchorage, Fairbanks North Star Borough, Matanuska-Susitna Borough, Kenai Peninsula Borough, Juneau City and Borough, and Bethel Census Area, in that order. Fairbanks, Mat-Su, and Kodiak are 2nd class boroughs; the rest -- as mentioned above -- are Unified Home Rule Municipalities.

Median Age: The median age in the Kodiak Island Borough is 35.1 years. Approximately 28.3% of the population is under 18 years of age, about 2% higher than Alaska overall. Fifty-three percent of the population is male and 47% female.

Approximately 18.7% of the Borough's adults, age 25 and older, hold at least a bachelor's degree. The number of adults, 25 years and older, estimated to have at least a high school diploma is 85.3 percent.

Kodiak Ethnic Distribution: The Kodiak Island Borough appears to be experiencing a slow-but-long-term shift in racial and ethnic distribution. The 2010 Census Bureau shows an increase in both the "Asian/Pacific Islander" and "Hispanic Origin" categories. In 2000, 17 percent of the population belonged to the "Asian/Pacific Islander" group. By 2010, this group grew to 20 percent. Conversely, the proportions of "Whites" decreased from 59 percent in 2000 to 57 percent in 2010. The "Native American" and "African American" groups saw very small changes, on the order of 1-percent. The 2010 Census included an additional category to determine race - "two or more races."



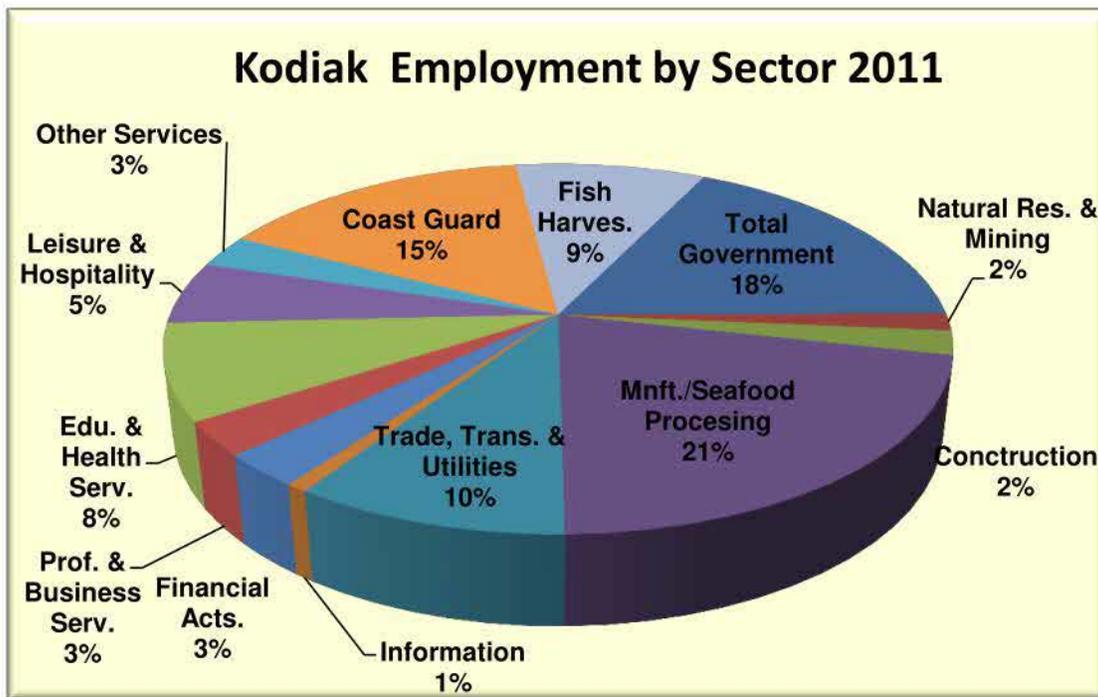
Under the Census Bureau's classification system, "Hispanic Origin" is not a separate race, but a measure of "ethnicity." People of "Hispanic Origin" can belong to any race. As a result, this group is measured separately. According to the Department of Labor, the number of people of "Hispanic Origin" in Kodiak increased during the last ten years, going from 6.1 percent to 7.9 percent of the population in 2010.

EMPLOYMENT

Because of the State of Alaska's method of collecting employment data, it is difficult to determine the exact size of the Kodiak Island Borough work force. The Alaska Department of Labor's main source of employment data is the state's unemployment insurance program, collected through Employment Security Contributions (ESC). Self-employed workers (fishermen) and Coast Guard employees do not participate in this program, so data is not collected for these two sectors.

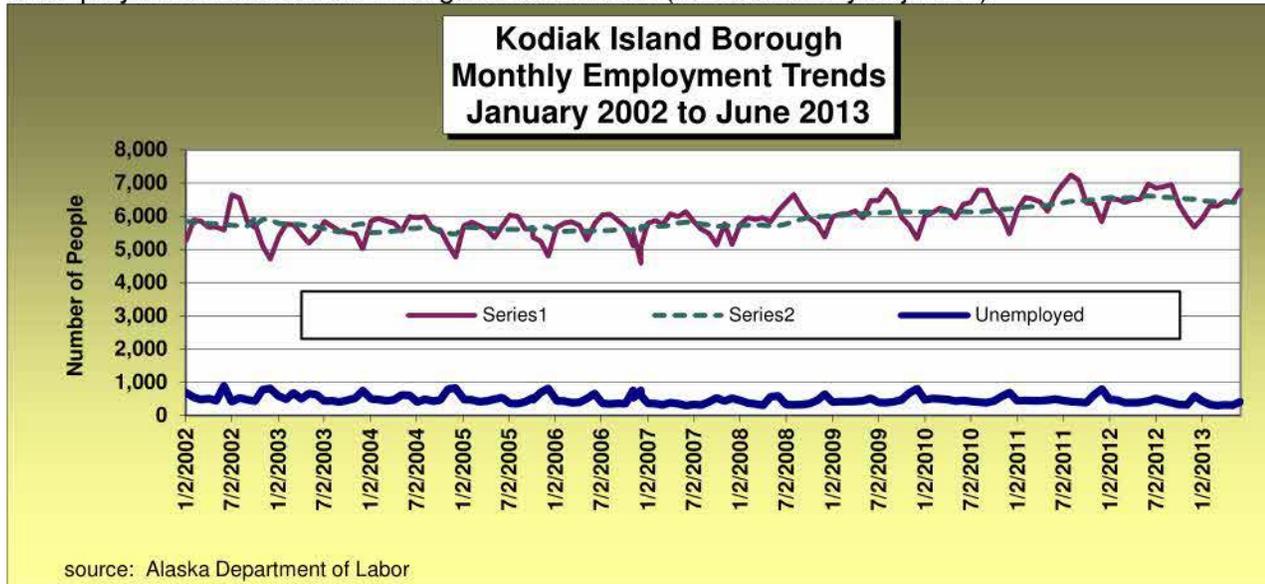
In 2011, the active workforce of Kodiak Island Borough increased from 6,674 to 7,025 (fish harvesting and CG excluded). The Borough's average monthly employment was 6,537 (This figure more accurately depicts the number of full and part-time jobs as opposed to the number of actual workers. Workers who switch jobs or hold more than one job may be counted more than once).

The U.S. Coast Guard and other government entities is the dominant industry (when combined); making up 33% of the total employment. The seafood industry which includes harvesting (active permit holders 789) and seafood processing is the next largest employment sector (30%). The largest gain was observed in manufacturing which is mainly comprised by seafood processing. That sector grew by 12.5% from 1,606 employees in 2010 to 1,806 employees in 2011. Wages in that sector alone increased by 6.5%.



Kodiak's employment varies throughout the year due to the seasonal nature of the fishing industry. Employment usually peaks during the months of July, August and September when fish harvesting is busiest, and declines in November and December as yearly fishing quotas are reached. For this reason, Kodiak is characterized by large swings in its monthly unemployment rate throughout the year, from as low as 5.4% to as high as 11.3% (2009). The average annual unemployment rate for the Kodiak Island Borough in 2010 was 7.1% almost the same as in 2009 (7.2%). In 2011, the

unemployment rates went from a low of 5.5% in September to a high of 12.3 % in December. In 2011, Kodiak’s annual average unemployment rate was 7.0% slightly down from 2010 and significantly lower than state (7.5%) and national unemployment rate of 9.0%. Kodiak is showing an average monthly unemployment rate of 5.0% through October 2012 (not seasonally adjusted).



Based on the recent study released by the Department of Labor, 789 active permit holders and 2571 crew members contributed to Kodiak’s fishery in 2010. Additionally, the U.S. Coast Guard directly employs approximately 1,300 (military, civilian, private contractor personnel).

The Coast Guard maintains its largest facility in Kodiak. Between the various Coast Guard operating and support commands, there are approximately 1,400 military(958 active duty) and civilian personnel (government workers) and 1,700 military dependents. The payroll for the uniformed Coast Guard was approximately \$50 million in 2005. Coast Guard facility maintenance support and construction contract expenditures total approximately \$30 million per year (expenditures vary depending on annual funding and construction contract awards).

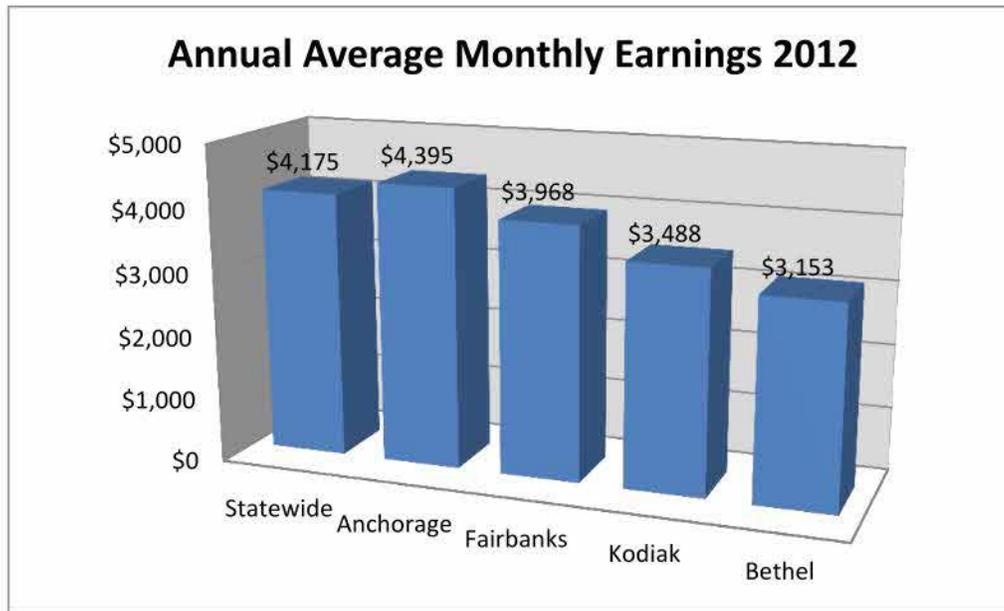
Uniformed personnel stationed in Kodiak are attached to the following Commands:

CGC Spar (WLB 206)
CGC Alex Haley (WMEC 39)
CG Integrated Support Command Kodiak
CG Air Station Kodiak
Communications Station Kodiak
Marine Safety Detachment Kodiak
Electronics Support Unit Kodiak

Loran Station Kodiak
North Pacific Regional Agent Office
CG Investigations Resident Agent Office
17th District Public Affairs Officer, West
Aids to Navigation Team Kodiak
NAVCEN Detachment Kodiak
North Pacific Regional Fisheries Training

INCOME

The Alaska Department of Labor reported the annual average monthly wage for workers in the Kodiak Island Borough was \$3,687 for the last reporting quarter ending September 2012. Total earnings in 2011 for all industries was \$258.8 million which increased by 6 % compare to previous year.



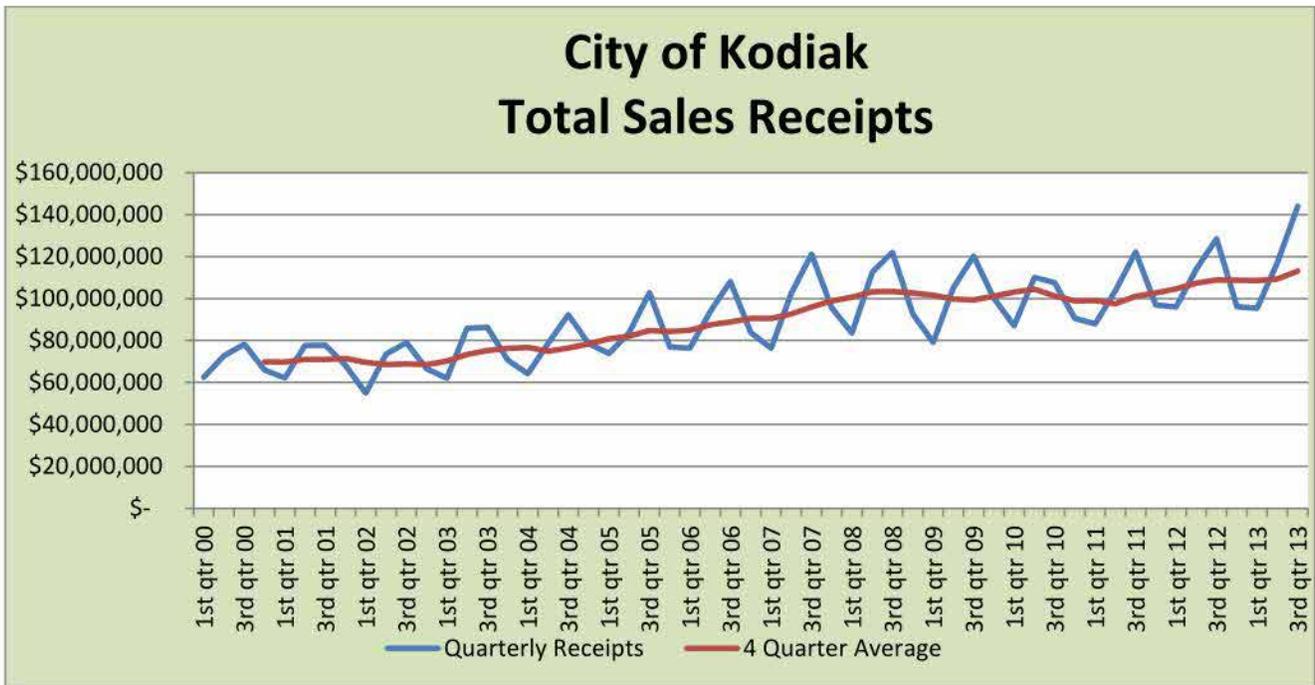
COST OF LIVING

Several studies exist in order to determine cost of living in cities in Alaska and around the country. In the American Chamber of Commerce Researchers Association (ACCRA) Cost of Living Index is designed to answer "How do urban areas compare in the cost of maintaining a standard of living appropriate for moderately affluent professional and managerial households?"

The ACCRA Cost of Living Index provides a useful measure of living costs among approximately 300 different cities in the U.S. There are four Alaskan cities included in the report: Anchorage, Fairbanks, Juneau, and Kodiak. The ACCRA Cost of Living Index data is gathered 3 times a year –January, April, and July for 61 standardized items. Items are categorized as Grocery, Housing, Utilities, Transportation, Healthcare and Misc. Goods and Services. The average price data of the each group is converted into an index number for each participating city and then used for comparative purposes. The ACCRA study does not take into account local tax burden or income levels, and is intended as a comparison of prices relative to a national average (100).

