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RAVE-II Abstract

RAVE II (**R**ural **A**laska **V**illage **E**ntrepreneurs **I**nstructional **I**nnovation) is a project premised on eligible LEA applicant, Alaska Gateway School District's (AGSD) Strategic Plan and satisfies Absolute Priorities 1-6 as described in the narrative. It brings together key stakeholders to collaboratively target the educational and training needs of AGSD's Alaska Native (AN) students while addressing their social and emotional wellbeing. These stakeholders comprise a partnership (LEA + Tribal Entity CPP2) of all the eligible tribes AGSD serves, the University of Alaska Fairbanks (CPP3), Brightways Learning, and local businesses to design and implement RAVE II.

AGSD serves 7 small communities in Alaska's Eastern interior, a vast area the size of West Virginia (26,000 sq miles). Here, AGSD serves more than 400 students of whom 66% are AN, in distant schools ranging in size from one teacher with 11 students to our largest school of just 20 certified staff and 180 students. This is a remote area with low income and high unemployment, where school attendance suffers and dropouts numbers are high, and where educational aspiration and attainment are dismal. The communities in AGSD are faced with a migration of capable young adults away from their traditional lands toward the cities, partly because they are unqualified for viable local employment that enables them to adequately support themselves and their families. This trend creates a downward spiral of community loss, which desperately needs to change for our communities to thrive. Yet, in these communities, there <u>are</u> high-paying, high-skilled jobs in education, government (tribal, state, and federal), healthcare, the service sector, and private enterprise. These jobs are typically filled by transitory professionals such as teachers who have the proper credentials but may not have personal ties to the people or the land, impacting their decisions and long-term commitment to the region.

RAVE II goes directly to the heart of these critical issues and will challenge this on-going

trend by successfully achieving the goals of this project, as guided by AGSD's Strategic Plan and the AC. RAVE II will increase the workplace readiness of our students by pairing them with mentors in a traditional model based on an indigenous cultural framework, and the modern context of the digital world. Personal Learning Career Plans will be created and followed in partnership with these mentors and counselors. The plans will not only include career pathways with dual-credit courses but will also employ hands-on experiential learning – such as job shadowing and paid work-study to learn technical skills – with a follow-up plan for each student after they complete high school. RAVE II will instill SEL and workplace skills and create a lasting "web of support" for our students that will enable them to successfully compete for the high-paying jobs that do exist locally.

RAVE-II will reduce the dropout rates of AN students, increase the number of AN students who attend post-secondary training or college, (e.g., who become teachers through the UAF-SILKAT program), and who ultimately either find viable local employment or are able to create their own entrepreneurial opportunities. Individual career pathways, based on each student's own interests, will guide them and provide valuable knowledge and experiences that become career steppingstones, equipping them with marketable skills. In-person, experiential postsecondary campus visits will further develop students' postsecondary aspirations. Mentor relationships will be a cornerstone for long-term sustainability of the project and for the future success of our students.

Professional development for teachers and staff will focus on culturally relevant instruction and on acquiring skills for becoming long-term SEL/career mentors. Culturally relevant instruction is more likely to result in increased student engagement and achievement, resulting in attainment of RAVE-II's goals and greater community support for education.

NYCP

Rural Alaska Village Entrepreneurs Instructional Innovation (RAVE II)

(a) Need for project

The Alaska Gateway School District (AGSD) will serve students in the project **R**ural **A**laska **V**illage **E**ntrepreneurs **I**nstructional **I**nnovation (**RAVE II**). The RAVE II partnership (Mentasta Traditional Council, Tok Native Association, Native Village of Tanacross, Native Village of Tetlin, Northway Village Council, Brightways Learning (K-12 nonprofit), and the University of Alaska Fairbanks – **UAF**) will benefit Alaska Native (AN) students in the AGSD service area. RAVE II WILL provide Alaska Native (**AN**) students with increased access to career pathways and life skills through experiential learning**.** The project will align with AGSD's strategic plan that focuses on student engagement, staff recruitment/retention, cultural knowledge, teaching & learning, school culture, and community partnerships. The strategic plan can be found in the Appendix. AGSD is a rural school district encompassing 26,000 square miles (an area approximately the size of Maine), located in eastern Alaska. About 66% of our 412 students are AN. To fully understand the importance of a project like RAVE II, knowing the unique challenges and opportunities in rural Alaska is essential. The geographic remoteness of our communities alone limits the job market. Students are challenged with transitioning to gainful employment unless they obtain the requisite career and technical skills for the currently limited job opportunities. Applicant Requirement – funds will be supplemental and will not supplant. RAVE II will address the following: Competitive Preference areas: **Competitive Preference 2**: RAVE II is being submitted by a partnership between eligible entities, including Indian Tribes and Indian Organizations (page 1 partner list). **Competitive Preference Priority 3:** Promoting equity, adequacy in resources, and opportunities for the underserved student. RAVE II promotes the development of a pipeline of underrepresented AN students as teachers (pages **7, 8 & 13**) for a list of activities

meeting this competitive preference) **Note: Specific community gaps and NEEDs can be found in SECTION (d) 2**.

(1) Identified gaps, weaknesses in infrastructure, or opportunities identified and addressed

. The following parent and community surveys identify school climate concerns, opportunities for program services, and identify needs and community barriers to graduation and employment. Parents expressed the following as their desired priorities for their students in the survey: *Finish High School 88%*, *Attend College 53%*, *Complete College* 51%, *Be Employed in Our Community* 48%, and *Be Employed in the Region* 48%. When asked what would prevent their child from attending postsecondary education, they gave the following answers:

Parent Identified Barriers to Postsecondary Education			
BARRIER - 2022	**% age**	**BARRIER - 2022**	**% age**
COST	59.32	ACADEMIC PREPARATION	30
SEPARATION FROM FAMILY	55.93	UNDERSTANDING HOW TO APPLY	52.54
LTD LOCAL OPPORTUNITIES	25.42	SUBSTANCE ABUSE	28.87

Most Significant School Issues from Parental Perception Survey Results	% Concerned
Peer Climate – perception of student interaction "Respectful Climate"	72%
Cultural Connectedness – cultural identity and cultural responsiveness	54%
Perceived fairness in student discipline	70%

**2018 Alaska School Boards Association Administration of Panorama School Climate Survey*

Educational Need Data-The achievement data below show that AN students in our district have significant academic needs. AN students score significantly below the state proficiency averages.

