**Applicant Name: Sealaska Heritage Institute**

**PR Award Number: S356A220010**

**Funding Amount: $2,136,591**

***Sealaska Heritage Institute (SHI)*** proposes the three-year Át Koowaháa: Expanding the Tlingit Culture, Language, and Literacy Program’s Dual Language Pathway for Alaska Native Students project to expand the Tlingit Culture, Language, and Literacy (TCLL) program to serve Native students from kindergarten through 8th grade. Objectives: The Át Koowaháa Project has 12 objectives. 1.1: Expand the TCLL program to serve Alaska Native students in grades 6-8 through content based instruction (CBI). 1.2: Increase TCLL family engagement. 1.3: Enhance TCLL governance. 1.4: Increase Tlingit language use in the home. 2.1: Increase TCLL educators’ Tlingit language fluency. 2.2: Increase TCLL educators’ use of biliteracy instructional strategies. 2.3: Increase daily CBI to 50% for grades K-5. 2.4: Develop Tlingit language resources to increase CBI for students in grades K-5. 3.1-3.4: Develop and implement a Tlingit language proficiency test for TCLL students. Activities: TCLL educators develop teaching resources and provide students in grades 6-8 with 30% daily CBI. SHI creates a TCLL Family Committee, a TCLL Site Council, and three 50-hour online Tlingit language courses for families. TCLL’s educators complete 168 hours of Tlingit language immersion retreats and 72 hours of Guided Language Acquisition Design (GLAD) training. SHI develops/publishes 60 Tlingit language children’s books to support GLAD’s biliteracy instructional strategies. TCLL educators develop teaching resources and provide K-5 students with 50% CBI. TCLL’s educators and a contractor develop and use the region’s first comprehensive assessment to measure our children’s Tlingit language proficiency. Outcomes (Include): 3% increase in K-8 students’ reading proficiency; 10% increase in family TCLL governance annually; 100% of TCLL families increase use of Tlingit in the home; 95% of TCLL Tlingit Language Teachers increase annually their content based instruction abilities. The The Át Koowaháa Project serves 270 Alaska Native students in Juneau, Alaska.

**Applicant Name: Fairbanks Native Association**

**PR Award Number:** **S356A220013**

**Funding Amount: $1,219,608**

***Fairbanks Native Association’s (FNA’s) Native Learners Project*** proposes four interrelatedobjectives that support the larger goal of improving educational outcomes and wellbeing ofAN/AI students in the Fairbanks North Star Borough. Objectives and related outcomes are: Objective 1.Increase academic growth and achievement. Objective 2.Increase school attendance and engagement. Objective 3*.* Increase social emotional health and wellbeing, including positive cultural identity. Objective 4.Increase parents’/caregivers’ engagement in their children’s school-based education. Major project activities to support these objectives include providing targeted academic and social emotional support services for highest needs students, Alaska Native cultural activities, parent/caregiver empowerment and support services, family engagement events, wrap-around supportive services and resources for students and families, staff training and professional development, and ongoing data collection and evaluation. The project aims to provide targeted support services for 400 AN/AI K-5th grade students with the greatest need. Cultural activities will be available to an anticipated 600 or more students, and wrap-around services will be provided to an anticipated 100 AN/AI families, depending on need.

The project will take place at 8 elementary schools, to be determined based on greatest need, in the Fairbanks North Star Borough School District.

**Applicant Name: Clare Swan Early Learning Center**

**PR Award Number:** **S356A220021**

**Funding Amount: $778,632**

***Clare Swan Early Learning Center (CSELC)*** proposes La’a Kenu Enhancement to address the need for services to mitigate the persistent and acute disparity between the school readiness rates of Alaska Native/American Indian children and those of other children entering the Anchorage School District (ASD). La’a Kenu Enhancement supports the school readiness of Alaska Native and American Indian children by providing culturally-informed resources, training, and opportunities that increase involvement with children’s progress towards school readiness among families with Alaska Native/American Indian children ages 0-5 in Anchorage. The proposed project leverages a solid foundation of CSELC’s culturally-informed learning and teacher-training environment, as well as resources developed through the La’a Kenu pilot program. It continues delivery of core services—distribution of culturally informed early literacy supports to Alaska Native parents, and delivery of training to early childhood professionals—while targeting remaining gaps and weaknesses identified in the course of La Kenu operations. La’a Kenu Enhancement is designed around four types of intervention, each of which supports parent engagement with school readiness: 1) Build capacity for use of remote learning technology by developing, distributing, and providing training on a mobile school readiness software app; 2) augment existing culturally-informed school readiness resources by developing and distributing activity kits intentionally designed to support parent engagement with children’s learning in all five developmental domains; 3) provide in-center opportunities for CSELC “graduates” and their families to continue to benefit from the positive, goal-directed relationships cultivated between families and program staff, 4) increase opportunities for early childhood professionals to receive training in implementation of the Clare Swan Cultural Enrichment Curriculum. Over three years the project will develop, test and distribute a school readiness app to 100 Alaska Native/American Indian families, train 50 early care professionals on use of the app, distribute 300 culturally informed activity kits, open a pre-school learning lab, deliver 1,120 hours of professional development, and provide enrollments for 24 Alaska Native/American Indian children ages 3-5.