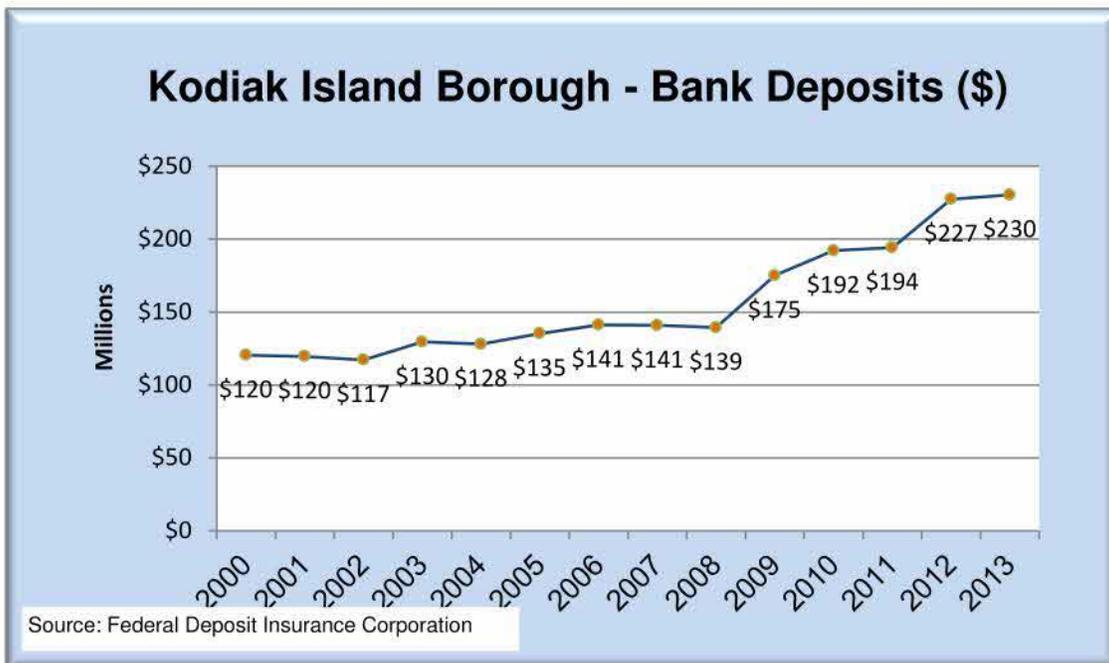
RETAIL SALES

Total retail sales within the city have increased more than 55% since 2000 (not adjusted for inflation). There is a close correlation between retail sales and the strength of local fisheries. In 1995, after a record-breaking salmon season, retail sales climbed 9%. In the second half of 1996, when the salmon harvest dropped and fish prices fell, retail sales went down approximately 10-to-12%. Retail sales have increased significantly since the opening of a local Wal-Mart store in the spring of 1999.



BANK DEPOSITS

Total bank deposits have increased by over 91% over the 13-year period from 2000 to 2013. The deposits shown do not include funds at Credit Union 1 or Alaska USA Federal Credit Union, which have branch offices in Kodiak. All data is gathered through a voluntary reporting program on June 30th of each year.

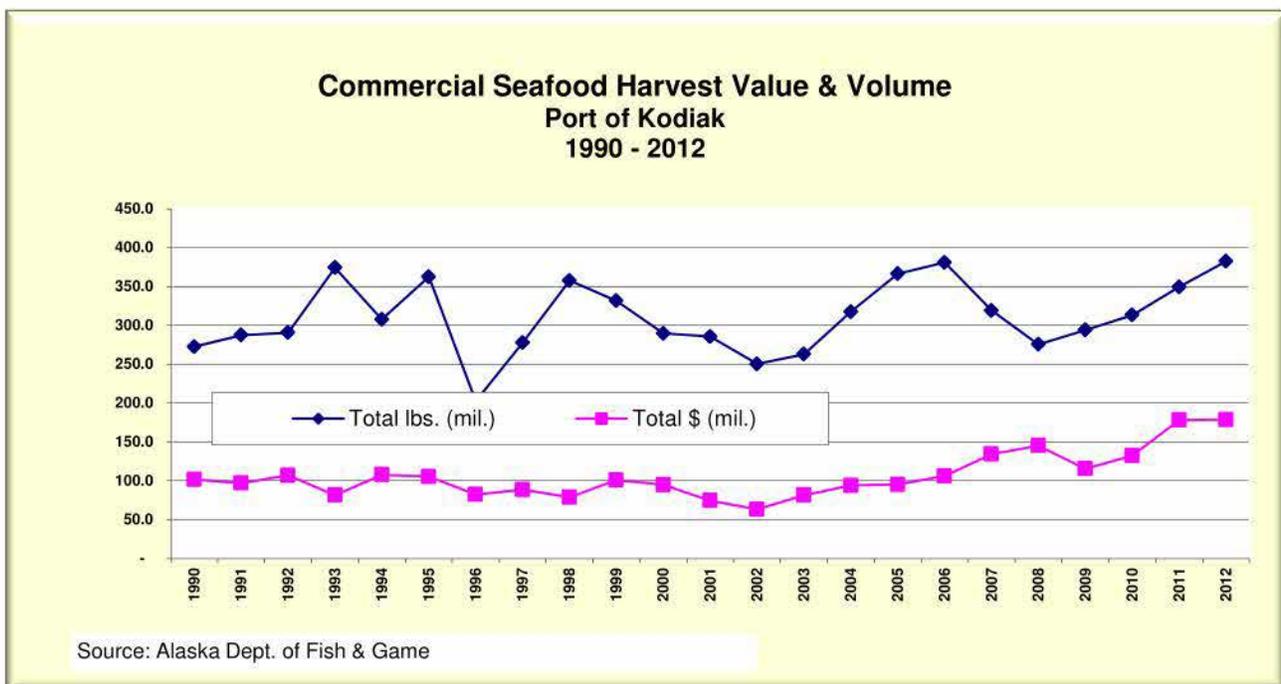


SEAFOOD INDUSTRY

Kodiak is the center of fishing activities for the Gulf of Alaska. Its fishery is among the most diverse in the state. Residents participate in at least 27 different fisheries not including the numerous ground fish fisheries, which are lumped together in a single category by the Commercial Fisheries Entry Commission.

In addition to being quite diverse, Kodiak's fishing industry is also one of its oldest, dating back to the early 1800s when the Russians built the first salmon cannery in Karluk.

Kodiak is consistently one of the top three fishing ports in the United States. The 2012 ex-vessel value of all fish coming into Kodiak was \$178.6 million, up from \$178.0 million in 2011, a marginal increase. Volume in 2012 was around 382 million pounds, up from 350 million pounds the year before.



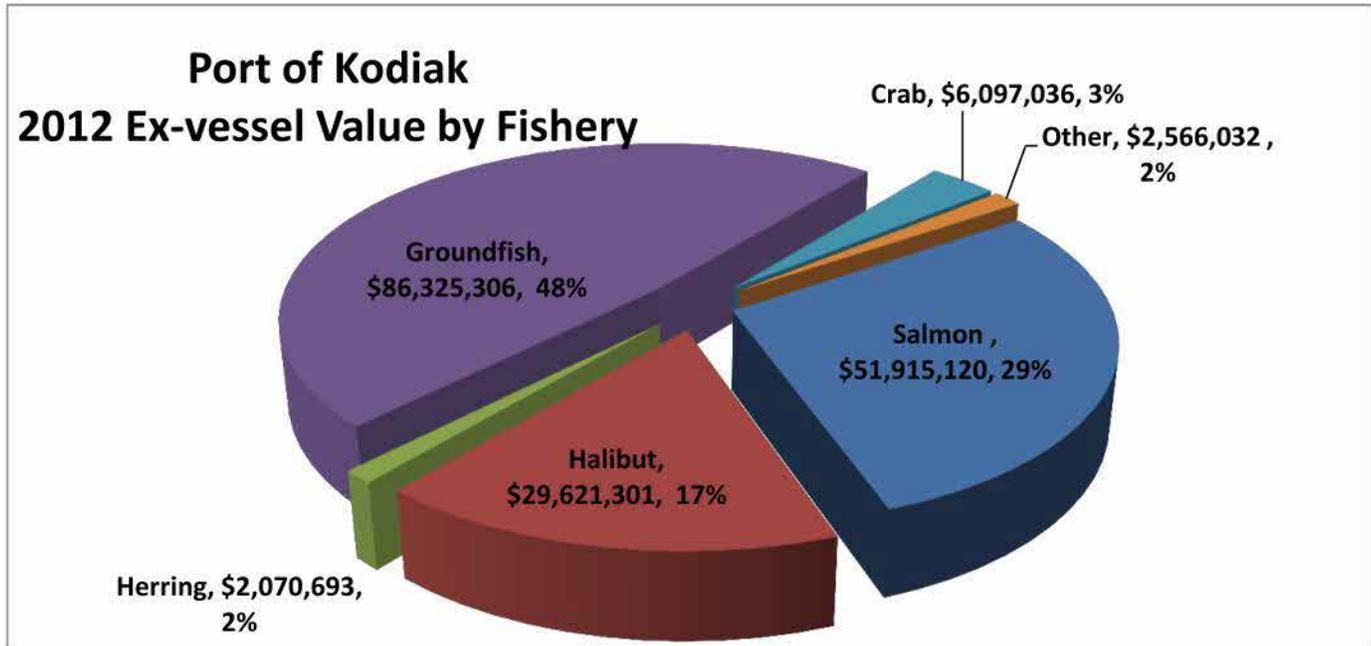
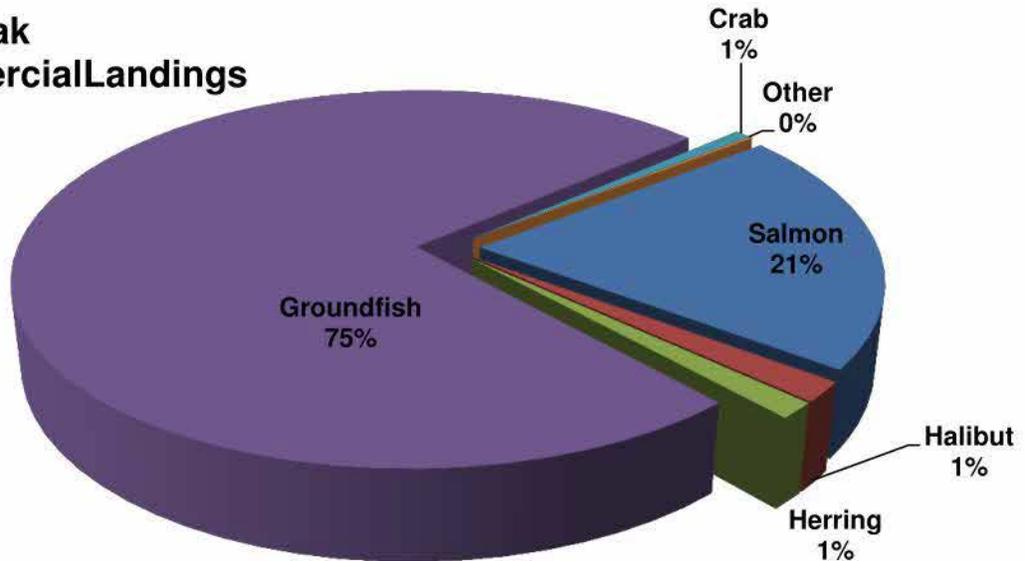
Salmon has traditionally been the mainstay of Kodiak's fisheries. Because of the cyclic nature of the salmon fisheries -- especially pink salmon -- the volume and value of Kodiak's salmon catch varies greatly. The ex-vessel value of salmon in 2012 was \$51.9 million up from \$17.8 million harvested in 2005.

During the recent years, ground fish fishery (primarily Pollock and cod) has become increasingly important to Kodiak's economy. From 1986 through 2012, the ex-vessel value of this fishery increased from \$23.5 million to more than \$57.2 million.

In 2012, the ex-vessel value of Kodiak fisheries was \$178.6 million. In 2012, the wholesale value of the groundfish fisheries accounted for 49% of the total wholesale. The next largest fishery was salmon comprised 29% of the total value. Halibut fishery accounted for 17%, crab 4%. In terms of volume, groundfish fishery represented over three quarters (75%) of the region's commercial catch.

In addition to the fish harvesting and processing sectors, there are also several government and educational institutions that operate fisheries-related research facilities in Kodiak. The National Marine Fisheries Service Utilization and Research Division, along with the University of Alaska's Fisheries Industrial Technology Center, provide lab services, quality and handling studies, product development assistance and other research efforts. The University of Alaska Marine Advisory Program also has a field office in Kodiak. The Kodiak Fisheries Research Center, owned and operated by the Kodiak Island Borough, is a world-class research institute, open to both state and federal researchers.

**Port of Kodiak
2012 Commercial Landings**



**Port of Kodiak
Seafood Value & Volume 2010-2011**

	2010^a Landings (lbs.)	2011^a Landings (lbs.)	2010 Ex- vessel	2011 Ex-vessel	% change in value
Salmon	50,133,846	72,497,380	\$29,786,161	\$50,325,046	69.0%
<i>Chinook</i>	117,500	156,020	89,300	139,700	56.44%
<i>Sockeye</i>	7,724,700	14,123,980	10,737,300	21,554,600	100.75%
<i>Coho</i>	2,028,000	1,194,130	1,541,300	976,000	-36.68%
<i>Pink</i>	34,624,500	51,520,510	14,542,300	23,857,500	64.06%
<i>Chum</i>	5,639,100	5,502,750	2,875,900	3,797,300	32.04%
Halibut	6,605,270	6,016,631	\$32,035,557	\$39,069,819	22.0%
Herring	12,395,035	4,770,897	\$2,107,156	\$554,841	-73.7%
Ground fish	240,957,951	263,697,016	60,649,134	78,392,835	29.3%
<i>Pollock</i>	107,509,168	119,936,451	\$19,351,650	\$20,582,498	6.4%
<i>Rockfish^b</i>	17,644,123	15,460,958	\$2,254,077	\$2,451,453	8.8%
<i>Flatfish^c</i>	37,079,598	40,650,048	\$3,806,128	\$5,987,489	57.3%
<i>P. cod</i>	75,877,280	84,977,901	\$19,728,093	\$29,822,150	51.2%
<i>Sablefish</i>	2,789,628	2,640,419	\$15,482,435	\$19,536,370	26.2%
<i>Lingcod</i>	58,154	31,239	\$26,751	\$12,875	-51.9%
Crab^d	2,453,117	2,556,059	\$7,580,132	\$9,656,771	27.4%
Other	525,755	514,305	\$143,083	\$272,143	90.2%
Total	313,070,974	350,052,288	\$132,301,223	\$178,271,455	34.7%

Source: ADF&G COAR Database

a. Pounds of product landed at the Port of Kodiak, including harvests outside the Kodiak management area (from fish ticket data).

b. Includes: black, northern, thornyhead, yelloweye, roughey, shortraker, redbanded, yellowtail, silvergray, redstripe, and sharpchi, canary, dark, dusky, harlequin, widow. (Canary, dark, dusky, harlequin, and widow are not included in 2010 data).

c. Dover sole, rex sole, butter sole, English sole, starry flounder, and Alaska plaice, arrow tooth flounder, skates, flathead sole, rock sole and sand sole. (Flathead, rock and sand sole are not included in 2010 data).

d. Includes: Dungeness, red king, bairdi and opilio crab.

VISITOR INDUSTRY

Tourism, like many other Kodiak industries, is based on our natural resources. Tourists come to Kodiak to view the scenic beauty, hike, camp, visit historical and cultural sites, view and photograph wildlife, and hunt and fish. The visitor industry in Kodiak has remained relatively steady for the past five years.

As is true elsewhere in Alaska, Kodiak's visitor industry is seasonal, with approximately 76% of all visitors arriving during the summer months. The total number of visitors to Kodiak is approximately 30,000 (includes intra-state visitors).

Fiscal Year	City Room Tax Collected (\$)	Total Yearly Visitor Spending (estimate)	Cruise Ship Passenger¹	Number of people Embarking²
1995	\$92,432	\$12,177,199	n/a	n/a
1996	\$91,677	\$10,757,856	n/a	n/a
1997	\$93,096	\$12,321,152	n/a	n/a
1998	\$91,129	\$17,632,996	n/a	n/a
1999	\$113,687	\$19,162,000	n/a	n/a
2000	\$115,185	\$19,134,125	n/a	n/a
2001*	\$156,011	\$19,599,375	n/a	6,819
2002*	\$152,466	\$19,131,500	n/a	8,143
2003*	\$156,491	\$17,895,000	n/a	7,862
2004*	\$166,420	\$21,673,000	n/a	6,847
2005*	\$126,877	\$15,859,750	n/a	6,528
2006*	\$180,542	\$22,567,750	n/a	8,754
2007*	\$169,984	\$25,669,000	n/a	9,124
2008*	\$225,567	\$26,339,125	12,939	9,368
2009*	\$254,605	\$31,921,375	12,163	10,436
2010*	\$232,003	\$30,069,935	19,082	10,718
2011*	\$230,514	\$29,876,945	14,868	10,810
2012*	\$244,305	\$31,943,967	13,320	11,466

¹Kodiak Island Convention & Visitors Bureau *includes Borough room tax collected

² Alaska marine Highway System

Kodiak's share of the Southwest Alaska visitor market is approximately 31% year round. According to the Alaska Visitor Statistics Program, visitors to Kodiak and other Southwest Alaska destinations tend to stay longer than the average visitor to the state, and are significantly more likely to be repeat visitors. Additionally, visitors to Southwest Alaska typically spend more than twice as much as the average visitor to other regions in Alaska. According to the Alaska Visitor Arrivals and Profile Summer 2006 study, the average per person/per trip expenditures by visitors to Alaska during summer 2006 was \$934, not including the transportation cost to enter and exit Alaska. The majority was spent on tours and recreation.

