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APPLICATION FOR GRANTS
UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

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PR/Award # S299A220027

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Project Abstract

Project Title: NYCP 2022 Aleut Community of St. Paul Island Tribal Government Internship Improvement Project

Goals: The Aleut Community of St. Paul Island Tribal Government seeks to improve the delivery and quality of the community wide summer internship program through coordination of services, active case management, and partnership engagement and support.

Expected Outcomes: Demonstrated positive outcomes for interns in the program including demonstrated impacts on GED/Diploma attainment, entrance into the workforce, and entrance into training, vocational and post secondary opportunities.

Contributions Related to Research, Policy and Practice: Site based materials developed as a part of the program will demonstrate the impact and efficacy of inclusion of ancient knowledge, practices, and local Tribal customs.

Population to be Served: The Unangan (Aleut) community of St. Paul Island, AK, a traditionally underserved rural population; 417 (91%) of whom are all or part Aleut (Alaska Native, Unangan).

Primary Activities Performed by the Applicant: Case Management, Training, Coordination and Community Engagement. Program Development. Capacity Building.

Project Narrative

Competitive Preference Priority 1: Tribal Lead Applicants

The Aleut Community of St. Paul Island Tribal Government is a Federally recognized Tribal Government and is the lead applicant for this proposal.

Competitive Preference Priority 3: Promoting Equity in Student Access to

Educational Resources and Opportunities

The project supports students in the Pribilof School District and young adult learners in the community. Students in the Pribilof School District and young adults in the community are disproportionately (91%) Alaska Native, a traditionally underserved minority population. The local school district, the Pribilof School District (PSD) is a small, extremely remote district located in St. Paul Island, AK. The relative size of the district and the community, traditionally underfunded through the State of Alaska formula for rural schools and coupled with the uniquely extreme geographic isolation of the island creates multiple challenges associated with the delivery of quality career and technical courses and supports. Onsite, formal mentorships and training opportunities are limited. While summer internships for students have been available for over twenty years, providing students/adults (ages 14-24) an opportunity for summer employment and skill acquisition, these programs are largely uncoordinated, not formal, and lack a structured and applied methodology which documents student achievements and areas of improvement.

This proposal is designed to address these inequities through centralizing the coordination of the internship program, standardizing the methodology utilized in identifying student needs and delivering services to students through active case management that support their academic and workforce goals. The project will provide

funding to support workgroup and coordination efforts between multiple ACSPI divisions, community business and partners, and local community members which will inform the development of internships and will help align supports and interactions with individual and community needs. This project will work with internship sites to create a rotational program for first year interns, so that all of the interns within the program have equal access to specific opportunities and get a wider range of exposure to possible career and academic interests. Finally, inequity is addressed through leveraging and directing resources the case manager can access and that he will deliver, directing these resources to individual students as they connect to identified student goals.

General Challenges/Source of Inequity: A source of historic inequity for the St. Paul Island community has been the limitation of locally accessible education, which is not of sufficient quality to equip students with the skills necessary for them to acquire degrees, certifications and skills that allow them to enter high paying, in-demand fields within the community. Compounding challenges include the ‘first come first serve’ nature of current internships and the lack of coordination and quality control across multiple internship sites. **Challenges related to the Recruitment of Local Teachers:** Educators in the Pribilof School District historically have not been local community or Tribal members and are often ‘seasonal,’ staying for 6-12 months before transferring out of the district. This has numerous and multiple effects on the efficacy, quality and sustainability of the education students receive within the community. This pattern held consistently until recently, where a number of local teachers/Tribal members assumed teaching positions. ACSPI runs and operates several summer education programs for K-12 students and young adults up to the age of 24. Most programs are educational and are designed to be

site specific and culturally informed to emphasize cultural, economic, and environmental sustainability, enhancing local ownership of the knowledge, programs, and skills learned as a part of these programs.

This program will address the lack of throughgoing recruitment of local educators through providing pathways to mentorship through summer education programs ACSPI operates. Local educators participate in these programs; they are hired during the summer by ACSPI to facilitate a variety of projects, and mentorship will be included in future assignments to help support this project and as a means to foster the next generation of local educators. Direct mentoring in STEM and teaching fields has shown to have significant results for students from underrepresented populations, promoting professional identity and supporting both entrance into these fields and sustained success in achievement of certification and degrees for students who are provided mentoring and other supports ([Bonny, 2018](#); [Marlow, 2009](#); [National Academies of Sciences, Engineering, and Medicine, 2019](#)).

Need for the Project

Weaknesses in Services

There are significant gaps and weaknesses in direct access to quality education and STEM education in the community. Historic underfunding of rural Alaska schools is demonstrated while comparing inflation over a ten-year period against increases in school funding. Inflation over a ten-year period (1990-200) was roughly 30% while school funding only increased by 5% ([Holloway, Shirely, PhD](#)). The effect of this reduction in funds includes impacts on curriculum development, staffing, and supportive services while impacting the type and quality of education students available in PSD. These financial