**Applicant Name: Yukon Koyukuk School District**

**PR Award Number:** **S356A220024**

**Funding Amount: $961,828**

***Yukon Koyukuk School District (YKSD)*** is partnering with: Allakaket Tribal Council, Huslia Tribal Council, Nulato Tribal Council, Kaltag Tribal Council, Koyukuk Tribal Council, Minto Village Council, Raven School, Ruby Tribal Council, Rampart Tribal Council, Tanana City Schools and local Homeschools to propose the project CAREERS program, which will provide opportunities for up to 900 Alaska Native (AN) students through alternative intensive career pathways, and life skills by removing the barriers created by our villages being in remote rural areas. To provide sequential K-12 career exploration opportunities (with the focus on grades 7-12), AN students will participate from the following: 1) nine (9) local YKSD schools; 2) the Raven School, 3) area homeschool students, and 4) other eligible AN students across the interior region. The following are the goals of project CAREERS: (1) Provide research-based CTE opportunities embedded with AK cultural Standard. (2) Improve student employability and success in providing the necessary skills for their village. (3)Teachers are using assessment results to improve instruction and student outcomes. (4) To improve the graduation rates of AN students by engaging in CTE opportunities. To provide support for our goals the following activities are planned: (1) Implementation of CTE Construction, Transportation, and Health Pathways. STEM & STEAM CTE electives with Alaskan Cultural standards, Staff development of culturally relevant lessons. (2) CTE Pathway Certifications. (3) College and Career Readiness. (4) Tribal, Business, and Industry leaders will help inform which pathways are in demand (Family CTE Nights. (5) Purchasing new 21st Century CTE equipment for programs such as Drones, 3-D Design and Production, Manufacturing with Robotics, Small Engine, Construction, andHealth Care. (6) CTE strands will be offered during the school year and in the summer onsite in Fairbanks conducted with Short Term Intensive Training Academies. (7) Apprenticeships with local Tribal, Business, and Industry leaders. (8) Improvement in student academics. (9) Students will participate in College/Career Experiential Exploration Institute to discover and further their CTE knowledge AVTEC, UAA, HOSA, SkillsUSA, and Educators Rising. (10) Student Support and Training Coordinator will decrease absenteeism (which will improve graduation rates) in schools by improving communication with parents. (11) Tracking of students on attendance data that leads to graduation.

**Applicant Name: Project GRAD Kenai Peninsula**

**PR Award Number:** **S356A220026**

**Funding Amount: $1,127,885**

***Project GRAD Kenai Peninsula (PGKP)*** proposes the POWER UP Project, Promoting Opportunity, Wisdom, Education, and Resilience for Underserved Populations, and is designed to address the whole child by providing a broad array of innovative, research-based, and culturally-responsive activities to meet the unique educational needs of struggling Alaska Native (AN) students. POWER UP will utilize established community based partnerships to enrich learning for 90 students in grades 7-12, 20 teachers, community members, and school staff in Nanwalek, Ninilchik, Port Graham, and Tyonek, four of the most remote and isolated schools in the Kenai Peninsula Borough School District. All schools are K-12, economically disadvantaged, and classified as Title I. Each lies in a community with tribal governance; three of the schools are at least 97% AN, and all four average 78.6% AN. These numbers represent deserving children, most of whom have endured intensified toxic stress and isolation resulting from the pandemic. To address the high incidences of trauma and ACEs in these communities, unacceptable achievement gaps, and the disconnection of culture from classroom, the POWER UP design focuses on the following objectives and activities: (1)Promote cultural wisdom in the classroom through integrating Alaska Cultural standards-based and culturally relevant units; (2)Improve health & wellness using trauma-responsive, research-based programs and trainings; (3)Employ Academic Support Coaches & a Social Counselor to consistently check and connect with student academic progress, behaviors, and social emotional needs; (4)Engage students in off-site travel opportunities through Experiential Academies focusing on Postsecondary/Career exploration, STEAM, Civics, CTE & Leadership; and (5)Commit to meeting project objectives and GPRA measures.

**Applicant Name: Klawock City School District**

**PR Award Number:** **S356A220034**

**Funding Amount: $918,360**

***Klawock City School District (KCSD)*** proposes to bring an innovative program to 275 Alaskan Native (AN) students in grades 6-12 each year of the project. The goals of the project are: 1) To increase staff training opportunities in rural areas, 2) To provide innovative programming with research-based approaches that promote student’s academic engagement and career interests, 3) To improve academic proficiencies of AN students in language arts and math and 4) Provide Check & Connect like program (Lighthouse) to decrease Drop-Out Rate. To meet the goals SOAR will provide the following sample of activities: Staff training in the AK cultural standards, CTE pathway certifications, College & Career Readiness, Soft skills training, new STEM career pathways, Personal Learning and Career Plans, College & Career Exploration Activities, Check & Connect mentoring program and CTE curriculum that is integrated with English, math and the AK cultural standards. Our expected outcomes include: 1) program staff will show a 25% increase in knowledge of the AK Cultural Standards on pre\posttest of workshops, 2) students will pass industry standard tests in areas of CTE offered classes, 3) 25% increase in the number of NEW CTE course offerings, 4) 75% of the 6th – 12th grade AN students will develop a Personal Learning and Career Plan, 5) trainings result in 5% participating AN CTE student increase on the State Assessment proficiency in math, 6) 85% of CTE students will experience unique College/Career exploration opportunities, 7) trainings result in 5% participating AN CTE student increase on the State Assessment proficiency in Language Arts, and the GPRA measures of student graduation rates will improve and the number of total objectives that have been met.

**Applicant Name: Calista Education and Culture, Inc.**

**PR Award Number:** **S356A220023**

**Funding Amount: $2,264,012**

***Calista Education and Culture, Inc., The Yuuyaraq Cultural Immersion Camps project*** has four objectives: 1) Implement a traditional subsistence camp experience for 45 students and 30 teachers annually, as an immersive laboratory for Yuuyaraq teachings, culture, and Yugtun language acquisition; 2) Facilitate and nurture leadership skills and social/emotional growth for student participants following camp through twice-monthly school-year sessions that culminate in individual cultural projects and a Cultural Ambassador designation; 3) Increase the cultural competency and self-perceived educator effectiveness through twice-monthly schoolyear Yuuyaraq sessions following the camp experience for teacher participants; and 4) Increase the Yuuyaraq curriculum available for virtual delivery by creating 16 new student lessons and 14 new teacher lessons. To achieve the objectives 90 students and 60 teachers from the Calista region will participate in an immersive subsistence camp followed by regular, yearlong cultural mentoring using Yuuyaraq and Calricaraq teachings and the Yugtun language. Asa result of participating in the Yuuyaraq Cultural Immersion Camps project, 100% of student and teacher participants will increase their awareness of, appreciation for, and demonstration of Yuuyaraq values and beliefs, Yup’ik culture, and Yugtun language skills. This project will directly serve 90 students in grades 7 and 8, and 60 educators from Lower Kuskokwim, Lower Yukon, and Yupiit School Districts. The expectation is that the population receiving grant services will be equitably disbursed among partner school districts. The Cultural Immersion Camps will be held at Umkumuit.