According to 2012 Marine Highway Traffic Report 11,466 disembarked at Kodiak using Alaska Marine Highway System (AMHS). Since 2001, the number of people embarking at Kodiak using AMHS increased by 61%.

TIMBER INDUSTRY

The forest products industry has been an important segment of the Kodiak economy. The Sitka spruce forested area of the Borough continues to expand from its initial occurrence on the northern islands toward both the South and West. Due to the nature of the relatively young emerging stands, the initial open-grown trees have less natural pruning and subsequently exhibit more knots than would similar trees in mature stands or second growth stands with higher volumes per acre. The stands now in place are relatively short in comparison to the more highly developed stands of Southeast Alaska—130 feet as compared to 200 feet in total height. Second growth stands that develop with natural regeneration following clear-cutting will produce more recoverable volume per acre and higher sawlog grades in a shorter period of time than the present stands contain.

Year	Timber Industry Gross Production	Timber Severance Taxes Collected
1992	\$23.5 million	\$126,374
1993	\$48.8 million	\$261,590
1994	\$40.1 million	\$242,324
1995	\$44.1 million	\$347,424
1996	\$38.5 million	\$247,020
1997	\$42.3 million	\$272,035
1998	\$19.4 million	\$179,401
1999	\$10.3 million	\$ 95,690
2000	\$9.9 million	\$112,822
2001	\$6.1 million	\$56,019
2002	N/A*	\$46,007
2003	N/A*	\$57,590
2004	N/A*	\$46,753
2005	N/A*	\$17,013
2006	N/A*	\$62,740
2007	N/A*	\$19,990
2008	N/A*	\$14,390
2009	N/A*	\$7,492
2010	N/A*	\$28,620
2011	N/A*	\$59,134
2012	N/A*	\$74,876
2013	N/A*	\$41,218

* figure not available - less than 3 companies reporting

The forest products industry has been an important segment of the Kodiak economy. The Sitka spruce forested area of the Borough continues to expand from its initial occurrence on the northern islands toward both the South and West. Due to the nature of the relatively young emerging stands, the initial open-grown trees have less natural pruning and subsequently exhibit more knots than would similar trees in mature stands or second growth stands with higher volumes per acre. The stands now in place are relatively short in comparison to the more highly developed stands of Southeast Alaska—130 feet as compared to 200 feet in total height. Second growth stands that develop with natural regeneration

following clear-cutting will produce more recoverable volume per acre and higher sawlog grades in a shorter period of time than the present stands contain.

Approximately two-thirds of the timber recovered from the existing stands is grade 2 or better sawlog material while the remainder is grades 3 and 4 sawlogs. During 2010, the harvesters of this private timber paid a severance tax of \$20,000 to the Kodiak Island Borough. In FY-2011, \$32,057 timber severance taxes collected by the Kodiak Island Borough which is higher when compared with the previous year.

AEROSPACE INDUSTRY

The mission of the Alaska Aerospace Development Corporation (AADC) includes establishing and operating, in Alaska, a launch facility promoting aerospace-related economic growth and developing corresponding technologies and support services. The Kodiak Launch Complex (KLC) is the nation's first launch facility not located on federal property and is positioned to meet the challenges and define Alaska's future role in a highly competitive launch industry.

The KLC celebrated its first mission November 15, 1998. Orbital Sciences Corporation launched a sub-orbital vehicle for the US Air Force called "ait-1." The second successful launch from KLC lifted off September 15, 1999. The US Air Force atmospheric interceptor technology (ait-2) rocket launched into sub-orbital flight along the West Coast of North America. The US Air Force had developed a program to launch rockets on sub-orbital flights in support of Department of Defense operations. The Quick Reaction Launch Vehicle (QRLV) program made its initial launch from KLC in March 2001. The Kodiak STAR, the first planned orbital launch from the KLC lifted off on September 29, 2001. This launch was a NASA collaborative mission with the Department of Defense. The payload consisted of four small satellites launched aboard a Lockheed Martin Athena I launch vehicle. The Strategic Targets Product Office (STOP) launched the Ballistic Missile Defense Organization, Strategic Target System (STARS) from the KLC on November 9, 2001. STARS was designed to deploy a multiple object payload suite in support of sensors that may be used in the U.S. missile defense system. This STARS mission was designated as the West Coast Risk Reduction Flight (WCRRF). WCRRF was designed to be launched from Kodiak and fly along a trajectory at a safe distance off the west coast of the Continental United States to a broad ocean area impact southwest of California. The WCRRF trajectory provides unique test opportunities for missile defense system sensors.

According to the Northern Economics Inc. The economic impacts of AAC's operations and projects in FY 2010 supported 44 local businesses. The total direct, indirect and included local impacts to Kodiak's regional economy alone amounted to \$6.3 million, generating 59 local jobs with \$3.7 million in local payments for wage and salaries. AAC's expenditures for goods and services, including subcontractor services, generated about \$4.6 million in direct payments to businesses operating in Kodiak. This spending was distributed among 44 local businesses and increased business activities in 25 different industries or sectors in the Kodiak regional economy.

INTERNATIONAL TRADE

The Kodiak Island Borough is a major exporter of seafood and timber. Nevertheless, it is very difficult to obtain accurate numbers on the value of exports originating in Kodiak because very little product is exported directly from Kodiak. Most exports go first to another Alaskan or Lower-48 port, and therefore appear in those export figures.

If one assumes that roughly 70% of Alaskan seafood is exported (export value of \$1.4 billion divided by a total wholesale value of \$1.9 billion), then Kodiak probably exports about \$100 million in seafood products (wholesale value of \$143-million times 0.7).

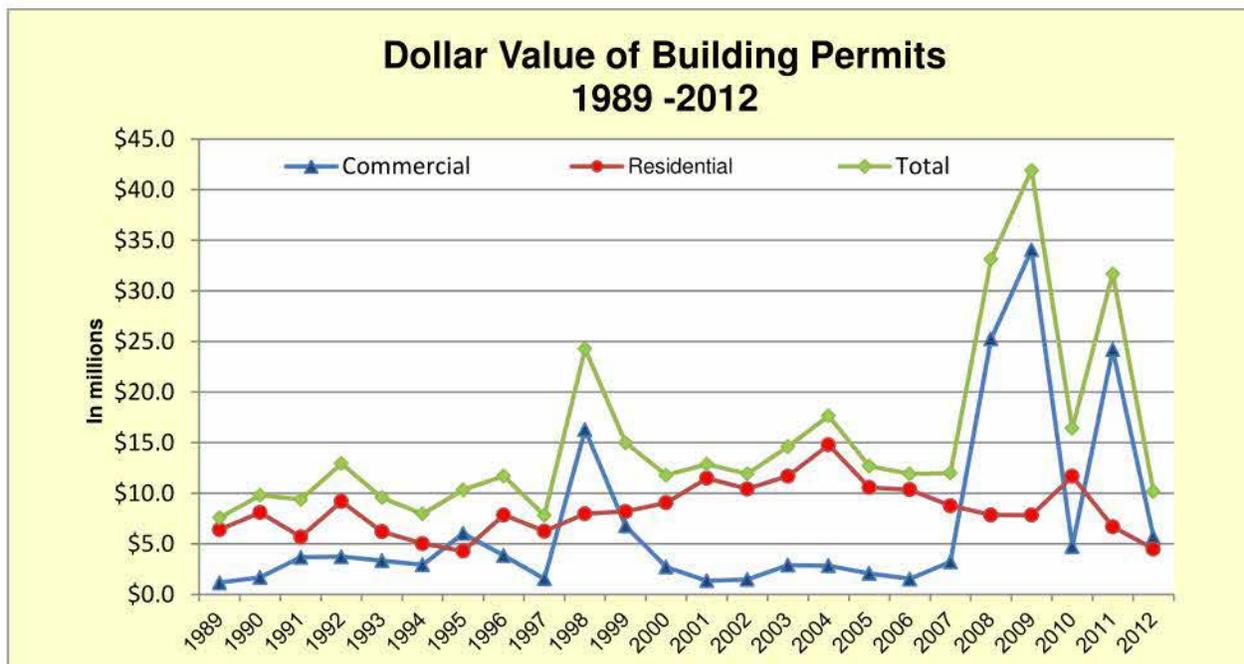
In 1998 the U.S. Foreign Trade Zones Board approved the Kodiak Island Borough's application for a Foreign Trade Zone (FTZ). The zone will primarily serve Alaska Aerospace Development Corporation's Kodiak Launch Complex, but will also open up many new trade and business opportunities for Kodiak Island. In November 2004 the U.S. Department of Commerce and their Foreign-Trade Zones Board approved the application for the activation of Kodiak Foreign-Trade Zone No. 232, the first facilities to receive designation in Southwest Alaska.

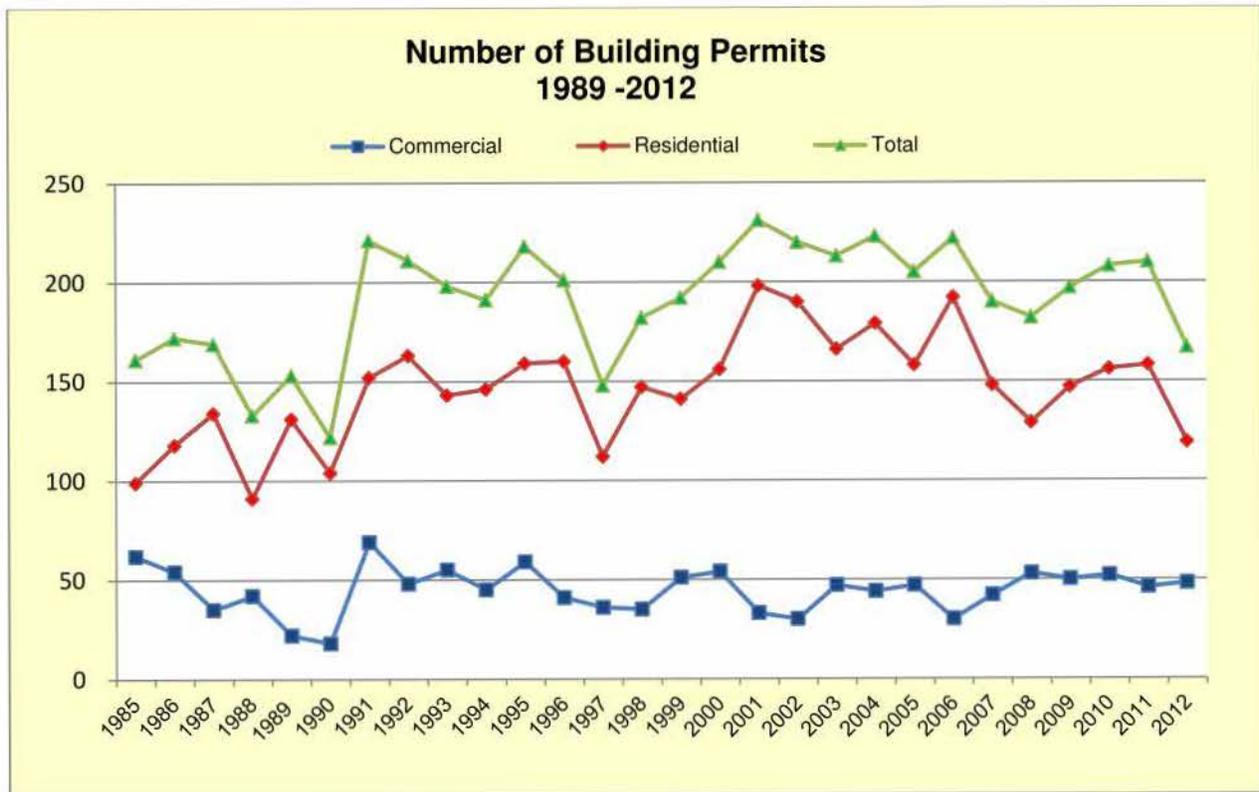
AIRPORT OPERATIONS

Kodiak State Airport is located approximately four miles southwest of downtown Kodiak. The airport supports air carrier service for Kodiak in addition to serving as a regional hub for several outlying communities. The airport is owned by the U.S. Coast Guard, but leased to the State of Alaska. The Alaska Dept. of Transportation and Public Facilities operate and maintain all public and operational areas. Kodiak State Airport has three active runways, all with separate instrument approaches. The longest runway (7-25 at 7,548') is the primary air carrier runway. It has an instrument landing system/distance measuring equipment (ILS/DME) approach. SERCO Management Services, Inc., under the auspices of the Federal Aviation Administration, operates an air traffic control tower at the airport 15 hours per day.

CONSTRUCTION INDUSTRY

The construction industry is an important part of Kodiak's economy. Several large commercial construction projects were completed during the last several years, including a new community health clinic, a new pool facility, a new police station, a new convention center, a new Afognak Native Corporation building; several remodeled dining facilities, a heavy boat lift facility, and KEA's wind turbine project. Residential construction seems to have peaked in 2004 with a gradual decrease in recent years. This is most likely due to the availability of undeveloped lots.





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Budget Narrative File(s)

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YEAR 1 Budget Narrative — Kodiak I Can Project — Kodiak Island Borough School District				
PERSONNEL	Description	Details		Year 1 Cost
Project Co-Director	Responsible for overall outcome of grant, collaborates with the Co-Project Director, handles reporting, reports to Superintendent.	25% FTE — Administrative Cost \$120,000 annually x 25%		\$ 30,000.00
Project Co-Director	Responsible for overall outcome of grant, collaborates with the Co-Project Director, handles reporting, reports to Superintendent.	100% FTE — Program Cost \$112,007 annually		\$ 112,007.00
KIC Project Administrative Asst. (Level 1)	Assists the the Project Co-Directors with scheduling, organization, communication, and documentation.	100% FTE — Program Cost \$20,612.34 annually		\$ 20,612.34
HVAC Teacher	Type M Certification — teaches HVAC courses	100% FTE \$58,165 annually		\$ 58,165.00
Medical Assistant Teacher	Type M Certification — teaches Medical Assistant courses	100% FTE \$58,165 annually		\$ 58,165.00
TOTAL PERSONNEL				\$ 278,949.34
FRINGE BENEFITS				
Project Director	25% FTE	Approved rate 30%		\$ 9,000
Project Co-Director	100% FTE	Approved rate 30%		\$ 33,602.10
Administrative Asst. (Level 1)	100% FTE	Approved rate 30%		\$ 6,183.70
HVAC Teacher	100% FTE	Approved rate 30%		\$ 17,449.50
Medical Assistant Teacher	100% FTE	Approved rate 30%		\$ 17,449.50
TOTAL FRINGE BENEFITS				\$ 83,684.80
TRAVEL				
Project Director's Meeting	Required Project Director's meeting	required meeting for Project Director, advisor, cost includes		\$ 6,000.00
Student Traveling for Summer 3-Week Intensives	All of the Native villages on Kodiak Island are geographically isolated from each other and from the City of Kodiak, accessible only by boat or plane. Therefore, travel is an essential expense in carrying out the objectives of the Project.	Average Village RT Airfare Charter: \$5,000.00 # of Three Week Enrichment Activities: 1 # of Students participating: up to 30 each intensive		\$ 5,000.00
Student Traveling for Spring Break Excursion to Anchorage, AK	The top 12 Juniors who meet the academic and programmatic requirements plus 1 teacher will travel to Anchorage, AK for introductions to a broader field of business, industry, college, and culture.	hotel (\$120 per rm x 4 rms for males and females x 6 nights), per diem (\$65 x 13 people x 5 days), air fare (\$234.36 x 13 people), transportation (\$416) = \$10,568.00 -> \$10,570		\$10,570.00
Student Traveling for Spring Break Excursion to Seattle, WA	The top 12 Sophomores who meet the academic and programmit requirements plus 1 teacher will travel to Seattle, WA for introductions to a broader field of business, industry, college, and culture.	hotel (\$120 per rm x 4 rms for males and females x 6 nights), per diem (\$65 x 13 people x 5 days), air fare (\$612 x 13 people), transportation (\$416) = \$15,477 -> \$15480		\$15,480.00
TOTAL TRAVEL				\$ 37,050.00
EQUIPMENT				
Welding		# of units	unit price	
Miller Max Star Welder	To be used by AN students in the Welding CTE courses.	1	\$1,000.00	\$1,000.00
Miller Plasma Cutter (Spectrum 875)	To be used by AN students in the Welding CTE courses during the intensives to earn 10 hr. OSHA card and Welding certifications.	1	\$2,315.00	\$2,315.00