constraints impact PSD's ability to provide adequate resources and equipment to facilitate core programs and prevent them from implementing expanded student supportive services including case management and secondary student support. St. Paul Island's unique geographic location exacerbates these limitations as the cost of acquiring or delivering goods and services is significant. The combination of these effects leads to a district that is underperforming in most core curriculum and at all grade levels. A second factor driving limitations in the quality of education and curriculum within PSD is the impact of outmigration on school funding. A comparison of State of Alaska census data shows that the St. Paul Island population has declined since its peak of 763 in 1990, with 413 residents in 2020. Population projections for the Aleutians West Census Area project a four percent decline for the region over the next 30 years. [A Department of Agriculture study](#) demonstrated outmigration for rural Alaska regions was twice the average of rural areas nationwide. Coupled with this general trend of outmigration is a site-specific outmigration of middle and high school students in PSD who seek their education at Mt. Edgecumbe High school, a regional boarding school located in Sitka, AK. Over the last ten years middle and high school enrollment in PSD has decreased roughly 70% (based on PSD enrollment). Parents send their children to Mt. Edgecumbe due to the lack of educational quality, opportunity, and services that PSD can provide. The impact outmigration has on PSD is significant. PSD is a small district, and reduction in enrollment equates to a reduction in enrollment-based formula funding from the State. This creates strain on District resources and leads to a reduction in their capacity to deliver adequate services to students. Funding reductions lead to gaps in accessing quality teachers, curriculum, resources and education delivery and exacerbate outmigration.

How to Address: Limitations in District funding for workforce and post-secondary development and career and college pathways are addressed through improving the existing internship programs and development of a robust support system including active case management for the internship program. Outmigration is countered over time by increasing the quality, frequency, and duration of internships, workforce opportunities and bridging opportunities into jobs in high wage, high paying technical and STEM and education focused fields ([Yount, 2021](#)).

Weaknesses in Infrastructure: While the current community summer internship program that ACSPI and partners have led and operated over the last twenty years has provided youth ages 14-24 with summer employment and OJT workforce development opportunities, the program has largely been informal, lacked coordination across community partners and businesses, and created uneven and distinct experiences for individuals within the program. Students often leave their internships after a few years still lacking the basic skills necessary to obtain and hold gainful employment. A common complaint of program sponsors/community businesses is that students are not 'work ready' when they enter the workforce. Lack of a coordinated and supportive mechanism for the students and program meant that connections to vocation and post-secondary opportunities were limited or non-existent and often students were ill paired with their current internship sites relative to their interests or acumen.

How to Address: ACSPI will assume responsibility for the coordination of the internship program across all of the internal ACSPI Divisions and other community internship sites that are interested. Case management will be extended into the design of the internship program, emphasizing a focus on the development of an individual student case plan that

is goal oriented and links goals to student supportive services and future goal planning and opportunities. ACSPI will leverage existing partnerships with PSD and Ilisagvik College (IC) to produce career pathways onsite and offsite to training, resources, and enrichment that assist students in advancing towards certifications, degrees and employment in high paying technical and STEM focused fields. [Showalter and Spiker \(2016\)](#) identified case management and support services as a promising practice for work-based learning for youth.

Weaknesses in Opportunities:

The economic opportunities ACSPI and other local partners are creating around STEM and technical fields in the community require a strong basic academic performance at a minimum of grade level to access workforce opportunities and rigorous student development. Current PSD workforce and educational services, student support services, and access to quality STEM and technical programs in PSD are limited due to restrictions on formula funding, driven by previously cited outmigration and changes in State of Alaska funding to rural schools.

How to Address: Development and implementation of a coordinated and formal internship program that includes active case management will empower students to identify education and personal/professional goals. Designing effective work-based experiences with embedded peer learning and mentoring opportunities will demonstrate measurable impact on student skill acquisition and acumen and students' ability to access educational, vocational and post-secondary opportunities in STEM and technical fields. Working with onsite and external partners to expand existing pathways and create new pathways for students to access mentorships, training, education and enrichment

activities will support students' professional and personal identity and development and foster their interests and employability ([Showalter & Spiker, 2016](#)).

Magnitude of the Needs of the Target Population

The Community Economic Development Survey ([CEDS](#)) outlines community centered goals and priorities for improving the health and promoting economic success and sustainability of the community. Community members identified needs and raised concerns over current declining trends in unemployment and education, expressed a local desire for more educational and vocational training opportunities onsite and demonstrated a community desire for increased STEM education opportunities that is designed to prepare community members for a rapidly evolving future workforce.

Tribal Economic Development Plan: (CEDS)

Needs: Source: 2017-2022 Community Economic Development Survey ([CEDS](#))

Economy: Need to bring external investments back into the local economy to promote sustainability (pg. IV), Limited workforce training opportunities (pg. viii), High cost of living (pg. 38), Shrinking workforce (pg. 39).

Addressed through: Work-based learning can promote rural sustainability by providing a way for students to see ways to achieve local economic opportunity ([Petrin, et al., 2014](#)).

A stronger link between K-12 STEM programs, work-based learning experiences, and vocational and post-secondary degree and certification programs through ACSPI's Bering Sea Campus (BSC) increases students' understanding of the application of classroom learning on the job site and connects them with adult mentors successfully working in their chosen industry ([Showalter & Spiker, 2016](#)). Active and ongoing Case Management

for students addresses all supplemental education-related needs. An internship program with standardized methods and pedagogy including student supportive and case management services provides a robust structure for student learning.

Education Capacity: Lack of College Preparatory Classes/Resources in St. Paul (pg. 33), Education Opportunities (pg. 52,53).