Percentage of Students Scoring Proficient on State PEAKS Assessment			
Language Arts		Math	
STATE *All Students*	AGSD - AN	STATE All Students	AGSD - AN
39.2%	**11.4%**	**35.72%**	**7.89%**

**PEAKS data from Alaska Department of Education 2021*

The U.S. Department of Education's Indian Nations at Risk Task Force study documented that native students have a dropout rate twice the national average – the highest dropout rate of any United States ethnic or racial group. The AGSD discrepancy is even more pronounced than the national average. Studies tell us that many academically capable native students drop out because their needs are not met in standard K-12 classrooms – Withington & Shtivelvand (2014).

2021 (5-Year Cohort GRADUATION Rates)	
Alaska Gateway School District Alaska Native	**56.25%**
Alaska Native Data Statewide	67%
Overall Alaska Graduation Rate	79%
National Graduation Rate	83%

**Alaska Department of Education data 2020-2021 school year*

Most Significant Areas of Concern - Student Perception Survey Results	% Agree
Adult in the community encourage youth to take school seriously	48%
Adults in community support this school	43%
My family's culture is represented in class lessons, materials, posters, etc.	43%

**2018 Alaska School Boards Association administration of Panorama School Climate Survey*

Published research states that Adverse Childhood Experiences (ACEs) among native persons frequently manifest in adult societal issues. This research shows that the number of AN students who reported ACEs is much higher than the rest of the United States – Kenny & Singh (2016). The next chart shows the percentage of AN students who experience up to five or more ACEs.

Survey of Adverse Childhood Experiences (ACEs) - Alaska Native High School Students	
Question	Percentage
Seriously considered attempting suicide (during the 12 months before the survey)	27.4
Planned how they would attempt suicide (during last 12 months)	21.8

Did not go to school because they felt unsafe at school (last 12 months)	15.9
Were ever physically forced to have sexual intercourse	10.8

**TABLE-2019 AN High School Survey of ACEs - FULL CHART IN APPENDIX*

Studies have indicated a correlation between the ACEs data above and discipline infractions and school attendance – Blodgett (2018). The data below corroborate those studies.

Percentage of School Population with Discipline Infractions and Attendance	
Category	**% of Students**
Students who received one or more in-school suspensions	5.5%
Instances of out-of-school suspensions	3.25%
Students absent 15 or more days during the school year	20.5%
Chronic Absenteeism Rate Alaska Native students*	11.3%

**2020-2021 data from Public Report Card*

AN students who graduate from high school are not attending postsecondary institutions.

AGSD Students Attending Postsecondary Education	
AGSD	**75%** of high school grads did not pursue postsecondary ed

**2020-2021 Post-Graduation Data from Alaska Department of Education (DEED)*

(2) The magnitude of the need for the services/activities to be carried out by the project

MAGNITUDE OF NEED AND IDENTIFIED GAPS IN SERVICE	
Magnitude of Needs, Gaps, and Weaknesses	**Infrastructure Proposed Opportunities to Meet Needs, Fill Gaps, and Strengthen Weaknesses**
AN students are not graduating and are dropping out of school at alarming and unacceptable levels.	• RAVE II's proposed opportunities for Career and Technical Education **(CTE),** Social Emotional Learning (**SEL**), individual adult SEL/career mentors, culturally responsive classrooms, and increased exposure to postsecondary opportunities will culminate in improved graduation rates.

Community statements indicate students do not have requisite workplace skills for gainful employment after graduation.	• Through community collaboration, provide real-life work experiences through CTE job shadowing, paid work-study, and apprenticeships.
Many gaps and weaknesses such as attendance issues, poor graduation rates, and discipline problems provide evidence of students experiencing ACEs and having a lack of connectedness with adults, which can lead to poor social and emotional skills.	• Develop vital adult mentoring and resiliency programs that will include ongoing systems of care/monitoring of students' career challenges and social-emotional wellbeing. • Provide a series of social-emotional training events, coupled with individual adult mentors who will continually check and connect with students.
Graduation rates are too low, and discipline rates are too high. Often this is related to classrooms not being culturally responsive or curricula not being perceived as relevant and interesting.	• Culturally responsive professional development (**PD**). • PD will facilitate learning environments that are responsive to meeting AN students' needs and are relevant to careers interests and/or postsecondary.
Low number of students are matriculating in postsecondary education.	• Visits to postsecondary institutions. • Guidance for postsecondary enrollment by mentors

(3) Provides services or addresses the needs of students at risk of educational failure

Based on student, community, parental, and school needs data, RAVE II proposes to meet the needs of at-risk AN students by accomplishing six goals directly related to the identified needs. The overarching goal of RAVE II is to involve the community to increase the number of AN students who attend postsecondary education or become gainfully employed in locally available careers. Using the Logic Model theory, the following goals were developed.

RAVE II Project goals	
Goal 1	Increase community collaborative efforts that promote college & career readiness
Goal 2	Through community efforts, increase postsecondary matriculation
Goal 3	Improve career and technical skills and career experiences

Goal 4	Increase high school graduation rates
Goal 5	Improve student-adult connectivity, resilience, and emotional wellbeing
Goal 6	Provide culturally responsive classrooms

(b) Quality of project design

(1) The extent to which the design for implementing and evaluating RAVE II will result in replication of the project

The overall design of RAVE II will center around the six (6) goals of the project and will use the following program components to accomplish those goals.

Program Design to Promote Career & Technical Education (CTE) Preparation

Students will develop general career and soft skills including effective communication, critical thinking, positive attitude, personal resiliency, healthy social-emotional ecology, teamwork, punctuality, and positive work ethic. Studies show that CTE programs help students achieve higher graduation rates, motivate struggling learners, provide more relevance, provide community opportunities for employment, and reduce discipline problems – Douglass (2018).

RAVE II students will have the opportunity to become CTE "concentrators" who earn two or more credits in a single career pathway, or program "completers." The project is also intended to nurture an entrepreneurial mindset that is geared toward free market thinking, armed with the knowledge and insight to identify opportunities that may otherwise pass by, within a context that fits the rhythms of rural village lifestyles and economic opportunities. Students will learn to identify new and unique entrepreneurial prospects within their communities that not only provide income, but also contribute to economic growth and community development. Additionally, RAVE II participating students will work with school staff to develop a Personal Learning Career Plan (PLCP). Research shows that students who have an

education or career plan are more likely to graduate from high school and attend college or other postsecondary training – Jacob (2017). Clusters will include Architecture & Construction (e.g., heavy equipment operators), Information Technology, STEM, Health Science, Entrepreneurial Development (emphasis on how to develop a local business from the beginning to full implementation), Agriculture (with emphasis on traditional foods & nutrition that support AN health and food security), and Education. A description of CTE clusters can be found in the Appendix.

Career Exploration and Job Skills Development – career exploration will be enhanced through job shadowing, work-study, apprenticeships and internships in local job placements in employment settings that are currently available or will be available in the future.