Chopsaws	To be used by AN students in the Welding CTE courses during the intensives to earn 10 hr. OSHA card and Welding certifications.	1	\$500.00	\$500.00
HVAC Program				
Amatrol HVAC Learning System	To be used by AN students in the HVAC CTE courses. This learning system will include the necessary equipment to prepare students for the fundamentals of the field.	1	\$34,500.00	\$ 34,500.00
Distance Learning Classroom and Infrastructure	An interactive distance learning room built around the Polycom Group 700 Codec. To support this new video system, we will install new route/switch network infrastructure so that the room is probably connected. The Polycom Group 700 will include a 1080p HD License to allow for 1080 encode/decode for people & content so that content can be easily shared and viewed by our remote participants in high definition. Also on this codec will be the Multipoint Software License to allow up to 6-way multipoint in continuous presence video calls as we anticipate this studio site to be connected to many sites simultaneously while delivering content. To be placed in Kodiak HS.	1	\$150,000.00	\$ 150,000.00
TOTAL EQUIPMENT				\$188,315.00
SUPPLIES				
		# of units	unit price	
Welding				
3/8"Steel by sheet	To be used by AN students in the Welding CTE courses. Annual Expense.	15	\$550.00	\$ 8,250.00
1 " Steel by sheet	To be used by AN students in the Welding CTE courses. Annual Expense.	15	\$1,200.00	\$ 18,000.00
Gas Cylinders (tank and gas)	To be used by AN students in the Welding CTE courses. Annual Expense.	4	\$600.00	\$ 2,400.00
Electrodes 60#/box	To be used by AN students in the Welding CTE courses.	500	\$4.00	\$ 2,000.00
Elis Band Saws	To be used by AN students in the Welding CTE courses.	1	\$4,000.00	\$ 4,000.00
Rod Oven (Phoniex)	To be used by AN students in the Welding CTE courses during the intensives to earn 10 hr. OSHA card and Welding certifications.	2	\$1,500.00	\$ 3,000.00
Pipe Beveler	To be used by AN students in the Welding CTE courses during the intensives to earn 10 hr. OSHA card and Welding certifications.	2	\$2,845.00	\$ 5,690.00
Safety Goggles Set of 150	To be used by AN students in the Welding CTE courses.	1	\$250.00	\$ 250.00
Grinder	To be used by AN students in the Welding CTE courses during the intensives to earn 10 hr. OSHA card and Welding certifications.	10	\$100.00	\$ 1,000.00
All Cable and Clamps for XMTS	To be used by AN students in the Welding CTE courses during the intensives to earn 10 hr. OSHA card and Welding certifications.	1	\$2,645.00	\$ 2,645.00
Certification Testing and Material Needs	Materials and necessities to be used for certifications in Welding Rods, Grinding Disks, Wire, Gasses and Plate. (Consumables, Plate, Pipe, Gasses, Bandsaw Blades Etc.)	1	\$16,000.00	\$ 16,000.00
Carpentry				
Dewalt: 20 volt Max Lithium-Ion Combo Kit (5-Tool)	To be used by AN students in the Carpentry CTE courses.	2	\$449.00	\$ 898.00

Dewalt: 15 Amp 10 inch Job Site Table Saw with Rolling Stand	To be used by AN students in the Carpentry CTE courses.	2	\$579.00	\$ 1,158.00
Bosch: 15 Amp 12 in Dual Bevel Glide Miter Saw	To be used by AN students in the Carpentry CTE courses.	2	\$649.00	\$ 1,298.00
Husky 20 oz. Ripping Hammer	To be used by AN students in the Carpentry CTE courses.	8	\$20.87	\$ 166.96
Dead On Tools (4-Piece) Professional Carpenter's Suspension Rig	To be used by AN students in the Carpentry CTE courses.	8	\$65.98	\$ 527.84
White Non-vented Hard Hat with Ratchet Adjustment	To be used by AN students in the Carpentry CTE courses.	8	\$12.00	\$ 96.00
Holmes Workwear Black Frame with Clear Lenses Eye Protection	To be used by AN students in the Carpentry CTE courses.	8	\$18.67	\$ 149.36
15 in. Wood Handle Aggressive Tooth Saw	To be used by AN students in the Carpentry CTE courses.	4	\$11.48	\$ 45.92
Medium and Large Trigger Clamp (4-Pack)	To be used by AN students in the Carpentry CTE courses.	4	\$38.47	\$ 153.88
3/8 in. Drive Socket Set (5/16-3/4 in., 8-19 mm) 6 pt. (45-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$38.41	\$ 153.64
SAE Ratcheting Combination Wrench Set (10-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$29.99	\$ 119.95
Pry Bar Set (3-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$10.97	\$ 43.88
46.5 in. Fiberglass Handle Digging Shovel with Comfort Step	To be used by AN students in the Carpentry CTE courses.	4	\$15.97	\$ 63.88
5 lb. Pick Mattock with Fiberglass Handle	To be used by AN students in the Carpentry CTE courses.	2	\$34.97	\$ 69.94
10 lb. Sledge Hammer with Fiberglass Handle	To be used by AN students in the Carpentry CTE courses.	2	\$35.97	\$ 71.94
25 ft. Tape Measure	To be used by AN students in the Carpentry CTE courses.	4	\$19.97	\$ 79.88
Reflective Yellow Safety Vest	To be used by AN students in the Carpentry CTE courses.	8	\$11.98	\$ 95.84
Woodworking and Sanding Painted Surfaces Respirator (10-Pack)	To be used by AN students in the Carpentry CTE courses.	12	\$21.97	\$ 263.64
Variety Screwdriver Set (6-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$8.77	\$ 35.08
1.3 lb. Gel-Foam Stabilizer Knee Pads	To be used by AN students in the Carpentry CTE courses. Annual Expense	32	\$39.97	\$ 1,279.04
Large General Purpose Gloves	To be used by AN students in the Carpentry CTE courses. Annual Expense	32	\$10.98	\$ 351.36
Misc. (nails, building ties, screws, etc)	To be used by AN students in the Carpentry CTE courses. Annual Expense	15	\$500.00	\$ 7,500.00
10x10 Shed/Banya Capstone Project	To be used by AN students in the Carpentry CTE courses. Annual Expense for Capstone Projects	1	\$15,000.00	\$ 15,000.00
HVAC Program				
Ugly's Electrical References 2017 5 Spi Edition	Textbook for CTE students	30	\$25.00	\$ 750.00
Industrial Refrigeration Handbook 1st Edition	Textbook for CTE students	30	\$100.00	\$ 3,000.00
Refrigeration and Air Conditioning Technology 7th Edition	Textbook for CTE students	30	\$180.00	\$ 5,400.00
Low Pressure Boilers	Textbook for CTE students	30	\$95.00	\$ 2,850.00
HVAC Tools and supplies	Necessary tools and supplies that AN students will utilize in the course as well as eventually on the job. See attached file for detailed list of equipment	1	\$16,250.00	\$ 16,250.00
Allied Health Program				
Basic Allied Health supplies	provides each student with basic nursing school supplies that will belong to the student successfully completing the course	30	\$220.00	\$ 6,600.00
Manikin and Peripherals	Manikin and Peripherals for health courses.	1	\$8,910.00	\$ 8,910.00

Kinn's The Medical Assistant - Text, Study Guide and Procedure Checklist Manual Package with ICD-10 Supplement: An Applied Learning Approach, 12e 12th Edition	Textbook for CTE students	30	\$150.00	\$ 4,500.00
Kinn's Medical Assistant Teach Instructor Resource Manual Volume 1 (1) Paperback – 2011	Resource textbook for CTE	2	\$20.00	\$ 40.00
Kinn's The Medical Assistant (Teach Instructor Resource Manual) (Volume 2) Paperback – 2011	Resource textbook for CTE	2	\$150.00	\$ 300.00
Academic Courses				
Dual Credit Courses	Dual credit courses for I Can College Pathway Students annually	20	\$350.00	\$ 7,000.00
Online career pathway Courses	Online Career pathway courses for I Can College Pathway Students annually	20	\$450.00	\$ 9,000.00
TOTAL SUPPLIES				\$ 157,457.03
CONTRACTUAL				
Evaluation team, site visits twice yearly	develops instruments, analyzes data, writes reports, reports to stakeholders	yearly charge for two team members includes all travel		\$ 80,000.00
Virtual Delivery CTE Teacher Stipends	Will provide five teachers the opportunity to deliver CTE and Career Development courses via virtual delivery.	Five teachers will receive an additional contract at \$30/hour, 110 hours/year, inclusive of inflation.		\$ 17,078.00
Virtual Delivery Academic Teacher Stipends	Will provide 3 teachers the opportunity to deliver Academic courses via virtual delivery.	3 teachers will receive an additional contract at \$30/hour, 110 hours/year, inclusive of inflation.		\$ 10,000.00
Summer Intensives	Will provide instruction during the summer intensives.	8 teachers will receive an additional contract \$30/her, 120 hrs/summer intensive		\$ 28,800.00
Two Current AN College/Technical School Student Mentors	2 AN college/tech. school students will provide mentorship, establish a support network, offer guidance on applications and course selection, and will demystify the college/technical school experience.	\$15 per hour x 4 hrs per week x 36 weeks x 2 AN Mentors		\$ 4,320.00
REConnections Consulting	Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials	Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials		\$ 1,200.00
TOTAL CONTRACTUAL				\$ 141,398.00
OTHER				
Shipping				\$ 30,000.00
TOTAL OTHER				\$ 30,000.00
TOTAL DIRECT COST				\$ 916,854.17
INDIRECT COST RATE		9.02%	Approved by the state of Alaska.	\$ 82,700.25
TOTAL INDIRECT COST RATE				\$ 82,700.25
TOTAL COST OF YEAR 1				\$ 999,554.42

YEAR 2 Budget Narrative — Kodiak I Can Project — Kodiak Island Borough School District

PERSONNEL	Description	Details	Year 2 Cost
Project Co-Director	Responsible for overall outcome of grant, collaborates with the Co-Project Director, handles reporting, reports to Superintendent.	25% FTE — Administrative Cost \$120,000 annually x 25%	\$ 30,000.00
Project Co-Director	Responsible for overall outcome of grant, collaborates with the Co-Project Director, handles reporting, reports to Superintendent.	100% FTE — Program Cost \$112,007 annually	\$ 112,007.00
KIC Project Administrative Asst. (Level 1)	Assists the the Project Co-Directors with scheduling, organization, communication, and documentation.	100% FTE — Program Cost \$20,612.34 annually	\$ 20,612.34
HVAC Teacher	Type M Certification — teaches HVAC courses	100% FTE \$58,165 annually	\$ 58,165.00
Medical Assistant Teacher	Type M Certification — teaches Medical Assistant courses	100% FTE	\$ 58,165.00
TOTAL PERSONNEL			\$ 278,949.34
FRINGE BENEFITS			
Project Director	25% FTE	Approved rate 30%	\$ 9,000
Project Co-Director	100% FTE	Approved rate 30%	\$ 33,602.10
Administrative Asst. (Level 1)	100% FTE	Approved rate 30%	\$ 6,183.70
HVAC Teacher	100% FTE	Approved rate 30%	\$ 17,449.50
Medical Assistant Teacher	100% FTE	Approved rate 30%	\$ 17,449.50
TOTAL FRINGE BENEFITS			\$ 83,684.80
TRAVEL			
Student Traveling for Summer 3-Week Intensives	All of the Native villages on Kodiak Island are geographically isolated from each other and from the City of Kodiak, accessible only by boat or plane. Therefore, travel is an essential expense in carrying out the objectives of the Project.	Average Village RT Airfare Charter: \$5000 # of Three Week Enrichment Activities: 1 # of Students participating: 30 each intensive	\$ 5,000.00
Student Traveling for Spring Break Excursion to Anchorage, AK — expanded from Year 1	The top 16 Juniors who meet the academic and programmatic requirements plus 2 teachers will travel to Anchorage, AK for introductions to a broader field of business, industry, college, and culture.	hotel (\$120 per rm x 6 rms for males and females x 6 nights), per diem (\$65 x 18 people x 5 days), air fare (\$234.36 x 18 people), transportation (\$576) = \$14,964.48 -> \$14,965	\$14,965.00
Student Traveling for Spring Break Excursion to Seattle, WA — expanded from Year 1	The top 16 Sophomores who meet the academic and programmit requirements plus 2 teachers will travel to Seattle, WA for introductions to a broader field of business, industry, college, and culture.	hotel (\$120 per rm x 6 rms for males and females x 6 nights), per diem (\$65 x 18 people x 5 days), air fare (\$612 x 18 people), transportation (\$576) = \$21,762 -> \$21,765	\$21,765.00
Two-Day AP Workshop for 4 Teachers in Seattle, WA	Professional Development through College Board that will provide 4 AP Teachers with advanced training and strategies to better prepare students for success in AP courses and examinations, thus aiding them in college readiness. Teachers will disseminate best practices to other faculty upon return.	cost includes registration (\$415 per student x 4 teachers), hotel (\$120 per rm x 2 rms for male and female x 3 nights), per diem (\$65 x 4 people x 2 days), district air fare (\$612 x 4 people), transportation (\$120) = \$5468 -> \$5470	\$5,470.00
TOTAL TRAVEL			\$ 47,200.00
EQUIPMENT			
		# of units	unit price
4x Millermatic 252s with 30a Spoolguns, Dual cylinder carts, 8 Gauge	To be used by AN students in the Welding CTE courses.	1	\$20,000.00
Miller Max Star Welder	To be used by AN students in the Welding CTE courses.	1	\$1,000.00
Miller XMT 350 Welder	To be used by AN students in the Welding CTE courses.	1	\$5,000.00
Miller Plasma Cutter (Spectrum 875)	To be used by AN students in the Welding CTE courses during the intensives to earn 10 hr. OSHA card and Welding certifications.	1	\$2,315.00

Chopsaws	To be used by AN students in the Welding CTE courses during the intensives to earn 10 hr. OSHA card and Welding certifications.	1	\$500.00	\$500.00
HVAC Program				
Amatrol HVAC Learning System	To be used by AN students in the HVAC CTE courses. This learning system will include the necessary equipment to prepare students for the fundamentals of the field.	2	\$34,500.00	\$ 69,000.00
				\$0.00
TOTAL EQUIPMENT				\$ 97,815.00
SUPPLIES		# of units	unit price	
Welding Program				
Elis Band Saws	To be used by AN students in the Welding CTE courses.	1	\$4,000.00	\$ 4,000.00
18' Foot Aluminum Skiff Materials Capstone Project (tips, wire, marine grade aluminum sheets, hull stiffener bar, flotation and cost of trailer)	To be used by AN students for CTE Capstone projects. Annual Expense.	1	\$20,000.00	\$ 20,000.00
3/8" Steel by sheet	To be used by AN students in the Welding CTE courses. Annual Expense.	15	\$550.00	\$ 8,250.00
1 " Steel by sheet	To be used by AN students in the Welding CTE courses. Annual Expense.	15	\$1,200.00	\$ 18,000.00
Gas Cylinders (tank and gas)	To be used by AN students in the Welding CTE courses. Annual Expense.	4	\$600.00	\$ 2,400.00
Certification Testing and Material Needs	Materials and necessities to be used for certifications in Welding Rods, Grinding Disks, Wire, Gasses and Plate. (Consumables, Plate, Pipe, Gasses, Bandsaw Blades Etc.)	1	\$16,000.00	\$ 16,000.00
Carpentry Program				
Dewalt: 20 volt Max Lithium-Ion Combo Kit (5-Tool)	To be used by AN students in the Carpentry CTE courses.	2	\$449.00	\$ 898.00
Dewalt: 15 Amp 10 inch Job Site Table Saw with Rolling Stand	To be used by AN students in the Carpentry CTE courses.	2	\$579.00	\$ 1,158.00
Bosch: 15 Amp 12 in Dual Bevel Glide Miter Saw	To be used by AN students in the Carpentry CTE courses.	2	\$649.00	\$ 1,298.00
Husky 20 oz. Ripping Hammer	To be used by AN students in the Carpentry CTE courses.	8	\$20.87	\$ 166.96
Dead On Tools (4-Piece) Professional Carpenter's Suspension Rig	To be used by AN students in the Carpentry CTE courses.	8	\$65.98	\$ 527.84
White Non-vented Hard Hat with Ratchet Adjustme	To be used by AN students in the Carpentry CTE courses.	8	\$12.00	\$ 96.00
Holmes Workwear Black Frame with Clear Lenses				
Eye Protection	To be used by AN students in the Carpentry CTE courses.	8	\$18.67	\$ 149.36
15 in. Wood Handle Aggressive Tooth Saw	To be used by AN students in the Carpentry CTE courses.	4	\$11.48	\$ 45.92
Medium and Large Trigger Clamp (4-Pack)	To be used by AN students in the Carpentry CTE courses.	4	\$38.47	\$ 153.88
3/8 in. Drive Socket Set (5/16-3/4 in., 8-19 mm) 6 pt. (45-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$38.41	\$ 153.64
SAE Ratcheting Combination Wrench Set (10-Piec	To be used by AN students in the Carpentry CTE courses.	4	\$29.99	\$ 119.95
Pry Bar Set (3-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$10.97	\$ 43.88
46.5 in. Fiberglass Handle Digging Shovel with Comfort Step	To be used by AN students in the Carpentry CTE courses.	4	\$15.97	\$ 63.88
5 lb. Pick Mattock with Fiberglass Handle	To be used by AN students in the Carpentry CTE courses.	2	\$34.97	\$ 69.94
10 lb. Sledge Hammer with Fiberglass Handle	To be used by AN students in the Carpentry CTE courses.	2	\$35.97	\$ 71.94
25 ft. Tape Measure	To be used by AN students in the Carpentry CTE courses.	4	\$19.97	\$ 79.88
Reflective Yellow Safety Vest	To be used by AN students in the Carpentry CTE courses.	8	\$11.98	\$ 95.84
Woodworking and Sanding Painted Surfaces Respirator (10-Pack)	To be used by AN students in the Carpentry CTE courses.	12	\$21.97	\$ 263.64

