

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 # S299A160042

Grants.gov Tracking#: GRANT12175027

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

Closing Date: May 31, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1236-GeoAreaServed)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e9
3. Disclosure Of Lobbying Activities (SF-LLL)	e11
4. ED GEPA427 Form	e12
<i>Attachment - 1 (1235-GEPA Statement)</i>	e13
5. Grants.gov Lobbying Form	e15
6. ED Abstract Narrative Form	e16
<i>Attachment - 1 (1234-CentralYupikCCRAbstract)</i>	e17
7. Project Narrative Form	e19
<i>Attachment - 1 (1240-CentralYupikCCRAppNarrative)</i>	e20
8. Other Narrative Form	e55
<i>Attachment - 1 (1238-CCRRequiredAttachments)</i>	e56
<i>Attachment - 2 (1239-CCROptionalAttachments)</i>	e100
9. Budget Narrative Form	e130
<i>Attachment - 1 (1237-CentralYupikCCRBudgetNarrative)</i>	e131
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e137
11. Form ED_524_Budget_1_3-V1.3.pdf	e138

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="05/29/2016"/>	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="Kuspuk School District"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="92-0057610"/>	* c. Organizational DUNS: <input type="text" value="1006422220000"/>	
d. Address:		
* Street1: <input type="text" value="1 Boundary Avenue - PO Box 49"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Aniak"/>	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="99557-0049"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="EXCEL Alaska"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Carol"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Wilson"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Project Administrator"/>	
Organizational Affiliation: <input type="text" value="EXCEL Alaska"/>		
* Telephone Number: <input type="text" value="(907) 632-5725"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="cwilson@kuspuk.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.):

GeoAreaServed.pdf

Add Attachment

Delete Attachment

View Attachment

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

The Central Yup'ik College & Career Readiness Project - exposing all 7-12 students in the projected area to endless possible career options

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="3,692,405.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,692,405.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

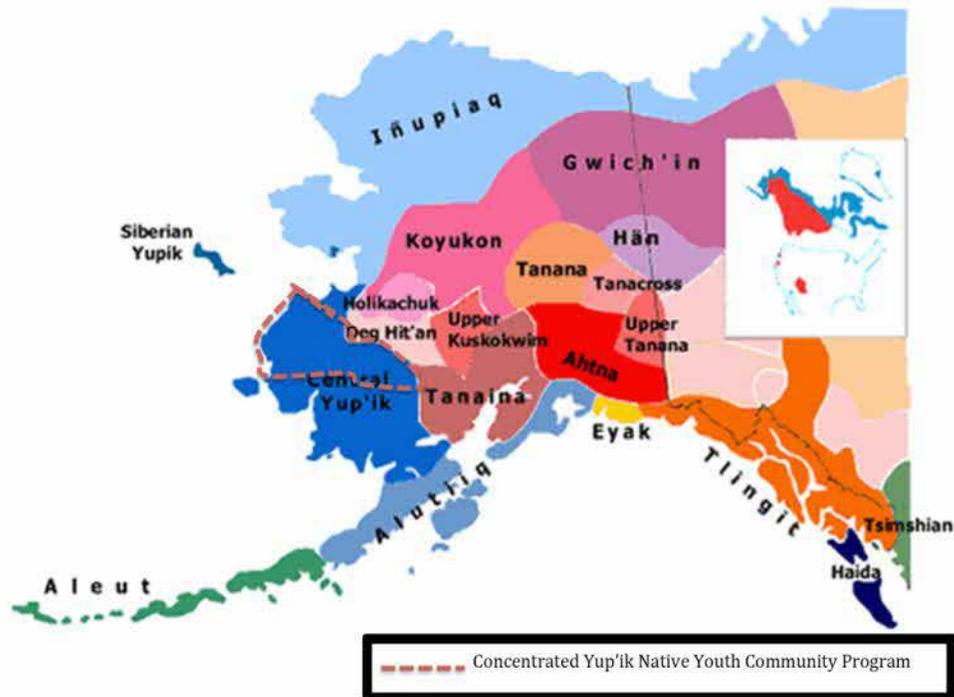
* Email:

* Signature of Authorized Representative:

* Date Signed:

Description of the Defined Geographic Area to be Served

The Central Yup'ik College Career Readiness (CCR) Project intends to focus specifically on 16 very small, isolated communities located in two school districts within the YK Region – Kuspuk School District (KSD) and Lower Yukon School District (LYSD).



*Map One: Central Yup'ik Region
(Outlined with red dotted line)*

The two LEA School Districts combined include 13 middle/high schools. The Central Yup'ik CCR Project will expose all 7-12 grade students in the projected area to endless possible career/college options – from the high performing STEM students, to those who are disconnected from school because they simply have not had the right opportunity to become connected.

District Enrollment by Ethnicity as of October 1, 2015 FY 2016							
Grades	7	8	9	10	11	12	
Lower Yukon Schools	151	130	138	123	115	156	
Kuspuk Schools	18	29	21	19	15	24	
Total Population	169	159	159	142	130	180	
Non-Alaska Native	2	1	1	3	2	2	
Alaska Native	167	158	158	139	128	178	
Total Central Yup'ik CCR Students							928

Ethnicity for the Central Yup'ik CCR Project
Alaska Dept. of Education & Early Development
[\(https://education.alaska.gov/stats/\)](https://education.alaska.gov/stats/)

Areas Affected by Project (Cities, State, Tribal Councils)

Kuspuk School District

1. Aniak, AK - Aniak Traditional Council
2. Crooked Creek, AK - Crooked Creek Traditional Council
3. Lower/Upper Kalskag, AK - Village of Kalskag
4. Sleetmute, AK - Sleetmute Traditional Council
5. Stony River, AK - Stony River Traditional Village Council
6. Chuathbaluk, AK - Chuathbaluk Traditional Council

Lower Yukon School District

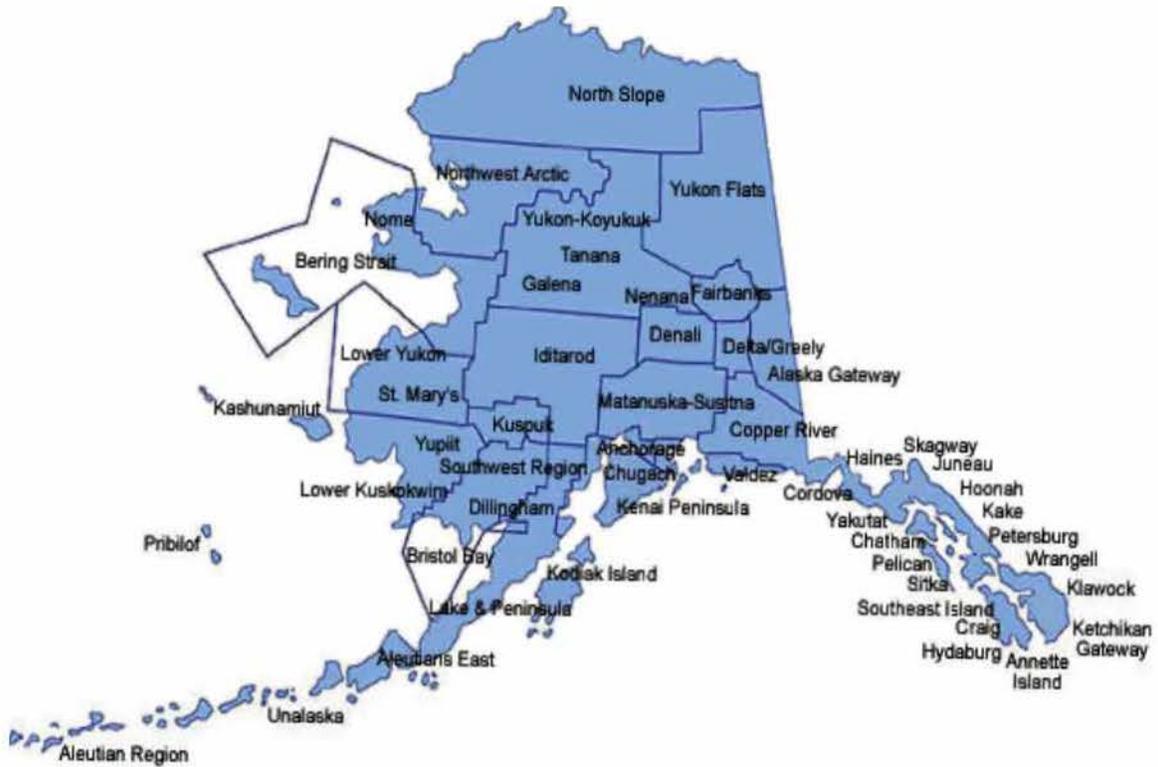
7. Alakanuk, AK - Alakanuk Tribal Council
8. Hooper Bay, AK - Hooper Bay Traditional Council
9. Emmonak, AK - Emmonak Tribal Council
10. Mountain Village, AK - Asa'carsarmiut Tribal Council
11. Marshall, AK - Ohogamiut Tribal Council
12. Russian Mission, AK - Iqurmuit Tribal Council
13. Sheldon Point, AK - Sheldon Point Traditional Council
14. Kotlik, AK - Kotlik Traditional Council
15. Pilot Station, AK - Pilot Station Traditional Council
16. Scammon Bay, AK - Scammon Bay Traditional Council

The following maps indicate the LEAs and the communities under the proposed project.

Map Two: Outlines the school districts in Alaska. Kuspuk School District and Lower Yukon School District are the two LEAs written in the Central Yup'ik CCR Project.

Map Three: Indicates the villages and populations of the two participating LEAs.

Map Two Alaska School Districts



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>Erich Kuball</p>	<p>TITLE</p> <p>Director of Student Services</p>
<p>APPLICANT ORGANIZATION</p> <p>Kuspuk School District</p>	<p>DATE SUBMITTED</p> <p>05/29/2016</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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Kuspuk School District * Street 1: 1 Boundary Avenue - PO Box 49 Street 2: * City: Aniak State: AK: Alaska Zip: 99557 Congressional District, if known: AK-000		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: Sue Middle Name: * Last Name: Johnson Suffix: * Street 1: 1 Boundary Ave. Street 2: * City: Aniak State: AK: Alaska Zip: 99557		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: No lobbying services are reported Middle Name: * Last Name: No lobbying services are reported 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: Erich Kuball * Name: Prefix: * First Name: Sue Middle Name: * Last Name: Johnson Suffix: Title: Superintendent Telephone No.: 907-675-4250 Date: 05/29/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160042

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 Statement.pdf	Add Attachment	Delete Attachment	View Attachment
--------------------	----------------	-------------------	-----------------

GEPA Statement for the Kuspuk School District

The proposed Kuspuk School District Central Yup'ik College & Career Readiness Project, in carrying out its mission, specifically targets and will serve students and young adults who directly come from traditionally under-represented and underserved populations and who are at risk of poverty, academic failure, and school dropout. The project proposed in this application will by design serve low-income, impoverished, and disadvantaged Alaska Native populations. To increase awareness and participation in this project, the applicant will provide opportunities for all 7-12 grade students to participate. Many activities in this project are held in each community/village. The application process for the EXCEL Foundational Sessions will be conducted through face-to-face solicitation to students by teachers and staff members. It will be geared specifically for students and families who fit the high-needs criteria. Additionally, data will be monitored to gauge the program's effectiveness in reaching under represented groups and corrective steps will be taken, if necessary, to maximize their participation. Curriculum materials – as well as instructional and support services - will be culturally sensitive to the needs of all learners to be served. The program will further be delivered based on the specific needs and challenges of program participants.

The Kuspuk School District Board of Directors and the LEA partner district all serve an academically, culturally, and ethnically diverse student population and are committed to equal access and treatment for all students, employees, and the general public. With respect to this commitment, the lead applicant's board policy of nondiscrimination guides and governs decision making at all levels. Our policies incorporate the following principles: The Board of Directors shall not discriminate against students, parents or guardians of students, employees, applicants, contractors, or individuals participating in board and/or agency sponsored activities. The Board

is committed to the provision of equal access in all student, employment and business programs, activities, services and operations that are deployed or provided directly by the Board, as well as those operated or provided by another entity on behalf of the Board under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion or sexual orientation.

The applicant's administration monitors, coordinates, and recommends action to ensure compliance with these policies. To effectively and fairly resolve conflicts should they arise, the lead applicant has established grievance procedures related to equal access for applicants, employees or students and their families alleging discrimination. In accordance with the Americans with Disabilities Act, the applicant will provide appropriate accommodations so that the proposed program is accessible to students and staff with disabilities.

Kuspuk School District will ensure that all students and teachers are able to participate in and benefit from the activities related to the Central Yup'ik College & Career Readiness Project.

Some barriers that may be anticipated include:

- Students unable to attend sessions. Many students come into our programs without a change of clothing and without toiletries. Some of our supplies include toiletries and other personal effects.
- Students not meeting academic requirements for participation. Students will be identified for tutoring and will be able to attend a session when they meet qualifications.
- Students with disabilities: All facilities and residences and KPC Campus (where students attend the Summer XL) are all ADA compliant and are equipped for home living for individuals with disabilities. All computers are equipped with assistive technology..

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	
<input style="width: 100%;" type="text" value="Kuspuk School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Erich"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Kuball"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director of Student Services"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Erich Kuball"/>	* DATE: <input style="width: 150px;" type="text" value="05/29/2016"/>

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:

PROJECT ABSTRACT

Project Title: The Central Yup'ik College & Career Readiness (CCR) Project

Program Description: The Central Yup'ik CCR Project will take a 360° comprehensive approach in providing hands-on CCR learning opportunities for Jr. High and High School students to attain the skill to become college and career ready. Support, resource strategies, and action plans will be developed each year with stakeholders (LEAs and education partners, regional corporations, tribal councils, postsecondary partners, parents/community members, elders and students) using the collaborative Strategic Doing Model. CCR activities will be available in each student's respective school site, as well as Foundational CCR Sessions and "Taste of College" camps provided by EXCEL Alaska. The result will be a seamless college and career readiness transition plan for student in the Central Yup'ik region.

Geographical Area: The geographic area includes two school districts – Kuspuk and Lower Yukon School District, which includes 16 remote, isolated Alaska Native communities (villages), serving approximately 928 Central Yup'ik 7th – 12th grade students.

Project Partners: *Alaska Native Organization:* The Kuskokwim Corporation/Kuskokwim Educational Foundation; *Tribal Partners:* Aniak Traditional Council, Village of Kalskag; *Local Education Agencies:* Kuspuk School District, Lower Yukon School District; *Non Profit College & Career Readiness Organization:* EXCEL Alaska, Inc.; *Postsecondary Partners:* Kenai Peninsula College (KPC), Alaska Vocational Technical Center (AVTEC)

Identified Barrier(s): Geographic isolation and economic hardship; low graduation rate/high drop out rate; lack of career advisors in schools; first generation college students; high teacher turnover rate; navigating postsecondary admissions and entrance

Opportunities: Regional Native Corporation postsecondary scholarships; Tribal Council's

willingness to take an active role in project; LEA's providing facility and teacher support; EXCEL Alaska's CCR program currently providing services within the region.

Community-based Strategies & Measurable Objectives:

Strategy 1: Develop and implement a teacher-mentor program to increase rural educators' capacity to support students in developing CCR skills. **Obj 1:** EXCEL CCR mentor will train designated site CCR advisors. **Obj. 2:** Students will participate in classes and activities provided by the CCR advisor.

Strategy 2: Design a framework for sustained community collaborations to promote CCR skills in Central Yup'ik students. **Obj 1:** Yearly summit meeting with community cohorts. **Obj 2:** Cohorts develop yearly CCR action plans; **Obj 3:** Cohorts meet quarterly to track progress.

Strategy 3: Facilitate communication between high school students and post-secondary programs to develop culturally relevant entrance process. **Obj. 1:** Students & postsecondary student service professionals participated in facilitate dialogues to identify barriers and opportunities in the postsecondary admissions process. **Obj 2:** Extrapolate findings to develop a tool to help all partners navigate the process. **Obj. 3:** Pilot tool with all partners.

Strategy 4: Provide access to EXCEL CCR Foundational Sessions for 7-12 grade students and Summer XL Bridging Camp. **Obj:1:** EXCEL informational presentation at Summit. **Obj 2:** CCR advisors and cohort members will assist students in EXCEL application process. **Obj. 3:** Students attend EXCEL CCR Foundational Sessions and summer camps. **Strategy 5:** Increase CCR indicators and performance among Central Yup'ik students in targeted region. **Obj. 1** Provide opportunities for 7-12 grade students in targeted region to participate in CCR activities held in either the community, school, and/or through EXCEL Alaska sessions.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Contents

Need for Project..... 1

Quality of Project Design 5

Quality of Project Personnel..... 16

Adequacy of Resources 19

Quality of Management Plan..... 22

Quality of Evaluation Plan 27

Central Yup'ik College & Career Readiness Project

Need for Project

It is difficult for those who have not flown from Anchorage to Southwest Alaska's remote Yukon-Kuskokwim (YK) Region to grasp its vastness. The area is larger than the states of New York and Virginia combined. It is a different world. Instead of highways; rivers, airplanes, snow machines, and sled dogs connect the hundreds of villages dotting this immense 59,000 square mile area. Many of today's villages in this region were ancient sites used as seasonal camps for subsistence resources; they served small populations, with numerous settlements throughout the region consisting of extended families or small groups of families.¹ Historically, the Yup'ik people were mobile, traveling with the migration of game, fish, and plants. Today, approximately 87% of the Yukon-Kuskokwim (YK) region is of AK Native origin –primarily Yup'ik and Athabascan.

Barriers

Geographic isolation & economic hardship - The region is characterized by geographic isolation and economic hardship². Within the Kuspuk and Lower Yukon School Districts (those served in this proposal) 70% and 85% of households respectively, received some form of public assistance during the 2012-13 school year (see *Figure 1*).

High school graduation - Students located in the YK region face overwhelming challenges in the transition from high school to post-secondary education, employment, adult self-sufficiency, and independence. It has the highest high school dropout rate in the state with 15% of students dropping out each year (an increase of almost 2 percentage points in the past 2 years).

Resultantly, high school graduation rates are low; the statewide average is about 70%, but only

54% for Alaska Native students.³ In 2014, Lower Yukon School District's (LYSD) graduation rate was 37%.

College transitions - For those who graduate high school, most will be first-generation college students; with uncertainty of expectations and a lack of mentorship, many have challenges with transition and retention.⁴ Transition from a remote high school and community to the college environment is especially challenging for rural students.⁵ Rural AK Native students have the lowest college transition success rate of any other racial or ethnic group in the University of Alaska (UA) system – fall 2014 retention rates for first-time freshmen were 51%, compared to a campus-wide rate of 66.0%.⁶ Their transition is not just one from high school to college, but from a rural to urban setting, from Indigenous to White cultural norms, and from small communities to large bureaucratic systems. Many of the students in the target population have never been on a college campus before.

Family and community knowledge - Many parents of first-generation students lack basic knowledge of college processes, and lack access to information sources.^{7,8} The issue is not a lack of support, but rather, families do not know *how* to most effectively provide it.

Challenges for schools - All of LYSD and KSD schools are designated Title 1 schools with an Alaska Performance Index Rating of 2 out of 5 stars (improvement plans are mandated at the 3-star level). Both LEAs have several school sites with only one or two teachers covering all content areas and K-12 grade levels. In a 2014 survey of barriers to career pathways development, the schools cited counseling and career development as severely lacking, and a high priority for improvement.⁹ The annual teacher turnover rate in 2013 for LYSD and KSD school districts neared 25% and 18%, respectively.¹⁰ Thus students are consistently taught by

new teachers who have little experience and who were trained outside of Alaska, having never before visited a rural village.¹¹

Postsecondary awareness - At the postsecondary level, many admissions specialists assisting students through admissions, housing, and class scheduling processes have never traveled to an AK rural or remote village. Not having “been there,” they have difficulty understanding students’ experiences.

Credentials or workforce readiness - Consequently, few Central Yup’ik students earn postsecondary credentials, leading to fewer job opportunities, low wages, and unemployment. In April 2016, unemployment in the area neared 15%, compared to the statewide rate of 6.9%¹².

Opportunities - Though barriers for youth in the Central Yup’ik Region to be college and career-ready are many, existing programs provide a base of support on which to build.

Local Communities - AK Native villages were organized under village councils during the late 19th and early 20th centuries. The 16 villages participating in this project have tribal councils as their governing bodies, which offer a wide variety of services to members and village residents including educational (in the form of postsecondary scholarships) and employment assistance.¹³

For example, in Aniak (one of the 16 villages), the Village Chief has expressed interest partnering to serve youth; the village recently received grant funding to open a teen center, provides scholarship funding for students to attend the EXCEL Alaska Summer Bridging Camp, and provides scholarship funding to those students planning to go to college or a trade school.

In 1971, the Alaska Native Claims Settlement Act (ANCSA) addressed the issue of Alaska Native land rights, establishing 12 regional and over 230 village corporations to manage lands on behalf of their Shareholders. The region is represented by two corporations: the Calista Corporation is the regional corporation representing the YK region, and represents the village

communities and schools within Lower Yukon School District. The village-level corporation is the Kuskokwim Corporation (TKC), which represents all of the village communities and schools within the Kuspuks School District. Both operate charitable organizations to provide educational services and scholarships to their shareholders and descendants.

Existing programs & practices

LEAs - KSD offers a \$750/year postsecondary scholarship to its graduates and holds a yearly District-wide Academic and Trades Decathlon where students learn about careers in construction, mining, emergency response and natural resources. For the past two years, LYSD has hosted a 2-week summer CTE Camp focusing on technology, culinary arts, and carpentry.

Outreach programs - EXCEL Alaska provides supplemental academic and CTE education for 7th through 12th+ grade students in the YK region. Their 3-30 day college and career exploration intensives engage all YK youth (even those who may have become disconnected from their secondary school), based on each student's respective interests, offering students the opportunity to earn college credit, industry-recognized certificates, and on-the-job training. Two other outreach programs serve rural students in AK: the Alaska Science & Engineering Program (ANSEP) and the Rural Alaska Honor's Institute (RAHI); however these programs have rigorous selection criteria and are not accessible to many students in this region.

Postsecondary – The University of Alaska system have an Alaska Native Student Services program on most of their campuses, which offers support and resources to students once they are enrolled and on campus.

State Level – The state operates the Alaska Commission on Postsecondary Education (ACPE) promotes access to and success in education and career training beyond high school.

Additionally, ACPE maintains the Alaska Career Information System, an online CCR planning tool for Jr. High and High School students.

Quality of Project Design

Defined Local Geographic Area The Central Yup'ik College CCR Project focuses on 16 very small, isolated communities in two school districts within the YK Region – Kuspuk School District (KSD) and Lower Yukon School District (LYSD) (see Figure 2). The two LEAs combined include 13 middle/high schools. Table 1 depicts district enrollment by grade and ethnicity.