**Applicant Name: Sealaska Heritage Institute**

**PR Award Number:** **S356A220062**

**Funding Amount: $2,158,514**

***Sealaska Heritage Institute, Indigenizing and Transforming Teacher and Administrator Preparation (ITTAP)*** proposes to improve Alaska Native student educational outcomes by ensuring more Alaskan students have teachers and school leaders who reflect their own culture, values, and life experiences. ITTAP will increase the number of Alaska Native teachers and school leaders by investing in Alaska Native educator recruitment, preparation, and retention. Objective 1- Recruit future Alaska Native educators by developing an Indigenous Future Educator program that gives participants experiences known to motivate the desire to become a teacher; resulting in 50% of program completers planning to pursue an education career. Objective 2-Prepare Alaska Native educators by providing scholarships and support to UAS education students and by supporting the UAS School of Education to improve Alaska Native success, by providing professional learning, supporting faculty to indigenize course content, and by identifying Alaska Native educator internship hosts; resulting in a 10% increase in Alaska Native retention in the UAS SOE, less than 10% of exiting students leaving for financial reasons, 50% of scholarship recipients using culturally responsive pedagogies, and a 10% increase in placement of Alaska Native educator interns with Alaska Native hosts. Objective 3-Retain and uplift current Alaska Native educators by creating a Community of Practice, providing cultural professional development, and expanding the SHI Indigenous Educator Award program; resulting in 10 participants hosting educator interns and a 10% increase in participants’ plans to 1) stay in the profession, 2) pursue leadership, and 3) feeling prepared to indigenize Alaska’s education system. ITTAP will provide the Indigenous Future Educator program to 30 high school and lower division college students, scholarships to 100 UAS students, professional learning to 50% of SOE faculty and deep professional learning to 9 SOE faculty, and will support 12 UAS faculty to indigenize their coursework. ITTAP will provide professional learning to 40 educators in the Community of Practice, with 10 receiving scholarships for culturally based courses, and 25 SHI Indigenous Educator Awards will be given. Total 236 participants.

**Applicant Name: Goldbelt Heritage Foundation**

**PR Award Number: S356A220079**

**Funding Amount: $464,004**

***Goldbelt Heritage Foundation (GHF), Yee Yeex̱ Kawdliyáas'*** will create a safe space to share Tlingit learnings, traditions, and resources within the Juneau School District (JSD), Chatham School District (CSD), Haines Borough School District (HBSD) and Petersburg School District (PSD). Our goal is to improve the self-efficacy, confidence, and skills of educators by providing teachers at JSD, CSD, HBSD, and PSD with professional development (PD) and support to contribute effectively to Alaska Native student success. Our objectives and activities include: (1) help JSD, CSD, HBSD, and PSD identify PD training needs of its 360 teachers through a needs assessment survey in the first 6 months of Year 1; (2) work with community partners to develop and deliver PD trainings and workshops on a variety of skills and topics identified through the needs assessment to at least 75% of teachers in the four partner school districts in Years 1-3; (3) foster and support a cohort of up to 20 culture bearers annually to obtain Type M Alaska Language/Culture Certificate in Years 1-3; and (4) provide annual professional development opportunities to at least 15 GHF staff to increase capacity to work with community partners in Years 1-3. Based on these collective activities, we hope to see: improved skills among school staff related to social-emotional learning and trauma-informed practices; improved communications and technical skills among GHF staff; and increased understanding and appreciation of Tlingit culture and traditions. Ultimately, we hope that these trainings will contribute to an increased sense of community, belonging, and safety among Alaska Native students in Southeast Alaska and improved student engagement in school.

**Applicant Name: Sealaska Heritage Institute**

**PR Award Number: S356A220041**

**Funding Amount: $2,636,381**

***Sealaska Heritage Institute, Opening the Box: Culturally Responsive STEAM Education for Middle School (OTB-2.0)*** centerson one overarching goal: the school success of Alaska Native students. To achieve that goal Sealaska Heritage Institute (SHI) and 6 LEAs: Juneau, Sitka, Wrangell, Chatham, Hoonah and Klawock created OTB-2.0 to provide resources to increase students’ teachers’ and families’ cultural and school connectedness through (1) a set of Alaska Native (AN) infused STEAM classes and activities; (2) culturally relevant professional development (PD) through a Community of Practice (CoP) and extensive coaching; and (3) a central makerspace in Juneau with multiple maker carts in all 8 middle schools – all with intense support and staffing from Tlingit, Haida and Tsimshian artists and artisans, hunters, and fisherman to help integrate Native ways of knowing and sharing knowledge.

