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APPLICATION FOR GRANTS UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

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Iditarod Area School District (IASD), in partnership with two federally recognized tribes, Grayling IRA and Holy Cross Native Village, is applying for the Native Youth Community Program by the U.S. Department of Education. As such, requests **Competitive Preference 2.** The project, designed to improve academic and socioeconomic outcomes for Native Alaskan (AN) students, ensures they are prepared for college and careers. It places special emphasis on a 5-year sequence of classes and activities to promote equity in access to educational opportunities, increasing the number of fully certified teachers from underrepresented backgrounds. We request **Competitive Preference 3.**

Focused on the Iditarod Area School District (IASD) of the Alaskan interior, the project seeks to overcome cultural reticence to engage outside of the village and tribal bounds and surmount the barriers of remote isolation, limited access to career and technical education and college, poor academic outcomes and crushing poverty. The project, FUTURES, meets the Absolute Priority serving approximately 330 students, of whom over 85% are Alaska Native, in High School, CTE and dual-enrollment classes.

The project will improve college and career readiness of AN students in IASD communities, focusing on educational equity and employability. IASD operates 7 schools spread over 75,000 square miles of Alaska's interior.

	McGrath School, McGrath, AK	Blackwell School, Anvik AK	David Louis Memorial School, Grayling AK	Innoko River School Shageluk	Jeffery A Bader Memorial, Holy Cross	Takotna Community School, Takotna, AK	Top Of The Kuskokwim, Nikolai AK
Native Language Culture	Upper Kuskokwim	Deg Xinag	Holikachuk, Deg Xinag	Deg Xinag	Deg Xinag	Yup'ik, Upper Kuskokwim	Upper Kuskokwim
% AN Or A.I.	64%	100%	96.73%	100%	100%	30.7%	100%

Objectives and outcomes of the project are:

Objective 1: By 2027, 30% of IASD graduates will be post-secondary education or career ready, improving student and community outcomes

<u>Outcome</u> 1.1-Students have a clear, affordable path to college and career readiness

<u>Outcome 1.2</u>-Student employability in high demand fields is improved, promoting educational equity and economic stability.

Outcome 1.3-Education becomes a visible and attainable career choice for AN students, expanding the pool of experienced, fully certified, in-field, and effective educators from traditionally underrepresented backgrounds.

Objective 2: By Fall 2024, IASD will have a counseling program serving 330 students' social and emotional needs throughout their K-12 career and students have support and guidance navigating toward a fulfilling adulthood, career choice and economic stability.

Outcome 2.1: 330 IASD students will have access to an experienced school counselor.

Outcome 2.2: IASD secondary students will develop the vocabulary and skills to explore careers.

Outcome 2.3: 330 IASD students will have access to dual-enrollment and CTE training, and a plan to achieve their personal academic and career goals.

Outcome 2.4 The tribe and communities will support and mentor students, strengthening connection to culture while building economic security.

Outcome 2.5: Pedagogical variety in a wide variety of CTE activities increases engagement, retention and fun as students develop and prepare for a satisfying adulthood.

Objective 3: By December 2025, secondary students will know 16 career clusters and at least 50 careers beyond what is visible in each village. Each student will begin developing an occupational identity and understand steps to prepare for a career or post-secondary education.

Outcome 3.1: Students have a conceptual framework and personal insight upon which to build knowledge of the modern job market.

Outcome 3.2: Students have exposure to post-secondary education and training, increasing likelihood of successful participation.

Outcome 3.3: Students are exposed to and can explore careers in each of the 16 career clusters through many instructional strategies including speakers, tours, personal observation, hands-on participation, inquiry and others.

Iditarod Area School District (IASD), in partnership with the federally recognized tribe, Grayling IRA, is applying for the Native Youth Community Program by the U.S. Department of Education. The project, designed to improve academic and socioeconomic outcomes for Native Alaskan (AN) students, ensures they are prepared for college and careers. Focused on the Iditarod Area School District (IASD) of the Alaskan interior, the project seeks to overcome cultural reticence to engage outside of the village and tribal bounds and surmount the barriers of remote isolation, limited access to career and technical education and college, poor academic outcomes and crushing poverty. IASD requests Competitive Preferences 2 and 3.

IASD serves seven (7) schools along the Kuskokwim and Yukon rivers, an area of roughly 75,000 square miles of the Alaskan interior. The district office lies 221 roadless miles northwest of Anchorage and 269 roadless miles southwest of Fairbanks (Absolute Priority[1] Appendix A).