Figure 2 – Central Yup'ik Region, demarcated by red dotted line

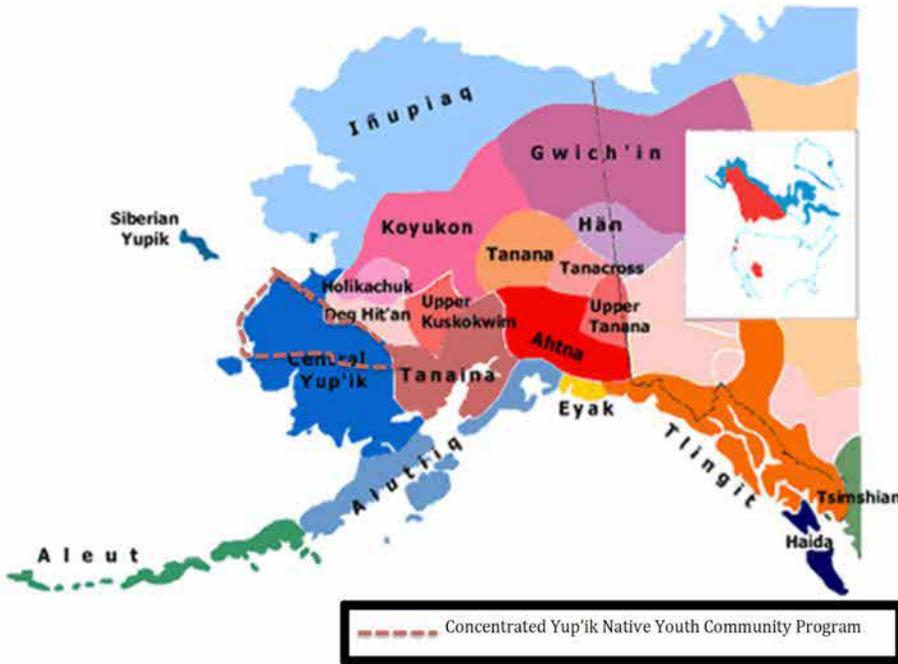


Table 1 – FY 2016 district enrollment by grade and ethnicity¹⁴

Grades	7	8	9	10	11	12	Total
Lower Yukon Schools	151	130	138	123	115	156	813

Kuspuk Schools	18	29	21	19	15	24	126
Total Population	169	159	159	142	130	180	939
Non-Alaska Native	2	1	1	3	2	2	11
Alaska Native - Yup'ik	167	158	158	139	128	178	928

Central Yup'ik CCR Project Description - The CCR project will provide a variety of student, community, and postsecondary engagement events throughout the calendar year. Included in this proposal are: trained CCR advisors (1 for each school site); local community CCR programs (in 16 communities); rural AK Native Student postsecondary transition tool; postsecondary student services training module for facilitating college transitions of AK Native rural students; EXCEL CCR foundation sessions 7-12 Grades (12 per year, two session per grade), and a 30-XL Summer Bridging Camp. The project has two principal tenets: community collaboration and cultural relevance. By engaging the community to provide support from every angle, activities are designed to create a cohesive system so rural Central Yup'ik students can overcome barriers of geographic isolation and economic hardships, plan for their future, and have support as they transition from remote high schools to postsecondary programs or into the workplace. The community engagement supports cultural relevance, reinforcing the integrity of the cultural knowledge students bring with them, and recognizing that all knowledge is embedded in a larger system of cultural beliefs, values, and practices, each with integrity and interconnectedness. The project incorporates contemporary adaptations of the students' cultural heritage, along with the historical and traditional aspects of the local culture, and is sensitive to traditional cultural protocol, including the role of spirituality. The curriculum encourages to explore how the dynamics of cultural systems as change over time and are impacted by external forces, and

applying those understandings to consider the inter-relationship between their local circumstance and the global community.

Program Modification to be Culturally Appropriate - A comprehensive, integrative approach has been considered in the design of the Central Yup'ik Project. With 99% of the students being AK Native and drawing from the adage, “it takes a village”, the project was designed to engage students’ natural community supports – elders, family members, tribal leaders, and schools – and to foster opportunities for dialogue and collaboration with the postsecondary world – colleges, vocational training programs, business, and industry. The program design draws from research and evidence-based practices and has been modified to fit the cultural traditions of the AK Native community:

Mentoring – Mentoring is a valuable way for teachers to learn new skills;¹⁵ it has also been noted as a significant positive influence on reducing teacher turnover.^{16,17,18} For first-generation college students, having a trusted adult who has “been there” and can help them to navigate expectations and transitions has consistently been cited as an effective strategy to build college readiness outcomes¹⁹ and facilitate successful college transitions.²⁰ This project adapts successful models to be appropriate to rural villages and AK Native students by providing opportunities to include them in the process and development. Much of its design is adapted from the AK Teacher Mentor Project.²¹ The Management Team and staff of EXCEL Alaska offer a combined 50+ years of working directly with college and career readiness. Through years of gathering feedback from parents, teachers, community members and above all, students, they have developed and adapted CCR curriculum to fit the individual needs of each students. With the yearly teacher turnover rate hovering at 25% in LYSD and 18%, in KSD, a strong professional development and mentoring program are critical to the success of the Central Yup'ik Project.

Summits – Holding a summit meeting is an effective way to bring a group of people together who share a common goal. It provides a platform for people to organize, network, learn new things, and share expectations, desires and concerns in a public setting. Engaged partnerships have been demonstrated to be effective in promoting college and career readiness.²²

Implementing the Strategic Doing Model as a tool and process to build action plans with measurable outcome will allow all partners to be a part of the process. Strategic Doing emerges from this spirit of experimentation and adaptation. It relies on proven practices of Asset Based Community Development, Appreciative Inquiry and open source development.^{23,24,25} It integrates these insights with a simple set of rules to follow.

Experiential camps - Policy has traditionally emphasized academic requirements as the gateway to postsecondary education. However, youth need to develop a wide range of knowledge, skills, abilities, and personal resources for career success, civic engagement, and lifelong learning, and to address social, informational, and financial barriers. Programs that provide students opportunities to envision themselves as college students and access college campuses are especially effective for underrepresented student populations.²⁶ EXCEL Alaska provides a top-rate staff, two of whom have nearly 18 years combined experience working with Alaska Native students in an experiential, hands-on learning setting. Additionally, EXCEL has 4 young adults from the Central Yupik region on staff as resident mentors, and support staff. EXCEL has taken careful consideration in making sure all lessons and activities are culturally appropriate. Students are surveyed after each session, gathering evaluative feedback for continuous improvement.

Dialogue between students and student services professionals – Facilitated dialogue between diverse students and teachers has proved successful in helping each to understand and adapt to

one another's expectations; this has been demonstrated for African American students²⁷ and Hispanic students.²⁸ Misunderstanding has been especially demonstrated as a contributing factor in poor college transitions,^{29,30} and collaboration to modify practices has been cited as an effective remedy.^{31,32} Modifications are being made by bringing student services professionals and students together to collaboratively develop a tool that will provide a seamless transition for the student into college life.

Goals/Objectives/Outcomes

The Central Yup'ik CCR Project will expose all 928 secondary students in the project area to multiple career options and engage them with different schooling experiences - from high-performing honors students to those at risk for drop-out because they have not had the right opportunities to become engaged. The goal is to ensure the Alaska Native students from LYSD and KSD have the option to graduate from high school with the skills, knowledge, experience, and community support to successfully transition from high school to postsecondary training and/or employment. It fills a geographical need by providing resources, infrastructure, and learning opportunities not available in each community. The goals articulated in *Table 2* include opportunities for LEAs, tribal entities, communities, postsecondary programs, EXCEL, and students. Each activity is mapped to include concrete deliverables that are assessed using qualitative and quantitative metrics for fidelity of implementation and impact.

Table 2: Goals – Objectives - Outcomes

Goals	Objectives	Outcomes
<p>Goal 1: Develop and implement a teacher-mentor program to increase rural educators’ capacity to support students in developing CCR skills</p>	<p>1. EXCEL CCR mentor will train designated site CCR advisors through monthly web-based meetings and annual summit conferences</p> <p>2. Students will participate in the sessions and activities provided by CCR advisor</p>	<p>1. 13 site teachers will be trained as CCR advisors</p> <p>2. 80% of CCR advisors will indicate increased knowledge & strategies for teaching CCR skills</p> <p>3. 80% of students will report they use & value advising services provided by the CCR advisor</p>
<p>Goal 2: Design a framework for sustained community collaborations to promote CCR skills in Central Yup’ik students.</p>	<p>1. Four community members (cohort) will be selected from each of the 16 villages to participate in the annual CCR Summit</p> <p>2. Each village cohort will develop an action plan to support students CCR goals</p> <p>3. Village cohorts will meet quarterly with EXCEL Facilitator to strategize & track progress</p>	<p>1. 80% of communities will participate in annual CCR Summit</p> <p>2. 100% of summit attendees will develop community actions plans and provide quarterly updates and plans for improvement.</p> <p>3. 80% of students will state that they use & value CCR services provided by their community</p>

<p>Goal 3: Facilitate communication between high school students and post-secondary programs to develop culturally relevant entrance process.</p>	<ol style="list-style-type: none"> 1. Students & student services professionals (SSP) will participate in facilitated dialogues to identify barriers & opportunities in the postsecondary admission process 2. Themes identified in the dialogue will be used to develop tools for two audiences: students & families and student services professionals serving AK Native students 3. Tools will be piloted with students & families and with postsecondary partners 	<ol style="list-style-type: none"> 1. Students & SSP will generate a comprehensive list of barriers and supports 2. Students & SSP will design and produce two tools 3. 80% of tool users will indicate that the tools are effective and user-friendly
<p>Goal 4: Provide access to EXCEL CCR Foundational Sessions for 7-12 grade students and Summer XL Bridging Camp</p>	<ol style="list-style-type: none"> 1. EXCEL Alaska will provide an informational presentation at CCR Summit 2. Site CCR advisors and cohort members will assist students in the EXCEL application process 3. EXCEL Alaska will provide 12 CCR Foundational Sessions for 7-12 grades (2 	<ol style="list-style-type: none"> 1. 276 Central Yup'ik students will enroll in EXCEL CCR Foundational Sessions and XL Summer Bridging Camp each year. 3. 98% of participants will complete the EXCEL Foundational Sessions

	sessions per grade) scheduled throughout each school year and a 30-day Summer Camp	
Goal 5: Increase CCR indicators and performance among Central Yup'ik students in LYSD and KSD.	<ol style="list-style-type: none"> 1. Build a network of CCR support for students with project partners. 2. Provide opportunities 7-12 grade students to participate in CCR activities with CCR advisors, and by attending CCR foundational sessions and summer postsecondary bridging camps. 3. Students collaborate with postsecondary admissions providers to build a seamless transition. 	<ol style="list-style-type: none"> 1. 80% of students will develop a Personal Learning & Career Plan. 2. 100% of high school graduates will take the ACT or WorkKeys Exam in preparation for postsecondary training or entering the workforce. 3. Postsecondary admissions or workforce placement will increase 10% each year

Collaboration with Partners - The partners in this project represent the community (parents, tribal members, and students), business and industry (Calista Corporation, The Kuskokwim Corporation, and Kuskokwim Educational Foundation), postsecondary partners (Alaska Vocational Education Center and Kenai Peninsula College), and LEAs (Kuspuk and Lower Yukon School Districts). Each has defined collaborative activities, objectives, and outcomes as stated in *Figure 3*. Each component aligns directly with the Central Yup'ik Career College Readiness Project goals.

CCR Community Summit – The annual 2-day CCR Summit (held in a different location each year) will kick off each school year, allowing tribal leaders, educators, community members, parents, and students to develop culturally relevant strategies and processes and build a strong network to improve CCR for students in the region. The grant will fund four representatives (cohort) from each of the 16 villages to attend - a member from the village and council, a school official, and a student. In addition to large plenaries, individual community sessions will use the Strategic Doing process (Cited above) to develop action plans, incorporating contributions from regional corporations, tribal councils, parent advisory committees, and schools. Each cohort will designate a “CCR Champion” or lead, and Champions will assemble quarterly to share successes, challenges, and opportunities as they implement the plans. Additionally, each school will have a teacher designated as the CCR Advisor.

CCR Advisors – LEAs will select a teacher at each school to be mentored by EXCEL Alaska. The site teachers will become CCR advisors, supporting students in the long-term processes of career exploration and academic planning, providing “college knowledge”³³ for first generation students, supporting soft skill development, and helping students with college-going processes such as scholarship applications and FAFSA. The CCR advisors will participate in the

annual CCR Summit for training sessions there, and have ongoing monthly web meetings with the EXCEL mentor.

Postsecondary transition tools – The project will convene students (current high school students and those who have recently transitioned to college) with postsecondary student service professionals for facilitated dialogues. They will identify themes and opportunities, and discuss strategies that would benefit both parties. Collaboratively, they will identify the most appropriate tool and format to reach two separate audiences: students and families planning for college transitions, and student services professionals serving rural AK Native students. The two separate tools will be piloted and disseminated to their respective audiences, with the intent of helping each side to be more prepared for the experience.

EXCEL CCR Foundational Sessions - The EXCEL Foundational Sessions are designed to help students start planning for college and career in middle school, with each session building on skills and readiness activities. The sessions situate college readiness and planning within four instructional strategies: real-life applications, career exploration and development activities, job shadowing, and urban orientation.

EXCEL 7: (7th grade, 4 days) As an introduction to EXCEL Alaska, students participate in “Leadership Skills Immersion” focusing on communication, teamwork, and relationship-building skills.

EXCEL 8: (8th grade, 4 days) Students build on communication and teamwork skills and learn while learning motivational and consensus-building techniques. Participants master the “FISH Principles” (make someone’s day, display a positive attitude, be present, and play) through modeling and teaching their peers to use the Principles in their schools and communities.

EXCEL 9: (9th grade, 6 days) Students are introduced to various career pathways while exploring a variety of career choices through interactive field trips and job tours. They build a Personal Learning & Career Plan (PLCP) to prepare them for their future.

EXCEL 10: (10th grade, 10 days) Students learn about the structure of business and participate in a simulated corporation. They apply for a specific position, are interviewed for the job, and carry out the duties of the position. Also, they job-shadow an industry professional and learn life and employability skills such as budgeting, time-management, teamwork, and problem solving.

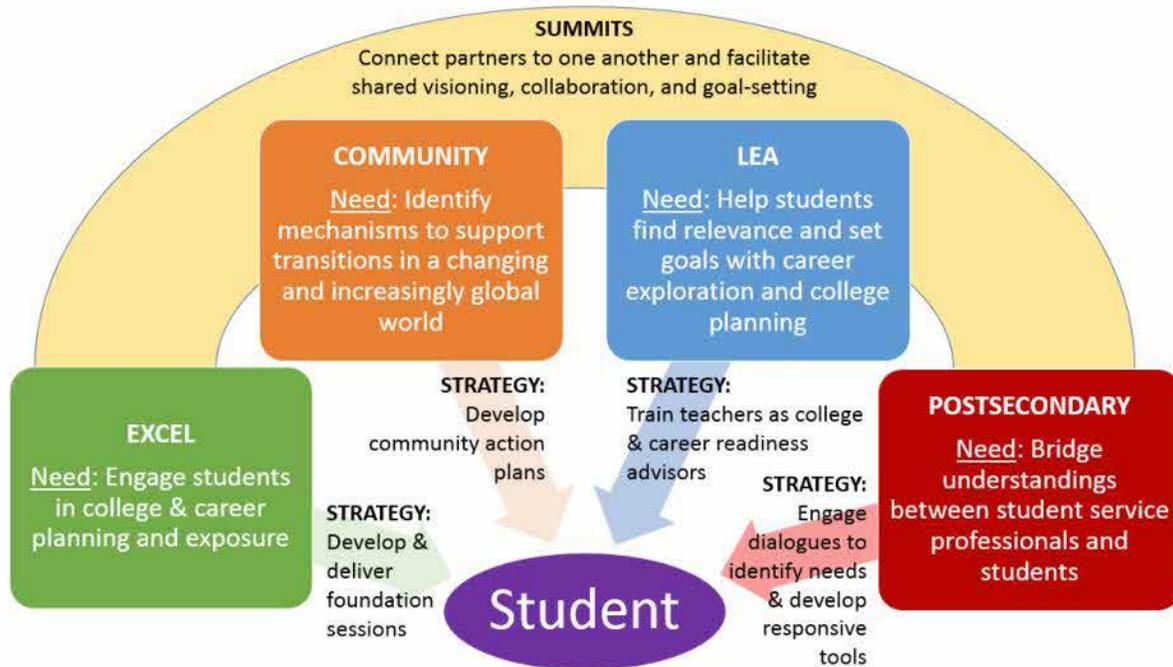
EXCEL 11: (11th grade, 10 days) Students “test-drive” AK’s high-growth industries (construction, mining, oil & gas, healthcare, transportation, hospitality & tourism), in job shadows and tours. Students continue to build their PLCP and research and visit post-secondary institutions to further their education and/or training after high school.

EXCEL 12: (12th grade, 10 days) Students will practice real-life, independent living for the entire session. They buy and prepare their own meals, find a real job they are qualified for, create a livable budget for that job, and learn the process for renting an apartment and purchasing a vehicle. Also, participants fill out applications for post-secondary education or training, apply for scholarships, and fill out the FAFSA.

Summer XL Bridging Camp: (10th – 12th grade, 30 days) Open to 60 students, this camp is housed at KPC or AVTEC and provides a “taste of college.” It includes specialty strands including Process Technology, Welding, Carpentry, or Emergency First Responders. Students work specifically on career placement and transition planning, including postsecondary readiness preparation, job shadowing, and job interviewing practices, budgeting lessons, financial aid and

scholarship planning, and earning an AK driver’s permit or license. Completers have hands-on training, national certificates, occupational certificates and college credit leading to a degree.

Figure 3 – Central Yup’ik CCR project logic model



Quality of Project Personnel

Kuspuk School District and all project partners are equal opportunity/affirmative action employers, practicing nondiscriminatory employment practices and encouraging applications from persons who are members of groups traditionally under-represented, such as people with disabilities, members of racial or ethnic minority groups, elderly persons, or women. All partner organizations demonstrate compliance with legislation and do not discriminate on the basis of race, color, creed or religion, sex, national origin, age or physical handicap. The strengths of the Central Yup’ik leadership team are: 1) statewide reputations for leadership, educational innovations and excellence; 2) established records of successful grant and collaborative agreement management; and 3) in-depth experience with developing and implementing the EXCEL Alaska College and Career Readiness Program.

Management Team - A management team of three key project personnel will lead the Central Yup'ik CCR Project. Carol Wilson, Executive Director of EXCEL Alaska, Inc., will serve as the Project Administrator (.155 FTE). Ms. Wilson holds an M.Ed. in Educational Leadership from the University of Alaska, Anchorage (UAA) and an MA in Educational Curriculum Design from Alaska Pacific University (APU). Ms. Wilson spent 14 years as a teacher and program director for Chugach School District (CSD) developing a statewide high school CCR transition program for rural districts in South Central Alaska. Ms. Wilson successfully directed Healthy Pathways Project, a federally funded Safe Schools/Healthy Students grant program, and wrote and managed several Alaska State grant projects. Prior to her position with EXCEL Alaska, she was employed with the University of Alaska Statewide system as the Statewide Coordinator for Career Pathways. She is also the Project Director for an Alaska Native Education Program (ANEP) grant geared toward providing Career & Technical Education opportunities for students residing in six school districts in the Yukon Kuskokwim Region.

Project Director, Erich Kuball, (1.0 FTE) will guide project implementation. Mr. Kuball holds an MA in Education Leadership from UAA and an MA in School Counseling from Western New Mexico University. He currently serves as the Director of Student Services for KSD and successfully directed an ANE grant for KSD for 2003-2006. He has over 18 years of experience as a teacher and a school counselor for Alaska Native youth, specifically within the geographic area served by the Central Yup'ik CCR Project.

EXCEL Alaska Director of Curriculum & Instruction, Billijo Mills (.155 FTE), rounds out the management team. Ms. Mills holds a M.Ed. in Educational Leadership from UAA and an MA in Educational Curriculum Design from APU. Ms. Mills was a teacher/program director for CSD for 18 years and, played a key role in developing a successful statewide high school

transition program. During her tenure with CSD, Ms. Mills successfully served as Project Director for two ANEP grants. Most recently, she spent 2 years teaching Language Arts for KSD. Currently, she is the Project Director for an ANEP grant awarded to EXCEL Alaska designed to provide students academic and remedial assistance, including recovery high school credit in Math and Language Arts, and provides mini-CCR Bridging Camps.

In 2012, Ms. Wilson, Ms. Mills, and Mr. Kuball created EXCEL Alaska, Inc. EXCEL is a nationally recognized 501(c) education nonprofit specifically providing supplemental academic remediation and college and career readiness opportunities for students across 6 school districts in Western Alaska. EXCEL Alaska is a key partner in the Central Yup'ik CCR Project.

Project Evaluation The project evaluator is Dayna DeFeo; she holds a PhD in Curriculum and Instruction and an MA in Education, both from New Mexico State University. She is a Senior Research Associate at the Center for Alaska Education Policy Research (CAEPR) at the Institute for Social and Economic Research (ISER) at the UAA. Relevant experience includes: assessment of the Alaska Middle College School, a dual-credit program to facilitate college transitions for high school students; facilitating the UAA Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program for retail management; Perkins postsecondary eligibility & annual reporting; and grant reporting for two Title V grants at NMSU.

Project Support Staff (2.5 FTE) - Full-time Yup'ik support staff will be hired to facilitate the EXCEL Foundational Sessions, coordinate the yearly Central Yup'ik CCR Summit, collaborate with Village CCR representatives, and provide administrative support.

Foundational Session Staff (3 part-time/temporary) - Temporary staff will be hired for evening and overnights chaperones and food preparation for the Foundational Sessions.

Individual Village CCR Champions (16 stipends) - 16 CCR Champions will be selected each year to represent each village. The CCR Champion will help coordinate the community CCR activities held throughout the year.

Adequacy of Resources

Commitment of Partners - Partners were selected to ensure success for the Central Yup'ik CCR Project, and have identified commonalities in mission statements and pooled resources to ensure adequate time, space, participation, and engagement with the project activities. Each has made a formal commitment to the successful implementation of program activities as evidenced in the Memoranda of Understanding (see attachments).

Kuspuk School District (KSD) – As the lead applicant and fiduciary/fiscal agent, KSD has been partnering with EXCEL Alaska over the past 2 years and has seen tremendous strides in student achievement. KSD has committed its Joe Parent Vocational Center to host two of the four annual summits and Foundational Sessions 7 and 8. A district vehicle will also be provided during each of these. They will provide 2 certified teachers to be trained as CCR Advisors, as well as allow for CCR class time during the regular school day. Additionally, they will provide substitute teachers when the CCR Advisors are attending the CCR Summit.

EXCEL Alaska, Inc. (EXCEL) – As a partner and manager of Yup'ik CCR Project, EXCEL is the college and career readiness expert. The directors have over 45 years of combined experience and have served thousands of Alaska Native youth and young adults transitioning from high school on to postsecondary training. Successful program implementation and evaluation poise them for this project; the project goals align with EXCEL's mission to provide college and career readiness to the student in the Yukon Kuskokwim Region. EXCEL Alaska has committed to provide the EXCEL House Facility (equipped with dormitories, offices, instructional rooms, and

cooking facilities) as a short-term instructional/boarding facility for Foundational Sessions 9 through 12, as well as use of their vans to transport students during their stay. Additionally, all students will be eligible to attend other EXCEL Sessions for no additional cost. Sessions include Mini-Bridging Camps held at AVTEC and KPC, Aviation Ground School, Math & Science Expedition, etc.

Lower Yukon School District (LYSD) – As one of the two LEA’s partnering in the project, LYSD has the largest number of student participants – 832 of 928. LYSD has been partnering with EXCEL over the past 2 years providing an opportunity for 150 students to participate in EXCEL programs. They have offered to host 2 of the four scheduled summits. They have agreed to provide 1 teacher per school site to be trained as a Career Advisor to assist students with CCR activities. School board, administration, parents, and student satisfaction surveys have been 100% positive and all are remarkably in favor of continuing to find more funding to provide more students with those same opportunities.

Kenai Peninsula College (KPC) – It is part of KPC mission to increase enrollment and improve the entrance process for Alaska’s rural students. They, too, have been partnering with EXCEL over the past two years and have seen a remarkable difference in the preparedness of students enrolling who attended the EXCEL programs. They, too, are committed to providing a first-rate “Taste of College” bridging camp each summer for EXCEL students. They will be providing dormitories, meals, instructors, and class space at a reduced cost. They look forward to working closely with tribal leaders, parents and community members to initiate a smoother transition for rural and remote students attending their institution.

Alaska Vocational Technical Center (AVTEC) - AVTEC is Alaska’s oldest and largest vocational training institute, providing education in a wide variety of industrial and technological

fields, including some of the fastest growing industries in the state, such as mine, pipeline construction and healthcare. AVTEC is a division of the Alaska Department of Labor and proudly supports the department's mission to train Alaskans for work in Alaska's jobs. AVTEC has been partnering with EXCEL over the past year to provide mini-bridging sessions for 11th and 12th grade students. AVTEC is committed to provide use of the AVTEC campus facility (dormitories, offices, instructional rooms, and cooking facilities) for the 4-week XL Summer Bridging Camp.

The Kuskokwim Corporation/Kuskokwim Educational Foundation (TKC/KEF) – TKC's core purpose is to enhance the land, culture and lives of their people. As a strong proponent for the Donlin Gold Mine project, TKC is committed to making sure all shareholders and descendants will be college and career ready. KEF is a private foundation with a mission to contribute to the future of the region by providing effective educational assistance for students to obtain the tools, knowledge and skills to become successful and contributing members of their communities. In the pursuit of higher education and training, KEF has provided nearly \$635,000 to 345 shareholders and Yukon Kuskokwim region Alaskans since its inception. KEF scholarships are available for both collegiate and vocational training education.