Addressed Through: Sustaining and expanding the student support services and case management offered through the BSC and PSD enables the BSC staff to reinforce the relationship between students' academic studies and work-based learning experiences and increase student understanding of the application of classroom learning in the workplace ([Showalter & Spiker, 2016](#)). Greater coordination of existing internship programs will enable greater quality control/assurance, oversight, and coordination between agencies and partners and internal divisions. Internship program coordination also will more effectively connect parents, students, and internship providers through ongoing quarterly engagement meetings and weekly meetings with interns in the summer intern programs.

Addressing the Needs of Students at Risk of Educational Failure.

Working with PSD, ACSPI will identify 'at risk' students and specifically target them for supportive services and case management. Students and young adults demonstrating challenges in attendance, grade level achievement, behavior, or other areas, will be referred to BSC case managers by PSD for supportive services. These students/young adults will be prioritized for placement into both internship and academic support programs. At risk students will be assigned a community mentor as a part of the supportive services they receive through the Bering Sea Campus. For young adults (ages

14-24) not enrolled in school, prioritization for summer internships and enrichment opportunities will be given to those who are either unemployed or are enrolled in a GED/credit recovery program, or that are enrolled in other education and workforce development programs or that are receiving supportive services through the BSC. The internship program and robust case management tied to it will focus on pairing students with appropriate educational opportunities to invigorate and foster their completion of high school GED/degrees, certification and degree/post-secondary courses, or workforce programs.

Quality of Project Design

Replication of Project Activities/Strategies, Effectiveness of the Approach/Strategies Employed by the Project

Replication of activities and strategies occurs through demonstration of the efficacy of interventions via demonstrable and correlative impact on student achievement. Activities and Strategies that lead to impacts on student achievement/engagement in GED/Diploma, entrance into the workforce, or entrance into training, vocational or post-secondary will be documented. Where interventions across multiple individuals lead to consistent achievement/results, these interventions will be carried forward year to year. Ongoing feedback, listening sessions, and parent/student/individual feedback will be solicited on an ongoing and bi-annual basis and will be a key part of the quality assessment methods for the program, as the program will be adapted on an ongoing basis for the needs of individuals and the community. Data collected individual success and program impact on grades, graduation rates, and entry into the workforce or into vocational or post-secondary programs will be utilized as a part of ongoing program

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implementation and design and will inform the process at every stage of implementation and will include a review of the strategies and methods employed, their frequency and efficacy. This information will be documented and reported to the Department of Education as a part of ACSPI's mandatory reporting and ACSPI will participate, if requested by the Secretary, in any national evaluation of this program.

Project Goals, Objectives, and Outcomes

Logic Model: A logic model for this project is presented below. The model presents the project goals, objectives, and outcomes; data sources for the measurement of outcomes are presented in parentheses after each outcome.

Goal 1: By the end of Year 1, an internship program has been established with community input to match students/young adults with internship opportunities aligned with their interests and areas of need.						
Inputs	Objectives	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-term Outcomes
ACSPI staff time, BSC staff time, list of current internship opportunities, PSD staff time, internship participants, student survey, career interest inventory, graduation records, GED records, certification program records, post-secondary course	1.1 Formalized internship program developed by end of Year 1	1.1a Design the internship program with support of community stakeholders 9 months after initiation of grant	1.1a.1 Internship program design completed by 9 months after initiation of grant 1.1a.2 Evidence of community stakeholder involvement in program design	By the end of Year 1, parents, business representatives, and PSD staff report satisfaction with program design (stakeholder surveys and interviews/focus groups)	Annually, maintained or increased levels of participation in internship program by students/young adults and businesses (project records)	80% of applicable participants on track to graduate high school/complete GED (PSD enrollment, achievement data) Increased % of students achieve employment or entry into
		1.1b Develop procedures for determining student interests and tracking student achievements/areas for improvement by end of Year 1	1.1b1 Developed protocol for determining student interests by end of Year 1 1.1b2 Developed protocols for tracking student achievements/areas for improvement by	By the end of year 1, project staff have developed work-based learning priorities for 80% of student internship participants using student interest and tracking student achievement/are	Increased % of students/youth reporting interest in field of internship placement from Year 1 baseline (student interest protocol; student interviews/focus groups)	

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enrollment records			end of Year 1	as for improvement protocols. Increasing to 100% by the end of the project (project documentation)	Increased % of students demonstrating improved achievement in targeted areas from Year 1 baseline (PSD academic data; teacher focus group)	vocation al or post-seconda ry training or course in fields associat ed with their internshi p opportuniti es compare d to Year 1 baseline (annual student survey)
	1.2 Recruitment of internship opportunities aligned with student needs	1.2a Conduct annual needs assessment of existing internship opportunities and determine gaps in opportunities	1.2a.1 Gaps in internship opportunities identified annually	Annually, a plan is developed for which worksites/ businesses will be recruited for internship opportunities (project documentation)		
		1.2b Solicit internship opportunities based on gaps in opportunities as identified by needs assessment	1.2b.1 List of confirmed internship opportunities that are aligned with needs assessment produced annually	Annually, project staff have placed 80% of students in internships using student interest and tracking student achievement/are as for improvement protocols. Increasing to 100% by the end of the project (project documentation)		
		1.2c Develop formalized internship opportunities for academic and scholastic programs through the Bering Sea Campus with local educators	1.2c.1 Internship opportunity for academic/scholas tic programs with local teacher/instructor s by Year 1	Annually, project staff have placed 80% of students interested in teacher careers in internships with local educators. Increasing to 100% by the end of the project (project documentation)		
	1.3 Identify candidates for internship program	1.3a Hold interest sessions for potential participants about internship opportunities	1.3a.1 Roster from interest session for PSD students annually 1.3a.2 Roster from interest session	By the end of year 1, 80% of eligible PSD students and young adults will attend the interest session on internship opportunities.		