Variety Screwdriver Set (6-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$8.77	\$ 35.08
1.3 lb. Gel-Foam Stabilizer Knee Pads	To be used by AN students in the Carpentry CTE courses. Annual Expense	32	\$39.97	\$ 1,279.04
Large General Purpose Gloves	To be used by AN students in the Carpentry CTE courses. Annual Expense	32	\$10.98	\$ 351.36
Misc. (nails, building ties, screws, etc)	To be used by AN students in the Carpentry CTE courses. Annual Expense	15	\$500.00	\$ 7,500.00
10x10 Shed/Banya Capstone Project	To be used by AN students in the Carpentry CTE courses. Annual Expense for Capstone Projects	1	\$15,000.00	\$ 15,000.00
HVAC Program				
HVAC Tools and supplies	Necessary tools and supplies that AN students will utilize in the course as well as eventually on the job. See attached file for detailed list of equipment	1	\$16,250.00	\$ 16,250.00
Allied Health Program				
Basic Allied Health supplies	provides each student with basic nursing school supplies that will belong to the student successfully completing the course	30	\$220.00	\$ 6,600.00
Manikin and Peripherals	Manikin and Peripherals for health courses.	3	\$8,910.00	\$ 26,730.00
Medical Supplies	Basic medical supplies to support the Allied Health courses; annual	4	\$5,000.00	\$ 20,000.00
Medical Simulation Scenarios	Medical simulations for experiential learning in the classroom.	4	\$10,000.00	\$ 40,000.00
Academic Courses				
Dual Credit Courses	Dual credit courses for I Can College Pathway Students annually	20	\$350.00	\$ 7,000.00
Online career pathway Courses	Online Career pathway courses for I Can College Pathway Students annually	20	\$450.00	\$ 9,000.00
laptops	for use with video conferencing	20	\$799.00	\$ 15,980.00
TOTAL SUPPLIES				\$ 235,832.03
CONTRACTUAL				
Evaluation team, site visits twice yearly	develops instruments, analyzes data, writes reports, reports to stakeholders	yearly charge for two team members includes all travel		\$ 80,000.00
Virtual Delivery CTE Teacher Stipends	Will provide five teachers the opportunity to deliver CTE and Career Development courses via virtual delivery.	Five teachers will receive an additional contract at \$30/hour, 110 hours/year, inclusive of inflation.		\$ 17,078.00
Virtual Delivery Academic Teacher Stipends	Will provide 3 teachers the opportunity to deliver Academic courses via virtual delivery.	3 teachers will receive an additional contract at \$30/hour, 110 hours/year, inclusive of inflation.		\$ 10,000.00
Summer Intensives	Will provide instruction during the summer intensives.	8 teachers will receive an additional contract \$30/her, 120		\$ 28,800.00
Two Current AN College/Technical School Student Mentors	2 AN college/tech. school students will provide mentorship, establish a support network, offer guidance on applications and course selection, and will demystify the college/technical school experience.	\$15 per hour x 4 hrs per week x 36 weeks x 2 AN Mentors		\$ 4,320.00
REConnections Consulting	Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials	Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials		\$ 1,200.00
TOTAL CONTRACTUAL				\$ 141,398.00
OTHER				
Shipping				\$ 30,000.00
TOTAL OTHER				\$ 30,000.00
TOTAL DIRECT COST				\$ 914,879.17
INDIRECT COST RATE		9.02%	Approved by the state of Alaska.	\$ 82,522.10
TOTAL INDIRECT COST RATE				\$ 82,522.10
TOTAL COST OF YEAR 2				\$ 997,401.27

YEAR 3 Budget Narrative — Kodiak I Can Project — Kodiak Island Borough School District				
PERSONNEL	Description	Details		Year 3 Cost
Project Co-Director	Responsible for overall outcome of grant, collaborates with the Co-Project Director, handles reporting, reports to Superintendent.	25% FTE — Administrative Cost		\$ 30,000.00
Project Co-Director	Responsible for overall outcome of grant, collaborates with the Co-Project Director, handles reporting, reports to Superintendent.	100% FTE — Program Cost \$112,007 annually		\$ 112,007.00
KIC Project Administrative Asst. (Level 1)	Add Description of the position and responsibilities here.	100% FTE — Program Cost		\$ 20,612.34
HVAC Teacher	Type M Certification — teaches HVAC courses	100% FTE \$58,165 annually		\$ 58,165.00
Medical Assistant Teacher	Type M Certification — teaches Medical Assistant courses	100% FTE \$58,165 annually		\$ 58,165.00
TOTAL PERSONNEL				\$ 278,949.34
FRINGE BENEFITS				
Project Director	25% FTE	Approved rate 30%		\$ 9,000
Project Co-Director	100% FTE	Approved rate 30%		\$ 33,602.10
Administrative Asst. (Level 1)	100% FTE	Approved rate 30%		\$ 6,183.70
HVAC Teacher	100% FTE	Approved rate 30%		\$ 17,449.50
Medical Assistant Teacher	100% FTE	Approved rate 30%		\$ 17,449.50
TOTAL FRINGE BENEFITS				\$ 83,684.80
TRAVEL				
Student Traveling for Summer 3-Week Intensives	All of the Native villages on Kodiak Island are geographically isolated from each other and from the City of Kodiak, accessible only by boat or plane. Therefore, travel is an essential expense in carrying out the objectives of the Project.	Average Village RT Airfare Charter: \$5,000.00 # of Three Week Enrichment Activities: 1 # of Students participating: 30 each intensive		\$ 5,000.00
Student Traveling for Spring Break Excursion to Anchorage, AK	The top 16 Juniors who meet the academic and programmatic requirements plus 2 teachers will travel to Anchorage, AK for introductions to a broader field of business, industry, college, and culture.	hotel (\$120 per rm x 6 rms for males and females x 6 nights), per diem (\$65 x 18 people x 5 days), air fare (\$234.36 x 18 people), transportation (\$576) = \$14,964.48 -> \$14,965		\$14,965.00
Student Traveling for Spring Break Excursion to Seattle, WA	The top 16 Sophomores who meet the academic and programmatic requirements plus 2 teachers will travel to Seattle, WA for introductions to a broader field of business, industry, college, and culture.	hotel (\$120 per rm x 6 rms for males and females x 6 nights), per diem (\$65 x 18 people x 5 days), air fare (\$612 x 18 people), transportation (\$576) = \$21,762 -> \$21,765		\$21,765.00
Two-Day AP Workshop for 4 Teachers in Seattle, WA	Professional Development through College Board that will provide 4 AP Teachers with advanced training and strategies to better prepare students for success in AP courses and examinations, thus aiding them in college readiness. Teachers will disseminate best practices to other faculty upon return.	cost includes registration (\$415 per student x 4 teachers), hotel (\$120 per rm x 2 rms for male and female x 3 nights), per diem (\$65 x 4 people x 2 days), district air fare (\$612 x 4 people), transportation (\$120) = \$5468 -> \$5470		\$5,470.00
TOTAL TRAVEL				\$ 47,200.00
EQUIPMENT				
4x Millermatic 252s with 30a Spoolguns, Dual cylinder carts, 8 Gauge	To be used by AN students in the Welding CTE courses.	# of units	unit price	
Miller Max Star Welder	To be used by AN students in the Welding CTE courses.	1	\$20,000.00	\$20,000.00
Miller XMT 350 Welder	To be used by AN students in the Welding CTE courses.	1	\$1,000.00	\$1,000.00
Miller XMT 350 Welder	To be used by AN students in the Welding CTE courses.	1	\$5,000.00	\$5,000.00
HVAC Program				

Amatrol HVAC Learning System	To be used by AN students in the HVAC CTE courses. This learning system will include the necessary equipment to prepare students for the fundamentals of the field.	2	\$34,500.00	\$ 69,000.00
				\$0.00
TOTAL EQUIPMENT				\$95,000.00
SUPPLIES				
Welding Program				
18' Foot Aluminum Skiff Materials Capstone Project (tips, wire, marine grade aluminum sheets, hull stiffening bar, flotation and cost of trailer)	To be used by AN students for CTE Capstone projects. Annual Expense.	1	\$20,000.00	\$ 20,000.00
Elis Band Saws	To be used by AN students in the Welding CTE courses.	1	\$4,000.00	\$ 4,000.00
3/8"Steel by sheet	To be used by AN students in the Welding CTE courses. Annual Expense.	15	\$550.00	\$ 8,250.00
1 " Steel by sheet	To be used by AN students in the Welding CTE courses. Annual Expense.	15	\$1,200.00	\$ 18,000.00
Gas Cylinders (tank and gas)	To be used by AN students in the Welding CTE courses. Annual Expense.	4	\$600.00	\$ 2,400.00
Certification Testing and Material Needs	Materials and necessities to be used for certifications in Welding Rods, Grinding Disks, Wire, Gasses and Plate. (Consumables, Plate, Pipe, Gasses, Bandsaw Blades Etc.)	1	\$16,000.00	\$ 16,000.00
Carpentry Program				
Dewalt: 20 volt Max Lithium-Ion Combo Kit (5-Tool)	To be used by AN students in the Carpentry CTE courses.	2	\$449.00	\$ 898.00
Dewalt: 15 Amp 10 inch Job Site Table Saw with Rolling Stand	To be used by AN students in the Carpentry CTE courses.	2	\$579.00	\$ 1,158.00
Bosch: 15 Amp 12 in Dual Bevel Glide Miter Saw	To be used by AN students in the Carpentry CTE courses.	2	\$649.00	\$ 1,298.00
Husky 20 oz. Ripping Hammer	To be used by AN students in the Carpentry CTE courses.	8	\$20.87	\$ 166.96
Dead On Tools (4-Piece) Professional Carpenter's Suspension Rig	To be used by AN students in the Carpentry CTE courses.	8	\$65.98	\$ 527.84
White Non-vented Hard Hat with Ratchet Adjustment	To be used by AN students in the Carpentry CTE courses.	8	\$12.00	\$ 96.00
Holmes Workwear Black Frame with Clear Lenses Eye Protection	To be used by AN students in the Carpentry CTE courses.	8	\$18.67	\$ 149.36
15 in. Wood Handle Aggressive Tooth Saw	To be used by AN students in the Carpentry CTE courses.	4	\$11.48	\$ 45.92
Medium and Large Trigger Clamp (4-Pack)	To be used by AN students in the Carpentry CTE courses.	4	\$38.47	\$ 153.88
3/8 in. Drive Socket Set (5/16-3/4 in., 8-19 mm) 6 pt. (45-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$38.41	\$ 153.64
SAE Ratcheting Combination Wrench Set (10-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$29.99	\$ 119.95
Pry Bar Set (3-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$10.97	\$ 43.88
46.5 in. Fiberglass Handle Digging Shovel with Comfort Step	To be used by AN students in the Carpentry CTE courses.	4	\$15.97	\$ 63.88
5 lb. Pick Mattock with Fiberglass Handle	To be used by AN students in the Carpentry CTE courses.	2	\$34.97	\$ 69.94
10 lb. Sledge Hammer with Fiberglass Handle	To be used by AN students in the Carpentry CTE courses.	2	\$35.97	\$ 71.94
25 ft. Tape Measure	To be used by AN students in the Carpentry CTE courses.	4	\$19.97	\$ 79.88
Reflective Yellow Safety Vest	To be used by AN students in the Carpentry CTE courses.	8	\$11.98	\$ 95.84
Woodworking and Sanding Painted Surfaces Respirator (10-Pack)	To be used by AN students in the Carpentry CTE courses.	12	\$21.97	\$ 263.64
Variety Screwdriver Set (6-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$8.77	\$ 35.08
1.3 lb. Gel-Foam Stabilizer Knee Pads	To be used by AN students in the Carpentry CTE courses. Annual Expense	32	\$39.97	\$ 1,279.04
Large General Purpose Gloves	To be used by AN students in the Carpentry CTE courses. Annual Expense	32	\$10.98	\$ 351.36

Misc. (nails, building ties, screws, etc)	To be used by AN students in the Carpentry CTE courses. Annual Expense	15	\$500.00	\$ 7,500.00
10x10 Shed/Banya Capstone Project	To be used by AN students in the Carpentry CTE courses. Annual Expense for Capstone Projects	1	\$15,000.00	\$ 15,000.00
HVAC Program				
HVAC Tools and supplies	Necessary tools and supplies that AN students will utilize in the course as well as eventually on the job. See attached file for detailed list of equipment.	1	\$16,250.00	\$ 16,250.00
Allied Health Program				
Basic Allied Health supplies	provides each student with basic nursing school supplies that will belong to the student successfully completing the course	30	\$220.00	\$ 6,600.00
Manikin and Peripherals	Manikin and Peripherals for health courses.	4	\$8,910.00	\$ 35,640.00
Medical Supplies	Basic medical supplies to support the Allied Health courses; annual	4	\$5,000.00	\$ 20,000.00
Additional Medical Simulation Scenarios	Medical simulations for experiential learning in the classroom.	4	\$10,000.00	\$ 40,000.00
Academic Courses				
Dual Credit Courses	Dual credit courses for I Can College Pathway Students annually	20	\$350.00	\$ 7,000.00
Online career pathway Courses	Online Career pathway courses for I Can College Pathway Students annually	20	\$450.00	\$ 9,000.00
laptops	for use during video conferencing	10	\$799.00	\$ 7,990.00
TOTAL SUPPLIES				\$ 240,752.03
CONTRACTUAL				
Evaluation team, site visits twice yearly	develops instruments, analyzes data, writes reports, reports to stakeholders	yearly charge for two team members includes all travel		\$ 80,000.00
Virtual Delivery CTE Teacher Stipends	Will provide five teachers the opportunity to deliver CTE and Career Development courses via virtual delivery.	Five teachers will receive an additional contract at \$30/hour, 110 hours/year, inclusive of inflation.		\$ 17,078.00
Virtual Delivery Academic Teacher Stipends	Will provide 3 teachers the opportunity to deliver Academic courses via virtual delivery.	3 teachers will receive an additional contract at \$30/hour, 110 hours/year, inclusive of inflation.		\$ 10,000.00
Summer Intensives	Will provide instruction during the summer intensives.	8 teachers will receive an additional contract \$30/her,		\$ 28,800.00
Two Current AN College/Technical School Student Mentors	2 AN college/tech. school students will provide mentorship, establish a support network, offer guidance on applications and course selection, and will demystify the college/technical school experience.	\$15 per hour x 4 hrs per week x 36 weeks x 2 AN Mentors		\$ 4,320.00
REConnections Consulting	Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials	Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials		\$ 1,200.00
TOTAL CONTRACTUAL				\$ 141,398.00
OTHER				
Shipping				\$ 30,000.00
TOTAL OTHER				\$ 30,000.00
TOTAL DIRECT COST				\$ 916,984.17
INDIRECT COST RATE		9.02%	Approved by the state of Alaska.	\$ 82,711.97
TOTAL INDIRECT COST RATE				\$ 82,711.97
TOTAL COST OF YEAR 3				\$ 999,696.14