**Applicant Name: Kawerak, Inc.**

**PR Award Number: S356A220074**

**Funding Amount: $750,000**

***Kawerak, Inc.,*** ***Early Language and Culture Revitalization: Language Immersion Project*** aims  to revitalize indigenous language and culture through immersion programs in Early Head Start (EHS) and Head Start (HS) classrooms for children birth through 4 years of age in 5 Bering Strait regional communities. Project Goal: Increase Inupiaq and St. Lawrence Island Yupik language proficiency and school readiness through immersion programs in Elim, Golovin, Nome, Shishmaref, and White Mountain.Objective 1: Establish Inupiaq and St. Lawrence Island EHS curricula and an Inupiaq HS curriculum and implement in 7 total classrooms. Objective 2: Increase indigenous language proficiency for 90% of children enrolled in immersion classrooms over 24 months and increase annual age-specific language proficiency levels by 25%. Objective 3: Increase EHS/HS educator indigenous language learning and practice. Enroll teachers in indigenous language courses (16 hours minimum) annually. Log at least 175 hours of teacher classroom language practice with a language mentor annually. Objective 4: Support student and teacher learning with fluent language mentors. Mentors speak with students and teachers in the language during classroom time at least 50% of the time in Year 1, 75% in Year 2, and 90% in Year 3. Objective 5: Increase Alaska Development Profile scores for students in immersion classrooms. Objective 6: Immersion classroom families have access to least 9 language and cultural events annually to increase family member knowledge of indigenous language and culture. Immersion programs will be available to over 60 Alaska Native youth birth through four years of age in the Bering Strait region.

**Applicant Name: Knik Tribe**

**PR Award Number: S356A220049**

**Funding Amount: $1,499,568**

***Knik Tribe’s Youth Education Service’s Benteh STEAM Academy*** proposes Talgunda

Huhghighilyahda Dena’ina for Ready for Tomorrow, a high school and middle school after school program to teach students in the Matanuska Susitna Borough (Matsu Valley) Computer construction skills, computer literacy, programming, and networking skills. The proposed project will provide youth, ages 12-19, with opportunities for cultural connection, STEAM enrichment, academic and advocacy support, and future planning. Students will learn STEM core content in hands on and intriguing ways. Talgunda Huhghighilyahda will work with the Alaska Native and American Indian students to increase interest in STEM careers, increase performance on student achievements, increase graduation rates, and increase students cultural awareness and connection. Over 36 months Talgunda Huhghighilyahda will provide computer construction education classes to at least 135 Matsu Valley students. The program will provide 1500 hours of computer programming design time, and 135 Alaska Native and American Indian students with school break camps. The program will also provide educational and advocacy support, by creating individual academic plans, and providing advocacy support to our students. Students may also be hired on as Interns to learn more in depth 21st century skills, as well as education and manufacturing experience. Major outcomes of this program are anticipated to be an increase in Alaska native and American Indian students graduating High School with a diploma, increasing the amount of students at proficient or exceeds proficient on state assessments, and an increase of students passing STEM core subjects.

**Applicant Name: Saint Mary‘s City School District**

**PR Award Number: S356A220053**

**Funding Amount: $911,683**

***Saint Maryʻs City School District (SMCSD), Yupʻik Culture Project*** proposes to use the grant for Saint Maryʻs School that is in two adjacent buildings serving 216 students in grades pre-K -12th. Project objectives are: an increase of 10 in percent proficient in English/language arts on the state assessment by end of the project; an increase of 10 points in percent proficient in math on the state assessment by the end of the project; all secondary students develop a post-secondary plan as documented by counselor; graduation rate will increase by 10 percentage points by the end of the project.; 100% of teachers utilize the Yupʻik culture in instruction as demonstrated by project description; : 95% of students report they learned new Yupʻik words as demonstrated on a survey yearly. Activities include counseling, college and career readiness, culturally responsive education, project- and place-based programming to study the effects of climate change on our subsistence lifestyle, academic interventions, professional development, instruction in Yupʻik language, culture, and skills, family engagement, and professional development for teachers. Anticipated outcomes are: improved academic achievement, increased Yupʻik language, skills, and knowledge, increased college and career readiness,and increased graduation rate.

**Applicant Name: Cook Inlet Tribal Council, Inc.**

**PR Award Number: S356A220019**

**Funding Amount: $1,278,286**

***Cook Inlet Tribal Council, Inc. (CITC)*** proposes the Schoolyard Enhancementprogramto address need to provide culturally-based academic intervention to Alaska Native/AmericanIndian secondary school students in Anchorage. The program intervenes in three target areas: 1) ongoing, individualized, extended school-day support, 2) proactive freshman year support, and 3) credit recovery. The project includes after-school, summer school, and informal education/cultural enrichment components, with an emphasis on school-engagement for Alaska Native middle school students, and academic intervention for high school students. The Schoolyard Enhancement program is designed to deliver an array of services supportive of on-time high school graduation, combining cultural enrichment, STEM enrichment, academic support, advocacy services, and credit recovery opportunities. It is informed by The Schoolyard, CITC’s culturally-based afterschool program for 7th through 12th graders, which achieved a 96.8% on-track for graduation rate among participating Alaska Native youth from 2012-2018. CITC’s Media Arts and Design resources, on-site academic advocates, peer-support, and on-site wrap-around tribal social services form the backbone of the program, serving students continuously from grade 7-12. Targeted academic interventions at the high school level provide an additional safety net, helping prevent students from falling behind during the critical freshman year with a summer bridge program, helping students who do fall behind recover though year-round credit recovery options, and helping on track students stay the course to graduation with academic acceleration and enrichment opportunities. Over three years the project will provide 75 enrollments in a middle school to high school summer bridge course, 250 afterschool program enrollments, and 15 part time internships. It will provide 6,000 hours of academic support, 140 hours of cultural engagement, and 3,500 hours in the Fab Lab. Participating students will recover, or accelerate, the equivalent of 100 high school courses.