The Aniak Traditional Council (ATC) – ATC has made great strides in their mission to improve the lives of the youth living in Aniak. They have secured funding to build a teen center and provide fun, healthy, educational and leisure activities for students. ATC has provided scholarship funding for 4 students to attend the EXCEL Summer Bridging Camp. They look forward to collaborating with all the partners engaged with the Central Yup'ik CCR. Project.

The Village of Kalskag (TVK) – As a recognized tribe, TVK is committed to improving the lives of the people living in Upper and Lower Kalskag. The Chief of the TVK also serves on the

Association of Village Council Presidents. She is committed to engaging the Traditional Councils from all 16 villages being served through the Central Yup'ik CCR Project.

Budget - The proposed project budget covers a four-year period to provide stability in the project. Expenses are expected to remain stable for all four years; however we included a yearly 2% cost of living increase. The budget reflects services to be delivered to approximately 928 students annually, which calculates a per-participant cost estimated at \$985 each per year; this is NOT an excessive educational expense for rural Alaska. Ninety percent of the total budget is allocated for direct student services, e.g., teachers, student travel, student expenses. Even though a local match is not required for this project, the project partners are committing local funds that add up to 65% of the grant funds. Most of the local matching funds help support additional teaching and support staff, student scholarships, student paid internships, operation of facilities and student travel.

Quality of Management Plan

Proposed Timeline/Adequacy of Resources - To achieve the goals and objectives, the implementation plan is comprehensive, with clearly defined expectations and responsibilities for all partners. It includes milestones for accomplishing project tasks, aligns with current practices, and accommodates the unique circumstance of working and communicating over a large geographic area. The plan for management oversight for the Central Yup'ik CCR Project includes weekly Management Team meetings, facilitating the Annual CCR Summit, oversight of quarterly Village Cohort meetings, supervision of EXCEL Foundational Sessions/Camps, and working closely with the Project Evaluator. The Timeline of Project Tasks (*Table 3*) outlines the key project activities, milestones, evaluation tools, and the responsible parties.

Table 3 – Central Yup’ik CCR Project Timeline

Date	Activity	Milestone	Evaluation Tool	Responsibility
Weekly; ongoing through the project	Management Team Meetings	Project activities delivered organized & on time	Stakeholder pre/post surveys; Summit CCR Action Plans; Project goals, objectives, outcomes	Project Director; Project Administrator; Project Curriculum & Instruction Director
Yearly - Jan, Apr, Jun, Sept	Management meetings with Project Evaluator	Data collection tools in place and usable	Annual Performance Reports	Management Team; Project Evaluator
Oct, 16	Hire Project Staff	Post positions, interview, hire, train	Interview Team, Staff Evaluation Tool	EXCEL Alaska
Oct, 16; Sept 17, 18, 19	Select CCR Advisors	10-13 Site CCR Advisors identified for CCR Mentor Program	School Site class schedule w/dedicated CCR Advisor & class time	LEAs
Oct 16; Sept 17, 18, 19	Central Yup’ik CCR Summit	Develop 16 Village Cohorts; Define CCR Goals; Develop Yearly	List w/contact info of cohorts; SMART Action Plans; Cohort Quarterly	All Project Partners including students

		CCR Goals; set quarterly meetings with EXCEL Mentors	Meeting Notes; Quarterly Meeting Notes with EXCEL Mentor	
Oct 16; Sept 17, 18, 19 – May – 18, 19, 20 Ongoing	Provide CCR Advisor and students dedicated school/class time for CCR instruction	Students receive on site CCR advising during the school year	CCR Mentor and CCR Advisor reports, pre & post assessments, interviews, transcripts	LEAs
Oct 16; Sept 17, 18, 19 – July – 18, 19, 20 Ongoing	Send students to EXCEL CCR Foundational Sessions and Summer XL Camp	Annually 278 Central Yup'ik students will attend EXCEL CCR Foundational Sessions	Registration and completion records, pre & post assessments, interviews, certificates, transcripts	LEAs; EXCEL Alaska
Oct 16; Sept 17, 18, 19 – May – 18,	EXCEL CCR Mentorship Program	Annually 10-13 site teachers will be trained to be CCR Advisors	CCR Mentor and site teacher progress reports, pre & post assessments,	EXCEL Alaska

19, 20 On going			interviews	
Annually – March - May	Facilitate high school students/postsecondary programs meetings to develop culturally relevant entrance process	Develop Rural AK Native post-secondary admissions packet; Develop a training module for student service professionals	User friendly Rural AK Native post-secondary admissions packet A training module (video) for student service professionals	EXCEL Alaska
Oct 18, 19	Develop Sustainability Plan	Embedded in Cohort Action Plans at Summit; Disseminate Data at State Conferences	Funding to continue CCR work	All Partners; Evaluator

Performance Evaluation, Assessment and Feedback - Continuous improvement is addressed through formative and summative assessments. The Management Team and project staff will use the data to formatively improve activities and programming, including both observable indicators (e.g., test scores, HS credit, HS graduation) and more nuanced data (e.g., student satisfaction and career awareness). Data will also be collected from project staff and partners to assist in the Strategic Doing process. Targeted instruction and programming are developed in response to assessment data to complement strengths and address needs as they are identified.

Project Input from Alaska Native Tribes, Parents, and Children - Key to this project is the role of community/village members as leaders, mentors, and teachers of traditional cultural values. The Central Yup'ik CCR Project is a 360° comprehensive project, which starts and ends with the community. It is a continuous network cycle of support for students; once a student identifies college and career goals it is critical for their success to be community-driven and supported. The CCR Summits will be the key for each community to produce an action plan. The action plan will produce a CCR Program that will be culturally relevant to each community, and will in turn, support students in successfully developing and implementing CCR goals.

Capacity Building & Sustainability - Capitalizing on existing resources, the Central Yup'ik CCR Project is designed specifically to build capacity and increase long-term sustainability. All activities built into the project are intended as a catalyst to create synergies that will be lasting. The processes are designed in such a way that once they are in place, they can be easily institutionalized allowing continuance beyond the life of the grant. Program successes in years 1 and 2, will allow for a sustainability plan to be embedded in years 3 and 4 of the CCR Summit.

Disseminating the data and findings at local conferences, such as the Alaska Counselors Conference, Alaska Association for Career & Technical Education, Alaska Native Studies

Conference, 90 by 2020 Alaska CAN, and 65 by 2025, will be key and is planned for future sustainability. Additionally, letter of support from local industry partners suggest a commitment to sustained future funding.

Quality of Evaluation Plan

The evaluation has two primary purposes: (1) to provide the US Department of Education and the project leaders with summative information on the project's progress towards its goals and program performance measures; (2) to provide project partners with formative information to improve the activities during the grant period.

Data Sources - Data will include both existing data and databases as well as data generated from instruments administered during program activities. MOUs indicate data sharing with partnering LEAs and communities, and the evaluator will develop program-specific instruments and assist project staff in implementing them during project activities (e.g., attendance records, surveys, artifact collection). Additionally, the evaluator will collect data independently through observations, interviews, and focus group interviews with participants. Evaluation will employ traditional metrics of progress and learning, as well as indigenous research methods³⁴ aligned with the cultural practices of the target communities and students. The evaluator will maintain confidentiality of individually identifiable test, survey and interview data.

Formative Evaluation - The evaluator will participate in the monthly network meetings. These meetings will ensure that data about project participation and activity evaluations provide timely formative feedback. The evaluator will review planned and actual project implementation, report summaries of the evaluation results from project activities as they are completed, and ensure that upcoming data collection needs are addressed. Data will be summarized in short reports with

attractive graphic representations to facilitate the PI's ability to summarize project activities for community and school board members.

Summative Evaluation - As the communities are unique culturally and geographically unique and also in their college and career outcomes and work-based opportunities, comparison with other locales (via propensity score matching or control groups) would not be a valid metric. Rather, to ascertain the quality of the interventions proposed in this project, the evaluator will establish baseline performance metrics with students and participating entities, and measure growth over the grant period. Summative evaluation of program objectives include five measures, which are further detailed in table 4.

- **LEA/educator capacity** – The schools' ability to provide timely and culturally relevant college and career guidance to students, and students' perception of the service's utility
- **Community engagement** – The community's sustained collaboration in identifying and executing college and career readiness support networks
- **College engagement** – Student service professional's awareness and ability to support the academic, cultural, financial, and psychosocial needs of incoming Alaska Native students, particularly those from rural communities
- **EXCEL program activities** – The program's capacity to develop postsecondary and career development activities that students find helpful and applicable
- **Postsecondary and work readiness** – Students' activities and outcomes around high school graduation, postsecondary planning and attendance, and work readiness

Table 4: Evaluation plan

Performance Measures	Description of measure	Data sources	Schedule
Objective 1: Develop and implement a teacher-mentor program to increase rural educators’ capacity to support students in developing CCR skills.			
1a. Train: The project will recruit & train 13 site teachers	Process & content of dialogues; frequency & quality of communications	Mentor & site teacher progress reports	Each semester
1b. Develop skills: 80% of site teachers will indicate statistically increase in awareness & capacity for CCR advising	Self-report & perception of increased knowledge, confidence, & skill	Pre- & post-assessments, interviews	Semester assessments, annual interviews
1c. Demonstrate value: 80% of students will use & value CCR advising services	Students’ perceived knowledge & self-reported activities	Student focus group interviews	Monthly during school year
Objective 2: Design a framework for sustained community collaborations to promote CCR skills in Central Yup’ik students			
2a. Convene summits: 80% of	Number of participants; engaged processes;	Attendance &	Annually

Performance Measures	Description of measure	Data sources	Schedule
communities will participate in annual CCR Summit & develop action plans	quality products of dialogue	participation records, artifacts, observations	
2b. Implement plans: 80% of communities will report progress on priorities & engaging community members	Quality of process for implementation; responsiveness of adaptations; and impacts of plan implementation	Progress reports from community leaders, interviews	Starting year 2: Annually (plan development & interviews); quarterly progress reports
2c. Create meaningful resource: 80% of students will state they use & value community services provided	Students' perceived knowledge & self-reported activities	Student focus group interviews	Quarterly during school year
Objective 3. Facilitate communication between high school students and post-secondary programs to develop culturally relevant entrance and attendance processes.			

Performance Measures	Description of measure	Data sources	Schedule
3a. Convene dialogues: By end of year 1, students & colleges (S&C) will have convened 2 meetings and identified barriers & supports	Engaged processes of dialogue; comprehensiveness of output	Meeting minutes, attendance & participation records, artifacts, interviews	End of year 1
3b. Develop transition tool: By end of year 2, S&C will develop tool for parents, students, & communities	Engaged process of creation; quality of product produced	Artifact, meeting minutes & planning documents, interviews	End of year 2
3c. Develop student services training: By the end of year 2, S&C will develop training module for student services professionals	Engaged process of creation; quality of product produced	Artifact, meeting minutes & planning documents, interviews	End of year 2
3d. Disseminate tool: In years 3 & 4, 200 students, parents, &	Extensiveness of dissemination; users' perception of effectiveness in developing	User feedback appropriate to tool	Ongoing in years 3 & 4

Performance Measures	Description of measure	Data sources	Schedule
community members will access transition tool	knowledge & encouraging action	format	
3e. Demonstrate impact: In years 3 and 4, the training will be delivered to 50 SSP; 80% will indicate learning and intent to change behaviors	Participation in training; attendees indication of learning and intended follow-up action	Participant survey	Ongoing in years 3 & 4
Objective 4: Provide access to EXCEL CCR Foundational Sessions for 7-12 grade students and Summer XL Bridging Camp			
4a. Deliver curriculum: EXCEL will deliver annually 12 CCR Foundational Sessions for 7-12 grade students and 1 Summer XL Bridging Camp	Sessions are planned, scheduled, and executed	Schedule & curriculum documents, staff interviews	Quarterly records, annual interviews
4b. Engage students: 278 students will participate in the	Participation and completion counts	Program records	Quarterly

Performance Measures	Description of measure	Data sources	Schedule
CCR Foundational Sessions & Summer XL Camp, with a 98% completion rate			
4c. Demonstrate impact: 80% of students will earn HS credit, 100% will leave with PLCP, and 90% will rate the experience as helpful to their career development	Number of earned credentials, Number and quality of PLCPs, student self-report of perceptions and learning	Credential transcripts, artifacts, student surveys	Monthly during school year
Objective 5: Increase CCR indicators and performance among Central Yup'ik students in LYSD and KSD.			
5a. Increase high school outcomes: Participating communities will exhibit statistically significant increase in high school graduation rate	Increase in overall graduation rates before during, and post-program; graduation rates by students' level of participation in program activities	NCES graduation rates and district records	Annually
5b. Increase postsecondary	Increase in postsecondary attendance and job	District records,	Baseline in year 1 and

Performance Measures	Description of measure	Data sources	Schedule
<p>and/or workforce placement</p> <p>outcomes: Participating communities will exhibit statistically significant increases</p>	<p>placement rates</p>	<p>EXCEL records, resource teacher records</p>	<p>quarterly thereafter</p>
<p>5c. Increase postsecondary planning activities: Students will demonstrate 20% increases in college and career planning activities over the grant period</p>	<p>Increases in FAFSA completion, scholarship applications, college applications, PLCPs, ACT and WorkKeys assessment participation, number and level of work-ready certificates, job applications, and job interviews, from the first year baseline</p>	<p>District and resource teacher records</p>	<p>Baseline in year 1 and annually thereafter</p>

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

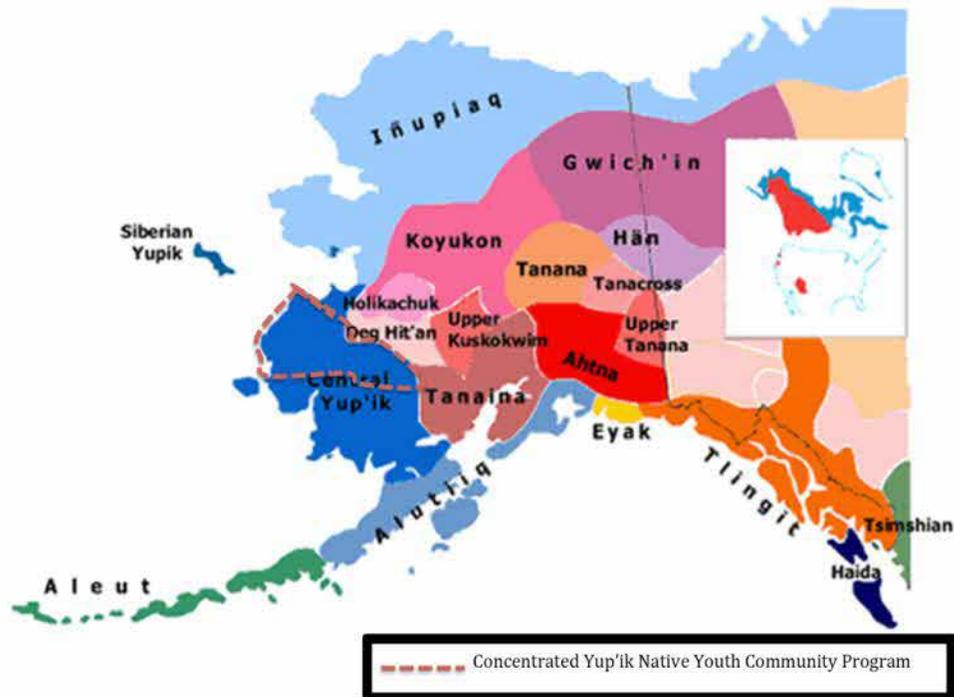
[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

Description of the Defined Geographic Area to be Served

The Central Yup'ik College Career Readiness (CCR) Project intends to focus specifically on 16 very small, isolated communities located in two school districts within the YK Region – Kuspuk School District (KSD) and Lower Yukon School District (LYSD).



*Map One: Central Yup'ik Region
(Outlined with red dotted line)*

The two LEA School Districts combined include 13 middle/high schools. The Central Yup'ik CCR Project will expose all 7-12 grade students in the projected area to endless possible career/college options – from the high performing STEM students, to those who are disconnected from school because they simply have not had the right opportunity to become connected.

District Enrollment by Ethnicity as of October 1, 2015 FY 2016							
Grades	7	8	9	10	11	12	
Lower Yukon Schools	151	130	138	123	115	156	
Kuspuk Schools	18	29	21	19	15	24	
Total Population	169	159	159	142	130	180	
Non-Alaska Native	2	1	1	3	2	2	
Alaska Native	167	158	158	139	128	178	
Total Central Yup'ik CCR Students							928

Ethnicity for the Central Yup'ik CCR Project
Alaska Dept. of Education & Early Development
[\(https://education.alaska.gov/stats/\)](https://education.alaska.gov/stats/)

Areas Affected by Project (Cities, State, Tribal Councils)

Kuspuk School District

1. Aniak, AK - Aniak Traditional Council
2. Crooked Creek, AK - Crooked Creek Traditional Council
3. Lower/Upper Kalskag, AK - Village of Kalskag
4. Sleetmute, AK - Sleetmute Traditional Council
5. Stony River, AK - Stony River Traditional Village Council
6. Chuathbaluk, AK - Chuathbaluk Traditional Council

Lower Yukon School District

7. Alakanuk, AK - Alakanuk Tribal Council
8. Hooper Bay, AK - Hooper Bay Traditional Council
9. Emmonak, AK - Emmonak Tribal Council
10. Mountain Village, AK - Asa'carsarmiut Tribal Council
11. Marshall, AK - Ohogamiut Tribal Council
12. Russian Mission, AK - Iqurmuit Tribal Council
13. Sheldon Point, AK - Sheldon Point Traditional Council

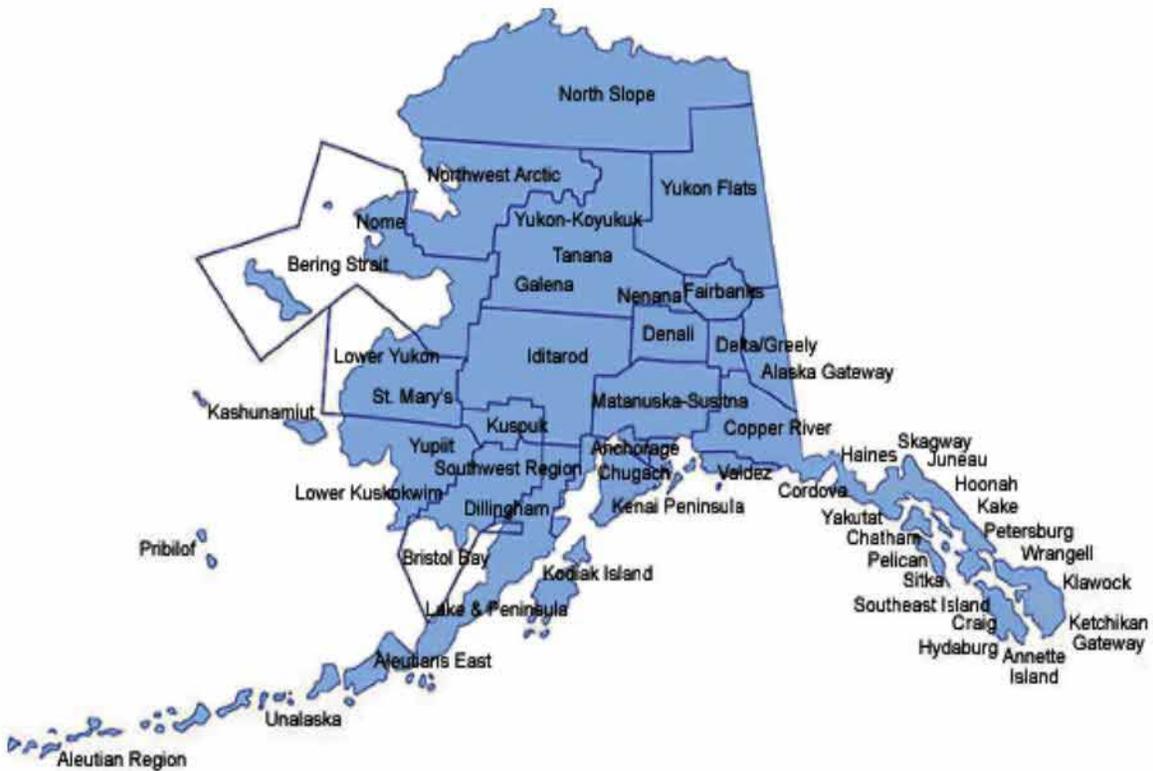
- 14. Kotlik, AK – Kotlik Traditional Council
- 15. Pilot Station, AK – Pilot Station Traditional Council
- 16. Scammon Bay, AK – Scammon Bay Traditional Council

The following maps indicate the LEAs and the communities under the proposed project.

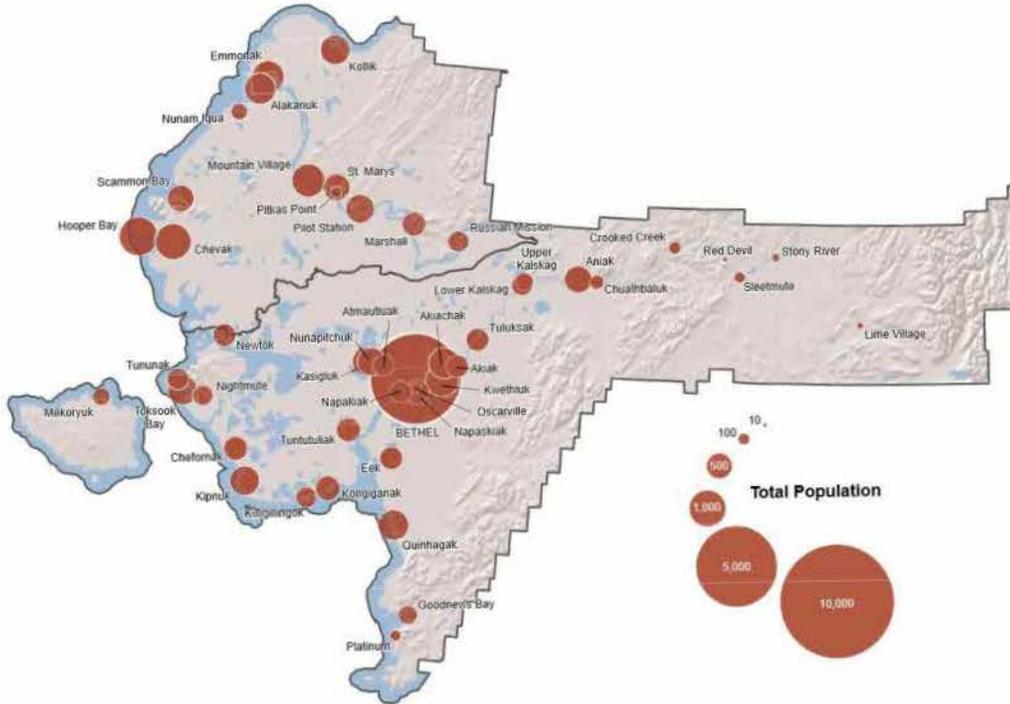
Map Two: Outlines the school districts in Alaska. Kuspuk School District and Lower Yukon School District are the two LEAs written in the Central Yup’ik CCR Project.

Map Three: Indicates the villages and populations of the two participating LEAs.

**Map Two
Alaska School Districts**



Map Three KSD & LYSD Villages/Population



Central Yup'ik CCR Needs Assessment

(as drawn from analysis of various data)

The Extent to which the project is informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis, of:

The greatest barriers both in and out of school to the readiness of local Indian students for college and career;

Geographic isolation & economic hardship - The region is characterized by geographic isolation and economic hardshipⁱ. Within the Kuspuk and Lower Yukon School Districts (those served in this proposal) 70% and 85% of households respectively, received some form of public assistance during the 2012-13 school year (see *Figure 1*).

High school graduation - Students located in the YK region face overwhelming challenges in the transition from high school to post-secondary education, employment, adult self-sufficiency, and independence. It has the highest high school dropout rate in the state with 15% of students dropping out each year (an increase of almost 2 percentage points in the past 2 years).

Resultantly, high school graduation rates are low; the statewide average is about 70%, but only 54% for Alaska Native students.ⁱⁱ In 2014, Lower Yukon School District's (LYSD) graduation rate was 37%.