YEAR 4 Budget Narrative — Kodiak I Can Project — Kodiak Island Borough School District				
PERSONNEL	Description	Details		Year 4 Cost
Project Co-Director	Responsible for overall outcome of grant, collaborates with the Co-Project Director, handles reporting, reports to Superintendent.	25% FTE — Administrative Cost \$120,000 annually x 25%		\$ 30,000.00
Project Co-Director	Responsible for overall outcome of grant, collaborates with the Co-Project Director, handles reporting, reports to Superintendent.	100% FTE — Program Cost \$112,007 annually		\$ 112,007.00
KIC Project Administrative Asst. (Level 1)	Assists the the Project Co-Directors with scheduling, organization, communication, and documentation.	100% FTE — Program Cost \$20,612.34 annually		\$ 20,612.34
HVAC Teacher	Type M Certification — teaches HVAC courses	100% FTE \$58,165 annually		\$ 58,165.00
Medical Assistant Teacher	Type M Certification — teaches Medical Assistant courses	100% FTE \$58,165 annually		\$ 58,165.00
TOTAL PERSONNEL				\$ 278,949.34
FRINGE BENEFITS				
Project Director	25% FTE	Approved rate 30%		\$ 9,000
Project Co-Director	100% FTE	Approved rate 30%		\$ 33,602.10
Administrative Asst. (Level 1)	100% FTE	Approved rate 30%		\$ 6,183.70
HVAC Teacher	100% FTE	Approved rate 30%		\$ 17,449.50
Medical Assistant Teacher	100% FTE	Approved rate 30%		\$ 17,449.50
TOTAL FRINGE BENEFITS				\$ 83,684.80
TRAVEL				
Student Traveling for Summer 3-Week Intensives	All of the Native villages on Kodiak Island are geographically isolated from each other and from the City of Kodiak, accessible only by boat or plane. Therefore, travel is an essential expense in carrying out the objectives of the Project.	Average Village RT Airfare Charter: \$5,000.00 # of Three Week Enrichment Activities: 1 # of Students participating: 30 each intensive		\$ 5,000.00
Student Traveling for Spring Break Excursion to Anchorage, AK	The top 16 Juniors who meet the academic and programmatic requirements plus 2 teachers will travel to Anchorage, AK for introductions to a broader field of business, industry, college, and culture.	hotel (\$120 per rm x 6 rms for males and females x 6 nights), per diem (\$65 x 18 people x 5 days), air fare (\$234.36 x 18 people), transportation (\$576) = \$14,964.48 -> \$14,965		\$14,965.00
Student Traveling for Spring Break Excursion to Seattle, WA	The top 16 Sophomores who meet the academic and programmatic requirements plus 2 teachers will travel to Seattle, WA for introductions to a broader field of business, industry, college, and culture.	hotel (\$120 per rm x 6 rms for males and females x 6 nights), per diem (\$65 x 18 people x 5 days), air fare (\$612 x 18 people), transportation (\$576) = \$21,762 -> \$21,765		\$21,765.00
Two-Day AP Workshop for 4 Teachers in Seattle, WA	Professional Development through College Board that will provide 4 AP Teachers with advanced training and strategies to better prepare students for success in AP courses and examinations, thus aiding them in college readiness. Teachers will disseminate best practices to other faculty upon return.	cost includes registration (\$415 per student x 4 teachers), hotel (\$120 per rm x 2 rms for male and female x 3 nights), per diem (\$65 x 4 people x 2 days), district air fare (\$612 x 4 people), transportation (\$120) = \$5468 -> \$5470		\$5,470.00
TOTAL TRAVEL				\$ 47,200.00
EQUIPMENT				
Welding Program		# of units	unit price	
4x Millermatic 252s with 30a Spoolguns, Dual cylinder carts, 8 Gauge	To be used by AN students in the Welding CTE courses.	1	\$20,000.00	\$20,000.00
Miller Max Star Welder	To be used by AN students in the Welding CTE courses.	1	\$1,000.00	\$1,000.00
Miller XMT 350 Welder	To be used by AN students in the Welding CTE courses.	1	\$5,000.00	\$5,000.00
HVAC Program				

Amatrol HVAC Learning System	To be used by AN students in the HVAC CTE courses. This learning system will include the necessary equipment to prepare students for the fundamentals of the field.	2	\$34,500.00	\$ 69,000.00
TOTAL EQUIPMENT				\$ 95,000.00
SUPPLIES		# of units	unit price	
Welding Program				
18' Foot Aluminum Skiff Materials Capstone Project (tips, wire, marine grade aluminum sheets, hull stiffener bar, flotation and cost of trailer)	To be used by AN students for CTE Capstone projects. Annual Expense.	1	\$20,000.00	\$ 20,000.00
Elis Band Saws	To be used by AN students in the Welding CTE courses.	1	\$4,000.00	\$ 4,000.00
3/8" Steel by sheet	To be used by AN students in the Welding CTE courses. Annual Expense.	15	\$550.00	\$ 8,250.00
1" Steel by sheet	To be used by AN students in the Welding CTE courses. Annual Expense.	15	\$1,200.00	\$ 18,000.00
Gas Cylinders (tank and gas)	To be used by AN students in the Welding CTE courses. Annual Expense.	4	\$600.00	\$ 2,400.00
Certification Testing and Material Needs	Materials and necessities to be used for certifications in Welding Rods, Grinding Disks, Wire, Gasses and Plate. (Consumables, Plate, Pipe, Gasses, Bandsaw Blades Etc.)	1	\$16,000.00	\$ 16,000.00
Carpentry Program				
Dewalt: 20 volt Max Lithium-Ion Combo Kit (5-Tool)	To be used by AN students in the Carpentry CTE courses.	2	\$449.00	\$ 898.00
Dewalt: 15 Amp 10 inch Job Site Table Saw with Rolling Stand	To be used by AN students in the Carpentry CTE courses.	2	\$579.00	\$ 1,158.00
Bosch: 15 Amp 12 in Dual Bevel Glide Miter Saw	To be used by AN students in the Carpentry CTE courses.	2	\$649.00	\$ 1,298.00
Husky 20 oz. Ripping Hammer	To be used by AN students in the Carpentry CTE courses.	8	\$20.87	\$ 166.96
Dead On Tools (4-Piece) Professional Carpenter's Suspension Rig	To be used by AN students in the Carpentry CTE courses.	8	\$65.98	\$ 527.84
White Non-vented Hard Hat with Ratchet Adjustment	To be used by AN students in the Carpentry CTE courses.	8	\$12.00	\$ 96.00
Holmes Workwear Black Frame with Clear Lenses Eye Protection	To be used by AN students in the Carpentry CTE courses.	8	\$18.67	\$ 149.36
15 in. Wood Handle Aggressive Tooth Saw	To be used by AN students in the Carpentry CTE courses.	4	\$11.48	\$ 45.92
Medium and Large Trigger Clamp (4-Pack)	To be used by AN students in the Carpentry CTE courses.	4	\$38.47	\$ 153.88
3/8 in. Drive Socket Set (5/16-3/4 in., 8-19 mm) 6 pt. (45-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$38.41	\$ 153.64
SAE Ratcheting Combination Wrench Set (10-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$29.99	\$ 119.95
Pry Bar Set (3-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$10.97	\$ 43.88
46.5 in. Fiberglass Handle Digging Shovel with Comfort Step	To be used by AN students in the Carpentry CTE courses.	4	\$15.97	\$ 63.88
5 lb. Pick Mattock with Fiberglass Handle	To be used by AN students in the Carpentry CTE courses.	2	\$34.97	\$ 69.94
10 lb. Sledge Hammer with Fiberglass Handle	To be used by AN students in the Carpentry CTE courses.	2	\$35.97	\$ 71.94
25 ft. Tape Measure	To be used by AN students in the Carpentry CTE courses.	4	\$19.97	\$ 79.88
Reflective Yellow Safety Vest	To be used by AN students in the Carpentry CTE courses.	8	\$11.98	\$ 95.84
Woodworking and Sanding Painted Surfaces Respirator (10-Pack)	To be used by AN students in the Carpentry CTE courses.	12	\$21.97	\$ 263.64

Variety Screwdriver Set (6-Piece)	To be used by AN students in the Carpentry CTE courses.	4	\$8.77	\$ 35.08
1.3 lb. Gel-Foam Stabilizer Knee Pads	To be used by AN students in the Carpentry CTE courses. Annual Expense	32	\$39.97	\$ 1,279.04
Large General Purpose Gloves	To be used by AN students in the Carpentry CTE courses. Annual Expense	32	\$10.98	\$ 351.36
Misc. (nails, building ties, screws, etc)	To be used by AN students in the Carpentry CTE courses. Annual Expense	15	\$500.00	\$ 7,500.00
10x10 Shed/Banya Capstone Project	To be used by AN students in the Carpentry CTE courses. Annual Expense for Capstone Projects	1	\$15,000.00	\$ 15,000.00
HVAC Program				
HVAC Tools and supplies	Necessary tools and supplies that AN students will utilize in the course as well as eventually on the job. See attached file for detailed list of equipment.	1	\$16,250.00	\$ 16,250.00
Allied Health Program				
Basic Allied Health supplies	provides each student with basic nursing school supplies that will belong to the student successfully completing the course	30	\$220.00	\$ 6,600.00
Manikin and Peripherals	Manikin and Peripherals for health courses.	4	\$8,910.00	\$ 35,640.00
Medical Supplies	Basic medical supplies to support the Allied Health courses; annual	4	\$5,000.00	\$ 20,000.00
Additional Medical Simulation Scenarios	Medical simulations for experiential learning in the classroom.	4	\$10,000.00	\$ 40,000.00
Academic Courses				
Dual Credit Courses	Dual credit courses for I Can College Pathway Students annually	20	\$350.00	\$ 7,000.00
Online career pathway Courses	Online Career pathway courses for I Can College Pathway Students annually	20	\$450.00	\$ 9,000.00
Laptops	laptops for use with video conferencing	10	\$799.00	\$7,990.00
TOTAL SUPPLIES				\$ 240,752.03
CONTRACTUAL				
Evaluation team, site visits twice yearly	develops instruments, analyzes data, writes reports, reports to stakeholders		yearly charge for two team members includes all travel	\$ 80,000.00
Virtual Delivery CTE Teacher Stipends	Will provide five teachers the opportunity to deliver CTE and Career Development courses via virtual delivery.		Five teachers will receive an additional contract at \$30/hour, 110 hours/year, inclusive of inflation.	\$ 17,078.00
Virtual Delivery Academic Teacher Stipends	Will provide 3 teachers the opportunity to deliver Academic courses via virtual delivery.		3 teachers will receive an additional contract at \$30/hour, 110 hours/year, inclusive of inflation.	\$ 10,000.00
Summer Intensives	Will provide instruction during the summer intensives.		8 teachers will receive an additional contract \$30/her, 120 hrs/summer intensive	\$ 28,800.00
Two Current AN College/Technical School Student Mentors	2 AN college/tech. school students will provide mentorship, establish a support network, offer guidance on applications and course selection, and will demystify the college/technical school experience.		\$15 per hour x 4 hrs per week x 36 weeks x 2 AN Mentors	\$ 4,320.00
REConnections Consulting	Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials		Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials	\$ 1,200.00
TOTAL CONTRACTUAL				\$ 141,398.00
OTHER				
Shipping				\$ 30,000.00
TOTAL OTHER				\$ 30,000.00
TOTAL DIRECT COST				\$ 916,984.17
INDIRECT COST RATE		9.02%	Approved by the state of Alaska.	\$ 82,711.97
TOTAL INDIRECT COST RATE				\$ 82,711.97
TOTAL COST OF YEAR 4				\$ 999,696.14

FOUR YEAR TOTALS

	Year 1	Year 2	Year 3	Year 4	FOUR YEAR TOTAL COST
TOTAL PERSONNEL	\$ 278,949.34	\$ 278,949.34	\$ 278,949.34	\$ 278,949.34	\$ 1,115,797.36
TOTAL FRINGE BENEFITS	\$ 83,684.80	\$ 83,684.80	\$ 83,684.80	\$ 83,684.80	\$ 334,739.20
TOTAL TRAVEL	\$ 37,050.00	\$ 47,200.00	\$ 47,200.00	\$ 47,200.00	\$ 178,650.00
EQUIPMENT	\$ 188,315.00	\$ 97,815.00	\$ 95,000.00	\$ 95,000.00	\$ 476,130.00
TOTAL SUPPLIES	\$ 157,457.03	\$ 235,832.03	\$ 240,752.03	\$ 240,752.03	\$ 874,793.12
TOTAL CONTRACTUAL	\$ 141,398.00	\$ 141,398.00	\$ 141,398.00	\$ 141,398.00	\$ 565,592.00
CONSTRUCTION	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL OTHER	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 120,000.00
TOTAL DIRECT COST	\$ 916,854.17	\$ 914,879.17	\$ 916,984.17	\$ 916,984.17	\$ 3,665,701.67
INDIRECT COST	\$ 82,700.25	\$ 82,522.10	\$ 82,711.97	\$ 82,711.97	\$ 330,646.29
TOTAL COST OF PROJECT	\$ 999,554.42	\$ 997,401.27	\$ 999,696.14	\$ 999,696.14	\$ 3,996,347.97

Welding 112 at Kodiak College and Welding I at Kodiak High School

**2014 – 2015 School Year for Kodiak High School
Spring 2015 for Kodiak College**

Instructor: Anthony Cavan

Office: Room 126 Kodiak High School

Office Hours: M-F 8:30 – 2:30

Phone: 481-2551

E-Mail: acavan01@kibsd.org

Required Equipment: Welding Helmet, Welding Gloves, Safety Glasses and 30.00 Dollar Fee. Students will also be able to enroll in dual credit with Kodiak College (U.A.A.) in January for a tuition fee of 100.00 dollars.

Course Meeting Times: Mon 8:30 – 9:20
Tues 8:30 – 9:40
Thur 8:30 – 9:40
Fri 8:30 – 9:10

Course Description: Students focus on SMAW (Shielded Metal Arc Welding). This includes electrode selection and joint design. Standard industrial safety procedures are stressed to include the completion of an OSHA Outreach training program. Electrical welding equipment setup and use is also taught. Students will complete joints in various positions to include overhead while practicing industry safety standards.

Content Headings/Topics:

- Welding Safety
- SMAW (Shielded Metal Arc Welding) on Steel
- Electrode identification and selection
- Oxy-Fuel Gas Cutting
- PAC (Plasma Arc Cutting)
- Understand different welds positions and joint design
- Introduction to welding metallurgy

Total time of student involvement:

40 hours of lecture
120 hours of lab
40 hours of outside work

Methods of instruction include: lecture, demonstration, video presentations, and hands-on activities.

Course Prerequisite: Instructor Approval or Weld 101

Course Evaluation: A grade of A – F will be assigned. The grade will be based on hands-on activities to include projects constructed by students using the information taught, written assessments and homework. Grade will be assigned as follows....

90% – 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D

59% and below F

Student Outcomes: A student will be able to:

1. Successfully complete both fillet and groove welds in all positions.
2. Select the proper electrode for the required task and set up their electrical welding equipment as needed.
3. Safely operate in a welding environment.
4. Safely Oxy-fuel cut.

Course Outline:

Week 1

Shop Safety
Administer Safety Test

Week 2

Equipment Setup and Use
Lecture Electrode Selection

Week 3

Start SMAW process
Complete a bead in the flat position

Week 4 - 9

SMAW flat butt – flat weave joint using a 7018 electrode
Welding metallurgy will be discussed via lecture
Written quizzes on metallurgy will be administered each Friday
A different completed joint will be turned in each Wednesday for assessment

Week 10 – 15

SMAW horizontal bead – horizontal weave joint using a 7018 electrode
Students will begin to use the Oxy-Fuel cutting process.
Students will demonstrate successful use of the Oxy-fuel cutting process.
A different completed joint will be turned in each Wednesday for assessment

Week 16

Students will complete an assessment in preparation for the AWS D1.1 test completed in Welding 114 at Kodiak College. This assessment includes a weave bead in both the flat (1G) and horizontal (2G) position. A visual inspection will be made to determine if the student is ready to move on to the vertical position of SMAW.

Week 17 – 23

SMAW vertical bead – vertical weave joint using a 7018 electrode
Students will begin to use the Oxy-Fuel cutting process.

Students will demonstrate successful use of the plasma arc cutting process.
A different completed joint will be turned in each Wednesday for assessment
Students will also be exposed to and complete welds using 6011 rod.