**Applicant Name: Knik Tribe**

**PR Award Number: S356A220056**

**Funding Amount: $1,447,486**

***Knik Tribe’s Youth Education Service’s Benteh STEAM Academy*** proposes Kununia Dena’Ina word for Gathering of Food, a high school and middle school after school program to

to teach students in the Matanuska Susitna Borough (Matsu Valley) hunter safety education,

firearm safety, proper animal butchering and care, subsistence practice, cultural practice,

building tools and equipment and outdoor skills. The proposed project will provide youth, ages

12-19, with opportunities for cultural connection, STEAM enrichment, academic and advocacy

support, and future planning. Students will learn STEM core content in hands on and intriguing

ways. Kununi will work with the Alaska Native and American Indian students to increase interest in STEM careers, increase performance on student achievements, increase graduation rates, and increase students cultural awareness and connection by connecting STEAM with culture and subsistence activities. Over 36 months Kununi will provide outdoor education and hunter safety classes to at least 135 Matsu Valley students. The program will provide 3,000 hours of subsistence activities, and 120 Alaska Native and American Indian students with school break camps. The program will also provide educational and advocacy support, by creating individual academic plans, and providing advocacy support to our students. Students may also

be hired on as Interns to learn more in depth 21st century skills, as well as education and

manufacturing experience. Major outcomes of this program are anticipated to be an increase in

Alaska native and American Indian students graduating High School with a diploma, increasing

the amount of students at proficient or exceeds proficient on state assessments, and an increase of

students passing STEM core subjects.

**Applicant Name: Tyonek Tribal Conservation District**

**PR Award Number: S356A220078**

**Funding Amount: $358,100**

***Tyonek Tribal Conservation District TTCD, Tyonek Youth Conservation Science Program for Alaska Native Youth*** overarching goal with this program is to foster community self-determination in natural resources management and conservation through hands-on education, trainings and career opportunities for Alaska Native youth. Objective 1: Increase STEM-aptitude among Tyonek students. Objective 2: Increase interest and participation in post-secondary education and/or jobs in STEM-based fields for Tyonek students. In 2022-25 TTCD proposes to: Develop a second year of hands-on, place-based, STEM curriculum. Develop alternative lesson delivery methods for resilience to in-person restrictions. Implement bimonthly hands-on, place-based, culturally appropriate science lessons. Develop and implement continuing education courses on Tyonek-based curriculum. Provide Conservation Youth Internships at the Tyonek Garden and in the field. Expand the hydroponics systems and marketing strategies at the Tyonek school. Integrating place-based connections to the curriculum through culture and language. Through this project, TTCD will increase grade percentages in STEM subjects by 15%, increase decadal graduation rate by 10%, and increase in applications to post-secondary education and/or jobs in STEM-based fields by 50%. Long term, TTCD is implementing this project to increase preparedness for STEM-related post-secondary education and/or increase the number of Tyonek youth in natural resource careers and jobs in the community and beyond. This project is located in the Alaska Native Village of Tyonek, Alaska.

**Applicant Name: Alaska Pacific University**

**PR Award Number: S356A220066**

**Funding Amount: $817,394**

***Alaska Pacific University Tumyaraa: The Path Bridging Program Project*** objective is to address the rural Alaska Native student college-readiness through a college preparednessprogram by **1)** Developing Culturally Responsive, Dual Credit Math and Writing Curricula; **2)** Increasing Math and Writing Performance and Preparation for Post-secondary Education; **3)** Increasing Student Awareness of and Navigation Skillsets needed for Post-secondaryEducational Opportunities; and **4)** Increasing Student Rates of Graduation and Participation inPost-secondary Education Opportunities. The Tumyaraa Program will recruit and sustain twoAlaska Native student cohorts over three years. Two cohorts of 15 students will attend in-personSpring and Fall Block (intensives) each year to assist with social emotional learning, culturalself-identity, college cultural transitions, begin dual credit coursework, college/scholarshipapplications, and career explorations relevant to the life path the foresee for themselves.APU’s Project will address the followingmandatory and allowable activities. **A.** The development of curricula and programs that addressthe educational needs of Alaska Native students, **D.** The development and operation of studentenrichment programs, including programs in science, technology, engineering, and mathematics, **F.** Activities designed to enable Alaska Native students served under this part to meet thechallenging State academic standards or increase the graduation rates of Alaska Native studentsand **M.** Regional leadership academies that demonstrate effectiveness in building respect andunderstanding and fostering a sense of Alaska Native identity in Alaska Native students topromote their pursuit of and success in completing higher education or career training.Tumyaraa will serve 30 self-selected students in 9-11th grade from two partner school districts: Lower Kuskokwim and Yupi’it.

**Applicant Name: Douglas Indian Association**

**PR Award Number: S356A220076**

**Funding Amount: $1,499,770**

***Douglas Indian Association Project*** creates New Educational Pathways that reawaken our connections to each other, the land, restores our visibility as Alaska Native people with rich traditional education pathways and affirms our youth’s identity and paths to achievement. Each new educational pathway will be housed in a new education center to benefit students, educators, cultural specialists, language specialists, families, and community to become future cultural knowledge bearers, fluent language speakers, mentors, accomplished students, and culturally responsive educators who participate, perpetuate and benefit from an authentic traditional educational model that is holistic and far reaching. Objective 1: Develop Anax Yaa Andagan Ye Daakahidi: Where the Sun Rays Touch First Cultural Historic Education and Language Preservation Center to sustain five new educational pathways in addition will provide a culturally responsive space for meaningful and authentic professional development for educators. Objective 2: Establish Haa Kusteeyi, Our Way of Life Traditional History Educational Pathway through completion of Alaska Native History Book serving as a Primary Resource with 14 curriculum extensions at grade levels K-12 to be taught to 170 students with professional development provided to 20 educators and with the completion of dual credit Alaska Native History Course which will be taught to 40 students in Project Year three. Objective 3: Establish Haa Tlaagu Haa Yoo X’atangi Traditional Stories and Language Immersion Educational Pathway through completion of 14 Tlingit language immersion curriculum lessons for youth and families which will be taught to 90 students and their families annually. Objective 4: Establish Haa Aani Traditional Lands and Science Educational Pathway through the completion of 14 traditional ecological knowledge lessons for grades K-12 to be taught to 210 students. Objective 5: Establish Haa Ataayi, Our Traditional Foods and Fisheries Science Educational Pathway through development of 14 total K-12 curriculum lessons to be taught at all grade levels to 210 students. Objective 6. Establish Art as Healing and Elders, Aunties and Uncles Mentoring Educational Pathway through the development of 14 total K-12 curriculum lessons that will be taught at all grade levels to 210 students. Objective 7: Facilitate educational gathering to celebrate the restoration of this historical village that was destroyed in 1962 and as an annual culmination to the implementation of each of the five traditional educational pathways instructional delivery affirming history, culture, language, and our youth’s connection to place and affirming identity serving 300 youth and their families.