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		and application process	for community members annually	Increasing % of community member participants in interest sessions from Year 1 baseline (project documentation)		
		1.3b Hold meetings with PSD staff to discuss internship opportunities for at risk students prior to opening of internship applications	1.3b.1 Agendas from meetings to discuss at-risk students and internship opportunities annually	By the end of year 1, 100% of at-risk students discuss internship opportunities with Case Manager (project documentation)	Increased % of at-risk students participating in internship opportunities based on Year 1 baseline (project documentation)	60% of at-risk students on track to graduate high school/ complete GED (PSD enrollment, achievement data; teacher focus group)

Goal 2: By the end of Year 1, BSC staff, site supervisors, and mentors have completed training to enable them to effectively implement the internship program.

Inputs	Objectives	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-term Outcomes
ACSPI staff time, BSC staff time, mentor time, training presentations, student survey, internship planning tool	2.1 Train BSC Staff in intern support, management, and leadership procedures	2.1a BSC staff participate in training on student interest protocol	2.1a.1 Roster of BSC staff trainees by end of Year 1	By Year 1, 100% of participating BSC staff will be trained in using the student interest protocol (project documentation)	By the end of Year 1, 80% of students will complete the student interest protocol. Sustaining the 100% by the end of the project (project documentation)	Increased % of participating students demonstrating increased interest or understanding in field of internship compared to Year 1 baseline (student interest protocol; annual student survey)
		2.1b BSC staff participate in training on student achievement/competencies for improvement	2.1b.1 Roster of BSC staff trainees by end of Year 1	By Year 1, 100% of participating BSC staff will be trained in using the student achievement/co	By the end of Year 1, 80% of students have utilized the achievement/co	

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		protocol		mpetencies for improvement protocol (Project documentation)	areas for improvement protocol. Increasing to 100% by the end of the project (project documentation)	Increased % of participating students demonstrating improved achievement in field of internship compared to Year 1 baseline (PSD achievement data)
		2.1c BSC staff trained in intern support best practices	2.1c.1 Roster of BSC staff trainees by end of Year 1	By Year 1, 100% of participating BSC staff will be trained in intern support best practices (project documentation)	Increased % of department/business mentors and site supervisors reporting efficacy in providing internship experiences from Year 1 baseline (business mentor/site supervisor survey; employer interviews/focus group)	
	2.2 BSC Staff trains designated department/business mentors in intern support, management, and leadership procedures	2.2a Mentors trained on internship program procedures	2.2a.1 Roster of mentor trainees annually	Annually, 100% of participating mentors will be trained on internship program procedures (project documentation)	Increased % of mentors following internship program procedures from Year 1 baseline (worksite logs; business mentor/site supervisor survey)	
		2.2b Mentors trained on interim support best practices	2.2b.1 Roster of mentor trainees annually	By Year 1, 100% of participating mentors will be trained in intern support best practices (project documentation)	Increased % of students reporting satisfaction with mentoring from Year 1 baseline (annual student survey; student interviews/focus group)	

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					us groups).	
		2.2c Mentors and BSC staff discuss specific connections to workforce placements into the network of jobs, training, and vocational and post-secondary opportunities available within the community.	2.2c.1 Internship planning tool identifies specific connections to workforce placements into the network of jobs, training, and vocational and post-secondary opportunities available within the community by end of Year 1.	By Year 1, 100% of internship sites will have completed internship planning tools with BSC staff (project documentation)	Increased % of students aware of connections to their internship (jobs, training, vocational/post-secondary opportunities) from the Year 1 baseline (annual student survey; student interview/focus group)	

Goal 3: By the end of the grant term, BSC staff and internship job sites have implemented a phased approach to intern placement and growth.						
Inputs	Objectives	Activities	Outputs	Short-Term Outcomes	Intermediate Outcomes	Long-term Outcomes
BSC staff time, mentor time	3.1 BSC staff collaborate with mentors to design a sequence of exploratory and concentrator internship experiences for each internship placement	3.1a By Year 2, BSC staff and mentors meet and plan an exploratory internship experience and at least one concentrator internship experience for each placement	3.1a.1 Exploratory and concentrator sequence for each placement consisting of internship learning plans and competency checklists for each phase that reflect relevant industry/occupational standards	By Year 2, 80% of placements will offer an exploratory and concentrator sequence with learning plans (project documentation)	Increased % of participating students complete more than one internship in a career pathway compared to Year 1 baseline (project documentation)	By Year 3, increased percentage of students demonstrating gain in competencies on their learning plans after completion of their concentrator sequence (competency checklists)
BSC staff time, mentor time, student	3.2 Mentors actively supported throughout the participating organizations	3.2a Case Manager meets with mentors a minimum of five times annually	3.2a.1 Meeting records from Case Manager/mentor meetings	By Year 1, 100% of participating mentors will meet with Case Manager at least five times (project	Increased % of students who report satisfaction with support from mentors	Increased