Week 24 -30

SMAW overhead bead – overhead weave joint using a 7018 electrode
A different completed joint will be turned in each Wednesday for assessment
Students will be allowed to completed personal projects using the SMAW process.

Week 31- 32

Students will complete an assessment in preparation for the AWS D1.1 test completed in Welding 114 at Kodiak College. This assessment includes multiple passes in both the vertical (3G) and overhead (4G) position. A visual inspection will be made to determine if the student is ready to take Weld 114 at Kodiak College or Welding II at Kodiak High School.

Welding 114 at Kodiak College and Welding II at Kodiak High School

**2011– 2012 School Year for Kodiak High School
Spring 2012 for Kodiak College**

Instructor: Anthony Cavan

Office: Room 126 Kodiak High School

Office Hours: M-F 8:30 – 2:30

Phone: 481-2551

E-Mail: acavan01@kibsd.org

Required Text: Welding Principals and Fundamentals 5th Edition

Course Meeting Times: Mon 9:15 – 10:10
Tues 9:45 – 11:25
Wed 8:15 – 9:40
Fri 9:05 – 9:50

Course Description: Introduces the welding of high strength steels with covered electrodes. Includes welding safety, low hydrogen electrodes selection process, high strength welding joint design, and welding practice on alloyed steels with low hydrogen and alloyed electrodes.

Content Headings/Topics:

- Welding Safety
- SMAW (Shielded Metal Arc Welding) on Steel
- Electrode identification and selection
- Oxy-Fuel Gas Cutting
- PAC (Plasma Arc Cutting)
- Understand different welds positions and joint design

Total time of student involvement:

40 hours of lecture
120 hours of lab
40 hours of outside work

Methods of instruction include: lecture, demonstration, video presentations, and hands-on activities.

Course Prerequisite: Welding 112 or Welding I (KHS)

Course Evaluation: A grade of A – F will be assigned. The grade will be based on hands-on activities to include projects constructed by students using the information taught, written assessments and homework. Grade will be assigned as follows...

90% – 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
59% and below	F

Student Outcomes: A student will be able to:

1. Successfully complete both a 3G and 4G AWS D1.1 plate test.
2. Select the proper electrode for the required task and set up their electrical welding equipment as needed.
3. Safely operate in a welding environment.
4. Safely Oxy-fuel cut.

Course Outline:

Week 1

Shop Safety
Administer Safety Test

Week 2

Equipment Setup and Use
Lecture Electrode Selection

Week 3

Students will weld vertical up using a 7018 electrode.
Students will continue this process until a quality bead can be produced.

Week 4 - 9

Students will learn how to cut and prepare a 3/8 test plate according to AWS D1.1 code
Students will run several practice plates using a 7018 electrode in the 3G position.
Lecture on heat input and interpass temperatures.
Lecture on 7018 electrodes.

Week 10 – 15

Students who are ready will use this time to test in the 3G position on 3/8 plate according to AWS D1.1 code.
Additional time is allotted for retraining and retesting as needed.
Students will demonstrate successful use of the Oxy-fuel cutting process to include the track burner.
Students who successfully complete their plate test will move on to the 4G position

Week 16 - 21

Students will cut and prepare a 3/8 test plate according to AWS D1.1 code to be used in the 4G position
Students will run several practice plates using a 7018 electrode in the 4G position.
Students will demonstrate successful use of the plasma arc cutting process.
Lecture on how the different procedures are used in industry.
Lecture on arc blow.

Week 22 – 27

Students who are ready will use this time to test in the 4G position on 3/8 plate according to AWS D1.1 code.

Additional time is allotted for retraining and retesting as needed.
Students who successfully complete their plate test will move on to the practicing for the 1 inch unlimited thickness test AWS D1.1 test. (Optional for those who are ahead)

Week 28 – 32

Students can practice and attempt the 1 inch unlimited test in the 3G position.
Students who were not successful with on the 3/8 plate tests will use this time to retrain and test.
Students will have time to complete various projects using the SMAW process.

Welding 161 at Kodiak College and Welding III at Kodiak High School

**2011 – 2012 School Year for Kodiak High School
Spring 2012 for Kodiak College**

Instructor: Anthony Cavan

Office: Room 126 Kodiak High School

Office Hours: M-F 8:30 – 2:30

Phone: 481-2551

E-Mail: acavan01@kibsd.org

Required Text: Welding Principals and Fundamentals 5th Edition

Course Meeting Times: Mon 12:00 – 12:55
Wed 12:00 – 1:25
Thur 12:00 – 1:25
Fri 11:00 – 11:45

Course Description: Students focus on GMAW (Gas Metal Arc Welding). This includes wire selection and joint design. Standard industrial safety procedures are stressed. Electrical welding equipment setup and use is also taught. Students will also learn to identify, interpret and create welding symbols on a blueprint. Students will also be able to complete assigned tasks following a blueprint with welding symbols.

Content Headings/Topics:

- Welding Safety
- GMAW (Gas Metal Arc Welding) on Steel and Aluminum
- PAC (Plasma Arc Cutting)
- Understand different welds positions and joint design

Total time of student involvement:

45 hours of lecture
100 hours of lab
35 hours of outside work

Methods of instruction include: lecture, demonstration, video presentations, and hands-on activities.

Course Prerequisite: Instructor Approval or Weld 101

Course Evaluation: A grade of A – F will be assigned. The grade will be based on hands-on activities to include projects constructed by students using the information taught, written assessments and homework. Grade will be assigned as follows....

90% – 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
59% and below	F

Student Outcomes: A student will be able to:

- Demonstrate the ability to properly use tools and work safely in a welding shop.
- Describe the gas metal arc welding (GMAW) process and list the components of a typical GMAW System.
- Complete all connections and adjustments to set up the power source, wire feeder and shielding gas components for GMAW.
- Select and adjust machine settings for short circuiting transfer on mild steel.
- Complete quality welds in the flat position with various widths of mild steel.
- Identify electrode wires by AWS classification
- Adjust equipment to produce welds in the horizontal and vertical position.
- Adjust equipment to produce welds on aluminum.

Course Outline:

Week 1

Shop Safety
Administer Safety Test

Week 2

Equipment Setup and Use
Lecture Wire Selection

Week 3

Start GMAW process
Complete a bead and a butt joint on steel

Week 4 - 9

GMAW flat butt – horizontal weave joint in steel
Two different completed joints on steel will be turned in each Wednesday for assessment

Week 10 – 15

GMAW vertical bead – overhead weave joint in steel
Two different completed joints will be turned in each Wednesday for assessment

Week 16

Students will complete an assessment using the GMAW process. This assessment includes a series of beads in both the vertical (3G) and overhead (4G) position. A visual inspection will be made to determine if the student is ready to move on to aluminum GMAW.

Week 17 – 23

Students will start and complete GMAW in aluminum.

Different joints in different positions starting with flat butt will be required each week.

Two different joints in aluminum will be turned in each Wednesday for assessment

Students will demonstrate successful use of the plasma arc cutting process.

Week 24 -31

Students will complete two projects using GMAW that requires them to follow a blueprint that employs welding symbols.

Week 32

Students will turn in their larger second project for evaluation. Grading will be based on weld quality and how closely they followed the blueprint.

Welding 190 at Kodiak College and Welding for a Career at Kodiak High School

**2012 – 2013 School Year for Kodiak High School
Spring 2013 for Kodiak College**

Instructor: Anthony Cavan

Office: Room 126 Kodiak High School

Office Hours: M-F 8:30 – 2:30

Phone: 481-2551

E-Mail: acavan01@kibsd.org

Required Text: Welding Principals and Fundamentals 5th Edition

Course Meeting Times: Mon 8:15 – 9:10
Tues 8:15 – 9:40
Wed 8:15 – 9:40
Fri 8:15 – 9:00

Course Description: This class prepares students to attend post secondary education in the field of welding at either AVTEC or U.A.A. Kodiak College. Students will gain introductory experience in Oxy-Acet and Tig Welding. Students will be introduced and learn how to do basic CAD. Print reading to include welding symbols will be taught. Students will be introduced to metallurgy and how it applies to the welding process. A final senior project will be completed apply the skills learned throughout their time in welding.

Content Headings/Topics:

- Welding Safety
- Print Reading and Welding Symbols
- Computer Aided Drafting
- Oxy-Acet. Welding
- Tungsten Inert Gas Welding

Total time of student involvement:

40 hours of lecture
100 hours of lab
40 hours of outside work

Methods of instruction include: lecture, demonstration, video presentations, and hands-on activities.

Course Prerequisite: Instructor Approval or Weld 101

Course Evaluation: A grade of A – F will be assigned. The grade will be based on hands-on activities to include projects constructed by students using the information taught, written assessments and homework. Grade will be assigned as follows....

90% – 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
59% and below	F

Student Outcomes: A student will be able to:

1. Successfully read and interpret prints to include welding symbols.
2. Successful cut and weld using Oxy-Acet equipment.
3. Successful weld using the Tungsten Inert Gas process.
4. Students will have a basic knowledge of NDT.
5. Students will learn the basics of CAD.
6. Understand basic metallurgical principals and how it applies to welding.
7. Safely operate in a welding environment.

Course Outline:

Week 1

Shop Safety
Administer Safety Test

Week 2 - 3

Students will review torch and track burner operations.

Week 4 - 8

Students will learn to oxy-acet. weld. Different joint configurations will be taught.
Students will be taught brazing.

Week 9 – 13

Students will learn how to key hole weld-using 6010.
Students will practice keyhole welding on 3/8 plates in various positions.
Students will be exposed to pipe welding

Week 14 – 18

Students will learn basic metallurgical principals and how they apply to welding.
Students will learn how to weld stainless steels
Students will complete a project applying the taught metallurgical processes.

Week 19 – 22

Students will learn welding symbols
Students will be introduced to NDT
Students will learn different types of material and stock classification.

Week 23 - 28

Students will learn to use CAD.

Students will spend three weeks in the CAD Lab designing projects.

Students will spend three weeks building what they built in CAD.

Week 29 – 36

Students will design a senior project using CAD and complete it in the welding shop.

Projects include truck racks, trailers or any other preapproved project that employs skills learned throughout welding.

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HVAC INDUSTRY LEARNING SYSTEMS

- Thermal Science Learning System (T7081)
- Air Conditioning / Heat Pump Learning System (T7082)
- Air Conditioning / Heat Pump Troubleshooting Learning System (T7082-A)
- Environmental Applications Learning System (T7803)
- Steam Systems 1 Learning System (950-SH1)
- Piping Learning System (950-PS1)
- Centrifugal Pump Learning System (950-PM1)
- AC / DC Electrical Learning System (T7017)
- Industrial Electrical Wiring Learning System (85-MT6)
- Commercial Electrical Wiring Learning System (T7020)
- Electrical Power Distribution Learning System (85-MT7)
- Electric Relay Control Learning System (90-EC1-A)
- Electric Motor Control Learning System (85-MT5)
- Variable Frequency AC Drive Learning System (85-MT5-C)
- Basic Pneumatics Learning System (850-P1)
- Intermediate Pneumatics Learning System (85-IP)
- Advanced Pneumatic Learning System (85-AP)
- Electro-Hydraulics Learning System (85-EH)
- Electro-Pneumatics Learning System (85-EP)

[http://tech-labs.com/sites/default/files/HVAC Industry Learning Systems-Form6088 L.pdf](http://tech-labs.com/sites/default/files/HVAC%20Industry%20Learning%20Systems-Form6088%20L.pdf)

- HVAC Industry Skills
- Process Control and Instrumentation
- Pumps, Piping, and Steam
- Electrical and Electronics

HVAC Supply list

Consumables:

Fuel: #1 diesel, #2 diesel, propane bottles, MAP gas bottles, Oxygen and acetylene

Refrigerant: R22 replacement, 410a, 404a, 134a

Safety: Earplugs, leather gloves, rubber gloves of multiple sizes

Equipment: brazing rods, bridget solder, flux, black knight gasket maker, leak lock pipe dope, Teflon tape, mesh tape, pipe cleaners ½", ¾", and 1", flux brushes, wire nuts, alligator clips and jumpers, electrical tape, coil cleaners

Pipe: type k copper pipe (sizes ½", ¾", 1", 1 ½", 2") copper tubing (sizes 3/8" ½" and 7/8")

Tools:

Solder and Brazing: safety glasses, solder stands, torch heads (for propane and for oxygen and acetylene), pipe cutters 3/8" to 1", and 3/8" to 3", vices, reamers, spot mirrors, swage kits, flare kits, hand tubing benders

Electrical: Fluke multi meters with temperature gauge, tick tracers, wire cutters, wire crimper, wire strippers, set of insulated drivers

Boiler: nozzle wrench, Bacrach PCA 3 flue gas analyzer, transformer tester, electric pipe cutter, pressure gauge, soot vacuum, stack brushes

Refrigeration: vacuum pumps, refrigerant gauges, Schroder valve remover, 4 sided square wrenches, recovery cylinders (15 and 30), recovery pumps, heat guns, 5 gallon buckets, coil combs

Basic: open end with ratcheting side wrenches (¼" – ¾"), socket kits (metric and standard up to 1" and 25mm), pipe wrench, channel locks, vice grips, needle nose, adapter kits (with Philips, flat, torque, square drive, and Allen), Allen's metric and standard, solid Philips and flat drivers, nut drivers (1/4", 5/16", 3/8", 7/16", ½")

Equipment:

Heating: CFM 100 furnace, twz 100 crown boiler, system 2000 boiler, boiler mates, toyotomi drip stove

Refrigeration: walk in freezer, small commercial fridge, hot water heat pumps

Parts:

Burners: nozzles of various sizes depending on units and others for sizing purposes, stack depending on system, thermostats, zone valves, aquastats, electrodes, transformers, burner motors, burner assemblies, cad eyes, fuel pumps, fittings, toyotomi rebuild kits, suntec solenoids,

Refrigeration: t- stats, txvs, compressors, various compressors for show (scroll, rotary vein, reciprocating, centrifugal) contactors, relays, defrost timers, reversing valves, evaporator fans, condensing fans, safety switches, solenoids

For training circuits: 120v to 24v transformers, multi-function thermostats, electric motors, light bulbs, switches, relays, contactors, sequencers, electric heaters, fan and squirrel cage assembly, spiral and fiberglass ducting, registers, boots

Piping (copper) sizes $\frac{1}{2}$ " , $\frac{3}{4}$ " , 1" , 1 $\frac{1}{2}$ " , 2" : 90's, streets 90's, tees (single size and various), mips, fips, reducers (various sizes), couplings, flare nuts, flare plugs, flare union, flare to mip, flare 90s, various flare fittings, from 1/8" to $\frac{1}{2}$ " , and 1/8 copper tubing, and $\frac{1}{4}$

Black Iron pipe from 1/2" to 2" : 90's, streets 90's, tees (single size and various), bell reducers, and bushing of various sizes, nipples of various sizes up to 12 inch (sizes in inches)

Will need miscellaneous budget, there is a lot other things not discussed but this is a good start.