**Applicant Name: Goldbelt Heritage Foundation**

**PR Award Number: S356A220082**

**Funding Amount: $797,074**

***Goldbelt Heritage Foundation GHF*** proposes Haa Shuká Tundatáani*,*(HST) with the overarching goal of aligning pedagogy, curriculum, student assessment criteria, and teaching methods, allembedded with culturally relevant content vetted by our Curriculum Pedagogy Oversight Committee (CPOC) to ensure each is rooted in indigenous thought and culture as well as national and state content standards. HST Activities will include publishing 1000 books each of 9 different titles from Tlingit Language Early Childhood Primer Lingit to serve 7000 children with Heritage Language education over three years-time and build the capacity of 45 teachers who serve a minimum 400 Pre-K to 12th grade students per year in Indigenous based instructional methodologies, utilizing Indigenous Curriculum Framework. HST Outcomes will be monitored by an outside evaluator using qualitative and quantitative data for 1) increased positive identity development, 2) tangible connections to Alaska Native Culture and Community for Alaska Native youth, 3) decreased punitive in-school punishments, and 4) improved academic achievement.

**Applicant Name: Bering Strait School District**

**PR Award Number: S356A220007**

**Funding Amount: $1,577,682**

***Bering Strait School District*** and partners will address four areas of identified educational needs of K-12 Alaska Native students. The identified needs are academic/learning loss, social emotional wellness, cultural belonging, identity and language, and preparation for postsecondary education. Objectives: 1. To support students to achieve academic success. 2. To increase the school climate and social-emotional wellness of students. 3. To increase student cultural awareness, self-identity and Inupiat/Yup’ik Language skills. 4. To increase the percentage of students enrolling into postsecondary education. Activities: Summer School, Project Lead the Way, Alaska Native Science and Engineering, Professional Development, Social Emotional Learning, Second Step, SEL Counselors, Developing Yup’ik Curriculum, Cultural Gatherings, Elders Storytelling, Exploring Self-Identity, College Readiness Assessments, College Awareness Events, College Campus Visits, Academic Planning & Advising, College Planning/Financial Aid, College Planning/Admissions. Outcomes: 1a. By the end of 4th grade, the percentage of students meeting the standard on the state administered proficiency exam in English will increase to 20%. 1b. By the end of 4th grade, the percentage of students meeting the standard on the state administered proficiency exam in Math will increase to 22%. 1c. By the end of the 9th grade, the percentage of students meeting the standard on the state administered proficiency exam in English will increase to 25%. 1d. By the end of 9th grade, the percentage of students meeting the standard on the state administered proficiency exam in Math will increase to 20%. 1e. By the end of 12th grade, the percentage of students graduating high school will increase to 89%. 2a. At the end of each year, students’ social emotional wellness will increase by 10%. 2b. At the end of each year, the students’ Respectful Climate will increase by 10%. 3a. Each year, students will increase their Inupiat and English language skills by 20%. 3b. Each year, students will increase their Inupiat cultural connectedness by 25%. 4a. By the end of each year, the percentage of students acquiring financial aid knowledge will increase by 25%. 4b. By the end of 12th grade, the percentage of students applying to and enrolling in postsecondary will increase to 25%.

**Applicant Name: Yukon Koyukuk School District**

**PR Award Number: S356A220065**

**Funding Amount: $1,244,982**

***Yukon Koyukuk School District,* *The MACSS Project - Math And Computer Science for Students*** proposes project objectives and activities to promote student Mathematical Mindsets and improve math computational performance through intensive teacher training and District capacity-building. Implement a grades K-12 Computer Science (CS) Program by engaging with CS education experts such as Code.org/Cyber.org to deliver courses, obtain materials and equipment and train teachers in CS content. Additionally, support implementation through on-going professional development, refinement of courses, and rigorous quality control. Build cultural connections for student success in Math and Computer Science by the creation and use of place based, culturally relevant lesson plans in those areas of study. Project Outcomes are: a) All (100%) of Administrators, Math Specialists, 29 K-12 River school teachers, 24 Raven homeschool Advisory Teachers, and 100 Raven homeschool parent-teachers gain knowledge of grade level band math concepts, effective instructional practices for teaching math computational skills, and higher order thinking skills; b) (9) Culturally relevant math lesson plans created by teachers; c) (10) Culturally relevant math activities created by homeschool parents; d) a library of virtual math resources for homeschool parent-teachers developed and used; d) K-12 Computer Science program that teaches the core concepts of Computing Systems is planned and implemented; and, e) students and teachers participating in the YKSD Computer Science program are proficient in the concepts, practices and careers of computer science.271 Alaska Native students in nine village schools; 556 Alaska Native students in our state-wide homeschool. (827 total served)

**Applicant Name: Bristol Bay Native Corporation Education Foundation**

**PR Award Number: S356A220077**

**Funding Amount: $1,419,852**

***Bristol Bay Native Corporation Education Foundation Bristol*** ***Bay Teaching and Learning Collaborative (The Collaborative***) ***Project*** will impact all 24 schools, four school districts, 25 communities, approximately 1,500 students, and 190 educators of the Bristol Bay Region. The Collaborative will improve teaching quality in our Indigenous communities and therefore increase student success through three areas: 1) increasing the number of teachers and educational leaders who originate from the Bristol Bay Region; 2) increasing positive engagement between communities and schools; and 3) increasing current educators’ knowledge of the local culture and encouraging its use in culturally responsive teaching practices. To meet these goals, The Collaborative will provide career counseling to Bristol Bay students, including participation in the Educators Rising program; identify the barriers and pathways for students and local adults to becoming teachers; create a new Community Cultural Resource Repository (CCRR) that includes information on language and culture bearers and 60 cultural activity plans for use in schools and culture camps; expand existing in-region culture camp offerings; and initiate a Creating Cultural Competence (C3) program for 48 of the region’s in-service teachers that comprises participation in a summer culture camp, enrollment in a graduate-level course, connection with a local mentor, and invitations to supportive Midyear Gatherings.