College transitions - For those who graduate high school, most will be first-generation college students; with uncertainty of expectations and a lack of mentorship, many have challenges with transition and retention.ⁱⁱⁱ Transition from a remote high school and community to the college environment is especially challenging for rural students.^{iv} Rural AK Native student have the

lowest college transition success rate of any other racial or ethnic group in the University of Alaska (UA) system – fall 2014 retention rates for first-time freshmen were 51%, compared to a campus-wide rate of 66.0%.^v Their transition is not just one from high school to college, but from a rural to urban setting, from Indigenous to White cultural norms, and from small communities to large bureaucratic systems. Many of the students in the target population have never been on a college campus before.

Family and community knowledge - Many parents of first-generation students lack basic knowledge of college processes, and lack access to information sources.^{vi,vii} The issue is not a lack of support, but rather, families do not know *how* to most effectively provide it.

Challenges for schools - All of LYSD and KSD schools are designated Title 1 schools with an Alaska Performance Index Rating of 2 out of 5 stars (improvement plans are mandated at the 3-star level). Both LEAs have several school sites with only one or two teachers covering all content areas and K-12 grade levels. In a 2014 survey of barriers to career pathways development, the schools cited counseling and career development as severely lacking, and a high priority for improvement.^{viii} The annual teacher turnover rate in 2013 for LYSD and KSD school districts neared 25% and 18%, respectively.^{ix} Thus students are consistently taught by new teachers who have little experience and who were trained outside of Alaska, having never before visited a rural village.^x

Postsecondary awareness - At the postsecondary level, many admissions specialists assisting students through admissions, housing, and class scheduling processes have never traveled to an AK rural or remote village. Not having “been there,” they have difficulty understanding students’ experiences.

Credentials or workforce readiness - Consequently, few Central Yup'ik students earn postsecondary credentials, leading to fewer job opportunities, low wages, and unemployment. In April 2016, unemployment in the area neared 15%, compared to the statewide rate of 6.9%^{xi}.

Opportunities in the local community to support Indian Students;

Opportunities - Though barriers for youth in the Central Yup'ik Region to be college and career-ready are many, existing programs provide a base of support on which to build.

Local Communities - AK Native villages were organized under village councils during the late 19th and early 20th centuries. The 16 villages participating in this project have tribal councils as their governing bodies, which offer a wide variety of services to members and village residents including educational (in the form of postsecondary scholarships) and employment assistance.^{xii}

For example, in Aniak (one of the 16 villages), the Village Chief has expressed interest partnering to serve youth; the village recently received grant funding to open a teen center, provides scholarship funding for students to attend the EXCEL Alaska Summer Bridging Camp, and provides scholarship funding to those students planning to go to college or a trade school.

In 1971, the Alaska Native Claims Settlement Act (ANCSA) addressed the issue of Alaska Native land rights, establishing 12 regional and over 230 village corporations to manage lands on behalf of their Shareholders. The region is represented by two corporations: the Calista Corporation is the regional corporation representing the YK region, and represents the village communities and schools within Lower Yukon School District. The village-level corporation is the Kuskokwim Corporation (TKC), which represents all of the village communities and schools within the Kuspuk School District. Both operate charitable organizations to provide educational services and scholarships to their shareholders and descendants.

Existing local policies, programs, practices, service providers, and funding sources; LEAs - KSD offers a \$750/year postsecondary scholarship to its graduates and holds a yearly District-wide Academic and Trades Decathlon where students learn about careers in construction, mining, emergency response and natural resources. For the past two years, LYSD has hosted a 2-week summer CTE Camp focusing on technology, culinary arts, and carpentry.

Outreach programs - EXCEL Alaska provides supplemental academic and CTE education for 7th through 12th+ grade students in the YK region. Their 3-30 day college and career exploration intensives engage all YK youth (even those who may have become disconnected from their secondary school), based on each student's respective interests, offering students the opportunity to earn college credit, industry-recognized certificates, and on-the-job training. Two other outreach programs serve rural students in AK: the Alaska Science & Engineering Program (ANSEP) and the Rural Alaska Honor's Institute (RAHI); however these programs have rigorous selection criteria and are not accessible to many students in this region.

Postsecondary – The University of Alaska system have an Alaska Native Student Services program on most of their campuses, which offers support and resources to students once they are enrolled and on campus.

State Level – The state operates the Alaska Commission on Postsecondary Education (ACPE) promotes access to and success in education and career training beyond high school. Additionally, ACPE maintains the Alaska Career Information System, an online CCR planning tool for Jr. High and High School students.

ⁱ Aud, S., Wilkinson-Flicker, S., Nachazel, T., & Dziuba, A. (2013). *The condition of education 2013*. Government Printing Office.

ⁱⁱ Institute of Social and Economic Research (ISER) *Kids Count, 2013-14*

-
- iii Karp, M.M. & Bork, R.H. (2012). "They never told me what to expect, so I didn't know what to do": Defining and clarifying the role of a community college student. *Community College Research Center*. Working Paper No. 47.
- iv Lapan, R.T., Aoyagi, M., Kayson, M. (2007). Helping rural adolescents make successful postsecondary transitions: A longitudinal study. *Professional School Counseling* 10(3), 266-272.
- v Hirshberg, D., Hill, L., & Kasemodel, C. (2014, February). *Will they stay or will they go? Teacher perceptions of working conditions in rural Alaska*. Report released by the University of Alaska Anchorage Center for Educational Research & Policy; Anchorage, Alaska.
- vi White, E., & Schulenberg, J. (2012). Academic advising—A focus on learning. *About Campus*, 16(6), 11-17.
- vii Tornatzky, L.G., Cutler, R., & Lee, J. (2002). *College knowledge: What Latino parents need to know and why they don't know it*. Los Angeles, CA: The Tomás Rivera Policy Institute.
- viii DeFeo, D. J., Fallon, S., Hirshberg, D. & LeCompte, C. (2014, July). *Alaska career pathways: A baseline analysis*. Report released by the University of Alaska Anchorage Center for Educational Research & Policy and the University of Alaska Anchorage Community & Technical College; Anchorage, Alaska.
- ix www.alaskateacher.org/downloads/2013TeacherTurnover.pdf).
- x Hirshberg, D., Hill, L., & Kasemodel, C. (2014, February). *Will they stay or will they go? Teacher perceptions of working conditions in rural Alaska*. Report released by the University of Alaska Anchorage Center for Educational Research & Policy; Anchorage, Alaska.
- xi (live.laborstats.alaska.gov/labforce/)
- xii Federal Indian Law for Alaska Tribes - <https://tm112.community.uaf.edu/unit-4/modern-tribal-governments-in-alaska/>).

Kuspuk School District

PO Box 49
Aniak, Alaska 99557
Phone (907) 675-4250
Fax (907) 675-4305

Sue Johnson
Superintendent of Schools
(907) 675-4250 x 222

Memorandum of Understanding Between:

Kuspuk School District, Lower Yukon School District, EXCEL Alaska, Inc., The Kuskokwim Corporation & Kuskokwim Education Foundation, Aniak Traditional Council, Village of Kalskag, Kenai Peninsula College, and Alaska Vocational Technical Education Center

Purpose:

This document will serve as the consortium agreement between the parties and sets forth the responsibilities of each party related to the *Indian Education Demonstration Grants Program – Native Youth Community Project (NYCP)*. The project period for this grant is 48 months (4 budget periods of 12 months each). Continuation of each successive grant period is subject to satisfactory performance, submission of an annual report, and availability of funds. If awarded the project will begin October 1st, 2016 and end September 30th, 2020.

Background:

Kuspuk School District, in partnership with EXCEL Alaska, Inc. is successfully operating the EXCEL Alaska Career & Technical Education Program, providing critical opportunities for rural/remote Alaska students within they Yukon-Kuskokwim Region to gain the necessary skills and education to transition from high school to post-secondary training and/or the workforce.

Partners signing this MOU support fidelity of implementation of the **Central Yup'ik College & Career Readiness Project** over the next four years because of their belief in the efficacy of the program for increasing student success in core subjects, and increasing post-secondary access and success. We agree to the partner responsibilities described in this document.

I. Responsibilities of Kuspuk School District

A. Provide adequate funding for full implementation of the Central Yup'ik College & Career Readiness (CCR) Project including:

- 1) Payroll services to EXCEL Alaska for the Central Yup'ik CCR project management personnel
- 2) Provide lodging and per diem other expenses for up to 200 student opportunities/year
- 3) Payroll services to EXCEL Alaska for two itinerant Life Skills Teacher/Counselor to conduct college and career readiness access and follow up;

- B. Assist EXCEL Alaska, Inc. in communicating with partners LEAs and post-secondary institutions and provide regular, ongoing opportunities for feedback and continuous improvement;
- C. Provide use of the Joe Parent Vocational Center for housing accommodations during two of the four yearly Summit meetings and specific Foundational Sessions (Session 7 & 8);
- D. Provide fiscal responsibility for the project including oversight of all contracts with specified partners and vendors;
- E. Allow KSD 7-12 grade students to attend EXCEL Alaska Foundational Sessions if eligible;
- F. Ensure students are academically prepared for the EXCEL Alaska Foundational Sessions by meeting the session admission requirements;
- G. Ensure LEA and school level access to student data and provide feedback related to individual student participation;
- H. Ensure compliance with all federal, state, and local procurement rules and regulations and grant reporting requirements.

II. Responsibilities of EXCEL Alaska, Inc.:

- A. Provide access for KSD and LYSD 7th – 12th grade students to attend EXCEL Foundational Sessions and summer camps if they meet the eligibility criteria;
- B. Provide the educational services including the appropriate academic instruction and guidance including assistance to secondary school students to ensure they meet district and state requirements for graduation and complete high school;
- C. Provide hands-on academic and career education opportunities open to two school districts including 16 small isolated Alaska Native villages located in the Central Kuskokwim (Yup'ik) region;
- D. Ensure that students exit high school with a strong Personal Learning & Career Plan (PLCP) and with the skills known to relate to adult success;
- E. Guides students in developing valuable leadership skills, such as communication, problem solving, teamwork, and motivation;
- F. Connects students to various post-secondary training opportunities, including the universities, vocational schools, apprenticeships and internships;
- G. Provides students with opportunities to earn college credit, occupational endorsements and industry recognized certificates, while still attending high school;
- H. Provides opportunities for students to earn specific industry-recognized certificates and/or college credit that lead to a respective occupational endorsement or degree;
- I. Communicate with partner LEAs and provide regular, ongoing opportunities for feedback and continuous process improvement;
- J. Facilitate Summit gatherings including support group work;
- K. Collaborate with all partners in the development of locally appropriate cultural activities, curriculum, instruction, and assessments.

III. Responsibilities of Partner LEA (Lower Yukon School District):

- A. Allow LYSD 7-12 grade students to apply and attend EXCEL Alaska Foundational Sessions and summer camps;

- B. Ensure students are academically prepared for the EXCEL Alaska Foundational Sessions by meeting the session admission requirements;
- C. Provide student access to EXCEL Alaska staff;
- D. Provide student data to the Project Director for use during EXCEL Alaska sessions and at the request of the project evaluator for reporting and evaluation purposes;
- E. Collaborate with all partners in the development of locally appropriate EXCEL Alaska cultural activities, curriculum, instruction, and assessments;
- F. Cover travel costs to/from EXCEL Foundational Sessions and summer camps;
- G. Ensure LEA and school level access to EXCEL Alaska resources and provide feedback related to individual student participation as needed;
- H. Promote the EXCEL Alaska Bridging Program in local communities and encourage students to participate in all EXCEL Alaska opportunities;
- I. Provide opportunities for EXCEL Alaska staff to participate in local school and community engagement activities;
- J. Participate in efforts to gather feedback and make continuous process improvement to the program;
- K. Implement school-level EXCEL Alaska activities with rigor and fidelity.

IV. Responsibilities of the Kenai Peninsula College:

- A. Provide college program informational tours for Central Yup'ik CCR students;
- B. Provide opportunities for the EXCEL Alaska and the Central Yup'ik CCR Project to hold a 4-week summer camp on campus, allowing students to receive a hands-on real life "taste of college";
- C. Work with Central Yup'ik CCR program staff to build course articulation agreements when appropriate;
- D. Collaborate with all partners in the development and implementation of locally appropriate Central Yup'ik cultural activities, curriculum, instruction, and assessments;
- E. Assist students in the college enrollment and financial aid process;
- F. Provide allowable student data, to EXCEL Alaska for reporting and evaluation purposes. All students will have a signed FERPA release form on file;
- G. Participate on the EXCEL Alaska Advisory Committee to ensure the continuous improvement of the program services.

V. Responsibilities of the Alaska Vocational Technical Center (AVTEC):

- A. Provide campus informational tours for EXCEL Foundational Session students;
- B. Provide opportunities for EXCEL Alaska and the Central Yup'ik CCR program to hold a 4-week summer camp on campus, allowing students to receive a hands-on real life "taste of training";
- C. Work with Central Yup'ik CCR project staff to build course articulation agreements when appropriate;
- D. Collaborate with all partners in the development and implementation of locally appropriate Central Yup'ik cultural activities, curriculum, instruction, and assessments;
- E. Assist students in the AVTEC enrollment and financial aid process;

- F. Provide allowable student data, to EXCEL Alaska for reporting and evaluation purposes. All students will have a signed FERPA release form on file;
- G. Participate on the EXCEL Alaska Advisory Committee to ensure the continuous improvement of the program services.

VI. Responsibilities of The Kuskokwim Corporation/Kuskokwim Education Foundation:

- A. Provide local job shadows, internships, and on-the-job training opportunities for the Central Yup'ik CCR Project participants as they become available;
- B. Attend and actively participate in annual Central Yup'ik CCR Summit facilitated by EXCEL Alaska;
- C. Assist in engaging local tribal organizations and community members to attend the annual Yup'ik CCR Summit;
- D. Engage local tribal organizations and community members in the development of a community-wide college and career readiness program;
- E. Assist in engaging the Association of Village Council Presidents to take an active role in college and career throughout the Central Yup'ik region;
- F. Work with EXCEL Alaska to develop internships for high school graduates;
- G. Participate in the development and facilitation of clear communication procedures between Central Yup'ik CCR Project partners, students, parents and community members;
- H. Participate in continuous improvement of Central Yup'ik CCR Project and provide program oversight through participation in the Central Yup'ik CCR Advisory Committee meetings;
- I. Provide wisdom, guidance, expertise, and leadership in the development of locally appropriate Alaska cultural activities, curriculum, instruction, and assessments.

VII. Responsibilities of the Aniak Traditional Council and Village of Kalskag:

- A. Attend and actively participate in annual Central Yup'ik CCR Summit facilitated by EXCEL Alaska;
- B. Assist in engaging local tribal organizations and community members to attend the annual Yup'ik CCR Summit;
- C. Engage local tribal organizations and community members in the development of a community-wide college and career readiness program;
- D. Work with EXCEL Alaska to develop internships for high school graduates;
- E. Participate in the development and facilitation of clear communication procedures between Central Yup'ik CCR Project partners, students, parents and community members;
- F. Participate in continuous improvement of Central Yup'ik CCR Project and provide program oversight through participation in the Central Yup'ik CCR Advisory Committee meetings;
- G. Provide wisdom, guidance, expertise, and leadership in the development of locally appropriate Alaska cultural activities, curriculum, instruction, and assessments.

- Each year, this agreement will be updated and revised to incorporate any changes in policies and regulations in force in the project partner organizations.
- The Central Yup'ik CCR Project involves numerous partners and therefore will inherently encounter unpredicted challenges. The signatures below indicate the commitment of the partners yet do not preclude changes from being made or from a partner terminating the agreement as the team learns more about how best to collaboratively meet the needs of our students and communities or from any unforeseen funding reductions.



 Sue Johnson, Superintendent
 Kuspuq School District

(b)(6)

Carol Wilson, Executive Director
 EXCEL Alaska, Inc.



 John Wehde, Superintendent
 Lower Yukon School District
 MIKE GADBOIS 2016-17 Asst Supt

(b)(6)

Digitally signed by gjturner
 Date: 2016.05.12 15:51:46
 -08'00'

Gary J. Turner, Director/CEO
 Kenai Peninsula College

(b)(6)

Ben Eveland, Director
 Alaska Vocational Technical Center

(b)(6)

Maver Carey, President/CEO
 The Kuskokwim
 Corporation Kuskokwim Educational
 Foundation

(b)(6)

Janette Hoffman, Chief
 Aniak Traditional Council

(b)(6)

Julia Dorris, President
 Village of Kalskag

Central Yup'ik CCR Project

Evidence of Capacity

Kuspuk School District has been awarded several federal discretionary grants over the years. Most recently, (2014) the district was awarded the Alaska Native Education Program Grant. The focus of the application is to provide Career and Technical Education activities to Jr. High and High School students in the region. Data collected in the first year of the grant is remarkable. The grant will conclude in September of 2017. Through the successes thus far, the district is poised to apply for a new award in 2018.

ANE YR 1 Student Statistics

Total Student Slots - 375 (366 completed) - 97.6%

Total Non-duplicated Students - 212

Students completing 1 session – 112

Students completing 2 sessions – 65

Students completing 3 sessions – 12

Students completing 4 sessions – 10

Students completing 5 sessions – 7

Students completing 6 sessions – 1

Students completing 7 sessions – 1

Non-completing students - 9 Slots – 9

Number of Certificates earned

NCCER Core - 42

Drivers License - 26

Drivers Permit - 34

Ground School - 2

ETT - 8

Training/Number of Participants

Drug/Alcohol - 64

Workplace Safety Training - 37

Employability Skills Training - 205

Leadership Training - 132

Taste of College - 64

Independent/Financial Living Skills Training - 51

Career Awareness - 205

Participating School Districts/Students attending - 8

IASD - 4

Kash - 1

KPBSD - 1

KSD - 123

LYSD - 58

SMSD - 3

YKSD - 4

YSD - 18

Sessions & number of participants

Career Class - 15

Health Academy - 7

MSE - 30

Construction Camp - 24

Welding Camp - 16 (12 completed)

HEO Camp – 18 (17 completed)

Skyriders - 13

Decathlon - 135

EXCEL 7 - 20 (19 completed)

EXCEL 8 - 23

EXCEL 9 - 13

EXCEL 12 - 14

Summer XL - 40 (37 completed)

Central Yup'ik Project Partner, **EXCEL Alaska, Inc.** was awarded an Alaska Native Education Program Grant in August 2015. The focus of the award is to provide supplementary academic and career exploration activities to 6 school districts in Western Alaska. It is named the **EXCEL Bridging Program**. To date the following activities have been performed:

- AVTEC Mini-Bridging Camp (18 students)– Held at the Alaska Vocational Technical Center, this camp provided students who may be interested in attending AVTEC after

graduation a chance to test-drive possible program and experience 10 day of campus living.

- January Credit Recovery (21 students) – A two-week intensive allowing students to receive math or English credit for high school graduation. Students attended class for 6 hours a day for a total of 70 hours of instructional seat time.
- March Credit Recovery/College Prep – 24 students – This session is designed for students who need high school credit in either math or English, as well as prepare for postsecondary placement tests such as the TABE, Accuplacer, ACT and WorkKeys. In addition to all classroom success, students were also able to receive their Alaska Drivers License, Drivers Permit or Alaska State ID.
- EXCEL/Delta Mine Training Capstone/Work Internship – 10 students – Through a rigorous application process, 10 students were selected to attend a 2-week University of Alaska Mining & Petroleum Training Center’s above ground mine training. Once the training was completed, students were paired up with an industry partner in the Yukon Kuskokwim Region for a 2-week paid work internship.
- XL Summer Bridging Camp – 60 students – Schedule for June 2016, the camp will be held at Kenai Peninsula College. Students will live in the dorms and attend classes on campus. Students will be an opportunity to earn dual college credit and earn valuable national certificates in carpentry, first responders, process technology, and welding. The camp has been operated yearly for 12 years.

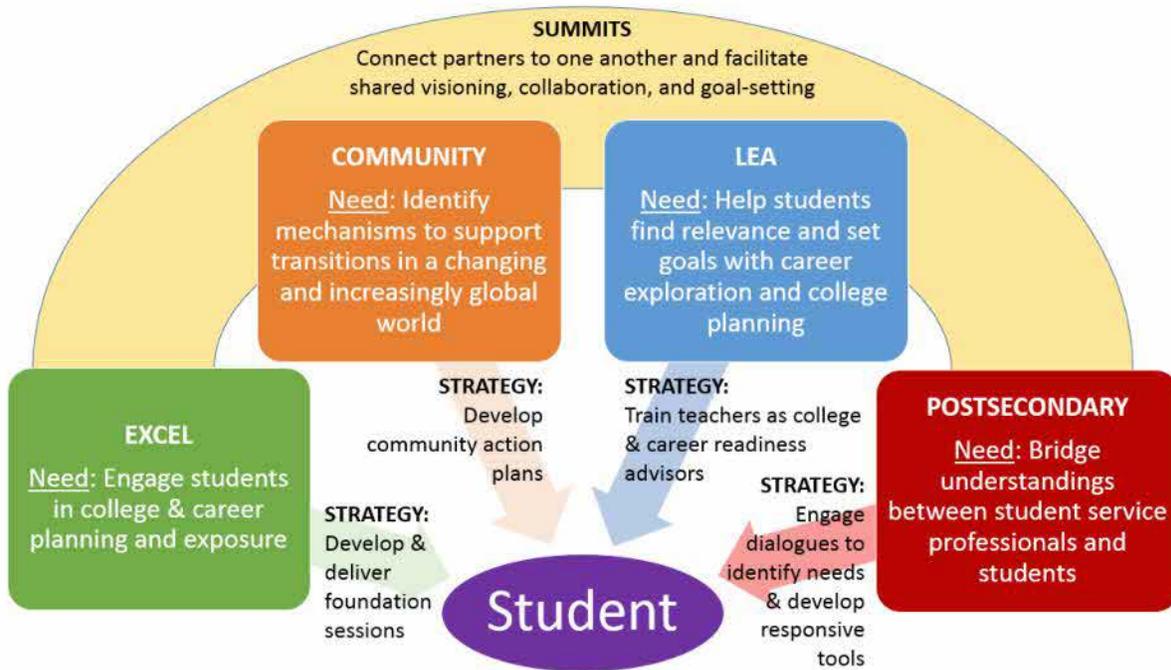
The EXCEL ANE Program will finish its first year in September 2016. The grant funding will conclude in September 2018. The feedback from business and industry partners, grant partners,

parents, and students has been outstanding. EXCEL Alaska is well poised to submit a new application in 2019.

EXCEL Alaska, Inc. has also receives a substantial funding donation from Donlin Gold. Donlin will be a primary employer for the Central Yup'ik region within the next 2 years. Please see attached letter of support.

The Kuskokwim Corporation/Kuskokwim Educational Foundation (TKC) – A strong advocate for improving the lives of the students in the Central Yup'ik Region has agreed to provide annual donations to both the school district and EXCEL Alaska to continue the valuable educational opportunities currently being provided.

Involvement of Indian Tribes and Parents Central Yup'ik Student 360° Comprehensive Project



Key to this project is the role of community members as teachers of cultural values and as leaders and mentors for students. The Central Yup'ik CCR Project is a 360° comprehensive project starts and ends with community. It is a continuous network cycle of support for students, but once a student begins their CCR goals it is critical for their success to be community driven and supported. The CCR Summits will be the key for each community to produce an action plan. The action plan will produce a CCR program that will be culturally relevant to each community which will in turn support students in successfully developing and implementing CCR goals. Refer to the table below for specific responsibilities for local communities members.

The CCR project will provide a variety of student, community, and postsecondary engagement events throughout the calendar year. Included in this proposal are: trained CCR advisors (1 for each school site); local community CCR programs (in 16 communities); rural AK Native Student postsecondary transition tool; postsecondary student services training module

for facilitating college transitions of AK Native rural students; EXCEL CCR foundation sessions 7-12 Grades (12 per year, two session per grade), and a 30-XL Summer Bridging Camp. The project has two principal tenets: community collaboration and cultural relevance. By engaging the community to provide support from every angle, activities are designed to create a cohesive system so rural Central Yup'ik students can overcome barriers of geographic isolation and economic hardships, plan for their future, and have support as they transition from remote high schools to postsecondary programs or into the workplace. The community engagement supports cultural relevance, reinforcing the integrity of the cultural knowledge students bring with them, and recognizing that all knowledge is embedded in a larger system of cultural beliefs, values, and practices, each with integrity and interconnectedness. The project incorporates contemporary adaptations of the students' cultural heritage, along with the historical and traditional aspects of the local culture, and is sensitive to traditional cultural protocol, including the role of spirituality. The curriculum encourages to explore how the dynamics of cultural systems as change over time and are impacted by external forces, and applying those understandings to consider the inter-relationship between their local circumstance and the global community.