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time, goal setting form				documentation)	from Year 1 baseline (annual student survey; student interview/focu s group)	% of participati ng students who achieve employeme nt or entry into vocational /post- secondary training or course in fields associate d with their internship opportunit ies compared to Year 1 baseline (annual student survey)
		3.2b Case Manager conducts two meetings with mentors and interns during the internship process	3.2b.1 Meeting records from Case Manager/men tor /intern meetings	By Year 1, 100% of participating interns will have a joint meeting with Case Manager and mentor (project documentation)	Increased % of students who report satisfaction with support from Case Manager/men tors from Year 1 baseline (annual student survey; student interviews/foc us groups)	
	3.3 Interns actively supported throughout all phases of the internship experience	3.3a Interns and mentors review competency list and set learning goals by end of exploratory phase	3.3a.1 Completed intern learning goal setting forms	By Year 1, 100% of interns will set learning goals with mentors for concentrator phase (project documentation)	Increased % of students meeting their internship learning goals from Year 1 baseline (annual student survey; site supervisor review)	
		3.3b Interns participate in forums with other interns to discuss experiences weekly	3.3b.1 Roster of interns participating in forums	By Year 2, 100% of interns will participate in weekly forums with other interns (project documentation)	Increased % of students who report satisfaction with forums from Year 2 baseline (annual student survey; student interviews/foc us groups)	

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		3.3c Interns meet with mentors five times during the concentrator phase of internship experience	3.3c.1 Meeting records from mentor/intern meetings	By Year 2, 80% of interns will participate in at least five mentor meetings to review competencies (project documentation).	Increased % of students who attain 80% of identified competencies from Year 1 baseline (annual student survey; site supervisor review/competency checklists; student interviews/focus groups)	
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Thorough, High-Quality: Review of Literature, Plan Implementation, Use of Appropriate Methodological Tools

The Extent to which the Proposed Project Demonstrates a Rationale

The proposed internship program was designed to reflect current research on high-quality work-based learning experiences for high school students and young adults. The program design is based on *connected experiences* — a program structure that connects the classroom, worksite, and the world of work (stakeholder involvement in program design, identification of student’s academic achievement needs, internship planning tool that identifies specific connections to workforce placements into the network of jobs, training, and vocational and post-secondary opportunities, frequent meetings between the Case Manager and worksite mentors); worksite tasks that have clear learning objectives (competency checklists, goal setting with students); and internship experience alignment with student career goals (student interest protocols) ([Knepler & Zapata-Gietl, 2019](#); [Ross et al., 2020](#)). ACSPI will act as an intermediary, successfully integrating schools and employers in a connected system supporting students’ transition from school to the workforce and/or postsecondary study in a field that leads to local employment

([GPS Education Partners, 2022](#)). The internship program offers students *meaningful tasks*; internship learning plans and targeted career/occupational skills are aligned with relevant industry/occupational standards identified in collaboration with mentors from participating business/industry, and the internship experience is sequenced to increase in challenge and complexity as students/young adults progress through career exploration to more intensive work-based learning experiences during the phased program ([Darche, et al., 2009](#)). *Adult-youth relationships* are emphasized throughout the program, from the Case Manager providing support to the worksite mentor and the site supervisor who assign tasks, provide guidance, and conduct assessments with students/young adults. The strong emphasis on case management provides *supportive services* to every participating student to maximize the opportunity for success ([Cahill, 2016](#)). Finally, several opportunities are provided during each internship for *assessment and reflection*, including frequent informal feedback from mentors in addition to the formal review provided by the site supervisor ([Ross et al., 2020](#)).

The case management component of this project design is supported by research evidence. Case management is a school-based intervention in which a social worker or school professional (referred to as a case manager in this brief) provides intensive advising to students who are at risk of dropping out and connects them to an array of wrap-around services to address their academic and nonacademic needs ([U.S. Department of Education, 2017](#)). Case management for students supports work-based learning and ensures that students' progress is not slowed or stopped by challenges such as a lack of transportation or childcare. Linking students with case management and counseling services helps them overcome hurdles to successful completion of work-

based learning ([Cahill, 2016](#)). Research evidence supporting the use of case management includes a 2017 report of a random assignment evaluation of case management in Communities in Schools sites that found that case management had a positive effect on several nonacademic outcomes ([Parise et al., 2017](#)), and an earlier study of high school students at risk of dropping out, which found that case management had a positive impact on increasing students' ability to complete the school year ([Gaudette & Niccoli, 1992](#)).

Where possible, the project will utilize validated tools to support implementation of this project. A significant source of tools and guidance for this project will be the U.S. Department of Education's Work-Based Learning Tool Kit. Specific resources ACSPI intends to adopt from this tool kit include a model work-based learning plan (e.g., [Massachusetts's Work-Based Learning Plan](#)) that will act as a template for our student learning plans/competency checklists and provide the means for assessing student competency gains.