**Applicant Name: Knik Tribe**

**PR Award Number: S356A220061**

**Funding Amount: $1,462,752**

***Knik Tribe’s Youth Education Service’s Benteh STEAM Academy*** proposes Alaska STEAM Hub A project to bring STEAM education, Technology, and curriculum. The proposed project will provide youth, from around Alaska, with opportunities for cultural connection, STEAM enrichment, academic and advocacy support, and future planning. Students will learn STEM core content in hands on and intriguing ways, have cultural connections. Alaska STEAM Hubwill work with the Alaska Native and American Indian students to increase interest in STEM careers, increase performance on student achievements, increase graduation rates, and increase students cultural awareness and connection. This proposed project will also bring together STEM and cultural educators, makers, workers, and students from across Alaska in collaboration and sharing of ideas, projects, curriculum and interests. The program will also provide educational and advocacy support, by creating individual academic plans, and providing advocacy support to our students. Students may also be hired on as Interns to learn more in depth 21st century skills, as well as education and manufacturing experience. Major outcomes of this program are anticipated to be an increase in Alaska native and American Indian students graduating High School with a diploma, increasing the amount of students at proficient or exceeds proficient on state assessments, and an increase of students passing STEM core subjects.

**Applicant Name: Arctic Slope Community Foundation**

**PR Award Number: S356A220083**

**Funding Amount: $784,256**

***Artic Slope Community Foundation Ilisaġvik Tribal College and the Iñupiat Community of the Arctic Slope (ICAS) Project*** will help to mitigate the high frequency of teacher turnover in the region as well as keep our Alaska Native students engaged in an education framework that that is culturally responsive. Schools in the North Slope region of Alaska face high turnover which results in poor academic proficiency scores among students. Since regional schools recruit from areas outside of our region, it is no surprise most certified teachers leave after 2 years. Many schools employ paraprofessionals from the local community who are often required to teach in the absence of certified teachers. By recruiting and training local indigenous instructors for a culture-based instructor apprenticeship, educators can better serve their Alaska Native student populations. In 36 months this project will gather meta data and work with partners to develop a 2-year local indigenous educator apprenticeship track, with an option to extend the program and implement an additional 4-year apprenticeship track in futures years. Outcome Indicator 1: In 36 months, ASCF, Ilisaġvik, and ICAS, will work to develop a 2-year local indigenous educator apprenticeship program through the State of Alaska Department of Labor.

Outcome Indicator 2: In 36 months, ASCF, Ilisaġvik, and ICAS, will recruit, place, and train 20 local indigenous educator apprentices from North Slope communities. Outcome Indicator 3: In 36 months, ASCF, Ilisaġvik, and ICAS, develop a 2-year paraprofessional apprenticeship, train 20 local indigenous educators as paraprofessionals, and aid in placing these educators in teaching positions within the region.

**Applicant Name: Central Council Tlingit & Haida Indian Tribes of Alaska**

**PR Award Number: S356A220058**

**Funding Amount: $1,243,485**

***The Central Council of the Tlingit and Haida Indian Tribes of Alaska*** Tlingit & Haida, in partnership with Goldbelt Heritage Foundation and Cedar Group, proposes Kei Naltseen Haa Sgóoni (Our School is Being Strengthened) with the overarching goal of increasing the academic performance of Alaska Native students by providing language immersion instruction through Haa Yoo X’atángi Kúdi, Tlingit & Haida’s Lingít Immersion Language Nest. This grant will reach no fewer than 1,296 Alaska Native students over the 3-year project period. Goal 1: Language Immersion. Increase Tlingit language use and sustainability by increasing proficiency in youth ages 3-5 through providing 663 hours annually of Lingít language immersion instruction and high-quality early childhood education. Outcomes: Language learners in the Haa Yoo X̱ ’atángi Kúdi (HYXK) Lingít language immersion nest will have enhanced immersion instruction, receive high quality early childhood education to increase school readiness and academic achievement, and receive preschool level assessment to track developmentally appropriate skills with the Lingít language as the medium of instruction. Goal 2: Resource Development. Increase the quantity of and access to educational media resources in the Lingít language for language learners. Outcome: Lingít language learners will have access to nine (9) animated video mini-series in the Lingít language by the end of the 3-year project period. Project Activities: (1) Provide 663 hours annually of Lingít language immersion instruction through Haa Yoo X̱ ’atángi Kúdi (HYXK) Lingít language immersion nest; (2) Create and implement a preschool level assessment tool to track developmentally appropriate skills with the Lingít language as the medium of instruction; (3) Produce nine animated video mini-series in the Lingít language based on an existing unpublished children’s book series, with contracted support from Cedar Group; (4) Incorporate newly developed educational resources in the Lingít language as part of the HYXK immersion program curriculum; (5) Make educational resources in the Lingít language accessible to families of language learners in their homes; (6) Distribute resources to language programs and the public.