Teacher Preparation in Career Pathways, Competitive Preference 3 – AGSD's partnership with UAF's Sustaining Indigenous and Local Knowledge, Arts, and Teaching (SILKAT) program will follow the research on Native Teacher Training Program (Exton 2011) that found there are six factors which contribute to developing native teacher identity during and after high school, including: 1) giving back to American Indian communities, 2) serving community students, 3) becoming empowered as native teachers, 4) maintaining cohort-based peer support, 5) preparing for content area expertise, and 6) indigenous teachers as role models. With the national pool of teacher candidates shrinking and the dismal recruitment from this historically underrepresented and underserved population, an internal pipeline must be developed. AGSD desires to create a strong, continuous flow of Native American teachers by creating and maintaining a process by which interested students are selected to work with mentor teachers in strategic and sustainable partnerships.

A brief outline of the program includes the following: 1) Students will receive support and direction from the UAF School of Education. 2) Students will rotate into job shadowing and

then paid work-study classroom aide positions with highly skilled educators. 3) Teachers will use a long-term mentoring process like the What Works Clearinghouse (WWC) strategies from the *Check & Connect program*. Mentoring will continue through high school and transition to the university setting. 4) UAF, using local instructors and distance learning technology, will offer dual credit courses that will lead to teacher credentialing. Students could earn between three and nine credits before high school graduation. *Credit(s) will involve a classroom internship*. 5) Students will not be forgotten while in college. Instead, they will be, encouraged, supported, and contacted with positive reminders that they are needed for future employment in their home school district. The opportunities provided by RAVE II that promote equity in student access to educational resources and opportunities for AN students are further detailed in the attachments requesting the CPP3 points and showing commitments from the local tribes and the UAF College of Education.

PERSONAL LEARNING AND CAREER PLANS (PLCP)

The PLCP will focus on high school students and will assist students in establishing career and learning goals based on personal, academic, and career interests with the close support from adult mentors that may include Tribal Elders, teachers, school counselors, and parents. The PLCP is developed in a way that identifies the types of skills, courses, and experiential career exposure that students need to pursue their interests. Counselors and students will identify the steps required to build those skills, which may be attained through traditional educational pathways or through other innovative career delivery pathways.

POSTSECONDARY VISITS

Research is clear that if you want to increase postsecondary enrollments for first generation enrollees, it is imperative that postsecondary visits be a part of the program. There are activities that will lead to greater postsecondary enrollment based on WWC evidence-based analyses of

successful high school programs designed to assist students in graduating and navigating a *path to postsecondary learning.* RAVE II will place emphasis on developing and sustaining postsecondary aspirations by surrounding students with supportive adult mentors. Research also shows the importance of developing mentors able to assist students in completing college entry steps such as entrance exams, applications, and financial aid. Additionally, studies have shown that providing in-person experiential postsecondary campus visits and interactions with currently enrolled AN students, are essential steps – Adelman & Taylor (2013).

CULTURALLY RESPONSIVE CLASSROOMS

Research demonstrates that positive academic gains occur when students are immersed in classrooms where heritage and native learning styles are recognized and integrated – Hanley, Mary, & Noblit, George (2009). Studies also show that AN students generally learn in ways characterized by social/affective emphasis, harmony, holistic and expressive creativity, and nonverbal communications perspectives. Teachers will be given two days of PD each year on how to develop a culturally responsive classroom using the Alaska State Cultural Standards.

SOCIAL AND EMOTIONAL LEARNING (SEL) - MENTORING

Strong social, emotional, and resiliency skills are essential to college and career success. Improving students' social-emotional ecologies will be accomplished through participation in mentoring and SEL programs. Current literature shows that a single supportive, well-connected adult in a student's life can provide significant social-emotional support, facilitate resiliency against life's stresses, and lead to positive emotional functioning – Herrera (2013). RAVE II will develop and strengthen AN students' social and emotional resiliency through evidence-based programs that provide enhanced "webs of support" comprised of relationships with caring and deeply connected adult mentors. Students will participate in two-day SEL events each

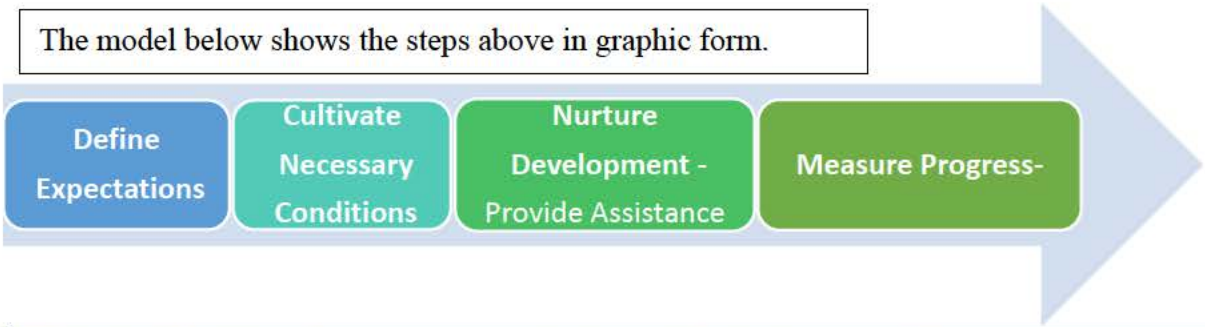
year where they will learn resiliency-building skills and strategies with guided adult mentoring activities. Student will also hone important soft skills (such as grit, communication, flexibility, and motivation) that are valued by employers. During these events, students will come to understand the importance of adult mentors, how to select and develop safe relationships with adult mentors, and how these mentors will strengthen their webs of support. In addition to the SEL/resiliency training, adult mentors will facilitate youth in meeting their primary needs, developing their strengths and protective factors, and mitigating negative high-risk behaviors by becoming part of the youth's web of support. The skills and strategies learned at the SEL events will be reinforced through classroom lessons. The online Student Support Card assessment tool will be administered throughout the school year to measure the number of adult mentors in the students' lives. Adult mentors will participate in 2-day PD events each year to learn and practice skills and strategies needed to foster long-term mentoring relationships to grow student resilience and concrete employability skills. Evidenced-based Check & Connect-type activities (2017 Heppen and Zeiser) will be utilized to implement a comprehensive mentoring program. Full SEL description can be found in the Appendix.