College Career Community Summit: A yearly fall summit, hosted in four separate communities, will allow tribal leaders, educators, community members, parents, and students to develop strategies and a process to guide focused conversations and build a strong network to improve CCR skill for middle and high school students in the region. By employing the Strategic Doing Process each community will develop a CCR program culturally unique to support their student's CCR goals. Each developed program will have CCR contributions from regional corporations, tribal councils, parent advisory committees, and schools.

Table 3 - Central Yup'ik CCR Project Timeline

Date	Activity	Milestone	Evaluation Tool	Responsibility
Weekly; ongoing through the project	Management Team Meetings	Project activities delivered organized & on time	Stakeholder pre/post surveys; Summit CCR Action Plans; Project goals, objectives, outcomes	Project Director; Project Administrator; Project Curriculum & Instruction Director
Yearly - Jan, Apr, Jun, Sept	Management meetings with Project Evaluator	Data collection tools in place and usable	Annual Performance Reports	Management Team; Project Evaluator
Oct, 16	Hire Project Staff	Post positions, interview, hire, train	Interview Team, Staff Evaluation Tool	EXCEL Alaska
Oct, 16; Sept 17, 18, 19	Select CCR Advisors	10-13 Site CCR Advisors identified for CCR Mentor Program	School Site class schedule w/dedicated CCR Advisor & class time	LEAs
Oct 16; Sept 17, 18,	Central Yup'ik CCR Summit	Develop 16 Village Cohorts; Define CCR	List w/contact info of cohorts; SMART Action	All Project Partners including students

19		Goals; Develop Yearly CCR Goals; set quarterly meetings with EXCEL Mentors	Plans; Cohort Quarterly Meeting Notes; Quarterly Meeting Notes with EXCEL Mentor	
Oct 16; Sept 17, 18, 19 – May – 18, 19, 20 Ongoing	Provide CCR Advisor and students dedicated school/class time for CCR instruction	Students receive on site CCR advising during the school year	CCR Mentor and CCR Advisor reports, pre & post assessments, interviews, transcripts	LEAs
Oct 16; Sept 17, 18, 19 – July – 18, 19, 20 Ongoing	Send students to EXCEL CCR Foundational Sessions and Summer XL Camp	Annually 278 Central Yup'ik students will attend EXCEL CCR Foundational Sessions	Registration and completion records, pre & post assessments, interviews, certificates, transcripts	LEAs; EXCEL Alaska
Oct 16; Sept 17, 18, 19 –	EXCEL CCR Mentorship Program	Annually 10-13 site teachers will be trained	CCR Mentor and site teacher progress reports,	EXCEL Alaska

May - 18, 19, 20 On going		to be CCR Advisors	pre & post assessments, interviews	
Annually - March - May	Facilitate high school students/postsecondary programs meetings to develop culturally relevant entrance process	Develop Rural AK Native post-secondary admissions packet; Develop a training module for student service professionals	User friendly Rural AK Native post-secondary admissions packet A training module (video) for student service professionals	EXCEL Alaska
Oct 18, 19	Develop Sustainability Plan	Embedded in Cohort Action Plans at Summit; Disseminate Data at State Conferences	Funding to continue CCR work	All Partners; Evaluator

Central Yup'ik CCR Project

Demonstration of Research Basis - (existing program modifications)

Program Modification to be Culturally Appropriate - A comprehensive, integrative approach has been considered in the design of the Central Yup'ik Project. With 99% of the students being AK Native and drawing from the adage, "it takes a village", the project was designed to engage students' natural community supports – elders, family members, tribal leaders, and schools – and to foster opportunities for dialogue and collaboration with the postsecondary world – colleges, vocational training programs, business, and industry. The program design draws from research and evidence-based practices and has been modified to fit the cultural traditions of the AK Native community:

Mentoring – Mentoring is a valuable way for teachers to learn new skills;ⁱ it has also been noted as a significant positive influence on reducing teacher turnover.^{ii,iii,iv} For first-generation college students, having a trusted adult who has "been there" and can help them to navigate expectations and transitions has consistently been cited as an effective strategy to build college readiness outcomes^v and facilitate successful college transitions.^{vi} This project adapts successful models to be appropriate to rural villages and AK Native students by providing opportunities to include them in the process and development. Much of its design is adapted from the AK Teacher Mentor Project.^{vii} The Management Team and staff of EXCEL Alaska offer a combined 50+ years of working directly with college and career readiness. Through years of gathering feedback from parents, teachers, community members and above all, students, they have developed and adapted CCR curriculum to fit the individual needs of each students. With the yearly teacher turnover rate hovering at

25% in LYSD and 18%, in KSD, a strong professional development and mentoring program are critical to the success of the Central Yup'ik Project.

Summits – Holding a summit meeting is an effective way to bring a group of people together who share a common goal. It provides a platform for people to organize, network, learn new things, and share expectations, desires and concerns in a public setting. Engaged partnerships have been demonstrated to be effective in promoting college and career readiness.^{viii} Implementing the Strategic Doing Model as a tool and process to build action plans with measurable outcome will allow all partners to be a part of the process. Strategic Doing emerges from this spirit of experimentation and adaptation. It relies on proven practices of Asset Based Community Development, Appreciative Inquiry and open source development.^{ix,x,xi} It integrates these insights with a simple set of rules to follow.

Experiential camps - Policy has traditionally emphasized academic requirements as the gateway to postsecondary education. However, youth need to develop a wide range of knowledge, skills, abilities, and personal resources for career success, civic engagement, and lifelong learning, and to address social, informational, and financial barriers. Programs that provide students opportunities to envision themselves as college students and access college campuses are especially effective for underrepresented student populations.^{xii} EXCEL Alaska provides a top-rate staff, two of whom have nearly 18 years combined experience working with Alaska Native students in an experiential, hands-on learning setting. Additionally, EXCEL has 4 young adults from the Central Yupik region on staff as resident mentors, and support staff. EXCEL has taken careful consideration in making sure all lessons and activities are culturally appropriate. Students are surveyed after each session, gathering evaluative feedback for continuous improvement.

Dialogue between students and student services professionals – Facilitated dialogue between diverse students and teachers has proved successful in helping each to understand and adapt to one another's expectations; this has been demonstrated for African American students^{xiii} and Hispanic students.^{xiv} Misunderstanding has been especially demonstrated as a contributing factor in poor college transitions,^{xv,xvi} and collaboration to modify practices has been cited as an effective remedy.^{xvii,xviii} Modifications are being made by bringing student services professionals and students together to collaboratively develop a tool that will provide a seamless transition for the student into college life.

ⁱ Darling-Hammond, L. (2008). Teacher learning that supports student learning. *Teaching for Intelligence*, 2, 91-100.

ⁱⁱ Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational leadership*, 60(8), 30-33.

ⁱⁱⁱ Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2005). Explaining the short careers of high-achieving teachers in schools with low-performing students. *The American Economic Review*, 95(2), 166-171.

^{iv} Milanowski, A.T. & Odden, A.R. (2007). A new approach to the cost of teacher turnover (Working Paper No. 13). Retrieved from Center on Reinventing Public Education website: <http://www.crpe.org/publications/new-approach-cost-teacher-turnover>

^v Slicker, E. K., & Palmer, D. J. (1993). Mentoring at-risk high school students: Evaluation of a school-based program. *The School Counselor*, 40(5), 327-334.

^{vi} Oldfield, K. (2007). Humble and hopeful: Welcoming first generation poor and working-class students to college. *About Campus*, 2007(1), 2-12.

^{vii} (<http://asmp.alaska.edu/mentoring-modifications>)

^{viii} Nunley, C.R., Shartle-Galotto, M.K., Smith, M.H. (2000). Working with schools to prepare students for college: A case study. *New Directions for Community Colleges*, 111, 59-71.

^{ix} Cooperrider, D.L. Y Whitney, D. 2001;

^x Goldman, R., & Gabriel, R. P. (2005). *Innovation happens elsewhere: Open source as business strategy*. Morgan Kaufmann.

-
- ^{xi} Pan, R. J., Littlefield, D., Valladolid, S. G., Tapping, P. J., & West, D. C. (2005). Building healthier communities for children and families: Applying asset-based community development to community pediatrics. *Pediatrics*, 115(Supplement 3), 1185-1187.
- ^{xii} Hooker, S., & Brand, B. (2010). College knowledge: A critical component of college and career readiness. *New directions for youth development*, 2010(127), 75-85.
- ^{xiii} Lee, W. Y. (1999). Striving toward effective retention: The effect of race on mentoring African American students. *Peabody Journal of Education*, 74(2), 27-43.
- ^{xiv} Moll, L., Amanti, C., Neff, D., González, N. (2005). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In González, N., Moll, L., and Amanti, C. (Eds.) *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (71-87). Mahwah, NJ: Lawrence Erlbaum Associates.
- ^{xv} Cox, R. D. (2010). *The college fear factor: How students and professors misunderstand one another*. Harvard University Press.
- ^{xvi} Oldfield, K. (2007). Achieving social class diversity throughout the workforce: A case study of TIAA-CREF. *Considering class: Essays on the discourse of the American dream*, 149-166.
- ^{xvii} Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard educational review*, 56(1), 18-37.
- ^{xviii} Jett, C. C., Curry, K. M., & Vernon-Jackson, S. (2014). Let Our Students Be Our Guides McNair Scholars “Guide” Three Urban Teacher Educators on Meeting the Needs of Culturally Diverse Learners. *Urban Education*, 0042085914549262.

Central Yup'ik College Career Readiness Project: Description of Continuing Activities

The Kuskokwim Corporation, Calista Corporation, Kuspuk School District, and Lower Yukon School District in partnership EXCEL Alaska, Inc. are committed to working together to make Central Yup'ik CCR Project a sustainable college/career ready program for many years to come.

Since the mid-1990s, Donlin Gold has been exploring an undeveloped gold resource located in Western Alaska's Yukon Kuskokwim (YK) region. Calista Corporation and The Kuskokwim Corporation (TKC) own the subsurface mineral rights and surface land for project. The project is in the permitting process, which is expected to be complete by 2019.

Once the permitting process is finished, it will take approximately 4,000 employee working four years to construct the mine. When the mine is in full operation, it will employ up to 700 people on an annual basis, producing more than 40 tons of gold yearly for 27+ years.

Calista, TKC, and Donlin Gold have reached a long-term agreement spelling out the terms and conditions around the development of the project, one of which includes preference to shareholder/regional hire for all employment opportunities. All three entities are working together to develop a top-notch, sustainable workforce development plan. They are working closely with Kuspuk School District and EXCEL Alaska, Inc. to provide supplemental secondary education opportunities to ensure high school students will successfully transition in to post-secondary training and employment, including making EXCEL Alaska a key educational service provider for the proposed regional training center.

Erich Henry Kuball

(b)(6)

PROFESSIONAL

GOAL: To become an administrator in the state of Alaska.

CERTIFICATION: Secondary Mathematics Teacher, Type A, Alaska;
School Principal, Type B, Alaska
Guidance Counselor, Type C, Alaska

LEADERSHIP

EXPERIENCE: **EXCEL Alaska Director / Kuspuk School District Director of Student Services** Aniak, Alaska. (1998 to present).

- Developed and administrated boarding school programs in which students from around the state receive vocational training with certification and university credits. Projects included: Emergency Trauma Technician, Emergency Medical Technician, Fire Fighter Apprentice, CPR, Drivers Education, Culinary Arts, Construction Trades, Welding, Heavy Equipment Operations, Aviation, Outdoor Leadership Development. (2005 to present)
- Managed school records, enrollment, and student information system for district. (1998 to present)
- Administrated and implemented various grant programs such as Alaska Native Education Grant and Denali Youth Training Funds, Carl Perkins Funds and other Department of Labor grants. Activities managed includes after school tutoring, vocational training, career guidance, cultural heritage development, career fairs, academic decathlons. Also included managing the budgets and reporting. (2008-2011)
- Coordinated / Supervised various testing and other activities such as ACT, ACCUPLACER, WORKKEYS, AKCIS, SAT, PSAT, ASVAB, NCCER Core, TABE, and GED. (1998-present)

TEACHING / COUNSELING

EXPERIENCE: **EXCEL Alaska** Aniak, Alaska. January 2014 to present. Co-director of 501c3

Kuspuk School District Aniak, Alaska. August 2005 - May 2014. Distance Ed. High School Mathematics Teacher -- Middle School Math, Algebra I, Geometry, Algebra II.

Chugach School District – Excel Summer Standards Camp Anchorage, Alaska. Mathematics Instructor / Outdoor Leadership Teacher – Intensive, Hands-On, Summer School preparing high school students to pass the High School Graduation Qualifying Exam and develop leadership skills in a wilderness setting. Also Instruct NCCER Core, Heavy Equipment Operation, Carpentry, Computer Applications, Small Business, Career & Tech Ed. (Summer 2004 to present)

Aniak High School Aniak, Alaska. August, 1996 - December 1997. High School Teacher -- Pre-Algebra, Algebra I, Computer Applications, Computer Exploration, Typing, Drivers education, Health, Spanish I and Spanish II satellite distance education coordination.

Behavioral Health Service Gallup, New Mexico. June - July 1996. Inpatient Drug and Alcohol Counselor. Practicum for Master's Degree in Counselor Education

Pine Hill School New Mexico. January - May 1995. K-8 School Counselor. Career and Crisis counseling to Navajo students in rural New Mexico. Practicum for Master's Degree in Counselor Education

Window Rock High School Fort Defiance, Arizona. July 1989 - May 1986. High School Teacher -- General Math, Pre-Algebra, Algebra I, Algebra 2, Geometry, Computer Science I, II, and III.

Dine Community College Tsaile Arisona. September 1989 - May 1996. Adjunct Faculty – Logic, Computer Programming, Beginning Algebra, College Algebra, Word Processing, Spreadsheet, Database Management, Business Mathematics.

National Science Foundation Young Scholars Program Summer Employment, Arizona State University, Tempe Arizona. June 1993 - July 1995. Instructor -- Computer Programming for Middle School Students.

Jet Propulsion Laboratories California Institute of Technology, Pasadena California. June - August 1990. Curriculum Development for computer science classes using NASA resources.

University of Arizona Tucson Arizona. September 1987 to May 1988. Instructor -- Mathematics Methods for Elementary Education majors. Practicum for Bachelor's Degree in Secondary Education.

EDUCATION:

Masters of Arts. May 2012, University of Alaska Anchorage. Educational Leadership. GPA 3.75

Masters of Arts. December 1996, Western New Mexico University. Counselor Education. GPA 3.71

Bachelor of Science. May 1988, University of Arizona, Secondary Education. Major: Mathematics. Minor: Physics.

HONORS AND ACTIVITIES:

- Bicycle Tours: Prudhoe Bay Alaska to Ushuaia, Tierra del Fuego, (15,000 miles) summer 2001 to spring 2002; Bellingham WA to Leadville CO (1200 mi) summer 2012; Bellingham WA to Eastern Montana (1000 mi) Summer 2004; Alaska Pipeline, (950 mi) summer 2000; Bozeman MT - Durango CO, (1100 mi) summer 1999; Seattle WA - Durango CO, (1650 mi) summer 1998; Aberdeen WA - San Luis Obispo CA, (1000 mi) summer 1996; Lisbon Portugal - London England, (3500 mi) summer 1987.
- Math Science Expedition – Leadership/ Employability Skills Outdoor Adventure Program with Fish Biology and Mathematics based curriculum. 2005 to present.
- Camp Kick Ash / Kuspuk Career Academy Program Director – 2009 to present.
- Kuskokwim 300 Race Committee Board Member - 2013 - present
- Sponsor -- Richie Diehl for Iditarod -- 2013 - present
- Snowmachine Tour from Huston Alaska – Kalskag Alaska, 700 miles. Winter 2004.
- Snowmachine Tour from Aniak Alaska – Nome Alaska and return. 1200 miles. Winter 2006.
- Naátaaní Trails Leader: IHS/PHS Mental Health. Outward Bound Style program for At-Risk Students. 1994-1996.
- Ropes Course Instructor: Fort Wingate New Mexico, 1995-1996
- Curriculum Writer: Window Rock High School, 1990 - 1993. Computer Science.

PROFESSIONAL

ORGANIZATIONS:

Alaska School Counselor Association

National Council of Teachers of Mathematics

REFERENCES:

Ms. Carol Wilson EXCEL Alaska Director, 6309 Laurel Street, Anchorage, Alaska 99507. Phone (907) 632-5725. Email cwilson@kuspuk.org

Mr. Brad Allen. Former Superintendent, Kuspuk School District, PO Box 49, Aniak, Alaska 99557. Phone (907) 675-4250 ext 103. Email ballen@kuspuk.org.

Dr. Martin Laster. Educational Leadership Program Coordinator, University of Alaska South East, Juneau, Alaska, 99801 Phone (907) 796-6087. Email martin.laster@uas.alaska.edu.

Mr. Ty Mase. Superintendent, Lake and Peninsula School District, PO Box 498, King Salmon, Alaska 99613. Phone (907) 246-4280. Email tmase@lpsd.com.

Offering over 17 years experience in education and program administration at the secondary and post-secondary level.

Professional Experience

EXCEL Alaska, Inc./Kuspuk School District

10/14 – Present Executive Director

- Established EXCEL Alaska, Inc. as a fully operational 501c3 non-profit organization;
- Established EXCEL Alaska, Inc. governing board;
- Directs the general operations of the EXCEL Program;
- Creates and implements EXCEL Program curriculum;
- Establishing program policies and procedures encouraging collaboration and input among stakeholders;
- Constructed a region-wide coalition consisting of secondary, post-secondary, AK Native corporations, and industry partners;
- Manages budgets and resource planning;
- Sets up and directs all EXCEL Alaska student activities.

University of Alaska

9/13 – 9/14 Statewide Coordinator for Career Pathways

- Coordinate the development of the statewide Career Pathway/Program of Study and other college and career readiness resources;
- Facilitate partnerships with industry groups, education and community organizations to facilitate the development of Career Pathways in mining, fisheries/seafood/maritime, and tourism & hospitality;
- Expand partnerships with the regional Alaska Native Corporations to provide direct and tertiary support for career pathways development;
- With participating partners, explore and implement employer, student, and family engagement strategies;
- Serve as the statewide point of contact for the collection and dissemination of Career Pathways best practices;
- Facilitate conversations with local partnerships to promote effective secondary/post secondary transitions;
- Provide support for external stakeholder Advisory groups, including support the development of the agenda, minutes, meetings and other logistics;
- Conduct outreach to students in rural Alaska to build awareness of career pathways opportunities, leveraging with complimentary projects where necessary;
- Networks with local, state, and national agencies for future program funding and development.

Chugach School District, Alaska

6/06 – 8/13 Voyage-to-Excellence (VTE) School to Life Program Director

- Director of general program operations and staffing;
- Develops curriculum and lesson plans to correlate with the Alaska State Standards and Assessments;

- Creates program policies and practices that encourages collaboration among stakeholders;
- Successfully produced over 70 business/education partnerships across Alaska;
- Creates an atmosphere that encourages parental and community involvement;
- Manage budgets and resource planning;
- Collaborates with partnering school districts in recruiting participating students;
- Effectively writes and directs multiple Alaska Department of Labor grants;
- Successfully secured state-appropriated funding for a multi-million dollar expansion of the program.

07/08 – 03/13 Safe Schools/Healthy Students Federal Grant Director

- Accomplished goals and objectives within the prescribed time frame and funding parameters
- Successfully managed a 5-year \$650,000 annual budget
- Established a work plan for each grant project and arranged for recruitment of project personnel
- Coordinated project activities with multiple government agencies including law enforcement, juvenile justice, and behavioral health
- Assigned duties and responsibilities to staff that will secure completion before deadlines.
- Networked with local, state, and national agencies for future program development.

Anchorage School District, Alaska

09/99 – 06/03 Physical Education Teacher (½ time)

- Planned and taught school-wide Physical Education classes grades K - 6

09/98 – 05/06 VTE Teacher/Program Coordinator

- Planned, set-up, and coordinated of all student career and employability skills activities for the VTE program.
- Developed and maintained business partnerships within the community.
- Co-facilitated phases and was the point of contact.
- Assisted in assessing each student.
- Followed up with site teachers on progress and recommendations for each student upon their return.

Education

- 2012 **University of Alaska, Anchorage**
M.Ed. Educational Leadership
Alaska Professional Administrator – Alaska Type B Certificate
- 2007 **Alaska Pacific University**
M.A. – Education/Standards-based Curriculum Design
- 1982 **Colorado State University, Pueblo**
B.A. – Health and Physical Education
Professional Type A Alaska Teaching Certificate

(b)(6)

Volunteer Services

EXCEL Alaska

9/13 – 3/15

EXCEL Alaska Board of Directors Chair

Key stakeholder in establishing the EXCEL Alaska Program, including curriculum and program development, employer and community engagement, and policy alignment.

Professional Affiliations

- Alaska Process Industry Career Consortium
- Alaska Career & Technical Education Association

References:

Brad Allen, M.Ed.

Superintendent

Kuspuk School District

P.O. Box 49

Aniak, AK 99557

(907) 675-4250, Ext. 222

Cathy LeCompte, M. ED.

Associate Dean for Academic Affairs

UAA Community & Technical College

3901 Old Seward Highway, Suite 130

Anchorage, AK 99508

(907) 786-4084

Erich Kuball, M. Ed.

Director of Student Services

Kuspuk School District

P.O. Box 49

Aniak, AK 99557

(907) 675-4250, Ext. 228

(b)(6)

EDUCATION:

Master of Education in Educational Leadership
University of Alaska, Anchorage, AK – May 2012

Master of Arts in Education/Standards-Based Design
Alaska Pacific University, Anchorage, AK – May 2007

Bachelor of Science in Elementary Education
Montana State University, Bozeman, MT - May 1993
National Teacher's Exam: Passed - May 1993.

EXPERIENCE:

October 2014-Present

EXCEL Alaska Director of Curriculum and Instruction: EXCEL Alaska Inc., Anchorage, AK

August 2013-2015

English Language Arts 7-12th Aniak Jr. Sr. High School: Kuspuk School District, Aniak, AK

August 2006-2013

Voyage to Excellence Director of Academic Instruction: Chugach School District, Anchorage, AK

August 2002- 2006

Voyage to Excellence Facilitator: Chugach School District, Anchorage, AK

August 1998-2002

Educator: Whittier Community School, Chugach School District, Whittier, AK
Grades 3-7.

August 1996-June 1997

Educator: Chenega Bay Community School, Chugach School District, Chenega Bay, AK. K-9 Head Teacher.

August 1993-June 1996

Educator: Chenega Bay Community School, Chugach School District, Chenega Bay, AK. Grades 3-7.