KT

COMPREHENSIVE LIST OF BASIC MEDICAL SUPPLIES (updated February 20, 2014)

General Medical Equipment and Supplies

- Syringes, cannulas, and needles – all sizes and types; including kits
- Catheters – all sizes and types; including kits
- Coils, guidewire
- Guidewires, all
- Medical tubing or hoses less than 2” diameter; including associated adaptors, connectors, caps, clamps, retainers, brackets, valves, washers, vents, stopcocks, or flow sensors; and peristaltic pumps with flowrates of less than 600 liters/hr for such tubing (note: does not include tubing made of butyl rubber or greater than 35% fluoropolymers)
- Endoscopic devices including laryngoscopes, laparoscopes, anascopes, proctoscopes, arthroscopes, sinusscopes, dematoscopes, ophthalmoscopes, sigmoidoscopes, otoscopes, retinoscopes, or colposcopes
- Blood pressure monitors, gauges, cuffs, aneroids, or infusors
- Monitor for glucose management
- Medical defibrillators
- Medical lavage systems
- IV sets, bags, and armboards
- Medical penlights
- Stethoscopes
- Speculums
- Medical scissors
- Forceps
- Single-use medical procedure trays and kits
- Medical diagnostic kits, point-of-care; including EAR99 reagents
- Reflex hammers
- Blood lancets
- Ear plugs and muffs
- Otology sponges
- Ear syringes
- Ear wax removers
- Clinical swabs, applicators, specimen collectors, sponges, pads, tongue depressors, wooden spoons, cotton balls, or cotton rolls
- Antiseptic wipes for human use (including alcohol, antimicrobial, benzalkonium, betadine, iodine, and witch hazel)
- Splints
- Canes, crutches, walkers, rollators
- Patient wheelchairs, chairs, gurneys, stretchers, mats, and cots
- Patient transfer chairs, lifts, benches, boards, slides, discs, slings, and sheets
- Safety poles, rails, handles, benches, grab bars, commode aids, and shower aids

- Patient vital-sign monitoring devices
- Limb prosthesis devices
- Orthopedic supports, braces, wraps, shoes, boots, or pads
- Medical casts, padding; and casting and removal equipment
- Orthopedic traction devices and tables
- Human body positioners including pads, wedges, cradles, pillows, rests, straps, supports, and holders
- Human specimen collectors and containers (e.g., urine, blood, tissue)
- Medical bandages, gauze, dressings, tape, swabs, sponges, and burn dressings
- Surgical sutures and staples; and removal kits
- Tourniquets
- Thermometers for measuring human body temperature
- Clinical basins, bowls, baths, pans, urinals, bags, and buckets; and holding devices for such items
- Medical carafes, cups, containers and tumblers
- Medicine cups
- Syringe aspirators
- Medical bags for medical supplies and equipment; including pre-packed bags
- Condoms
- Medical labels, labellers, stickers, forms, charts, signage, tags, cards, tape, wrist bands, documents, brochures, and graphics
- Non-electronic patient medical record file systems and organizers
- Beds: hospital beds, cribs, or bassinets; including mattresses, overlays, pillows, and bumpers
- Medical linens (e.g., blankets, sheets, pillow cases, towels, washcloths, drapes, covers)
- Chairs: exam, treatment, surgical, dental, or phlebotomy
- Stools: designed for clinical use
- Stands: IV, instrument, solution, or hamper
- Carts: medical, medical utility, medical supply, food service, or hospital laundry carts
- Tables: operating, exam, therapy, overbed, treatment, medical utility, or medical instrument
- Jars and containers designed for medical supplies and instruments less than 5 L internal volume
- Privacy screens and curtains
- Cabinets: medical supply or pharmaceutical
- Floor mats: safety, anti-fatigue or special-purpose medical floor mats
- Hydrocollator heating units
- Warmers: bottle, gel, lotion, or blanket
- Patient heating and cooling devices: pads, packs, bottles, bags, warmers, blankets, patches, lamps, bags
- Paraffin baths
- Lights and lamps: surgical, or medical exam, magnifying
- Scales, stadiometers, rulers, sticks, tapes, protractors, volumeters, gauges, or calipers designed for human measurement

- Patient safety devices including vests, aprons, finger mitts, limb or body holders, jackets, belts, restraints, cuffs, straps, or protectors
- Human body or cadaver bags and shrouds
- Adhesive designed for human use
- Adhesive remover designed for human use
- Telemetry pouches designed for human use
- Bottles (prescription)
- Capnograph
- CPAP (continuous positive airway pressure) systems and all components
- Medical Flowmeters, oxygen & air
- Humidifiers
- Manikin, medical training, CPR
- Medical Pumps
- Ventilator, adult and tubing and accessories
- Oxygen apparatus, all
- Pulse oximeter
- Refrigerator, compartmental for morgues
- Spirometer
- Tents, pediatric, aerosol, & mist

Anaesthesiology

- Air bags and tidal volume bags
- Air bellows
- Anaesthesia circuits
- Anaesthesia machines, vaporizers, nebulizers, and inhalers designed for individual human use
- Anaesthesia masks (including laryngeal)
- Anti-siphon equipment
- Block and epidural trays packaged for individual use
- Endotrach tubes
- Head straps and harnesses
- Hyperinflation systems
- In-line filters and cartridges, thermometers, CO₂ detectors, sodalime canisters, and temperature and moisture exchangers (note: gas mask canisters, other than sodalime canisters designed for anaesthesia systems, require a specific license)
- Intubation sets, probes and related equipment
- Anaesthesiometers
- Oral airways
- Peripheral nerve stimulators
- Anaesthesia pressure tubes and controllers
- Cardiopulmonary resuscitation (CPR) training manikins and lung bags
- Vibration dampening mounts

Apparel

- Medical gowns, scrubs, aprons, uniforms, lab coats, and coveralls; only those without integrated hoods
- Patient clothing including gowns, slippers, underpads, or undergarments
- Head or beard covers and nets
- Medical shoe and boot covers
- Surgical sleeve protectors
- Ventilated Safety eyeshields and goggles (does not include full face shield or indirectly-vented goggles)
- Disposable latex, nitrile, polyethylene, vinyl gloves/finger cots or other medical gloves
- Surgicalface or dust masks (does not include masks with respirators)

Cardiology

- Electrocardiography machines
- Ablation devices and accessories, radio frequency
- Balloon (extractor, retrieval)
- Cardiac pacemaker
- Cardiac programmer
- Cardiac monitors, implantable or external
- Cardiopulmonary oxygenation systems, devices, and monitors
- Coagulation machines
- Heart positioners, surgical revascularization
- Heart valves , surgical, transcatheter (non-surgical)
- Inflation devices, interventional
- Filters, arterial
- Grafts, peripheral bypass

Dental equipment and supplies

- Bone graft matrix
- Dentures, crowns, molds, orthodontics, all
- Dental instruments – all types and sizes
- Dental instrument cases, trays, mats or tray liners, racks, covers, wraps, stands, holders, stringers, or protectors
- Dental and oral implants or devices
- Tooth and denture brushes
- Denture and temporary oral device containers
- Yankauers

Gynecology & Urology

- Bladder scanners
- Pouches, urostomy
- Bladder control pads, briefs, liners, underwear, pants and diapers
- Feminine hygiene products
- Fecal/stool management devices, kits, and catheters
- Enema sets
- Extracorporeal Lithotripter

Laboratory

- Autoclaves for medical instrument sterilization and accessories
- Flow cytometry accessories, reagents and components
- Laboratory balances and scales not to exceed 10 Kg
- Patient blood gas analyzers
- Medical specimen centrifuges
- Automated clinical chemistry analyzers for patient care
- Coagulation analyzers
- Co-oximeters for haemoglobin analysis
- Medical bone densitometers
- Medical differential counters
- Bench-top dry bath incubators
- Electrolyte analyzers
- Hematology analyzers
- Histology and cytology strainers and tissue baths
- Laboratory hot plates with less than 1.0 sq. ft. heating surface
- Clinical immunoassay analyzers
- Luminometers
- Laboratory pH meter (with or without temperature probe)
- Automated blood culture systems
- Microplate readers/washers
- Light microscopes
- Osmometers
- Pipettes
- Medical refrigerators and freezers with less than 5.0 cu. ft. internal volume
- Spectrophotometers, photometers, and colorimeters designed for clinical use
- Urinalysis analyzers
- Clinical laboratory water baths less than 10 liter

Nephrology

- Hemodialysis machines; and dialysis filters designed for such machines (Note: Other dialysis equipment, filters, and parts not used for hemodialysis require a specific license and may be controlled under 15 CFR, part. 774, supp. 1, ECCN 2B352.d)
- Hemodialysis connection or tubing kits

Neurology

- Electroencephalography machines
- Neurostimulator, implantable

Obstetrics and Maternity Care

- Umbilical cord clamps
- Neonatal equipment (phototherapy, nasal CPAP, etc and all components)
- Incubator /Isolette
- Ventilator, infant/pediatric and tubing and accessories
- Infant Radiant Warmer and parts and accessories

Ophthalmology and Optometry

- Contact Lenses, corrective
- Contact Lens cleaning solutions
- Glasses, corrective
- Eyecharts
- Phoropter
- Tonometer

Otology and Neurotology

- Hearing Aids, accessories and components

Physical and Occupational Therapy

- Bath cubes, therapy
- Boots, mitts, and liners for therapeutic pain relief
- Orthopedic shoes, boots, etc
- Parallel bars
- Exercise bars
- Hand bars
- Mat Platforms

- Exercise table
- Medical Whirlpools
- Mobility platforms, parallel bars, ladders, stairs
- Balance pads, platforms, and beams
- Cognitive measuring devices and equipment
- Manipulation boards
- Dining aids
- Hydraulic dynamometer
- Scoliometer
- Goniometers
- Pedometers
- Ergometers
- Rulonmeters
- Fine motor assessment equipment designed for human use
- Tactile sensation, sensitization, and desensitization equipment
- Rehabilitation exercise, weights, band, balls, boards, and mobility equipment
- Therapeutic putty
- Aquatic floats and training devices
- Protective headgear
- Electrotherapy, muscle stimulators, and tens units
- Ultrasound stimulators
- Massaging equipment

Radiology

- Computed Tomography Scanners (CT, MDCT)
- Positron Emission Tomography (PET)
- Scintillation Camera/Anger camera for medical imaging
- Magnetic Resonance Imaging (MRI) machines
- X-ray machines
- Parts and accessories for medical imaging devices above that do not contain nuclear or chemical components.
- Medical ultrasound machines
- Medical/dental film

Sterilization

- Aseptic, germicidal, or disinfectant wipes or clothes for medical equipment, devices or furniture
- Ready-to-use disinfectant in 32 oz. containers or less
- Aseptic, germicidal, or medical-grade soap, detergent, pre-soak, or rinse in 1 gallon containers or less
- Hand sanitizer, lotion, soap, scrub, wash, gel, or foam; including dispensing devices

- Medical cleaning brushes for equipment, patients, and furniture
- Sterilization or disinfection indicator strips, tape, or test packs
- Medical instrument sterilization pouches, mats, protector guards, or tubing
- Sterilization containers or cases less than 0.3 cu. ft.
- Autoclaves with chamber sizes less than 0.3 cu. ft.; including trays, containers, cassettes, cases, and filters for such systems.

Surgery

- Cervical fusion kit
- Image- guiding surgery products, ear, nose and throat
- Orthopedic plates/screws, fixators, implants, cement
- Surgical shunts
- Tissue Stabilizer, surgical revascularization
- Surgical clips
- Surgical instruments – all types and sizes
- Surgical instrument cases, trays, mats or tray liners, racks, covers, wraps, stands, holders, stringers, or protectors
- Stents – all types and sizes
- Surgical linens, drapes, or covers
- Chest drains
- Surgical case carts
- Blood transfusion equipment
- Surgical clean-up kits
- Wound drainage equipment
- Stockinettes
- Surgical mesh
- Surgical smoke evacuators and specialized supporting equipment
- Electrosurgery devices and supporting equipment
- Lubricant specially-formulated for surgical equipment in 1 gallon containers or less

EAR99-classified components, accessories, and optional equipment that are designed for and are for use with an EAR99-classified medical device included elsewhere on the list. These parts/accessories must not have the following reasons for control: NP, MT, CB, NS.

Home

Give

Get Supplies

Who We Are

What We Do

Medical Brigades Medical Supplies

New! Download our [Hospital Donation Guide](#). [pdf]

Our Cleveland-based facility receives weekly deliveries from surrounding hospitals, clinics, physician offices, surgery centers, homecare, and individuals. The following is a list of medical equipment and consumable supplies that MedWish typically carries in our warehouse.

If you have any questions about making a gift-in-kind donation to MedWish, please call us at (216) 692-1685 or email info@medwish.org.

PLEASE NOTE

MedWish does not recover prescription medicines or items contaminated by direct patient contact, nor can we accept donations of expired supplies. While the supplies themselves are free, MedWish does charge a fee for the labor and materials necessary for packaging and providing them to overseas recipients. Overseas recipients are also responsible for paying all shipping and receiving charges. Because of the variability of our donations and diversity of our recipient population, we cannot guarantee that we have multiples of any one supply at any one time.

List of Basic Supplies

- Ace Bandages
- Airway, oral, nasal
- Alcohol, bottle, swab
- Antibiotic Ointment
- Bacteriacides
- Balms, A & D, vaseline,
- Band-aids
- Bandages, abdominal, non-adherent, plaster, pressure, transparent
- Betadine, bottle, swab
- Blood Glucose Monitor
- Blood Glucose Lancets
- Blood Glucose Strips
- Blood Pressure Monitor, manual, automatic
- Blood Pressure Cuff, small, medium, large, extra-large (thigh)
- Bowls, small, medium, large
- Bulb syringe
- Burn dressings
- Casting materials
- Catheters, foley, straight, external urinary, suction, angio
- Chest tubes
- Chux disposable absorbent pads
- Coban rolled cohesive bandage
- Cotton tipped applicators
- Crutches
- Delivery kits
- Dental Instruments
- Diapers, infant, adult
- Drapes or sterile fields
- Dressing change kits
- Dressings, duoderm, non-adherent, transparent, Vaseline,
- Endotracheal tubes
- Eye pads
- Gauze
- Gloves, non-sterile exam
- Gloves, sterile sizes 5-8
- Goggles, eye
- Gowns, non-sterile

Medical Equipment

- Ambu Bag- Valve-Mask-Resuscitator, infant, pediatric, adult
- Anesthesia machines
- Autoclaves
- Blood analysis equipment
- Blood pressure monitors, adult and pediatric
- Bovie items
- Cardiac monitors
- Defibrillators
- EKG machines
- Exam tables
- Fetal dopplers
- Fetoscopes
- Gurneys
- Hoyer lifts with sling
- Infant incubators and warmers
- IV poles
- Laryngoscopes and stylets
- Microscopes
- Nebulizers
- Ophthalmoscopes
- OR tables
- Otoscopes
- Oxygen concentrators
- Oxygen gauges
- Portable ultrasound machines
- Portable x-ray machines
- Pulse oximeters
- Reflex hammers
- Scales, manual and electronic
- Stethoscopes
- Suction equipment
- Surgical instruments
- Thermometers
- Ventilators
- Video Towers
- Walkers
- Wheelchairs

Heme-Occult Kit
 Irrigation tray
 IV Catheters, 14g, 16g, 18g, 20g, 22g, 24g
 IV Caps, connectors, converters
 IV Extension Sets
 IV Solution sets, macrodrip, microdrip
 IV Stopcocks
 IV Start kits
 IV Transfusion sets
 KY lubricating jelly
 Lancets
 Lap sponges, sterile or non-sterile
 Needles, assorted gauges
 Ob/Gyn supplies
 Orthopedic splints, slings
 Oxygen masks
 Plastic Emesis Basins
 Plastic Bowls
 Packing strips
 Personal hygiene supplies
 Powdered infant formula,
 Non-expired
 Scalpels and blades
 Sharps containers
 Steri-strips
 Specimen containers
 Suction catheters
 Surgical booties
 Surgical caps
 Surgical drains
 Surgical gowns
 Surgical instruments
 Surgical masks
 Surgical towels, sterile or
 non-sterile
 Suture, non-absorbable and
 absorbable
 Syringes, assorted sizes
 Tape, cloth; paper; plastic
 Thermometers
 Thermometer probe covers
 Tongue depressors
 Urinary catheters
 Urine drainage bags
 Washbasins, infant

Medical Furniture

All position chairs
 Beds, electric or manual
 Bedside tables
 Cribs
 Isolettes
 Patient room chairs
 Geriatric Chairs
 Mattresses
 Over the bed tray table

BACK TO TOP 

It's #AutismAwarenessMonth! MedWish
 is proud to work with local agencies that
 serve those with autism through our
 Skill Building Program!

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Porfiria		Lopez-Trout	

Address:

Street1:	722 Mill Bay Road
Street2:	
City:	Kodiak
County:	
State:	AK: Alaska
Zip Code:	996150000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-	

Email Address:

plopez-trout01@kibsd.org

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:

--

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

Kodiak Island Borough 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	278,949.34	278,949.34	278,949.34	278,949.34		1,115,797.36
2. Fringe Benefits	83,684.80	83,684.80	83,684.80	83,684.80		334,739.20
3. Travel	37,050.00	47,200.00	47,200.00	47,200.00		178,650.00
4. Equipment	188,315.00	97,815.00	95,000.00	95,000.00		476,130.00
5. Supplies	157,457.03	235,832.03	240,752.03	240,752.03		874,793.12
6. Contractual	141,398.00	141,398.00	141,398.00	141,398.00		565,592.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	30,000.00	30,000.00	30,000.00	30,000.00		120,000.00
9. Total Direct Costs (lines 1-8)	916,854.17	914,879.17	916,984.17	916,984.17		3,665,701.68
10. Indirect Costs*	82,700.25	82,522.10	82,711.97	82,711.97		330,646.29
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	999,554.42	997,401.27	999,696.14	999,696.14		3,996,347.97

***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 9.02%.

(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 %.

PR/Award # S299A160045

Name of Institution/Organization Kodiak Island Borough 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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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