**Applicant Name: Knik Tribe**

**PR Award Number: S356A220046**

**Funding Amount:  $1,499,809**

***Knik Tribe’s Youth Education Service’s Benteh STEAM Academy*** proposes Building For

the Future, a high school and middle school after school program to teach students in the

Matanuska Susitna Borough (Matsu Valley) construction trade skills, carpentry, metal working,

and Construction Technology like concrete 3d printing. The proposed project will provide youth,

ages 12-19, with opportunities for cultural connection, STEAM enrichment, academic and advocacy support, and future planning. Students will learn STEM core content in hands on and intriguing ways. Building For the Future will work with the Alaska Native and American Indian students to increase interest in STEM careers, increase performance on student achievements, increase graduation rates, and increase students’ cultural awareness and connection. Over 36 months Building For the Future will provide construction education classes to at least 75 Matsu Valley students. The program will provide 6,000 hours of Academy and Fab Lab time, and 120 Alaska Native and American Indian students with school break camps. The program will also provide educational and advocacy support, by creating individual academic plans, and providing advocacy support to our students. Students may also be hired on as Interns to learn more in depth 21st century skills, as well as education and manufacturing experience. Major outcomes of this program are anticipated to be an increase in Alaska native and American Indian students graduating High School with a diploma, increasing the amount of students at proficient or exceeds proficient on state assessments, and an increase of students passing STEM core subjects.

**Applicant Name: Sealaska Heritage Institute**

**PR Award Number: S356A220028**

**Funding Amount: $1,909,341**

***Our Ancestors’ Echoes: X̱ aad Kíl, Sm’algyax, and Lingít:*** The goal of Our Ancestors’ Echoes: X̱ aad Kíl, Sm’algyax, and Lingít is to increase the number of heritage language educators in Lingít, X̱ aad Kíl, and Sm’algya̱x from 14% to 26% by establishing a bachelor’s degree in Indigenous Studies in Language at the University of Alaska Southeast (UAS). Sealaska Heritage Institute (SHI) designed Our Ancestors’ Echoes to increase the number of Alaska Native students in Southeast Alaska who have access to an educator who teaches their heritage language, while supporting and retraining current language educators. Objective 1:establish a bachelor’s degree in Indigenous Studies with an emphasis in the Alaska Native Languages, confer the bachelor’s degrees to 6 new bachelors, and pursue the development of a master’s in Indigenous Language Education, resulting in a 12% increase in heritage language educators. Objective 2: increase access to Indigenous language courses in Lingít, Xaad Kíl, Sm'algyax by providing 15 language student scholarships annually, and implementing a new Opening the Clan House Doors model providing zero credit, no fee AKLA courses, resulting in 21% increase in UAS language classes. Objective 3:uplift 30 language educators to create classroom equity through practicums, field placements, technology & software enhancements, development of 6 children’s books, and providing 72 summer intensive sessions to continue language learning, positively impacting retention of current educators. Objective 4:develop mental health supports for scholars, language students, and language educators related to navigating trauma, providing language lectures, facilitating monthly student support groups through Wooch.een, hosting an annual healing summer language institute and developing processes to support language learning, resulting in a 3% increase of understanding of tools to navigate historical and generational trauma. Additionally, there will be an increase in the number of Alaska Native programs that focus on Alaska Native culture and language. SHI will partner with UAS to create heritage language educators. Our Ancestors’ Echoes will use 12 practicums and 9 field placements to impact 30 current language educators who currently teach who currently teach 420 PK-12 Alaska Native students.SHI is headquartered in Juneau, and will be partnering with the University of Alaska.

**Applicant Name: Doyon Foundation**

**PR Award Number: S356A220042**

**Funding Amount: $145,621**

Doyon Foundation is an Alaska Native tribal organization experienced in operating programs

that fulfill the purposes of the Alaska Native Education (ANE) program. Doyon Foundation’s

mission is to provide educational, career, and cultural opportunities to enhance the identity and

quality of life for Doyon shareholders. Doyon Foundation serves a vast region of Interior Alaska and meets the educational and cultural needs of Doyon’s shareholders and their children by providing post-secondary scholarships, advancing traditional Alaska Native knowledge, and

increasing Alaska Native student performance levels.

Doyon Foundation’s Doyon Languages Online (DLO) in the Classroom project will address

the declining number of speakers of the Doyon region’s ten endangered Alaska Native languages and the extremely limited number of trained teachers who can provide Alaska Native language instruction by building a collaborative instructional model in which K-12 classroom teachers and trained language teachers who are fluent in one or more of the Doyon Region languages collaborate to facilitate language instruction for students in a K-12 classroom setting. The DLO In the Classroom project will use Doyon Foundation’s Doyon Languages Online curriculum developed through prior ANE program grants, as well as provide in-person listening and speaking lessons. DLO In the Classroom is designed to increase the capacity of schools in the Doyon region to teach Alaska Native languages to their students, and to provide increased

language learning opportunities for students. This project will pilot test the collaborative model

at the Effie Kokrine Charter School located in the Fairbanks North Star Borough School District, with the long-term goal of expanding the model to other schools and districts in the Doyon Region.

Our specific objectives are as follows:

**Objective 1:** By the end of the grant period to fully train a cohort of teachers (3 classroom

teachers and 8 language teachers) and administrators (EKCS principal and Doyon Foundation

Language Revitalization director) to implement a collaborative model of language instruction

that provides hands-on, differentiated, and personalized language learning experiences that use

the Doyon Languages Online curriculum.

**Objective 2:** By September 2023, the teachers and administrators will co-develop a structure for collaborative teaching of Doyon Region languages in the classroom that can be implemented at Effie Kokrine Charter School and other schools throughout the region.

**Objective 3:** By August 2023, implement hands-on, differentiated, and personalized language

learning experiences that use the Doyon Languages Online curriculum for 20 Effie Kokrine

Charter School students in grades 7 through 12 during the 2023-2024 school year and 20

students during the 2024-2025 school year.