PROFESSIONAL ACTIVITIES:

2014-Present

- EXCEL Alaska Director of Curriculum and Instruction
- **Alaska Native Education Grant Director (10 years)**

2013-2015

- English Language Arts 7-12th Aniak Jr. Sr. High School
- EXCEL Alaska Director of Curriculum and Instruction

2011-2013

- Co-director Voyage To Excellence (6 years)
- **Alaska Native Education Grant Director**
- Member of Prince William Sound Teacher Association (17 years)
- Student Leadership Coordinator (17 years)

2010-2011

- Co-director of Voyage To Excellence
- Member of Prince William Sound Teacher Association
- Student Leadership Coordinator

2009-2010

- Co-director of Voyage To Excellence
- **Alaska Native Education Grant Director**
- Teacher Mentor in Leadership & Math Instruction (5 years)
- Member of Prince William Sound Teacher Association
- Student Leadership Coordinator

2008-2009

- Co-director of Voyage To Excellence
- **Alaska Native Education Grant Director**
- Teacher Mentor in Leadership & Math Instruction
- Member of Prince William Sound Teacher Association
- Student Leadership Coordinator

DAYNA JEAN DEFEO
Center for Alaska Education Policy Research
Institute of Social and Economic Research
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508
907.786.5494
djdefeo@uaa.alaska.edu

EDUCATION

Doctor of Philosophy in Curriculum and Instruction, 2011

New Mexico State University
Las Cruces, New Mexico

Dissertation: *Spanish heritage speakers' experiences and perceptions in an introductory-level Spanish foreign language classroom*

Master of Arts in Education, 2005

New Mexico State University
Las Cruces, New Mexico

Bachelor of Arts in Spanish, 2002

Rutgers University, Douglass College
New Brunswick, New Jersey

PROFESSIONAL EXPERIENCE

- 2014-present **Senior Researcher**
University of Alaska Anchorage Center for Alaska Education Policy Research
- 2012-2014 **College & Career Readiness Coordinator**
University of Alaska Anchorage Community & Technical College
- 2010-2012 **Coordinator of Learning Resources Center, Tutoring Programs & Assessment**
University of Alaska Anchorage Community & Technical College
- 2008-2011 **Coordinator of Institutional Research**
New Mexico State University at Carlsbad
- 2006-2008 **Special Needs Services Coordinator and Academic Advisor**
New Mexico State University at Carlsbad
- 2002-2006 **Family Service Coordinator and Developmental Specialist III**
CARC, INC. Child Development Center

TEACHING

Graduate courses

- Fundamentals of Research in Education, *University of Alaska Anchorage*
- Research in Career & Technical Education, *University of Alaska Anchorage*
- Developing the Research Proposal, *Grand Canyon University*
- Curriculum & Assessment in Career & Technical Education, *University of Alaska Anchorage*
- Advising for Career Pathways, *University of Alaska Anchorage*
- Using Classroom Assessment to Teach Better, *University of Alaska Anchorage*
- Content Area Literacy, *New Mexico State University*
- Sociopsycholinguistics, *New Mexico State University*

Undergraduate courses

- Introductory Spanish Level I, *University of Alaska Anchorage & New Mexico State University at Carlsbad*
- Introductory Spanish Level II, *New Mexico State University at Carlsbad*
- Creating Success in College, *University of Alaska Anchorage*
- Introduction to Language, *New Mexico State University at Carlsbad*
- College and Life Success, *New Mexico State University at Carlsbad*

Graduate advising

- Doctor of Education in Organizational Leadership, *Grand Canyon University*
- Master of Science in Career and Technical Education, *University of Alaska Anchorage*

RESEARCH

Peer-reviewed articles

- DeFeo, D. J. (2015). Why are you here? CTE students' enrollment motivations and career aspirations. *Career and Technical Education Research* 40(2), 82-98.
- DeFeo, D. J. (2015). Spanish is foreign: Heritage speakers' interpretations of the introductory Spanish language curriculum. *International Multilingual Research Journal*, 9(2), 108-124.
- Maseda, R., & DeFeo, D. J. (2014). Finding your "Spanish voice" through popular media: Improving students' confidence and fluency. *Journal of the Scholarship of Teaching and Learning* 14(3), 110-131.
- DeFeo., D. J. & Caparas, F. (2014). Tutoring as transformative work: A phenomenological case study of tutors' experiences. *Journal of the College Reading & Learning Association* 44(2), 141-163.
- DeFeo, D. J. (2013). Towards a model of purposeful participant inclusion: Examining deselection as a participant risk. *Qualitative Research Journal* 13(3), 253-264.

In review:

- DeFeo, D. J. "Acquisition generation: How Estadounidenses become heritage speakers of Spanish."
- DeFeo, D. J., Bonin, D. & Ossiander-Gobeille, M. "When no one is watching: An ethnographic study of student behavior in the drop-in math tutoring lab."
- DeFeo, D. J., Kiliç, Z & Maseda, R. "From productivity to process: Flipping the writing group."

Working papers & reports

- DeFeo, D.J. (2015, December). *Good collaborations: A case study of the Health Information Technology partnership*. Report released by the Center for Alaska Education Policy Research, Anchorage, AK.

Hirshberg, D., Berman, M., DeFeo, D.J. & Hill, L. (2015, November). *Salary & benefits schedule and teacher tenure study*. Report released by the Alaska Department of Administration, Juneau, AK; and the Center for Alaska Education Policy Research, Anchorage, AK.

DeFeo, D.J. (2015, April). *Statewide articulation agreement inventory: 2013-2014*. Report released by the Workforce Development Committee of the University of Alaska; Fairbanks, Alaska.

DeFeo, D.J., Fallon, S., Hirshberg, D. & LeCompte, C. (2014, July). *Alaska career pathways: A baseline analysis*. Report released by the University of Alaska Anchorage Center for Educational Research & Policy and the University of Alaska Anchorage Community & Technical College; Anchorage, Alaska.

National & international conference presentations

Hirshberg, D. DeFeo, D. J., Berman, M., & Hill, L. (2016, April). *We'd have to pay them what? A look at rural teacher recruitment and retention in Alaska*. Presentation given at the Alaska Native Studies Conference, Anchorage, AK.

Sperling, R., DeFeo, D.J. & Rodriguez, B. (2015, May). *A Lat Crit perspective on the future of HSI research*. Presentation given at the 28th Annual National Conference on Race & Ethnicity in Higher Education, Washington, DC.

Maseda, R. & DeFeo, D.J. (2014, June). *Finding Your 'Spanish Voice' Through Popular Media: Improving Students' Confidence and Fluency*. Presentation given at the 12th International Conference on New Directions in the Humanities; Madrid, Spain.

DeFeo, D.J. (2012, June). *Finding the "I" in TEAM: Assessing student learning in academic support programs*. Presentation given at the National Institute on Assessment of Adult Learning; Atlantic City, NJ.

DeFeo, D.J. & Caparas, F. (2011, November). *A phenomenological study of tutors' perceptions of personal and professional development in a college writing center*. Presentation given at the 44th Annual College Reading and Learning Association Conference; San Diego, CA.

DeFeo, D.J., Gobielle, M., Bonin, D. & Wooten, D. (2011, November). *An ethnographic study of student behavior in open math tutoring labs*. Presentation given at the 44th Annual College Reading and Learning Association Conference; San Diego, CA.

Caparas, F., DeFeo, D.J. (2011, April). *Tutoring for professional and personal development*. Presentation given at the 19th Annual National Tutoring Association Conference; Anchorage, AK.

DeFeo, D.J. (2011, April). *Educational theory for tutors: incorporating constructivist principles into tutoring sessions*. Presentation given at the 19th Annual National Tutoring Association Conference; Anchorage, AK.

Weinstein, N, Waters, E., DeFeo, D. (2002, April). *Different labels: Not all smokers consider themselves to be smokers*. Paper presented at the annual meeting of the Society of Behavioral Medicine; Washington, D.C.

Regional conference presentations

DeFeo, D.J. (2015, October). *Good collaborations: A case study of a successful distance-delivered health cohort program*. Presentation given at the Alaska Association for Career & Technical Education Annual Conference; Anchorage, AK.

DeFeo, D.J. (2015, October). *Alaska career pathways and programs of study*. Presentation given at the Alaska Association for Career & Technical Education Annual Conference; Anchorage, AK.

- DeFeo, D.J. (2015, October/April). *Why are you here? CTE students explain their enrollment choices*. Presentation given at the Alaska Association for Career & Technical Education Annual Conference; Anchorage, AK/1st annual Alaska Evaluation Network Conference in Anchorage, AK.
- DeFeo, D.J., Peck, M. & Brekke, H. (2013, November/October). *A new model of college and career readiness: What it is, and what you can do to promote it*. Presentation given at the Alaska School Counselors Association; Anchorage, AK/Alaska Association for Career & Technical Education Annual Conference; Anchorage, AK.
- DeFeo, D.J. (2011, February). *Reconceptualizing "heritage speaker": Profiles of Spanish language users in New Mexico*. Presentation given at the 16th Annual Pacific Rim Conference on Literature and Rhetoric; Anchorage, AK.
- DeFeo, D.J. (2010, October). *The role of the critical educator in the introductory level foreign language classroom: Exploring sites of possibility*. Presentation given at the Linguistic Association of the Southwest Annual Conference; Las Cruces, NM.
- DeFeo, D.J., Sperling, R. (2010, February). *First Year Latino Community College Students' Perceived Obstacles*. Presentation given at the New Mexico Higher Education Assessment and Retention Annual Conference; Albuquerque, NM.

Poster presentations

- DeFeo, D.J. (2015, April). *Career Pathways in Alaska: A baseline statewide study*. Poster presented at the 1st annual Alaska Evaluation Network Conference in Anchorage, AK.
- Sperling, R., DeFeo, D. J., Nichols, N., Rodríguez, A., & Thompson, K. (August, 2009). *The dominant racial story about Latinos and education: What it is, how you can measure it, and why you should care*. Poster presented at the Jean Piaget Society Annual Meeting; Park City, UT.
- DeFeo, D., Sperling, R., Bernin, C.M. (2009, February). *Structure blaming and perceived obstacles among Latino community college students*. Poster presented at the 26th annual Columbia Teachers College Winter Roundtable on Cultural Psychology and Education; Manhattan, NY.
- Weinstein, N.D., Slovic, P., DeFeo, D., Waters, E., Gibson, V. (2001, November) *Gaps in knowledge of smoking risks and support for tobacco control policies*. Poster presented at the annual meeting of the Robert Wood Johnson Foundation Substance Abuse Policy Research Program' Ft. Augustine, FL.
- Weinstein, N, Waters, E., DeFeo, D. (2002, February). *Different labels: Not all smokers consider themselves to be smokers*. Poster presented at the annual meeting of the Society for Research on Nicotine and Tobacco; Savannah, GA.

Workshops & invited talks

- DeFeo, D.J., Maseda, R. & Kiliç, Z. (2015, October). *Engaging collaboration: Writing groups for faculty and emerging scholars*. Talk given to the Department of Public Health, Dokuz Eylul University; Izmir, Turkey.
- DeFeo, D.J. (2015, August). *Data workshop: Program assessment & evaluation*. Workshop delivered to AmeriCorps grant administrators in the Serve Alaska program; Anchorage, AK.
- DeFeo, D.J., Maseda, R. & Kiliç, Z. (2015, April/February). *From productivity to process: The flipped writing group*. Talk given to doctoral candidates at Salisbury University; Salisbury, MD/Psychology Department faculty at the University of Alaska Anchorage; Anchorage, AK.
- DeFeo, D.J. (2015, March). *Statewide articulations: Where are we now, where should we go next?* Talk given to the University of Alaska Transition Coalition and University of Alaska Workforce Development Committee; Anchorage, AK.

- DeFeo, D.J. (2015, January). *Conducting faculty and student research: Identifying and designing executable and publishable research projects*. Workshop delivered to faculty and staff at Ilisaqvik College; Barrow, Alaska.
- DeFeo, D.J., Maseda, R. & Kiliç, Z. (2014, February). *Accountability, Productivity, and Support: Setting up a Writing Group*. Workshop presented at the Center for Advancing Faculty Excellence at the University of Alaska Anchorage; Anchorage, AK.
- DeFeo, D.J. (2012, March). *From coursework to completion: Literature review, comps, proposal & data analysis*. Talk given to doctoral cohort at the New Mexico State University College of Education; Las Cruces, NM.
- Nichols, N., DeFeo, D.J. (2007, November). *Embedded Assessment in Online Classes*. Workshop presented at the Teaching Academy of New Mexico State University; Las Cruces, NM.

UNIVERSITY SERVICE

University of Alaska Anchorage

- University College Task Force; Provost appointment (2014)
- Faculty Senate Subcommittee for Academic Integrity (2012 –2014)
- Administrative, Professional & Technical Governance Council (2011 –2013)
- Community & Technical College Adjunct Faculty Orientation Task Force (2011 –2012)
- UAA Accreditation Core Theme III Evaluation Team (2012)
- Employee Satisfaction Committee Working Group (2012)
- Search Committees:
 - Coordinator of the Alaska Middle College (2014)
 - Assistant Professor of Developmental Mathematics (2012)
 - Learning Resources Center Night Supervisor (2011)
 - Assistant Professor of Composition (2011)

New Mexico State University at Carlsbad

- Advisor, Alpha Ro Xi Chapter of Phi Theta Kappa International Honor Society (2007–2010)
- Chair, Strategic Planning Committee (2009 –2010)
- Retention Committee (2008 –2010)
- Helping Students Learn Committee (2008 –2010)
- Assessment Committee (2008 –2010)
- Facilities and Institutional Operations Committee (2006 –2008)
- Search Committees:
 - Associate Provost for Academics and Community Colleges (2009)
 - Instructor of English (2008)
 - Coordinator of Public Relations, Chair (2008)
 - President (2008)

OTHER CERTIFICATIONS

Association of Institutional Researchers (AIR) Data and Decisions Academy, 2010

Online Instructor Certification (COI), Learning Resources Network (LERN), 2009



June 15, 2015

David Emenheiser
Office of Indian Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W215
Washington, D.C. 20202-6200

RE: EXCEL Indian Education Grant Application

To Whom It May Concern,

The Kuskokwim Educational Foundation is an Alaska Native non-profit organization, recognized by the IRS as a Section 501(c)(3) charitable organization, providing scholarships and financial assistance to students in their pursuit of higher education and training. The Kuskokwim Educational Foundation's EIN is 92-0081529.

The Kuskokwim Corporation region comprises 10 small villages along the mid-Kuskokwim River and is one of the most economically challenged areas within Alaska. The Kuskokwim Educational Foundation was created to help change that. With good higher education and training, we believe our young people have more job and career opportunities and a brighter future ahead of them. An Indian Education Grant would go a long way in helping us achieve the goal of a brighter future for the Alaska Native students in our area.

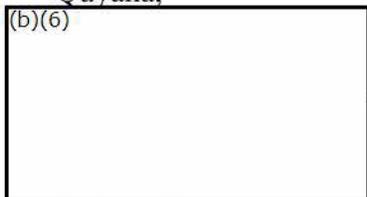
The EXCEL Alaska program is doing amazing things for our students in terms of training, employability skills, confidence, and above all, it is helping to instill a love of learning. As you will see in the attached Grant Application, we believe we can continue and even expand this path to success for students with an Indian Education Grant award.

You are welcome to contact me at 907-771-8203 or email at ajb@kuskokwim.com with any questions. You can also find information about the Kuskokwim Educational Foundation on our website at www.kuskokwim.com.

We greatly appreciate your consideration for this grant award.

Quyana,

(b)(6)



Andrea Gusty
Kuskokwim Educational Foundation

Central Yup'ik CCR Project

Request for Competitive Preference Priority 3:

Two partners in written in the Central Yup'ik CCR grant have received an Alaska Native Education Grant. EXCEL Alaska Inc. and Kuspuk School District. Both partners have received the following grants in the last four years.

EXCEL Alaska Bridging Program 2015-2018

1. Awarded By: U.S. Department of Education Alaska Native Educational Programs 2015-2018
2. Name of Awardee: EXCEL Alaska Inc. – EXCEL Alaska Bridging Program – Providing support and tools for high school students to graduate, enter post-secondary training, and obtain employment for a successful career.
3. Award Number: S356A140034
4. Date of Award: 10/08/15

EXCEL Alaska Project 2014-2017

1. Awarded By: U.S. Department of Education Alaska Native Educational Programs 2014-2017 NCES Number-ID0200760
2. Name of Awardee: Kuspuk School District – EXCEL Alaska Project: providing Alaska Native Youth Career and Technical Education
3. Award Number: S356A140034
4. Date of Award: 8/25/2015



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

Martha Morgan, Business Manager
Kuspuk School District
P.O. Box 49
Aniak, AK 99557

Dear Ms. Morgan:

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 Kuspuk School District is **8.91%**. 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

Kuspuk 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 5.71%

(b)(6)

Superintendent's Certification

01/06/16
Date

EED USE ONLY

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 8.91%

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



Sue Johnson, Superintendent
Kuspuk School District
Post Office Box 49
Aniak, Alaska 99577

May 23, 2016

Dear Superintendent Johnson,

As the Director of the Office of Sponsored Programs at the University of Alaska (UAA), I am writing this letter of support for the *Central Yup'ik College and Career Readiness Project*, submitted through your district in partnership with EXCEL Alaska, the Lower Yukon School District, Kenai Peninsula College, the Alaska Vocational Technical Center, the Kuskokwim Corporation/Kuskokwim Educational Foundation, the Aniak Tribal Council, and the Village of Kalskag. UAA, through the Center for Alaska Education Policy, will serve as the project evaluator.

The Center for Alaska Education Policy Research (CAEPR) is a component of UAA's Institute of Social and Economic Research (ISER). ISER is a widely respected source of research across a range of disciplines. CAEPR was established within ISER to focus specifically on relevant education policy issues. As college and career readiness has gained attention as a statewide policy interest, CAEPR is poised not only to participate in project evaluation but to also situate the program's best practices within the broader social and political milieu.

This project's goals of facilitating college transitions and access not only align with UAA's commitment to providing high-quality education through its open-access mission, but also with the research mission and commitments of CAEPR. Dr. DeFeo, who will lead the project evaluation, and her colleagues have the academic and research capability to help ensure the project will support college readiness and postsecondary transitions for rural Alaska Native youth.

Please feel welcome to contact me if I can provide any additional information or assistance.

Sincerely,

(b)(6)

Tana Myrstol, MPA, CRA
Director, Office of Sponsored Programs
University of Alaska Anchorage
907.786.1065 (phone)
907.786.1791 (fax)
tjmyrstol@uaa.alaska.edu

Narrative: Quality of Evaluation Plan

The evaluation has two primary purposes: (1) to provide the US Department of Education and the project leaders with summative information on the project's progress towards its goals and program performance measures; (2) to provide project partners with formative information to improve the activities during the grant period.

Data Sources - Data will include both existing data and databases as well as data generated from instruments administered during program activities. MOUs indicate data sharing with partnering LEAs and communities, and the evaluator will develop program-specific instruments and assist project staff in implementing them during project activities (e.g., attendance records, surveys, artifact collection). Additionally, the evaluator will collect data independently through observations, interviews, and focus group interviews with participants. Evaluation will employ traditional metrics of progress and learning, as well as indigenous research methods¹ aligned with the cultural practices of the target communities and students. The evaluator will maintain confidentiality of individually identifiable test, survey and interview data.

Formative Evaluation - The evaluator will participate in the monthly network meetings. These meetings will ensure that data about project participation and activity evaluations provide timely formative feedback. The evaluator will review planned and actual project implementation, report summaries of the evaluation results from project activities as they are completed, and ensure that upcoming data collection needs are addressed. Data will be summarized in short reports with attractive graphic representations to facilitate the PI's ability to summarize project activities for community and school board members.

Summative Evaluation - As the communities are unique culturally and geographically unique and also in their college and career outcomes and work-based opportunities, comparison with

other locales (via propensity score matching or control groups) would not be a valid metric. Rather, to ascertain the quality of the interventions proposed in this project, the evaluator will establish baseline performance metrics with students and participating entities, and measure growth over the grant period. Summative evaluation of program objectives include five measures, which are further detailed in table 4.

- **LEA/educator capacity** – The schools’ ability to provide timely and culturally relevant college and career guidance to students, and students’ perception of the service’s utility
- **Community engagement** – The community’s sustained collaboration in identifying and executing college and career readiness support networks
- **College engagement** – Student service professional’s awareness and ability to support the academic, cultural, financial, and psychosocial needs of incoming Alaska Native students, particularly those from rural communities
- **EXCEL program activities** – The program’s capacity to develop postsecondary and career development activities that students find helpful and applicable
- **Postsecondary and work readiness** – Students’ activities and outcomes around high school graduation, postsecondary planning and attendance, and work readiness

Table 4: Evaluation plan

Performance Measures	Description of measure	Data sources	Schedule
Objective 1: Develop and implement a teacher-mentor program to increase rural educators' capacity to support students in developing CCR skills.			
1a. Train: The project will recruit & train 13 site teachers	Process & content of dialogues; frequency & quality of communications	Mentor & site teacher progress reports	Each semester
1b. Develop skills: 80% of site teachers will indicate statistically increase in awareness & capacity for CCR advising	Self-report & perception of increased knowledge, confidence, & skill	Pre- & post-assessments, interviews	Semesterly assessments, annual interviews
1c. Demonstrate value: 80% of students will use & value CCR advising services	Students' perceived knowledge & self-reported activities	Student focus group interviews	Monthly during school year
Objective 2: Design a framework for sustained community collaborations to promote CCR skills in Central Yup'ik students			
2a. Convene summits: 80% of communities will	Number of participants; engaged processes; quality products of dialogue	Attendance & participation records,	Annually

Performance Measures	Description of measure	Data sources	Schedule
participate in annual CCR Summit & develop action plans		artifacts, observations	
2b. Implement plans: 80% of communities will report progress on priorities & engaging community members	Quality of process for implementation; responsiveness of adaptations; and impacts of plan implementation	Progress reports from community leaders, interviews	Starting year 2: Annually (plan development & interviews); quarterly progress reports
2c. Create meaningful resource: 80% of students will state they use & value community services provided	Students' perceived knowledge & self-reported activities	Student focus group interviews	Quarterly during school year
Objective 3. Facilitate communication between high school students and post-secondary programs to develop culturally relevant entrance and attendance processes.			
3a. Convene dialogues: By end of year 1, students & colleges (S&C) will have convened 2	Engaged processes of dialogue; comprehensiveness of output	Meeting minutes, attendance & participation records,	End of year 1

Performance Measures	Description of measure	Data sources	Schedule
meetings and identified barriers & supports		artifacts, interviews	
3b. Develop transition tool: By end of year 2, S&C will develop tool for parents, students, & communities	Engaged process of creation; quality of product produced	Artifact, meeting minutes & planning documents, interviews	End of year 2
3c. Develop student services training: By the end of year 2, S&C will develop training module for student services professionals	Engaged process of creation; quality of product produced	Artifact, meeting minutes & planning documents, interviews	End of year 2
3d. Disseminate tool: In years 3 & 4, 200 students, parents, & community members will access transition tool	Extensiveness of dissemination; users' perception of effectiveness in developing knowledge & encouraging action	User feedback appropriate to tool format	Ongoing in years 3 & 4

Performance Measures	Description of measure	Data sources	Schedule
<p>3e. Demonstrate impact: In years 3 and 4, the training will be delivered to 50 SSP; 80% will indicate learning and intent to change behaviors</p>	<p>Participation in training; attendees indication of learning and intended follow-up action</p>	<p>Participant survey</p>	<p>Ongoing in years 3 & 4</p>
<p>Objective 4: Provide access to EXCEL CCR Foundational Sessions for 7-12 grade students and Summer XL Bridging Camp</p>			
<p>4a. Deliver curriculum: EXCEL will deliver annually 12 CCR Foundational Sessions for 7-12 grade students and 1 Summer XL Bridging Camp</p>	<p>Sessions are planned, scheduled, and executed</p>	<p>Schedule & curriculum documents, staff interviews</p>	<p>Quarterly records, annual interviews</p>
<p>4b. Engage students: 278 students will participate in the CCR Foundational Sessions & Summer XL Camp,</p>	<p>Participation and completion counts</p>	<p>Program records</p>	<p>Quarterly</p>

Performance Measures	Description of measure	Data sources	Schedule
with a 98% completion rate			
<p>4c. Demonstrate impact: 80% of students will earn HS credit, 100% will leave with PLCP, and 90% will rate the experience as helpful to their career development</p>	<p>Number of earned credentials, Number and quality of PLCPs, student self-report of perceptions and learning</p>	<p>Credential transcripts, artifacts, student surveys</p>	<p>Monthly during school year</p>
<p>Objective 5: Increase CCR indicators and performance among Central Yup'ik students in LYSD and KSD.</p>			
<p>5a. Increase high school outcomes: Participating communities will exhibit statistically significant increase in high school graduation rate</p>	<p>Increase in overall graduation rates before during, and post-program; graduation rates by students' level of participation in program activities</p>	<p>NCES graduation rates and district records</p>	<p>Annually</p>

Performance Measures	Description of measure	Data sources	Schedule
<p>5b. Increase postsecondary and/or workforce placement outcomes:</p> <p>Participating communities will exhibit statistically significant increases</p>	<p>Increase in postsecondary attendance and job placement rates</p>	<p>District records, EXCEL records, resource teacher records</p>	<p>Baseline in year 1 and quarterly thereafter</p>
<p>5c. Increase postsecondary planning activities:</p> <p>Students will demonstrate 20% increases in college and career planning activities over the grant period</p>	<p>Increases in FAFSA completion, scholarship applications, college applications, PLCPs, ACT and WorkKeys assessment participation, number and level of work-ready certificates, job applications, and job interviews, from the first year baseline</p>	<p>District and resource teacher records</p>	<p>Baseline in year 1 and annually thereafter</p>

¹Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Black Point, NS: Fernwood.