Evaluation for Replication: The project evaluative design was developed to validate fidelity of implementation through analysis of data results. Once results are validated this will give the motivation and rationale to sustain and replicate programmatic efforts. An Advisory Council (AC) will be an integral part of the evaluative design. The AC will consist of a Project Director (PrD), two parents, two Tribal Elders, the superintendent, two teachers, a principal, evaluator, partners, and others as needed. The AC's ability to review the efficacy of implementation, identify and capitalize on successes, and denote needed changes from documented evaluative data and reports will facilitate positive outcomes, sustainability, and replication of RAVE II.

By adhering to evidence-based and design-driven evaluation practices, RAVE II will facilitate informed educational decisions that will benefit our students and community for future years. Additionally, according to studies, a well-designed and evaluated project can not only be replicated by AGSD and can also guide and inform other districts – Makel & Plucker (2014).

Following the UTeach Institute's approach found in the American Journal of Evaluation (2010), the project will emphasize four components that will assist with replication and sustainability: (1) provide clear articulation of program elements and expectations, (2) ensure comprehensive planning at all sites, (3) provide continual and intensive implementation support, and (4) maintain ongoing evaluations of progress.

The model below shows the steps above in graphic form.



(2) Goals, objectives, & outcomes are clearly specified and measurable

The proposed Goals, Objectives, and Outcomes were developed using a Logic Model **(LM)** that was based on strong learning theory. **See Full LM in Appendix for Plans, Methods, Activities/Strategies on page 16.**

RAVE II Anticipated Goals, Objectives, and Outcomes		
GOALS	OBJECTIVES	OUTCOMES
Goal 1: Meet RAVE II project outcomes each year.	1.1 Determine which project objectives have been met each year of the grant.	1 The percentage of the annual measurable objectives, as described in the application that are met by grantees. GPRA

Goal 2: Increase postsecondary college enrollments.	2.1 Involve parents, Tribal Elders, and on-the-job supervisors in mentoring programs that encourage college and careers, including underrepresented AN students as teachers.	2. The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children. GPRA
Goal 3: Improve AN high school graduation rates.	3.1 Make student CTE coursework more relevant and culturally responsive. 3.2 Provide college and career visits and exploration.	3.Increase AN percentage of graduation by 2% each year of the project.
Goal 4.a: Improve AN Career Technical Skills and career experiences.	4.a.1 CTE course offerings will be expanded and offered at all high school locations and CTE End of Program test will be administered.	4.a. By the end of May each year of the grant, 80% of AN students taking CTE industry End of Program tests will pass.
Goal 4.b: Improve AN Career and Technical Skills and career experiences.	4.b.1 AN students will be encouraged to take CTE classes through developed Personal Learning and Career Plans (PLCP).	4.b. Increase in AN student participation in CTE courses or job placement activities by 5% each year of program.
Goal 4.c: Improve AN Career and Technical Skills and career experiences.	4.c.1 AN students will be encouraged by counselors and mentors to take the career inventory and assessment.	4.c. Increase by 5% percent of AN students completing career inventory and assessments each year of grant.
Goal 4.d: Improve AN Career and Technical Skills and career experiences.	4.d.1 Student visits to postsecondary sites. 4.d.2 Develop student Personal Learning and Career Plans (PLCP).	4.d. A 10% increase in the number of AN students attending postsecondary schools by end of the project.

Goal 5: Improve student resiliency/ SEL skills.	5.1 Two (2) SEL/mentoring events plus classroom instruction through corresponding lessons.	5. A yearly 10% increase in student connected adult mentors.
Goal 6: Increase culturally responsive classrooms.	6.1 A yearly two-day staff training on developing culturally responsive classrooms.	6. A yearly increase of 10% in teachers' cultural, instructional standards-applied knowledge.

(3) Design includes a high-quality review of relevant literature for implementation

RAVE II was developed based on the needs of AN students in the AGSD community to address identified gaps and weaknesses in college and career readiness services. Toward that end, a review of high-quality literature yielded an abundance of evidence-based studies showing that high schools with CTE curricula have higher graduation rates than high schools that do not – Hart (2017). Additionally, current studies also show that students who graduate from high schools with CTE programs have higher test scores and yield higher lifetime earnings – Jacob (2017). Over a two-and-a-half-year period after graduation from high school, earnings were 31% higher than students without CTE – Kreisman & Stange (2016).

To make the greatest impact with CTE programs, students must not take random courses but be selective and enroll in classes where well-paying jobs are available. To do this, students need guidance in developing PLCP. A correlational study suggests that PLCP improved student motivation and provided a sense of belonging and connectedness to school – Solberg (2014). These outcomes were particularly pronounced for students who developed plans with challenging academic goals, engaged in career exploration activities, and had high levels of parental or mentoring adult involvement in the planning process.

An existing AGSD CTE program that will be expanded using evidence-based studies, is the SILKAT partnership with UAF School of Education that supports indigenous teacher candidates.

Research strongly suggests having more teachers of the same ethnicity will yield significantly improved academics because these teachers will serve as role models, mentors, advocates, and cultural translators – Egalite & Winters (2015). SILKAT will encourage interested students to learn about the process of obtaining a teacher's certificate, interview teachers about their experiences, and gain experience by planning lessons and assisting teachers across curricular areas – Valenzuela (2017). This program will provide a clear pathway to increasing teacher diversity, teacher quality, and will reduce teacher shortages in our area.

There is a general recognition that to be fully effective, the whole-child approach to learning should be followed. The development of healthy SEL skills is critical to educational success. To address SEL needs, a strong mentoring program with students receiving Integrated Youth Development Mentoring Model (IYDMM) training will be implemented. A WWC review of evidence-based programs indicates that Check & Connect-type activities make a difference in students' success in school. Evidence of the effectiveness of the mentoring program was derived from studies conducted with native youth that found mentoring can "promote gains in a range of outcomes, including educational achievement and engagement, health (i.e., mental health, physical health), and social relationships" – Aschenbrener (2019). Social-emotional ecology must be addressed as it impacts educational success and graduation. Research indicates that AN students who drop out of school will have more difficulty securing a living-wage job – Carroll (2010).

Additionally, a review of the literature reveals strong evidence that supports mentoring and student training in SEL. Many studies connect a healthy social-emotional ecology and student resilience to long-term academic success in school. It is critical that resiliency "grit" be taught and modeled by adult mentors. Data collected from 1351 high school students showed that "grit" (perseverance and adaptability) were positively linked to social-emotional learning – Datu (2020). Additionally, a longitudinal study by Thorsen and Hansen (2021) found that significantly

higher levels of resiliency traits are strongly correlated with higher academic achievement. These findings are true over time, so "students reporting stronger social, emotional, and resiliency characteristics had higher GPAs than students with fewer positive social assets" – Allbright, Marsh & Kennedy (2019). Too frequently, resiliency is often the critical missing component for at-risk students. **Please see the Appendix for a full review of the research literature.**

Culturally Responsive strategy training will be provided to staff to improve instructional success and graduation rates. Creating equity in the classroom requires culturally responsive instructional strategies that create positive climate change – Burnham (2020). Research clearly demonstrates that positive academic gains occur when students are immersed in classrooms where heritage and native learning styles are recognized and integrated. Studies shows that culturally responsive teachers move students to proficiency and increase equity in the learning process.