The Extent to which the Methods of Evaluation include the use of Objective Performance Measures

The logic model presented in the "Quality of the Project Design" section outlines the project objectives and associated measures (outputs, short-term outcomes), which will be reported in annual performance reports and also reported by the project evaluator as part of the fidelity of implementation study. Multiple sources of data, including both qualitative and quantitative data sources, will be used for these measures. Key data sources include project data and documentation; PSD enrollment data; surveys, interviews, and focus groups with participating students and employers; and interviews

with project staff. Of these sources, project data and documentation will be essential for reporting on performance measures. The project evaluator, working with the Project Manager, will design Google forms and Excel log templates for use by the project staff to document and track project activities, ranging from completion of milestones (outputs) to collecting data on student interest, achievement, competencies, and learning goals, internship placements, enrollment in credit recovery courses, and attendance at interest sessions and weekly forums; staff and mentor training completion; employer completion of internship plans; meetings among the Case Manager, students, and mentors. In addition to developing forms and templates, the project evaluator will train and coach staff on collecting and maintaining project data and documentation and will monitor project data collection throughout the term of this grant.

The intermediate- and long-term outcomes outlined in the logic model will be tracked and reported by the project evaluator as part of the summative evaluation. Key data sources for outcome indicators include student enrollment and achievement data, student interest and achievement/competency areas checklists, student interviews/focus groups and annual survey, teacher focus groups, business mentor/site supervisor survey, interviews/focus group, and worksite log; and project data and documentation that was discussed earlier.

Quality of Project Personnel

ACSPI Native Hire Preference Policy (Non-Discrimination and Native Preference)/EEO Policy: Sub Section 205 of ACSPI policies and procedures, or the Native Preference cause, states that ‘Under the Federal civil rights law, the Tribal Government may give preference to American Indians, including Native Alaska and TDX

shareholders; such preference shall not be considered a violation of the Tribal Government nondiscrimination and EEO policy.” ACSPI gives hiring preference to Alaska Native applicants. ACSPI and its partners hire, actively recruit and involve individuals from ethnic minority groups, bilingual individuals, consumers, Tribal members, and individuals with disabilities to plan, implement, facilitate and evaluate program services, where appropriate. Prospective students, employees, and contractors will be evaluated under the EEO policy and preference will be given to Tribal members, Alaska Natives, and Tribal/Alaska Native owned contractors or businesses, as outlined in section 205 of our policies.

Key Personnel

Project Director (.1 FTE): The part-time Project Director (PD) will be [REDACTED] ACSPI’s Executive Director. [REDACTED] will commit 208 hours per year (0.1 FTE) to the project and have the major responsibility for oversight of the development and implementation of the project. [REDACTED] has more than 20 years’ experience supervising the ACSPI operations and grant programs. He has provided project direction for multiple state and federal grants, including multiple active grants and several education grants. All previous grants [REDACTED] directed met all financial and programmatic regulatory requirements. [REDACTED] will participate in meetings and work sessions. [REDACTED] reviews all progress and final reports before submission. See attached resume on pg. 1 of the appendices.

Project Manager (.1 FTE): The part-time Project Manager (PM) will be [REDACTED] [REDACTED] will devote 208 hours a year to the project and has the daily

oversight and responsibility for the implementation and facilitation of the project. [REDACTED]

[REDACTED] has over eight years of experience managing Federal and State grants including Department of Labor, Economic Development Administration and Department of Education, and State of Alaska grants for ACSPI. All prior and current grants have met regulatory and programmatic requirements and have documented achievement of proposed objectives and outcomes. The PM coordinates with ACSPI staff, project partners, and local partners to assure the project is on time, on budget and is meeting milestones within proposed timelines. The PM is responsible for the creation of all quarterly and yearly reports and is responsible for coordinating the review of those reports with the ED. The PM coordinates with the Independent Evaluator (IE) to assure they have adequate access and resources necessary to provide a robust and thoroughgoing QI/QA process and works with the IE to implement any changes that follow from the Evaluator's yearly review. The PM is responsible for the majority of the communication and coordination with and in reporting to the Department of Education Grant Managers. The PM is the main point of contact and facilitator between the Administrative ACSPI staff, PSD staff, project staff, the BSC and project contractors. See attached resume on pg. 3 of the appendices.

Academic Manager (.3 FTE). The part-time Academic Manager (AM) will be [REDACTED] [REDACTED] will devote 615 hours a year to the project. The AM is responsible for the day-to-day implementation and management of the grant programs and personnel and the strategic objective set from the ED and PM. The AM works alongside the PM to coordinate communication and resources on site at the BSC, assists with information gathering, and assists the ED and PM with gathering data for program

reporting through facilitation case management and data collection. The AM performs public engagement and community participation and coordinates with PSD and IC staff to assure student needs are being met in a timely and appropriate manner. The AM serves as a liaison with other departments within ACSPI, the community, and external agencies in order to provide information on available resources, projects, and/or services, under the preview and supervision of the PM. Please see the attached resume on pg. 6 of the appendices.

Case Manager (.3 FTE): The part-time Case Manager (CM) will be [REDACTED]. Working under direction of the PM and AM, the case manager performs a full range of case management duties. [REDACTED] will devote 615 hours a year to the project. Working in the PSD and the Anchorage Support Office/BSC, the Case Manager will provide education and support for interns. The Case Manager will work with interns to identify education and individual goals, develop their individualized case plans, track progress and provide support to students in attempting to reach their identified goals. Please see the attached resume for Mr. Bonner on pg. 7 of the appendices.

Other: Contractors

Independent Project Evaluator: The Independent Project Evaluator responsibilities include: (1) meeting with project staff at least annually onsite and regularly by phone or email, (2) collecting fidelity, formative, and summative data in coordination with the Project Manager, (3) analyzing the information gained, and (4) preparing a mid-year briefing and annual report that includes recommendations for programmatic changes to improve strategies and achieve project objectives.