Central Yup'ik College & Career Readiness Project Budget Justification

Salaries:

In year 1, 456 hours are budgeted for the PI at \$32.60/hourly to provide administrative oversight, file IRB documents, draft instruments, collect and analyze data, and write reports; 91 hours is requested for the Co-I at \$48.08/hourly to draft instruments, collect and analyze data, and provide input to reports. In the subsequent years, the commitments for the PI and Co-I (respectively) are: 346 and 88 hours in years 2 and 3, and 382 and 90 hours in year 4. A 20.9% leave reserve is included for both the PI and Co-I.

Support is budgeted for a temporary research professional for 327 hours in year 1, at \$19.29 hourly, to collect and compile data, perform data analysis, and provide input to draft the report; 314 hours are budgeted in years 2 and 3, and 318 hours are budgeted in year 4. No leave reserve is included for this position.

Salaries include an annual 2.5% increase.

Benefits:

Benefits are applied according to the University of Alaska's provisional fringe benefit rates for FY16. Rates are 41% for exempt staff (PI and Co-I) and 9.2% for the temporary research professional.

Travel:

There is no travel associated with this proposal. Travel expenses will be paid directly by the awardee, per their guidelines.

Indirect Costs:

Facilities and Administrative (F&A) Costs are negotiated with the Office of Naval Research and for sponsored research are calculated at 51.2% of the Modified Total Direct Costs (MTDC). MTDC includes Total Direct Costs minus tuition, scholarships, subaward amounts over \$25,000, participant support costs, and equipment. A copy of the rate agreement for FY14-FY16 is available at:

<http://www.alaska.edu/files/cost-analysis/UA-FY14-16-Pred-FA-Rate-Agrmt.pdf>



Agreement Date: March 27, 2015

NEGOTIATION AGREEMENT

INSTITUTION: **UNIVERSITY OF ALASKA
 FAIRBANKS, ALASKA 99775**

The Facilities and Administrative (F&A) rates contained herein are for use on grants, contracts and/or other agreements issued or awarded to The University of Alaska (UA) by all Federal Agencies of the United States of America, in accordance with the cost principles mandated by 2 CFR 200. These rates shall be used for forward pricing and billing purposes for UA's Fiscal Years 2017 and 2018. This rate agreement supersedes all previous rate agreements/determinations for Fiscal Years 2017 and 2018.

Section I: RATES - TYPE: PREDETERMINED (PRED)

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE</u>	<u>BASE</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
<u>University of Alaska Fairbanks (UAF)</u>						
Pred	7/1/16	6/30/18	50.50%	(a)	On-Campus	Organized Research (1)
Pred	7/1/16	6/30/18	59.50%	(a)	On-Campus	Organized Research (2)
Pred	7/1/16	6/30/18	26.00%	(a)	Off-Campus	Organized Research (1)
Pred	7/1/16	6/30/18	35.00%	(a)	Off-Campus	Organized Research (2)
Pred	7/1/16	6/30/18	37.20%	(a)	On-Campus	Other Sponsored Activities
Pred	7/1/16	6/30/18	26.00%	(a)	Off-Campus	Other Sponsored Activities
Pred	7/1/16	6/30/18	26.70%	(a)	All	Poker Flat
Pred	7/1/16	6/30/18	35.00%	(a)	All	Ship
<u>University of Alaska Anchorage (UAA)</u>						
Pred	7/1/16	6/30/18	51.20%	(a)	On-Campus	Organized Research
Pred	7/1/16	6/30/18	26.00%	(a)	Off-Campus	Organized Research
Pred	7/1/16	6/30/18	33.00%	(a)	On-Campus	Other Sponsored Activities
Pred	7/1/16	6/30/18	26.00%	(a)	Off-Campus	Other Sponsored Activities
<u>University of Alaska Southeast (UAS)</u>						
Pred	7/1/16	6/30/18	59.00%	(a)	On-Campus	Organized Research
Pred	7/1/16	6/30/18	26.00%	(a)	Off-Campus	Organized Research
Pred	7/1/16	6/30/18	30.20%	(a)	On-Campus	Other Sponsored Activities
Pred	7/1/16	6/30/18	26.00%	(a)	Off-Campus	Other Sponsored Activities
<u>Systemwide (Applies to all Campuses)</u>						
Pred	7/1/16	6/30/18	50.00%	(a)	On-Campus	Sponsored Training
Pred	7/1/16	6/30/18	26.00%	(a)	Off-Campus	Sponsored Training

DISTRIBUTION BASE

- (a) Modified Total Direct Costs (MTDC), as defined in 2 CFR 200, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000.

APPLICABLE TO:

- (1) Applies to DOD contracts awarded before November 30, 1993, all Non-DOD Instruments, and all DOD grants (See Section II, paragraph E). (Capped)
(2) Applies to only DOD contracts awarded on or after November 30, 1993 in accordance with and under the authority of DFARS 231.303(1) (See Section II, paragraph F). (Uncapped)

SECTION II: GENERAL TERMS AND CONDITIONS

A. LIMITATIONS: Use of the rates set forth under Section I is subject to any statutory or administrative limitations and is applicable to a given grant, contract or other agreement only to the extent that funds are available and consistent with any and all limitations of cost clauses or provisions, if any, contained therein. Acceptance of the rates agreed to herein is predicated upon all of the following conditions: (1) that no costs other than those incurred by the grantee/contractor were included in this indirect cost pool as finally accepted and that such costs are legal obligations of the grantee/contractor and allowable under governing cost principles; (2) that the same costs that have been treated as indirect costs are not claimed as direct costs; (3) that similar types of costs have been accorded consistent accounting treatment; and (4) that the information provided by the grantee/contractor, which was used as the basis for acceptance of the rates agreed to herein and expressly relied upon by the Government in negotiating and accepting the said rates, is not subsequently found to be materially incomplete or inaccurate.

B. ACCOUNTING CHANGES: The rates contained in Section I of this agreement are based on the accounting system in effect at the time the agreement was negotiated. Changes to the method(s) of accounting for costs which affect the amount of reimbursement resulting from the use of these rates require the written approval of the authorized representative of the cognizant negotiating agency for the Government prior to implementation of any such changes. Such changes include but are not limited to changes in the charging of a particular type of costs from indirect to direct. Failure to obtain such approval may result in subsequent cost disallowances.

C. PREDETERMINED RATES: The predetermined rates contained in this agreement are not subject to adjustment in accordance with the provisions of 2 CFR 200, subject to the limitations contained in Part A of this section.

D. USE BY OTHER FEDERAL AGENCIES: The rates set forth in Section I hereof were negotiated in accordance with and under the authority set forth in 2 CFR 200. Accordingly, such rates shall be applied to the extent provided in such regulations to grants, contracts and other transactions to which 2 CFR 200 is applicable, subject to any limitations in part A of this section. Copies of this document may be provided by either party to other Federal agencies which have or intend to issue or award grants and contracts using these rates or to otherwise provide such agencies

with documentary notice of this agreement and its terms and conditions.

E. DFARS WAIVER: Signature of this agreement by the authorized representative of the University of Alaska and the Government acknowledges and affirms the University's request to waive the prohibition contained in DFARS 231.303(1) and the Government's exercise of its discretion contained in DFARS 231.303(2) to waive the prohibition in DFARS 231.303(1) with the exception of the University of Alaska Fairbanks Organized Research. The waiver request by the University of Alaska is made to simplify the University's overall management of DOD cost reimbursements under DOD contracts.

F. APPLICATION OF INDIRECT COST RATES TO DOD

CONTRACTS/SUBCONTRACTS: In accordance with DFARS 231.303, for the University of Alaska Fairbanks Organized Research, no limitation (unless waived by the institution) may be placed on the reimbursement of otherwise allowable indirect costs incurred by an institution of higher education under a DOD contract awarded on or after November 30, 1993, unless the same limitation is applied uniformly to all other organizations performing similar work. It has been determined by the Department of Defense that such limitation is not being uniformly applied. Accordingly, the rates cited (2) of Section I, as explained under the title, "APPLICABLE TO" do not reflect the application of the 26% limitation on administrative indirect costs imposed by 2 CFR 200, whereas (1) does so.

G. SPECIAL REMARKS:

- (1) In accordance with 2 CFR 200.414(g), the University of Alaska has requested an extension of its Fiscal Year FY 2016 rates. Therefore, the rates identified in Section I are an extension of the FY 2016 rates.
- (2) The Government's agreement with the rates set forth in Section I is not an acceptance of University of Alaska (UA)'s accounting practices or methodologies. Any reliance by the Government on cost data or methodologies submitted by UA is on a non-precedence-setting basis and does not imply Government acceptance.
- (3) Off-Campus rates apply to sponsored projects where more than 50% of the university effort is conducted off-campus. Off-Campus is defined as a facility which is not owned or leased by the institution, a facility leased by the institution where the lease costs are charged as direct costs to the award, or a temporary worksite (i.e. field location).

Accepted:

FOR UNIVERSITY OF ALASKA:

FOR THE U.S. GOVERNMENT:

(b)(6)

Ashok Roy
Chief Financial Officer

Beth A. Snyder
Contracting Officer

Date

3/30/15

Date

4/6/2015

For information concerning this agreement contact:

Beth Snyder, Contracting Officer
Office of Naval Research

Phone: (703) 696-5755
E-mail: beth.snyder@navy.mil

DAYNA JEAN DEFEO
Center for Alaska Education Policy Research
Institute of Social and Economic Research
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508
907.786.5494
djdefeo@uaa.alaska.edu

EDUCATION

Doctor of Philosophy in Curriculum and Instruction, 2011

New Mexico State University
Las Cruces, New Mexico

Dissertation: *Spanish heritage speakers' experiences and perceptions in an introductory-level Spanish foreign language classroom*

Master of Arts in Education, 2005

New Mexico State University
Las Cruces, New Mexico

Bachelor of Arts in Spanish, 2002

Rutgers University, Douglass College
New Brunswick, New Jersey

PROFESSIONAL EXPERIENCE

- 2014-present **Senior Researcher**
University of Alaska Anchorage Center for Alaska Education Policy Research
- 2012-2014 **College & Career Readiness Coordinator**
University of Alaska Anchorage Community & Technical College
- 2010-2012 **Coordinator of Learning Resources Center, Tutoring Programs & Assessment**
University of Alaska Anchorage Community & Technical College
- 2008-2011 **Coordinator of Institutional Research**
New Mexico State University at Carlsbad
- 2006-2008 **Special Needs Services Coordinator and Academic Advisor**
New Mexico State University at Carlsbad
- 2002-2006 **Family Service Coordinator and Developmental Specialist III**
CARC, INC. Child Development Center

TEACHING

Graduate courses

- Fundamentals of Research in Education, *University of Alaska Anchorage*
- Research in Career & Technical Education, *University of Alaska Anchorage*
- Developing the Research Proposal, *Grand Canyon University*
- Curriculum & Assessment in Career & Technical Education, *University of Alaska University of Alaska Anchorage*
- Advising for Career Pathways, *University of Alaska University of Alaska Anchorage*
- Using Classroom Assessment to Teach Better, *University of Alaska University of Alaska Anchorage*
- Content Area Literacy, *New Mexico State University*
- Sociopsycholinguistics, *New Mexico State University*

Undergraduate courses

- Introductory Spanish Level I, *University of Alaska Anchorage & New Mexico State University at Carlsbad*
- Introductory Spanish Level II, *New Mexico State University at Carlsbad*
- Creating Success in College, *University of Alaska Anchorage*
- Introduction to Language, *New Mexico State University at Carlsbad*
- College and Life Success, *New Mexico State University at Carlsbad*

Graduate advising

- Doctor of Education in Organizational Leadership, *Grand Canyon University*
- Master of Science in Career and Technical Education, *University of Alaska Anchorage*

RESEARCH

Peer-reviewed articles

- DeFeo, D. J. (2015). Why are you here? CTE students' enrollment motivations and career aspirations. *Career and Technical Education Research* 40(2), 82-98.
- DeFeo, D. J. (2015). Spanish is foreign: Heritage speakers' interpretations of the introductory Spanish language curriculum. *International Multilingual Research Journal*, 9(2), 108-124.
- Maseda, R., & DeFeo, D. J. (2014). Finding your "Spanish voice" through popular media: Improving students' confidence and fluency. *Journal of the Scholarship of Teaching and Learning* 14(3), 110-131.
- DeFeo., D. J. & Caparas, F. (2014). Tutoring as transformative work: A phenomenological case study of tutors' experiences. *Journal of the College Reading & Learning Association* 44(2), 141-163.
- DeFeo, D. J. (2013). Towards a model of purposeful participant inclusion: Examining deselection as a participant risk. *Qualitative Research Journal* 13(3), 253-264.

In review:

- DeFeo, D. J. "Acquisition generation: How Estadounidenses become heritage speakers of Spanish."
- DeFeo, D. J., Bonin, D. & Ossiander-Gobeille, M. "When no one is watching: An ethnographic study of student behavior in the drop-in math tutoring lab."
- DeFeo, D. J., Kiliç, Z & Maseda, R. "From productivity to process: Flipping the writing group."

Working papers & reports

- DeFeo, D.J. (2015, December). *Good collaborations: A case study of the Health Information Technology partnership*. Report released by the Center for Alaska Education Policy Research, Anchorage, AK.

Hirshberg, D., Berman, M., DeFeo, D.J. & Hill, L. (2015, November). *Salary & benefits schedule and teacher tenure study*. Report released by the Alaska Department of Administration, Juneau, AK; and the Center for Alaska Education Policy Research, Anchorage, AK.

DeFeo, D.J. (2015, April). *Statewide articulation agreement inventory: 2013-2014*. Report released by the Workforce Development Committee of the University of Alaska; Fairbanks, Alaska.

DeFeo, D.J., Fallon, S., Hirshberg, D. & LeCompte, C. (2014, July). *Alaska career pathways: A baseline analysis*. Report released by the University of Alaska Anchorage Center for Educational Research & Policy and the University of Alaska Anchorage Community & Technical College; Anchorage, Alaska.

National & international conference presentations

Hirshberg, D. DeFeo, D. J., Berman, M., & Hill, L. (2016, April). *We'd have to pay them what? A look at rural teacher recruitment and retention in Alaska*. Presentation given at the Alaska Native Studies Conference, Anchorage, AK.

Sperling, R., DeFeo, D.J. & Rodriguez, B. (2015, May). *A Lat Crit perspective on the future of HSI research*. Presentation given at the 28th Annual National Conference on Race & Ethnicity in Higher Education, Washington, DC.

Maseda, R. & DeFeo, D.J. (2014, June). *Finding Your 'Spanish Voice' Through Popular Media: Improving Students' Confidence and Fluency*. Presentation given at the 12th International Conference on New Directions in the Humanities; Madrid, Spain.

DeFeo, D.J. (2012, June). *Finding the "I" in TEAM: Assessing student learning in academic support programs*. Presentation given at the National Institute on Assessment of Adult Learning; Atlantic City, NJ.

DeFeo, D.J. & Caparas, F. (2011, November). *A phenomenological study of tutors' perceptions of personal and professional development in a college writing center*. Presentation given at the 44th Annual College Reading and Learning Association Conference; San Diego, CA.

DeFeo, D.J., Gobielle, M., Bonin, D. & Wooten, D. (2011, November). *An ethnographic study of student behavior in open math tutoring labs*. Presentation given at the 44th Annual College Reading and Learning Association Conference; San Diego, CA.

Caparas, F., DeFeo, D.J. (2011, April). *Tutoring for professional and personal development*. Presentation given at the 19th Annual National Tutoring Association Conference; Anchorage, AK.

DeFeo, D.J. (2011, April). *Educational theory for tutors: incorporating constructivist principles into tutoring sessions*. Presentation given at the 19th Annual National Tutoring Association Conference; Anchorage, AK.

Weinstein, N, Waters, E., DeFeo, D. (2002, April). *Different labels: Not all smokers consider themselves to be smokers*. Paper presented at the annual meeting of the Society of Behavioral Medicine; Washington, D.C.

Regional conference presentations

DeFeo, D.J. (2015, October). *Good collaborations: A case study of a successful distance-delivered health cohort program*. Presentation given at the Alaska Association for Career & Technical Education Annual Conference; Anchorage, AK.

DeFeo, D.J. (2015, October). *Alaska career pathways and programs of study*. Presentation given at the Alaska Association for Career & Technical Education Annual Conference; Anchorage, AK.

- DeFeo, D.J. (2015, October/April). *Why are you here? CTE students explain their enrollment choices*. Presentation given at the Alaska Association for Career & Technical Education Annual Conference; Anchorage, AK/1st annual Alaska Evaluation Network Conference in Anchorage, AK.
- DeFeo, D.J., Peck, M. & Brekke, H. (2013, November/October). *A new model of college and career readiness: What it is, and what you can do to promote it*. Presentation given at the Alaska School Counselors Association; Anchorage, AK/Alaska Association for Career & Technical Education Annual Conference; Anchorage, AK.
- DeFeo, D.J. (2011, February). *Reconceptualizing "heritage speaker": Profiles of Spanish language users in New Mexico*. Presentation given at the 16th Annual Pacific Rim Conference on Literature and Rhetoric; Anchorage, AK.
- DeFeo, D.J. (2010, October). *The role of the critical educator in the introductory level foreign language classroom: Exploring sites of possibility*. Presentation given at the Linguistic Association of the Southwest Annual Conference; Las Cruces, NM.
- DeFeo, D.J., Sperling, R. (2010, February). *First Year Latino Community College Students' Perceived Obstacles*. Presentation given at the New Mexico Higher Education Assessment and Retention Annual Conference; Albuquerque, NM.

Poster presentations

- DeFeo, D.J. (2015, April). *Career Pathways in Alaska: A baseline statewide study*. Poster presented at the 1st annual Alaska Evaluation Network Conference in Anchorage, AK.
- Sperling, R., DeFeo, D. J., Nichols, N., Rodríguez, A., & Thompson, K. (August, 2009). *The dominant racial story about Latinos and education: What it is, how you can measure it, and why you should care*. Poster presented at the Jean Piaget Society Annual Meeting; Park City, UT.
- DeFeo, D., Sperling, R., Bernin, C.M. (2009, February). *Structure blaming and perceived obstacles among Latino community college students*. Poster presented at the 26th annual Columbia Teachers College Winter Roundtable on Cultural Psychology and Education; Manhattan, NY.
- Weinstein, N.D., Slovic, P., DeFeo, D., Waters, E., Gibson, V. (2001, November) *Gaps in knowledge of smoking risks and support for tobacco control policies*. Poster presented at the annual meeting of the Robert Wood Johnson Foundation Substance Abuse Policy Research Program' Ft. Augustine, FL.
- Weinstein, N, Waters, E., DeFeo, D. (2002, February). *Different labels: Not all smokers consider themselves to be smokers*. Poster presented at the annual meeting of the Society for Research on Nicotine and Tobacco; Savannah, GA.

Workshops & invited talks

- DeFeo, D.J., Maseda, R. & Kiliç, Z. (2015, October). *Engaging collaboration: Writing groups for faculty and emerging scholars*. Talk given to the Department of Public Health, Dokuz Eylül University; Izmir, Turkey.
- DeFeo, D.J. (2015, August). *Data workshop: Program assessment & evaluation*. Workshop delivered to AmeriCorps grant administrators in the Serve Alaska program; Anchorage, AK.
- DeFeo, D.J., Maseda, R. & Kiliç, Z. (2015, April/February). *From productivity to process: The flipped writing group*. Talk given to doctoral candidates at Salisbury University; Salisbury, MD/Psychology Department faculty at the University of Alaska Anchorage; Anchorage, AK.
- DeFeo, D.J. (2015, March). *Statewide articulations: Where are we now, where should we go next?* Talk given to the University of Alaska Transition Coalition and University of Alaska Workforce Development Committee; Anchorage, AK.

- DeFeo, D.J. (2015, January). *Conducting faculty and student research: Identifying and designing executable and publishable research projects*. Workshop delivered to faculty and staff at Iñisaġvik College; Barrow, Alaska.
- DeFeo, D.J., Maseda, R. & Kiliç, Z. (2014, February). *Accountability, Productivity, and Support: Setting up a Writing Group*. Workshop presented at the Center for Advancing Faculty Excellence at the University of Alaska Anchorage; Anchorage, AK.
- DeFeo, D.J. (2012, March). *From coursework to completion: Literature review, comps, proposal & data analysis*. Talk given to doctoral cohort at the New Mexico State University College of Education; Las Cruces, NM.
- Nichols, N., DeFeo, D.J. (2007, November). *Embedded Assessment in Online Classes*. Workshop presented at the Teaching Academy of New Mexico State University; Las Cruces, NM.

UNIVERSITY SERVICE

University of Alaska Anchorage

- University College Task Force; Provost appointment (2014)
- Faculty Senate Subcommittee for Academic Integrity (2012 –2014)
- Administrative, Professional & Technical Governance Council (2011 –2013)
- Community & Technical College Adjunct Faculty Orientation Task Force (2011 –2012)
- UAA Accreditation Core Theme III Evaluation Team (2012)
- Employee Satisfaction Committee Working Group (2012)
- Search Committees:
 - Coordinator of the Alaska Middle College (2014)
 - Assistant Professor of Developmental Mathematics (2012)
 - Learning Resources Center Night Supervisor (2011)
 - Assistant Professor of Composition (2011)

New Mexico State University at Carlsbad

- Advisor, Alpha Ro Xi Chapter of Phi Theta Kappa International Honor Society (2007–2010)
- Chair, Strategic Planning Committee (2009 –2010)
- Retention Committee (2008 –2010)
- Helping Students Learn Committee (2008 –2010)
- Assessment Committee (2008 –2010)
- Facilities and Institutional Operations Committee (2006 –2008)
- Search Committees:
 - Associate Provost for Academics and Community Colleges (2009)
 - Instructor of English (2008)
 - Coordinator of Public Relations, Chair (2008)
 - President (2008)

OTHER CERTIFICATIONS

Association of Institutional Researchers (AIR) Data and Decisions Academy, 2010

Online Instructor Certification (COI), Learning Resources Network (LERN), 2009

M. VIRGENE HANNA

Survey Research Director and Research Associate
Institute of Social and Economic Research
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508
Phone: 907-786-5431
mhanna7@uaa.alaska.edu

EDUCATION

Candidate for Ph.D. in Natural Resources, University of Michigan, Ann Arbor, Michigan
Master of Arts, Sociology, Johns Hopkins University, Baltimore, Maryland, 1985
Bachelor of Liberal Arts, California State University at Sonoma, 1973

PROFESSIONAL EXPERIENCE

1990-Present: Survey research director and research associate, Institute of Social and Economic Research (ISER), University of Alaska Anchorage
2001-2015: Director, Kids Count Alaska program
1994-2001: Adjunct faculty, Master of Public Administration program, research methods course
1987-1990: Research associate, ISER, University of Alaska
1985-1987: Research assistant, School of Natural Resources, University of Michigan, Ann Arbor, Michigan
1980-1982: Research associate, ISER, University of Alaska
1980: Research analyst, Northwest Alaskan Pipeline Company, Fairbanks, Alaska
1979: Consultant, Commercial Fisheries Limited Entry Commission, State of Alaska, Juneau, Alaska
1979: Consultant, Tanana Chiefs Conference, Department of Natural Resources, Fairbanks, Alaska,
1976-1979: Research associate, ISER, University of Alaska

ISER RESPONSIBILITIES

SURVEY RESEARCH DIRECTOR

Responsible for designing research projects that incorporate surveys and can include hundreds of respondents throughout Alaska (and sometimes outside Alaska). Develop all stages of project, including writing proposals for funding; determine sample methodology; design questionnaires; obtain survey approval from UAA ensuring compliance with protection of human subjects; pretest and revise questionnaires; create the online instrument; direct the supervisor of interviewers; devise sampling methods to select respondents; and prepare budgets and monitor expenditures. Direct the preparation of data for processing. Analyze data and write reports on project findings. Major work includes surveys of:

- Household survey of Alaska Native residents of Anchorage to test two sampling methodologies to determine cost of implementing each method and assess the representativeness of the samples, for the National Science Foundation.
- Resident salmon set and drift net permit holders, analyzing attitudes toward restructuring proposals before the Board of Fisheries, for the Bristol Bay Economic Development Corporation.
- Southeast Alaska small-business owners' training and technical assistance needs; for the Alaska Center for Economic Development, Small Business Development Center, and Alaska Department of Labor and Workforce Development.
- Inupiat and Yupik people living in the Bering Straits, North Slope, and Northwest Arctic regions for the International Survey of Living Conditions among Indigenous People in the Arctic, the National Science Foundation.
- Pilots and small air carriers statewide, to help assess air transportation safety in Alaska, for National Institute of Occupational Safety and Health; the Federal Aviation Administration, the National Transportation Safety Board, and the National Weather Service.
- Visitors and businesses, to assess economic impact of Special Olympics, World Winter Games 2001, held in Anchorage,
- Drivers in major Alaska communities, to determine levels of seatbelt use, for Alaska Highway Planning Safety Agency.
- Permit holders and registered buyers of halibut and sablefish, to help determine economic effects of the Individual Fishing Quota management program, for Alaska Department of Commerce and Economic Development.