(4) The proposed project demonstrates a rationale

A Logic Model (LM) was used to develop a solid framework from strong learning theory. The rationale for the proposed project provides new pathways and opportunities for educators to improve the system that currently leaves many AN students educationally achieving below proficiency. Those students feel they see no connection or relevance to school and lack adult support for completing – Quintus (2021). The project's proposed plans, inputs, strategies, activities, outputs, and outcomes were developed using the following LM. The project is based on the need to reduce barriers to learning that are too often found in remote geographic regions.

NYCP PROJECT RAVE II - LOGIC MODEL

	INPUTS	ACTIVITIES	OUPUTS	OUTCOMES/OBJECTIVE PERFORMANCE MEASURES
1	• Results of Project Measures	• Implementation of all Project Measures	• Seven (7) Project Measures/Outcomes reviewed to see if Measures were met	✓ The percentage of the annual measurable objectives, as described in the application, that are met by grantees **GPRA**
2	• Tribal Elders and district staff • Community business • Community career mentors	• Develop community partnerships that will prepare students for postsecondary opportunities in education and careers.	• Community partners will be used for job shadowing, apprenticeships, career mentoring, and to facilitate postsecondary visits.	✓ The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children. **GPRA**
3	• Staff/partner/student/mentor time • District and facilities • Brightways Learning nonprofit provider for training and coordination of post-secondary travel	• Adult career mentors identified & trained • Student training in SEL/resiliency • Job Shadowing, Apprenticeships, and three (3) student post-secondary institutions visit per year	• Two (2) adult career mentor training events • Two (2) SEL trainings for students in resiliency and on how to select and develop Adult Mentors • Youth will participate in job shadowing, apprenticeships, visits to postsecondary sites	✓ Increase AN percentage of graduation by 2% each year of the project (As measured by four-year graduation cohort data from each district for AN students)
4	• Facility • Simulators tech equipment • CTE course instructors	• Develop CTE exploration courses • Actively recruit students for CTE courses	• Develop 2 new courses each year of project • Assess students taking CTE credit courses	✓ By the end of May each year of the grant, 80% of AN students taking CTE industry standard tests will pass
5	• Staff job coaches • Employment sites • Partners	• Identify career exploration opportunities • Develop policy and procedures for placements	• Develop job and student procedures for safe and secure placements • Place students in career shadowing and apprenticeships	✓ A 5% increase in AN student engagement/participation in CTE courses and/ or job apprenticeship activities
6	• State assessment • Staff time	• Counselors and job coaches will encourage students to complete career inventory/assessment	• Increase the number of students taking the career inventory/assessment each year of project	✓ Increase by 5% percent of native students completing career inventory and assessments each year of grant
7	• SEL student training provided by Brightways Learning nonprofit partner • Facilities from schools • Student/staff/partner time	• Adult mentors selected for SEL and resiliency training • Student mentor training	• Two (2) full day trainings for adult mentors on resiliency and methods for implementing SEL • Two full days for students on adult career/post-secondary mentors and resiliency/SEL	✓ A yearly 10% increase in student-adult career mentor connectedness (as measured by student Climate Survey)
8	• Tribal Elders/teacher/partner time • Identify expert PD presenters • Doyon or Alaska Heritage Institute a nonprofit partner PD training	• Identify teachers to be trained • Provide teacher implementation on culturally responsive classrooms training.	• District will recruit and select teachers to be trained • Two (2) professional development trainings on culturally responsive classrooms using state cultural standards. Conduct teacher survey/ assessment	✓ An increase of 10% in teachers' cultural instructional standards applied knowledge (as measured by survey assessment rubric based on state standards)
9	• Community business • Community career mentors • District staff	• Open opportunities for students to shadow or apprentice in careers of their interest and skill level • Provide on-the-job coaching/assistance to students	• Target ten (10) new shadowing or apprenticeships each year of project • Employ 4 part-time job coaches	✓ A 5% increase in number of students participating in job shadowing/apprenticeships
10	• Brightways Learning nonprofit partner • Postsecondary staff • Student/staff/partner time	• Agreements with postsecondary institutions and travel arrangements • Select interest AN students to attend and prepare them for visits	• Student visits to (4) postsecondary sites • Develop (25) student Individualized Personal Learning and Career Plans (PLCP)	✓ A 10% increase in the number of AN students attending postsecondary schools by end of the project. (As measured by state data report)

Logic Model informed by local needs assessment and evidence-based programing on SEL programs from What Works Clearinghouse - *Check and Connect* (mentoring), *Applying the social cognitive model of career self-management to career exploration and decision making* – research on community career experience.

(5) Quantitative/qualitative evaluation data from objective performance measures

The project objective ***performance measures*** can be found in the Evaluation section of the grant, below. Evaluative quantitative/qualitative performance measures will be used to provide feedback to project staff and facilitate timely implementation of project objectives. Quantitative/qualitative evaluation data will be collected and reported to the AC on an ongoing basis.

AGSD recognizes the importance of an external evaluator for RAVE II and will engage the assistance of evaluator(s) who are members of the American Evaluators Association from Advanced Evaluation, LLC group. School personnel will help with the *data collection* but will always defer to the expertise of the evaluation team. The evaluation team will be on board with the staff from the beginning of the project through the final evaluation report. Using an external evaluator will improve the fidelity of implementation and the ability to maintain objectivity in analyzing the project data. In addition, the evaluation team will participate as an active member of the AC that will ensure all benchmarks, objective measures, and outcomes are met.

Ongoing feedback from quantitative and qualitative performance measures will facilitate continuous improvement and efficiency of the project towards meeting the performance measures.

Measures.	1) Increase in the number of collaborative community partnerships. **GPRA 1**
	2) Increase in AN percentage of graduation by 2% each year of the project.
	3) Number of AN students participating in CTE.
	4) Number of AN students participating in teacher preparation program.
	5) Number of AN CTE students who pass the End of Program Exam.
	6) Number of AN students completing career inventory and assessments.
	7) Number of adult mentors for students.
	8) Number of teachers progressing with knowledge of cultural instructional standards.
	9) Number of students attending postsecondary settings by the end of the project.

Qualitative:	1) Staff evaluation of professional development trainings.
	2) Community survey open-ended questions.
	3) Anecdotal student surveys and journals of postsecondary visits.