Case Management and Leadership Training Coordinator: The coordinator will be selected to provide onsite staff training in leadership and mentoring, to include elements of case management support and student support. Solicited contractors will include a 'train the trainer' model allowing for ACSPI staff to become trainers.

Quality of Project Services

Collaboration of Appropriate Partners, Effectiveness of Project Services.

ACSPI will conduct an initial internship site survey to see what the specific challenges, opportunities and capacities each internship site has as a part of the project implementation phase. Utilizing this information ACSPI will design a specific plan for each intern and site. ACSPI will facilitate weekly meetings with site managers to collaborate around maximizing the internship experience for each intern and internships site, including identifying any site-specific needs or consideration. As BSC staff receive leadership and mentorship training, this training will be provided to site managers and staff at internship sites. The extension of consistent training, including methods of leadership, facilitation and learning for the internship sites, will allow a common 'lexicon' and communication around internship expectations, experiences and interactions to be fluid and consistent between BSC staff and project worksites/internships. ACSPI will be responsible for maintaining the standards and expectations for the interns and the program and will provide ongoing feedback and support to the interns, through active case management, and the internship sites, through professional meetings focused on skill transfer and program quality improvement. Meetings between partners will occur monthly during the summer and quarterly year-round. ACSPI will document information provided as a part of our reporting to the Department of Education.

Needs of the Local Population, analysis of community data, input from parents and families of Indian children and youth.

The key design elements were created from the CEDS and from ongoing community feedback and input. Good practice suggests the use of a technical workgroup composed of subject matter experts to ensure that the internship program is useful and relevant for the community. Good practice also suggests direct community, student and parent involvement in the design of the internship experiences and intern supportive services. The program design, including aspects of the formal internships, case management and direct student supportive services, will be led by a team consisting of the BSC Academic Manager, a project evaluator, the Superintendent of the PSD, and representative community stakeholders (e.g., teaching Elders, parents, PSD teacher, business representatives, and PSD and ACSPI/IC staff).

The following methodology will be used by ACSPI to collect and capture student and parent and community feedback: 1) Collection of student, employer, and parent (where applicable) feedback on internship and program experiences and their preferences and expressed needs of the current and future program/internships, (i.e., focus groups, internship feedback forms, mentor and site supervisor feedback forms or reviews); 2) Monitoring of fidelity of implementation of internship sites/placements. ACSPI will track two fidelity indices – fidelity of internship placements (degree to which placements integrated industry standards and fulfilled internship plans) and status of active learning of students/adults placed in internships (tracked by the ACSPI case manager as a part of every student's individual internship/education plan). Within each component, fidelity scores will be based on quantitative and qualitative indicators drawn

from site/internships observations, interviews with mentors and internship supervisors, worksite logs, and review of student case plans/goals. The evaluator, working with project staff, will chart actual progress quarterly against targets to support continuous improvement; 3) Monitoring of student response to internships (i.e., through intern feedback) during weekly meetings with the ACSPI support team, supervisor feedback, and by comparing pre and post program data related to achievement of employment or entry into vocational or post-secondary training or courses, or by tracking student interest in fields associated with their internship opportunities, annual student survey, and interviews/focus groups with students.

Quality of the Management Plan

Achieving the Objectives of the Proposed Project on Time and Within Budget

Tracking Program and Budgetary Progress: The Project Director/Managers will track and record project data including IDP data, staff input, and participant input. The project management team will meet with project staff weekly to track progress and compare to the timelines and milestones on the Program Calendar. Barriers to project progress will be discussed with project staff and strategies to address challenges will be developed. Project Managers will discuss any unresolved barriers with the Project Director and develop strategies to address challenges. Our current accounting system (Fundware) tracks actual revenue and expense amounts for seven different departments and separately tracks grant drawdowns/ actual expenditures.

Defined Responsibilities

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ACSPI is the lead applicant and has the responsibility of implementation and oversight of the program. ACSPI assumes responsibility for assuring that all grant management, reporting and Federal standards are applied, met, and that the program is coordinated with project partners, community businesses, community institutions, local leaders, parents, students, and outside agencies. ACSPI is responsible for completing all grant reports on time and consistent with Department of Education standards and assures the information is accurate and complete. ACSPI will work with partners to use the evaluator data to adapt or change programs to assure program goals are met as outlined in this proposal. ACSPI will maintain the program ensuring that all milestones and timelines are met.

PSD grants access to facilities, equipment and utilities. PSD is responsible for the maintenance of their facilities and equipment. PSD agrees to coordinate schedules, events, and district and community site-specific considerations with all partners and meets monthly with program partners to coordinate activities.

Administrative Timeline and Milestones (Administrative and Project)

Project Year	Year One				Year Two				Year Three				Key	
	Y1Q1	Y1Q2	Y1Q3	Y1Q4	Y2Q1	Y2Q2	Y2Q3	Y2Q4	Y3Q1	Y3Q2	Y3Q3	Y3Q4		
1.1: Formalized Internship Program Established													Project Director Deliverables	
1.1.a: Design with Stakeholder Input														Project Manager Deliverables
1.1.b: Develop Interest/Achievement Tracking Procedures														Case Manager Deliverables
1.2: Align Intern Opportunities with Needs													Project Manager Deliverables	
1.2.a: Conduct Needs vs. Opportunities Assessment														Executive Director Deliverables

sessions with representatives from all of the local internship sites. Participants will include ACSPI Divisions, local business/internships sites/project partners, Tribal and City government, the School District, and Federal partners such as the National Oceanic and Atmospheric Administration (NOAA). Parents. Local Educators and stakeholders will be included in these workgroups. Workgroups will be utilized to create a cross participant dialogue. ACSPI will document participant feedback and utilize the feedback as a quality improvement tool, adapting the program as necessary or warranted to assure efficacy within the stakeholders of the program for the community.