- Sport and commercial fishermen, resident and non-resident, to help determine economic effects of management changes for Kenai River sockeye salmon and the economic value of sport fishing in Alaska, for Alaska Department of Fish and Game.
- Residents of several communities that could be affected if the proposed Copper River Highway were built, for Alaska Department of Transportation and Public Facilities.
- Disabled Alaskans living at home, to assess their needs, for Alaska Division of Vocational Rehabilitation Project.
- Alaska households, to discern their economic situation and plans that could influence housing conditions, for Alaska Housing Finance Corporation.
- Southeast Alaska residents, to find out locations of subsistence activities in the Tongass National Forest (joint state-federal Resource Use Cooperative Survey).
- Railbelt residents, to learn current use and plans that could affect electrical consumption, for the Alaska Power Authority.
- Households statewide, to document attitudes toward growth and petrochemical development.
- Alaskans statewide, to collect information on recreation, livelihood, quality of life, and change, for a combination of state and federal agencies
- Fairbanks residents and community leaders, to document social and economic impacts of construction of the trans-Alaska pipeline; attitudes about potential development of a petrochemical industry; and about the future of the Fairbanks area, for Fairbanks North Star Borough
- Residents of the Upper Yukon-Porcupine region, to determine their views about future developments in the region, for U.S. Forest Service.

OTHER ISER EXPERIENCE

Director, Kids Count Alaska

Determined research agenda and oversaw data collection for Kids Count Alaska annual data book, which monitors the well-being of Alaska's children for use in program and policy decisions. Coordinated with organizations and agencies working to improve children's lives; answered questions about indicators, data, and sources of information. Hired and supervised project staff, wrote proposal, prepared program budget, and other administrative duties. (Kids Count is a nationwide program funded by the Annie E. Casey Foundation.)

Research, analysis, and writing for a wide range of ISER projects.

- Conduct focus groups with mothers of infants to explore mothers' awareness of risk factors for SIDS and to ascertain their preferences for types of materials and methods of receiving information on safe-sleep practices, for the Alaska Department of Health and Social Services.
- Conduct focus groups with small businesses, individuals unlikely to have health insurance, and insurance-industry representatives' to understand barriers to obtaining health insurance (with Rosyland Frazier) for the Alaska Department of Health and Social Services.
- Consultant to U.S. Fish and Wildlife Service on survey methodology for assessing subsistence harvest of migratory birds.
- Expert witness for the Alaska Department of Law, analyzing and commenting on poll results submitted by the plaintiff in *Nonpartisan Party, Inc. vs. State*.
- Conduct focus groups with owners of small businesses to determine what they knew about environmental regulations, what additional information they wanted, and developed prototypes of products containing the desired information (with other ISER staff). Industry Network Corporation.

TEACHING

Research Methods, for UAA's Master's in Public Administration program, 1994-2001.

Central Yup'ik CCR Project Narrative Citations

- ¹ Alaska Native Heritage Center Museum, Anchorage, AK)
- ² Aud, S., Wilkinson-Flicker, S., Nachazel, T., & Dziuba, A. (2013). *The condition of education 2013*. Government Printing Office.
- ³ Institute of Social and Economic Research (ISER) *Kids Count, 2013-14*)
- ⁴ Karp, M.M. & Bork, R.H. (2012). "They never told me what to expect, so I didn't know what to do": Defining and clarifying the role of a community college student. *Community College Research Center*. Working Paper No. 47.
- ⁵ Lapan, R.T., Aoyagi, M., Kayson, M. (2007). Helping rural adolescents make successful postsecondary transitions: A longitudinal study. *Professional School Counseling* 10(3), 266-272.
- ⁶ Hirshberg, D., Hill, L., & Kasemodel, C. (2014, February). *Will they stay or will they go? Teacher perceptions of working conditions in rural Alaska*. Report released by the University of Alaska Anchorage Center for Educational Research & Policy; Anchorage, Alaska.
- ⁷ White, E., & Schulenberg, J. (2012). Academic advising—A focus on learning. *About Campus*, 16(6), 11-17.
- ⁸ Tornatzky, L.G., Cutler, R., & Lee, J. (2002). *College knowledge: What Latino parents need to know and why they don't know it*. Los Angeles, CA: The Tomás Rivera Policy Institute.

⁹ DeFeo, D. J., Fallon, S., Hirshberg, D. & LeCompte, C. (2014, July). *Alaska career pathways: A baseline analysis*. Report released by the University of Alaska Anchorage Center for Educational Research & Policy and the University of Alaska Anchorage Community & Technical College; Anchorage, Alaska.

¹⁰ www.alaskateacher.org/downloads/2013TeacherTurnover.pdf).

¹¹ Hirshberg, D., Hill, L., & Kasemodel, C. (2014, February). *Will they stay or will they go? Teacher perceptions of working conditions in rural Alaska*. Report released by the University of Alaska Anchorage Center for Educational Research & Policy; Anchorage, Alaska.

¹² (live.laborstats.alaska.gov/labforce/)

¹³ Federal Indian Law for Alaska Tribes - <https://tm112.community.uaf.edu/unit-4/modern-tribal-governments-in-alaska/>).

¹⁴ Alaska Dept. of Education & Early Development (<https://education.alaska.gov/stats/>)

¹⁵ Darling-Hammond, L. (2008). Teacher learning that supports student learning. *Teaching for Intelligence*, 2, 91-100.

¹⁶ Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational leadership*, 60(8), 30-33.

¹⁷ Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2005). Explaining the short careers of high-achieving teachers in schools with low-performing students. *The American Economic Review*, 95(2), 166-171.

-
- ¹⁸ Milanowski, A.T. & Odden, A.R. (2007). A new approach to the cost of teacher turnover (Working Paper No. 13). Retrieved from Center on Reinventing Public Education website: <http://www.crpe.org/publications/new-approach-cost-teacher-turnover>
- ¹⁹ Slicker, E. K., & Palmer, D. J. (1993). Mentoring at-risk high school students: Evaluation of a school-based program. *The School Counselor*, 40(5), 327-334.
- ²⁰ Oldfield, K. (2007). Humble and hopeful: Welcoming first generation poor and working-class students to college. *About Campus*, 2007(1), 2-12.
- ²¹ (<http://asmp.alaska.edu/mentoring-modifications>)
- ²² Nunley, C.R., Shartle-Galotto, M.K., Smith, M.H. (2000). Working with schools to prepare students for college: A case study. *New Directions for Community Colleges*, 111, 59-71.
- ²³ Cooperrider, D.L. Y Whitney, D. 2001;
- ²⁴ Goldman, R., & Gabriel, R. P. (2005). *Innovation happens elsewhere: Open source as business strategy*. Morgan Kaufmann.
- ²⁵ Pan, R. J., Littlefield, D., Valladolid, S. G., Tapping, P. J., & West, D. C. (2005). Building healthier communities for children and families: Applying asset-based community development to community pediatrics. *Pediatrics*, 115(Supplement 3), 1185-1187.
- ²⁶ Hooker, S., & Brand, B. (2010). College knowledge: A critical component of college and career readiness. *New directions for youth development*, 2010(127), 75-85.
- ²⁷ Lee, W. Y. (1999). Striving toward effective retention: The effect of race on mentoring African American students. *Peabody Journal of Education*, 74(2), 27-43.

-
- ²⁸ Moll, L., Amanti, C., Neff, D., González, N. (2005). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In González, N., Moll, L., and Amanti, C. (Eds.) *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (71-87). Mahwah, NJ: Lawrence Erlbaum Associates.
- ²⁹ Cox, R. D. (2010). *The college fear factor: How students and professors misunderstand one another*. Harvard University Press.
- ³⁰ Oldfield, K. (2007). Achieving social class diversity throughout the workforce: A case study of TIAA-CREF. *Considering class: Essays on the discourse of the American dream*, 149-166.
- ³¹ Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard educational review*, 56(1), 18-37.
- ³² Jett, C. C., Curry, K. M., & Vernon-Jackson, S. (2014). Let Our Students Be Our Guides McNair Scholars “Guide” Three Urban Teacher Educators on Meeting the Needs of Culturally Diverse Learners. *Urban Education*, 0042085914549262.
- ³³ Conley, D. T. (2008). *College knowledge: What it really takes for students to succeed and what we can do to get them ready*. Hoboken, NJ: John Wiley & Sons.
- ³⁴ Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Black Point, NS: Fernwood.



May 17, 2016

John Cheek
U.S. Department of Education,
Office of Indian Education, Room 3W207,
Washington, D.C. 20202

Dear John:

Donlin Gold is working to build a gold mining project located in the Yukon-Kuskokwim (YK) Delta region of Southwest Alaska that has an opportunity to enrich the lives of the local residents. The project will offer hundreds of jobs and leave employees with work skills that will serve them long into the future.

This letter is in support of the EXCEL Alaska Youth Program that is focused on 7-12th grade students in Western Alaska. Donlin Gold has been developing a workforce development plan in an effort to prepare shareholders, descendants and dependents from the Calista Region for the many jobs at our project in the future.

Donlin Gold has been involved with developing the workforce for our proposed mine since the exploration stage, working with local and regional residents, schools and training institutions to increase awareness of both the immediate employment opportunities available and the longer term career prospects that mine construction and operation will offer (3000 employees during construction and 1400 in operations). At its peak, the advanced exploration phase hired around 210 employees, 90 percent of whom were shareholders in Calista or The Kuskokwim Corporations, the owners of the surface and subsurface rights to the land.

The experience of the past 10 years has provided many insights into the challenges that the company faces in gearing up for the much larger workforces needed in the construction and operations phases of the project. EXCEL Alaska is a critical youth program that provides opportunities for students to explore career opportunities, connect with post-secondary providers, learn valuable life skills, obtain certifications in areas of study and engage students so they are motivated to graduate from high school. We have provided students from the EXCEL Alaska program with on-the-job career camps at Donlin Gold to prepare them for careers in the mining industry.

Donlin Gold believes that the EXCEL Alaska program is critical to our success in hiring a trained workforce. We cannot emphasize the importance that this program has been providing to youth in the YK region of Alaska, which is lacking educational opportunities for students due to the remoteness of the schools, limited Teachers who have vocational competencies and the lack of funding.

In addition, in the past, we have hired full-time students who participated in the EXCEL Alaska Camp Kick Ash ETT program in our safety department. Donlin Gold is a key business partner with the EXCEL Alaska program and we fully support the education and training programs they provide students in the region.

The lack of economic opportunity in the region means that many local residents have never held long-term jobs. We have found it more challenging to teach new employees employability skills and for many people in the region, basic soft vocational skills are often lacking. The important soft skills that many western societies and more urban locations take for granted. Among managers, soft skills are typically considered as or more important to the success of an employee than hard skills, which are easier to teach.

Donlin Gold fully supports the EXCEL Alaska program; we encourage you to fund this opportunity and help develop a Alaska Native workforce that will be qualified for jobs that exist in the YK Delta Region.

Sincerely,

(b)(6)

Meg Day
Human Resources Manager

EXCEL Alaska Student & Parent's Testimonials

Jeromy Hoeldt — Erich as a parent I just wanted you to know how much my wife and I appreciate all the efforts you and your staff have done and are doing for the students in the Kuspuk school district. Erich, my wife and I have friends and family with students at every site in the Kuspuk school district and we have seen the positive impact that you and your staff have on their lives. We have seen students with no direction and no will spend time with you and your staff and now the whole world is open to them. Erich there is a lot more I could say about how much we appreciate you but I'm typing on a cell phone and it's taking forever to type this. Thank you Erich and thank you to all your staff. Jeromy and Marda

Ally Zucchini — Amazing opportunity for rural Alaskan students who are looking to further themselves and their education.

Lynda Bender — I think this is a great ideal! Young people should want to learn new things. They should excel every way they can! This sounds like the perfect way to pursue their dreams. I think it's great that young people today have these great opportunities to explore several different avenues! I hope all that join this group has a message for you all!

Sterling Magnuson — I'm so glad I got to experience the Academic & Trade Decathlon at EXCEL Alaska!

Carrie Canda —

The Excel Alaska program is an amazing program!! I'm constantly amazed by the things they bring together, the people they assist and the projects they take! Keep it up!

Caleb Scott Phillips — It's fun because I got to learn more about leadership.

Lamin Conteh — Excel Alaska is great opportunity for students

Josephine Edwards — It's sad that I learned about this camp on my last year :(but I'm so glad that I got to go on three camps :) thank you for helping me with accomplishing some of my goals. To the people that see this tell ur kids to go to this camp cause u get great opportunities and great experiences :) thank you for letting me get my drivers permit and going to get my drivers license.

Gump M. Clayton — I give it a 5 star because it's an awesome place to be and get to learn new experiences. You'll meet awesome teachers/RA/Team leader and make new friends from different places. You'll get to learn how to drive and also experience how college is. This place might make you never want to leave, because it's that great. Trust me on this.

Carlene Liskey — Amazing opportunity for rural students to experience. You learn valuable life lessons & how to be successful in this world with education & experience. Excel Alaska is a huge reason why I am successful today. Thank you!

Ally Ivanoff — I've had so much fun here! I met my best friends here! Oh how I miss and wish I could've gone my last yr! Memories were made indeed!

Maver Peterson — Love it!!! I got to meet new friends because EXCEL Alaska I love it hope to have an decathlon next year!

Jared Thorson — So much fun, learn so much things, and make a lot of friends!

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Central Yup'ik CCR Project Budget

Description	Year 1	Year 2	Year 3	Year 4	Total
Personnel					
Project Director - 1.0 FTE(Certified) + 2% increase each year. Oversees implementation of project activities. Is responsible for grant reporting, daily operations, student recruitment, supplies, measuring success, travel logistics	\$112,292	\$114,538	\$116,829	\$119,165	\$462,824
Project Administrator - 0.155 FTE(Certified) + 2% increase each year. Liaison between Management Team and Project Partners. Guides project sustainability plan.	\$17,543	\$17,894	\$18,252	\$18,617	\$72,306
Curriculum Director - 0.155 FTE(Certified) + 2% increase each year. Coordinates teacher recruitment, supervision of CCR instruction and professional development activities. Oversee Teacher Mentor Project. Facilitate yearly CCR Summit.	\$17,543	\$17,894	\$18,252	\$18,617	\$72,306
Project Support Staff - 2.5 FTE (Classified) + 2% increase each year. Full time. Is responsible for delivery of instruction and mentoring for students during EXCEL Sessions and Camps.	\$87,500	\$89,250	\$91,035	\$92,856	\$360,641
Seaonal Staff - 2 (Temporary Hire) + 2% increase each year. Hours to be determined. Responsible for student evening & overnight supervision and meal preparation.	\$60,000	\$61,200	\$62,424	\$63,672	\$247,296
Total Personnel	\$294,878	\$300,776	\$306,792	\$312,927	\$1,215,373
Fringe Benefits					
Benefits for Project Director 48.75% (certified) (26% Health, 0.7% Unemployment, 1.6% Workers Comp. 1.45% FICA, 19% Retirement)	\$54,742	\$55,837	\$56,954	\$58,093	\$225,626
Benefits for Project Administrator 48.75% (certified) (26% Health, 0.7% Unemployment, 1.6% Workers Comp. 1.45% FICA, 19% Retirement)	\$8,552	\$8,723	\$8,898	\$9,075	\$35,248
Benefits for Curriculum Director 48.75% (certified) (26% Health, 0.7% Unemployment, 1.6% Workers Comp. 1.45% FICA, 19% Retirement)	\$8,552	\$8,723	\$8,898	\$9,075	\$35,248
Benefits for Project Support Staff 57.95% (classified) (26% Health, 0.7% Unemployment, 1.6% Workers Comp. 6.2% Social Security 1.45% FICA, 22% Retirement)	\$50,706	\$51,720	\$52,755	\$53,810	\$208,991
Benefits for Seasonal Staff 9.85% (Temporary Hire) (0.7% Unemployment, 1.6% Workers Comp. 1.45% FICA, 6.2% Social Security)	\$5,910	\$6,028	\$6,149	\$6,272	\$24,359

Total Benefits	\$128,462	\$131,031	\$133,654	\$136,325	\$529,472
Travel					
Student Travel for Sessions travel 100 students x \$500 per ticket. (Travel to Aniak or Anchorage) + 2% increase each year	\$50,000	\$51,000	\$52,020	\$53,060	\$206,080
Student Travel Per Diem (Food) (18 students per session per day x 88 days x \$30 per day) + 2% increase each year	\$47,520	\$48,470	\$49,440	\$50,429	\$195,859
Summit Travel (4 representatives x 16 villages x \$600 per ticket) + 2% increase each year	\$38,400	\$39,168	\$39,951	\$40,750	\$158,269
Summit Travel Per Diem (100 participants x \$30 per day x 4 days) + 2% increase each year	\$12,000	\$12,240	\$12,485	\$12,734	\$49,459
Staff Travel to Summit (10 staff x \$600 per ticket) + 2% increase each year	\$6,000	\$6,120	\$6,242	\$6,367	\$24,729
Staff Travel to EXCEL Sessions (5 staff x \$500 per ticket x 12 sessions) + 2% increase each year	\$30,000	\$30,600	\$31,212	\$31,836	\$123,648
Total Travel	\$183,920	\$187,598	\$191,350	\$195,176	\$758,044
Equipment					
Laptops for Staff Use (3 x \$2800 for Certified Staff for 1st year)	\$8,400	\$0	\$0	\$0	\$8,400
Total Equipment	\$8,400	\$0	\$0	\$0	\$8,400
Supplies					
Textbooks / Misc. Supplies for Sessions (includes Instrutlional Items such as pencils, pens, paper, and teaching supplies — \$1000 x 12 sessions)	\$12,000	\$12,240	\$12,485	\$12,734	\$49,459
Supplies for Summit (Items for Cultural Summit such as Instructional Supplies, Native Arts & Crafts, publishing materials)	\$8,000	\$8,160	\$8,323	\$8,490	\$32,973
Total Supplies	\$20,000	\$20,400	\$20,808	\$21,224	\$82,432
Contractual					
Grant Reporting / Evaluation (7% of overall direct budget)	\$60,010	\$51,228	\$52,507	\$57,486	\$221,231
Xerox Photocopy Services (\$300 per Session x 12 sessions)	\$3,600	\$3,672	\$3,745	\$3,820	\$14,837
Stipends for Individual Village CCR Champions 16 X \$2,500 - Responsible for guiding Village CCR Cohorts	\$40,000	\$40,800	\$41,616	\$42,448	\$164,864

Select Rentals & Kuspuk School District - Housing & Classroom Rentals/ Anchorage Utilities / Anchorage Internet for Sessions 7-12 Necessary to host EXCEL Foundational sessions for 216 students (\$8,000 per month x 12 months)	\$96,000	\$97,920	\$99,878	\$101,876	\$395,674
Total Contractual	\$199,610	\$193,620	\$197,746	\$205,630	\$796,606
Total					
Direct Budget	\$835,270	\$833,425	\$850,350	\$871,282	\$3,390,327
Indirect Costs 8.91%	\$74,423	\$74,258	\$75,766	\$77,631	\$302,078
Budget and Indirect Cost	\$909,693	\$907,683	\$926,116	\$948,913	\$3,692,405

Central Yup'ik CCR Project Budget Narrative

Personnel:

Project Director - 1.0 FTE (Certified)

- Manage all financial aspects of the project with consultation and oversight of the Kuspuks School District business manager;
- Facilitate day-to-day operation of the project;
- Organize yearly CCR summit;
- Coordinate student recruitment to EXCEL Alaska activities;
- Coordinate and set up project partner and student travel;
- Collect student participation data identified in the evaluation plan and meet regularly with the evaluator to ensure the collection of comprehensive and accurate data.

Project Administrator – 0.155 FTE (Certified)

- Liaison between Management Team and Project Partners;
- Guides Project Sustainability Plan.

Curriculum Director – 0.155 FTE (Certified)

- Coordinate teacher recruitment, supervision of CCR curriculum and delivery, and professional development for project staff;
- Facilitate yearly CCR Summit;
- Oversee CCR Mentorship Program.

Project Staff – 2.5 FTE (Classified)

- Work with EXCEL Alaska certified staff in the facilitation of CCR Foundational Sessions and summer camps.
- Assist in with the implementation of the yearly CCR summits,.

- Assist project director in student recruitment activities;
- Assist in maintaining student files for data collections;
- Produce quarterly CCR newsletters and update social media site.

Seasonal Staff/Overnight Chaperone – Temporary (Classified)

- Set up and facilitate evening activities with students
- Chaperone students through overnight shifts

Fringe Benefits

- Fringe Benefits for Certified Staff – 48.75% (26% Health, 0.7% Unemployment, 1.6% Workers Compensation, 1.45% FICA, 19% Retirement)
- Fringe Benefits for Classified Staff – 57.95% (26% Health, 0.7% Unemployment, 1.6% Workers Compensation, 6.2% Social Security, 1.45% FICA, 22% Retirement)
- Fringe Benefits for Seasonal/Temporary Staff - 9.85% (0.7% Unemployment, 1.6% Workers Compensation, 1.45% FICA, 6.2% Social Security).

Travel

- Student Travel – Travel for EXCEL Session 100 students X \$500 per ticket. (The main mode of transportation in and out of villages is small aircraft). +2% cost increase each year
- Student Travel Per Diem for EXCEL Sessions – 18 students per session per day x 88 days X \$30/day. +2% increase each year.
- Summit Travel – 4 representatives X 16 villages X \$600 per ticket. +2% increase each year.

- Summit Travel Per Diem – 100 participants X \$30/day X 4 days. +2% increase each year.
- Staff Travel to Summit – 10 staff X \$600/ticket. +2% increase each year.
- Staff Travel to EXCEL Sessions – 5 staff x \$500/ticket. =2% increase each year.

Equipment

- Laptop Computers – Three laptop computers will be purchased for the staff use regarding curriculum planning, communication with students, school sites, and parents.

Supplies

- Textbooks/Misc. Supplies for EXCEL Sessions (includes instructional items, such as pens, pencils, paper, and teaching supplies - \$1,000 X 12 Sessions)

Contractual

- Grant evaluation – Outside grant evaluation services provided by the Institute of Social and Economic Research. 7% of overall direct budget
- Xerox Photocopy Services - \$300 per CCR session X 12 sessions
- Stipends for Village CCR Champions – 16 X \$2,500. Responsible for guidance of Village CCR Cohorts
- Select Rentals, KSD, LYSD – Housing, classroom and facilities rental for CCR Foundational sessions, camps, and CCR summit. \$8,000/month X 12 months

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

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Erich	<input type="text"/>	Kuball	<input type="text"/>

Address:

Street1:	1 Boundary Ave. PO Box 49
Street2:	<input type="text"/>
City:	Aniak
County:	<input type="text"/>
State:	AK: Alaska
Zip Code:	99557
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-675-4250 ext. 228	<input type="text"/>

Email Address:

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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
----------------------	----------------	-------------------	-----------------

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Kuspuk 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	294,878.00	300,776.00	306,792.00	312,927.00		1,215,373.00
2. Fringe Benefits	128,462.00	131,031.00	133,654.00	136,325.00		529,472.00
3. Travel	183,920.00	187,598.00	191,350.00	195,176.00		758,044.00
4. Equipment	8,400.00	0.00	0.00	0.00		8,400.00
5. Supplies	20,000.00	20,400.00	20,808.00	21,224.00		82,432.00
6. Contractual	199,610.00	193,620.00	197,746.00	205,630.00		796,606.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other		0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	835,270.00	833,425.00	850,350.00	871,282.00		3,390,327.00
10. Indirect Costs*	74,423.00	74,258.00	75,766.00	77,631.00		302,078.00
11. Training Stipends						
12. Total Costs (lines 9-11)	909,693.00	907,683.00	926,116.00	948,913.00		3,692,405.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 8.91%.

(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 8.91%.

PR/Award # S299A160042

Name of Institution/Organization Kuspuk 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 B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524