(c) Quality of project personnel

(1) The applicant encourages applications from underrepresented groups

AGSD will proactively engage in recruitment that will equalize employment opportunities for traditionally/historically underrepresented groups and will actively recruit skilled individuals from those groups for employment with RAVE II. All programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, or other unlawful consideration. The Board shall promote programs that ensure that all discriminatory practices are eliminated. The project will seek to recruit and, when possible, employ underrepresented populations. As per the grant guidance, AGSD will give preference and opportunities to Alaska Natives for training and employment in connection with the grant's administration. AGSD also gives to Alaska Native organizations and to Indian-owned economic enterprises preference in the award of subcontracts in connection with the grant's administration should any be needed.

Equal Opportunity Employer NOTICE OF NONDISCRIMINATION: AGSD is an equal opportunity employer. It does not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities. To the degree feasible, the grantee will (1) give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and (2) give to Indian organizations and to Indian-owned economic enterprises, preference in the award of subcontracts in connection with the administration of the grant.

(2) The qualifications, relevant training, and experience, of the project director

All successful projects require quality personnel who have the educational background, training, and experience needed to implement the goals and objectives with fidelity. An AC - described in detail in sections to follow - will assist in ensuring all personnel will meet the proposed grant qualifications. Additionally, all grant personnel, including the PrD will receive in-depth, ongoing training on CTE program components, postsecondary visits, cultural standards, and culturally responsive classrooms, and SEL.

Position Title	Responsibilities	Qualifications and Training
Project Director (FTE 0.25)	Directs all project activities, services, interviews, and recommends staff; writes job descriptions for the project, supervises and evaluates staff at all levels; initiates all contracts; organizes PD activities, and tracks participants' PD hours; works with the grant partner's and Fiscal Officer on all expenditures, and monitors budget; prepares agendas and notices, provides partners with ongoing information; collects data for the evaluator. Will participate in all staff trainings and will stay current on national trends associated with project.	The project will employ someone like [redacted] who has 34 years in public education, administrative experience and credentials, a master's in education, has previous experience in federal programs; proven leadership abilities; knowledge of and prior experience with providing PD; prior experience coordinating travel for school groups; is knowledgeable about AN culture; has strong interpersonal skills; has prior experience with grant budgets involving procurement, outsourcing and partnerships; and experience with grant management.

(3) The qualifications, relevant training and experience, of key project personnel

Position Title	Responsibilities	Qualifications and Training
CTE Pathways Coordination IN-KIND	Coordinate UAF dual credit courses, provide development and oversight of CTE pathways programs, facilitate all SILKAT student activities, all job shadowing, apprenticeships, and internships	Master's in education, 5 year of experience preferred; prior experience working with federal grants programs. Will participate in PD with all staff, attend CTE conferences, and will stay current on associated national trends
CTE Teacher (1 FTE)	Responsible for CTE cluster courses – provide instruction, alignment of curriculum with UAF and RAVE II design	The project anticipates employing Blair Sewell and credentialed CTE teacher with successful experience in the CTE field of instruction
Resiliency Counselor .25	Responsible for meeting and/or coordinating counseling needs of students and increasing the SEL developmental ecology of individual students. Works with Tribal Elders to coordinate adult mentors, assist with student PCLP, and assist with postsecondary visits and enrollments	Employment of someone like [redacted] Master's in education, counseling, or related mental health field; 5 year of experience preferred; prior experience working with youth in schools preferred. Will participate in PD with all staff, attend state counselor conferences, and will stay current on associated national trends.
Entrepreneurial Site Mentors - Contractual Employee	Responsible for managing local resources, developing entrepreneurial adult mentors, working with teaching staff to implement the entrepreneurial curriculum including student experiential onsite learning, exploration of product design, development, marketing, finance, technology.	Successful experience working in entrepreneurial market in the region, college degree preferred, ability to mentor students, good organizational skills, good community relations. Will be required to participate in all schoolwide PD and RAVE II PD.

(d) Quality of project services

(1) The services provided involve the collaboration of appropriate partners

RAVE II has selected strong, knowledgeable partners for collaboration. Most of the partners have contributed to the project development and will continue to contribute to implementation, sustainability, and replication.

RAVE II Partners	Commitment and Rationale for Selection – *Memorandums of Agreements (MOU) for Partners can be found in the *Attachments.*
Tribal (MOU in Appendix)	Tribal MOUs have been obtained and Tribal Elders and skilled community members have agreed to act as cultural and career mentors. They will also provide some career shadowing and apprenticeship opportunities.
University of Alaska - Fairbanks (UAF)	AGSD has an existing partnership with UAF for dual credit courses (e.g., SILKAT). UAF has an existing CAREER PATHWAYS program that is a combination of rigorous and high-quality education, training, and services that align with the skill needs of industries in a state or regional economy and prepares individuals to be successful in a full range of secondary or postsecondary education, including registered apprenticeships. RAVE II combines career and college preparation with opportunities to obtain college credit through UAF. Dual credit courses from UAF will be heavily promoted so that students experience exposure to college and success while still in the protected high school environment/
Brightways Learning (BL) nonprofit organization	BL is a long-standing K-12 educational nonprofit organization providing services to AN students and schools. BL will provide project leadership, logistics, and resilience-building support, including access to the online SSC assessment

	system, delivery of 2-day SEL events, customization of classroom lessons, and assistance with postsecondary visits. BL will also provide logistical support.
Advanced Evaluations (AE)	Led by Dr. Barnett, AE staff have successfully provided evaluation service on federal projects for more than 20 years. All evaluators are members of the American Evaluation Association. *Resumes in Appendix.

(2) Services meet community-level data, including input from parents of Indian Youth

While the Logic Model was in the developmental phase, a vast trove of data related to our students was reviewed and used to make informed decisions about the needs of our community and youth. Additionally, several community needs assessments completed by parents/families and community members were the driving force behind the development of the RAVE II project. The AGSD school **Parental** survey pertaining to aspirations for their children in relation to graduation, postsecondary learning, and careers; the **Community** survey on barriers to employment and high school graduation; and the student School **Climate** survey all yielded valuable data that was used in the development of RAVE II's project goals, objectives, and design.

The number one concern of parents was that their students finish high school. Given the low graduation rates among AN students, this concern is very valid and is addressed in all the objectives of RAVE II, including creating culturally responsive classes, developing adult mentors for students, improving SEL, developing PCLPs, and offering CTE programs where students can job shadow or experience work-study and internships. The next highest parental desire was that their students attend postsecondary training. Again, this is addressed through the dual credit courses, postsecondary visits, and connecting with AN students who have matriculated at postsecondary learning sites to provide ongoing support.