Extension Beyond the Period of Federal Financial Assistance

This project is designed to sustain beyond the scope of the proposed project through both building local capacity through training of staff and staff 'trainers', creating a sustaining capacity that is transferable and replicable beyond the initial scope of this project. Post project operations/costs will be embedded into ongoing BSC operations, assuring that capacity created extends beyond the proposed project period.

Quality of the Project Evaluation

During the first quarter of this project, the Evaluator will work collaboratively with the project team to establish baseline data (as applicable) and annual targets for outcome and output indicators used to monitor progress. These targets will be added to the evaluation plan, which will include a refined logic model and evaluation framework, a detailed discussion of data collection methods and analytical approaches, timeline, participant consent forms, and data collection instruments. In the final year, the Evaluator will prepare the final summative assessment of the project's impact on the community and attainment of the targets established for the outcome indicators. The evaluation plan

Native Youth Community Program CFDA 84.229A 2022 Aleut Community of St. Paul Island
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shall meet three main goals: 1) to assess fidelity of project implementation and track adaptations of the program design; 2) conduct formative evaluation activities that provide information to guide project improvement; and 3) conduct summative evaluation activities to assess project outcomes.

The fidelity of implementation study will use one primary evaluation method: a comparative analysis between the project plan as originally described in the funding application and the project implementation records as represented by project documentation, including an Academic Manager implementation log, project documentation, interviews with project staff, and observations of workgroup meetings. This study also includes tracking the fidelity indices for placements and learning that will be facilitated by the Academic Manager. Gaps between the plan and actual implementation, including deviations in timeline, will be reported by the evaluator as part of this component. The evaluator will also contribute to program design by identifying evidence-based practices for incorporation. Program design and implementation will be carefully documented with special attention paid to documenting the program features and characteristics that the evaluation demonstrates are mostly strongly associated with the intended outcomes. Carefully documenting the project implementation will enable more effective replication in other settings.

The formative evaluation will use a mixed-methods approach to collect information that identifies barriers or challenges that have impeded implementation and successes that have facilitated implementation. It also will identify actions taken by project staff to ensure the sustainability of strategies/activities beyond the grant funding period. This study will use data collected through implementation log, worksite logs, observation of workgroup

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meetings, parent, student, mentor, and site supervisor surveys, program documentation, interviews with the Academic Manager and Case Manager, and stakeholder (i.e., parent, student, employer) focus groups and/or interviews conducted during an annual site visit. In order to amplify student/youth voice in this evaluation, [Photovoice](#) – a community-based participatory research method – will be used for students/youth to document and describe their internship experience and identify the characteristics and components of their internships that contributed to their success or posed challenges. Successes, challenges/barriers, and actions supporting sustainability will be identified, shared, and discussed with the project team during the mid-year briefing and quarterly meetings as part of continuous program improvement efforts. The summative evaluation study will determine how well and to what extent the project achieved its stated goal and outcome indicators. It will utilize a primarily quantitative approach to track outcomes related to the project goals/objectives. All required performance measures for the purposes of the Government Performance and Results Act of 1993 (GPRA) and Department reporting will be collected, analyzed, and reported as specified in the grant announcement. An overall percentage of targets attained or exceeded for the specified outcome indicators will be calculated. Further, all available data, including data from the annual evaluator’s site visit, will be analyzed to determine the increase in community collaborative efforts that promote college and career readiness. At the end of the grant term, the summative evaluation will become the primary focus of the evaluation study. The final summative report will provide the data and analysis for determining the usefulness of the tactics and strategies used on the project and valuable information for designing and/or replicating future programs and services beyond this one project.



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

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

Name of Institution/Organization

Alut Community of St. Paul Island Tribal Government

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	67,392.00	70,761.00	74,300.00					212,453.00
2. Fringe Benefits	26,503.00	27,120.00	27,981.00					81,604.00
3. Travel	6,424.00	9,636.00	19,272.00					35,332.00
4. Equipment	0.00	0.00	0.00					0.00
5. Supplies	4,500.00	4,500.00	4,500.00					13,500.00
6. Contractual	19,786.00	7,200.00	7,200.00					34,186.00
7. Construction	0.00	0.00	0.00					0.00
8. Other	0.00	0.00	0.00					0.00
9. Total Direct Costs (lines 1-8)	124,605.00	119,217.00	133,253.00					377,075.00
10. Indirect Costs*	35,586.00	38,030.00	42,795.00					116,411.00
11. Training Stipends	0.00	0.00	0.00					0.00
12. Total Costs (lines 9-11)	160,191.00	157,247.00	176,048.00					493,486.00

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2021 To: 09/30/2022 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Department of the Interior
 The Indirect Cost Rate is 33.95%.
- (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 %.
- (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))?

PR/Award # S299A200027