Community members listed the barriers that they believe prevent students from employment in the following order: 1) students lack skills for available jobs - 61.54%, 2) students lack interest in employment - 50%, 3) students lack the needed education for employment - 48.08%, 4) the cost and challenges of transportation to work - 38.46%, and 5) low wages - 15.38%.

All community concerns are addressed in RAVE II: 1) the project will offer robust CTE courses that will provide needed education and skills for local community jobs; 2) job shadowing and/or apprenticeship/internship will increase employee knowledge and interest; 3) the development of a PCLP will encourage more engagement and student ownership; and 4) relevant CTE programs that will yield a career will provide motivation.

(e) *Quality of the management plan*

(1) Management plan clearly defines responsibilities, timelines, and milestones

To ensure that the stated goals, objectives, and outcomes for the proposed project are met, RAVE II will operate under the well-developed policies/procedures of the AGSD Board and administration. In addition to operating under these approved processes and management plan, the PrD will form an AC (see page 10 for members). The purpose of the AC is to assure fidelity of implementation, monitor the grant for ongoing needed program modifications/improvements, review the evaluation of outcomes, and facilitate replication and sustainability.

RAVE II MANAGEMENT PLAN Full Management Plan in Appendix		
Superintendent –S, Director –D, Staff –ST, Advisory Committee –AC, BL, Evaluator –E, Partners (includes UAF & Brightways Learning) –P, Adult Mentors – AM		
TIME-LINES	**Milestones**	**Person(s) Responsible**
Oct. 2022	✓ Notify partners of funding, hire Project Director, employ staff, assemble AC to review project objectives.	-S
	✓ Contract with partners	-D
	✓ All partners meet AC to discuss implementation plans	-D, P, AC
	✓ Orientation and training of new staff	-D, ST, P
	✓ Collect additional baseline data	-D, ST, P
	✓ Schedule dates and locations, prepare for the delivery of student courses, apprenticeships/internships established, SEL events, PD	-D and ST
Nov. -Dec. 2022	✓ CTE courses established for second semester	-D and ST
	✓ Student recruitment for CTE courses	-D and ST
	✓ Purchase of course material and simulators	-S, D, and ST
	✓ Job shadowing, apprenticeships, and internship partnerships agreements signed	-S, D, and ST
	✓ UAF SKILKAT recruitment starts for students and elementary supervising/mentoring teachers	-D, ST, P
	✓ Begin development of student postsecondary visit arrangements and college course credit for UAF SKILKAT	-D, ST, P, AM
	✓ Adult mentors are recruited and engaged	-D, ST, P, AM
	✓ Mentors are trained	-ST
	✓ PCLP are being developed with participating students	-D, ST, P, E
		D, AC, ST, P, E

	✓ AC meets to review all data from program implementation, PD feedback, updates from staff, and review program participation numbers, determine if timelines are being met and if the project needs any real-time adjustments to be more effective.	

(2) Ensure diversity of perspectives in the operation of project

Equal access to all students and their families is a fundamental principle embedded in our district's public education. One sign of equity is ensuring that all students have equal access to the learning environment including digital access at home (APT-Internet Connect) that includes all school programs, remote learning, grade-level standards-based instruction, positive behavioral intervention strategies, academic interventions, learning resources, leadership and recognition opportunities, reward activities, exploratory programs, sports, clubs, and enrichment activities.

All students will continue to be provided with equal access to an education that is supported by positive, caring, and highly qualified staff that is nurtured by instructional leaders and additional support service providers who will underscore the values embraced by RAVE II. The strategies described in the project serve as the major foundation for moving AN students towards improved graduation rates, social and emotional health, culturally responsive educational settings, and increased postsecondary matriculation. This project desires to develop citizens who are lifelong learners, graduate on time with their peers, are productive, and are fully academically and emotionally prepared for career and college options. Without equal access to all programs our system will not work. AGSD pledges full compliance with the requirements of GEPA Section 427, ensuring equitable access to and participation in programs by persons with special needs and Section 504 of the Rehabilitation Act. To further ensure equitable access, the grant's goals and outreach efforts will be targeting individuals who are continually under-represented based on race. The project

will seek to recruit and employ underrepresented populations. AGSD does not discriminate on the basis of race, color, national origin, gender, age, or disability.

As feasible, the grantee will (1) give to ANs preferences and opportunities for training and employment in connection with the administration of the grant; and (2) give to AN organizations and economic enterprises preference in subcontract awards in connection with grant administration.

Selected programs and academic assessments used will be nationally normed, valid, and reliable to measure *all* students' needs. The initial step in nondiscriminatory assessment is also the most important: conduct the assessment with the express purpose of linking the results to intervention. The role of surveys and assessment will improve appropriate instructional interventions, modifications, and program development. All surveys and assessments will ensure that instructional interventions, modifications, and program development goals and objectives are culturally and linguistically responsive. Training will be provided to staff on culturally responsive instructional strategies. Creating equity in the classroom requires crafted school-wide reform efforts that address academic expectations, access to learning opportunities, resource allocation, and accountability to achieve educational equity. Strategies and resources can improve the quality of instruction and academic expectations in the classroom and create positive climate change (Burnham 2020). Research demonstrates that positive academic gains occur when students are immersed in classrooms where heritage and native learning styles are recognized and integrated. This research shows that teachers must be culturally responsive to move AN students into academic proficiency and provide equal learning opportunities.

(3) Project is designed to build capacity & yield results that extend beyond the grant

RAVE II was developed based on the goals of AGSD's Strategic Plan, using evidence-based practices based on verified data that summarizes parent, community, and student needs and persistent, long-term community issues. AGSD and the community are committed to implementing

and sustaining all components of RAVE II and, where feasible, replicating those grant activities that validate the evidence-based practices. In addition, when the objectives and goals of this project are met, the enhanced quality of life for AN students will be significant. Students' improved educational attainment and expanded lifetime income make this project very cost-effective and worth sustaining and replicating. Recent census data indicate that the average high school dropout makes $19,000 less per year than a graduate. If this project positively impacts AN students who might likely drop out based on current AN student graduation rates, then the statistics on earnings indicate that each graduate will earn over $570,000 more during a 30-year career than someone dropping out of school. College graduates will earn $1 million more than a high school graduate over a lifetime – Carnevale & Neil (2016). Support from the community and AGSD's Board in sustaining and replicating a positive cost-effective program like RAVE II is already a given.

Chart of Planned Sustained Innovation	
Grant Component	**Planned Sustained Innovation**
Expanded CTE Program	Continue
Dual Credit Courses with UAF	Continue
Student Postsecondary Institutional Visits	Continue
Job Exploration (Shadowing, Apprenticeship, Internships)	Continue
Career Inventory and Assessments	Continue
Student to Teacher Pipeline (UAF SILKAT)	Continue
SEL Career Mentors	Continue
Student Personal Learning Career Plan	Continue
Culturally Responsive Classrooms	Continue

(f) *Quality of the project evaluation*

(1) Evaluation provides performance feedback and permits review of progress

RAVE II formative evaluation will begin during the implementation phase of the project and will allow for ongoing adjustments to project tasks, schedules, allocation of resources, and other management decisions. The Advanced Evaluation External Evaluator (EE) will meet with the AC quarterly during the school year. These meetings will provide an open forum for the AC to review data and activities to date, discuss ways to improve activities that did not meet expectations or project objectives/goals and revise upcoming activities according to feedback. This will ensure timely attention to meeting objectives and budgetary matters. Educational programs are about effecting positive change, and the EE will help answer the questions: 1) did the change result from the intervention or treatment, 2) was the change positive, and 3) was the change significant? The outcome or summative evaluation will use the Context/Input/Process/Product (CIPP) model – Frye & Hemmer (2012). This process will allow a decision-focused method wherein the analyzed summative data, including GPRA data, provides the AC with quality program component information to make an informed decision concerning the direction of the project.

Quantitative and qualitative performance measures and evaluations will be used to determine whether the project is implemented as intended and to provide feedback to project staff to help them keep on track. The quantitative and qualitative evaluation data will be collected and reported to the AC on an ongoing basis. The evaluation process for RAVE II is based on the development of a LM that was then developed into the evaluation goals, objectives, and outcomes listed below.

The evaluation team (see resumes in Appendix) will be on board with the RAVE II staff from the first day of implementation through the final evaluation report. Using an EE team will improve the

fidelity of implementation and the ability to maintain objectivity in the analysis of the project data. The EE will actively participate as an AC member to assure goals, objectives, and outcomes are met.

The RAVE II Project Director will be responsible for preparing the agendas for the AC meetings and for maintaining contact with all members of the team on a regular basis. The EE staff will meet on an ongoing basis with the AC to discuss collected data and progress toward the project's goals and objectives. RAVE II procedures and organizational structure will provide for ongoing feedback to the AC and will ensure that continuous improvement will occur.

SAMPLE OF PROJECT EVALUATIVE DESIGN *DUE TO SPACE LIMITATION FULL EVALUATION DESIGN IS IN APPENDIX			
Objectives Performance Measures	Type of Data to Be Collected	Date Collection Timeline	Methods to Collect Data / Instruments Used
1: The number of grantees who attain or exceed the targets for the outcome indicators for their projects GPRA	Analyzed results from *Project Performance Measurement*	Mid-year and end of the project year prior to APR	Coordinator working with EE will receive all analyzed data for *Performance Measurements*
2: The percentage of grantees that report a significant increase in community collaborative efforts to promote college/career readiness of Indian children. GPRA	As measured by the number of community partnerships	Baseline data fall 2021. Post data each October of the project	Project Director and EE collect pre & post data from DEED
3: Increase AN percentage of graduation by 2% each year of the project	District yearly graduation data	Baseline data 2020-2021. New data Sept. each grant yr.	Project will obtain data from state student online database

4: By the end of May each year of the grant, 80% of AN students taking CTE industry End of Program tests will pass	End of Program testing results	Data obtained in September of the project year.	School counselors will collect data.

(2) Evaluation will provide guidance about effective strategies suitable for replication

Qualitative and quantitative data will be summarized, and findings presented to AC in an APR summary. An ongoing utilization-focused evaluation will provide the AC and key personnel the information they need in an ongoing, timely manner to enable the AC to make real-time decisions about the varying grant-related strategies and use the validated results for replication. This ongoing formative evaluation approach provides users with summary data on implementation fidelity and preliminary outcomes so that mid-course revisions can be made. The evaluators will participate in monthly staff and/or AC meetings for the first year until APR data is collected, and then meetings will be quarterly unless the need arises. The AC will use the evaluation ongoing data to monitor progress and denote successes for sustainability and replication. At each meeting, interview and survey data will be presented and discussed. Recommended intervention strategies will be made. Recognizing that ongoing project evaluation is a key component to success and ongoing monitoring of any project, the RAVE II project will also devote the needed time of the PrD towards collecting and maintaining evaluative data. Annual summative reports and APR will be submitted by required dates to the AC and U.S. Department of Education.

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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Alaska Gateway 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)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	130,129.02	132,080.96	134,062.17	136,073.10	138,114.20			670,459.45
2. Fringe Benefits	68,394.35	70,095.27	71,841.95	73,635.69	75,477.82			359,445.08
3. Travel	80,550.25	80,550.25	80,550.25	80,550.25	80,550.25			402,751.25
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	71,000.00	79,000.00	75,000.00	71,000.00	67,000.00			363,000.00
6. Contractual	130,094.00	118,606.00	118,773.00	118,773.00	118,773.00			605,019.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00			32,500.00
9. Total Direct Costs (lines 1-8)	486,667.62	486,832.48	486,727.37	486,532.04	486,415.27			2,433,174.78
10. Indirect Costs*	13,091.36	13,095.79	13,092.97	13,087.71	13,084.57			65,452.40
11. Training Stipends								
12. Total Costs (lines 9-11)	499,758.98	499,928.27	499,820.34	499,619.75	499,499.84			2,498,627.18

***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: 07/01/2022 To: 06/30/2023 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 2.69 %.

(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 2.69 %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

Name of Institution/Organization

Alaska Gateway 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.

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%): 5.00

(2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☒ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative	6,372.50	6,468.09	6,565.11	6,663.59	6,763.54			32,832.83
2. Fringe Benefits Administrative	0.00	0.00	0.00	0.00	0.00			0.00
3. Travel Administrative	1,541.88	1,541.88	1,541.88	1,541.88	1,541.88			7,709.40
4. Contractual Administrative	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00			45,000.00
5. Construction Administrative	0.00	0.00	0.00	0.00	0.00			0.00
6. Other Administrative	0.00	0.00	0.00	0.00	0.00			0.00
7. Total Direct Administrative Costs (lines 1-6)	16,914.38	17,009.97	17,106.99	17,205.47	17,305.42			85,542.23
8. Indirect Costs	0.00	0.00	0.00	0.00	0.00			0.00
9. Total Administrative Costs	16,914.38	17,009.97	17,106.99	17,205.47	17,305.42			85,542.23
10. Total Percentage of Administrative Costs	3.38	3.40	3.42	3.44	3.46			

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