Table 1: Community and Cultural Elements by School

	McGrath School, McGrath, AK	Blackwell School, Anvik AK	David Louis Memorial School, Grayling	Innoko River School Shageluk	Jeffery A Bader Memorial, Holy Cross	Takotna Community School, Takotna, AK	Top Of The Kuskokwim, Nikolai AK
Native Language Culture	Upper Kuskokwim	Deg Xinag	Holikachuk, Deg Xinag	Deg Xinag	Deg Xinag	Yup'ik, Upper Kuskokwim	Upper Kuskokwim
% AN Or A.I.	64%	100%	96.73%	100%	100%	30.7%	100%
H.S. Diploma	48.1%	50%	69.1%	42.1%	59.5%	50.0%	67.7%
College Degree	14.8%	3.6%	0%	10.5%	4.1%	10.0%	3%

(Village Histories from https://education.alaska.gov/compass)

The district office and McGrath School are roughly the center of the vast area. McGrath was a seasonal Upper Kuskokwim Athabascan village used as a meeting and trading place. Blackwell School is in Anvik, a Deg Xinag village. David Louis Memorial School in Grayling is now home to Holikachuk and Deg Xinag Athabascan peoples. Between 1962 and 66, 25 families moved from Holikachuk on the Innoko River due to flooding. Innoko River School is in Shageluk, AK; a Deg Xinag village first reported as Tie'goschitno in 1850 by the Russian Navy. Jefferey A Bader Memorial

School is in Holy Cross, AK. Takotna, home to Takotna Community School, was founded at the farthest point on the river a small sternwheeler could reach. Top of the Kuskokwim School in Nikolai, AK. is an Upper Kuskokwim Athabascan village.

All the villages in the district remain actively dependent on subsistence, including fishing and hunting. Many families have no cash income and survive entirely through traditional means.

(A)NEED FOR PROJECT (1) Identified Gaps Addressed by the Project

The project seeks to address three significant gaps in services, infrastructure, and opportunity:

Gap 1. IASD only offers minimal post-secondary preparation or CTE, a gap that impedes student learning and economic outlook. Providing rural residents with the skills needed to thrive in a changing labor market requires cultural, systemic, and structural investments into educational paths in various Career Clusters that reflect the new economy.

IASD students come from homes where educational attainment beyond High School is disproportionately low. Education has not been the top priority for many parents of IASD students and most students who choose to continue beyond high school will be the first generation to do so. Families do not understand the importance of postsecondary education or how to help prepare their students for college or a skilled wage career following high school. Roughly one-third of parents in rural Alaska recently responded to a Community Connectedness survey (Absolute Priority 3i) stating that they did not believe their child would complete high school, and 60% of parents did not believe that their child would finish college. Parental expectations influence their children's expectations and achievement. Students who reported their parents expected them to attend a postsecondary school had better attendance and more positive attitudes toward school. Parental expectations also affect the child's aspirations and expectations; for instance, studies suggest that parents' expectations for their children's academic attainment have a moderate to strong influence on students' own goals for postsecondary education (Schneider 2008). With the lack of support at home, it is easy to understand the lack of enthusiasm students express when considering additional two years or more of study.

Opportunity: Make CTE education appealing and accessible by 1-expanding existing programs and developing new career paths in new career clusters, 2- partnering with and connecting students to existing programs and through internet, 3-initiating career, and educational preparation classes and hands-on experiences, 4-making college credit and dual enrollment available to all district students from their home village and 5-providing guidance and counseling.

Grow CTE by expanding the scope and sequence of Vocational Education classes such as construction trades, business, mechanics, I.T. With the help of a career and guidance counselor and CTE partners, students explore careers, initiate training, and benefit from the expertise of established institutions. The district will build relationships with entities such as the University of Alaska, a leading provider of CTE, dual credit, and distance learning; EXCEL, Inc., non-profit providing supplemental academic and Career and technical education dual college and HS credit (https://alaskaexcel.org/about-excel/); AVTEC, Alaska's Institute of Technology, operated by the State of Alaska as a Division of the Department of Labor and Workforce Development, accredited by the Council on Occupational Education (AVTEC.edu).

Opportunity: Increase the pool of highly qualified teachers, particularly those of AN ancestry and rural origin. Distance options for teacher training and a 2-way cooperation with the university makes teacher training visible and viable. Combined with early, hands-on experiences and increasing student participation, local teachers working locally becomes a probability.

<u>Gap 2. IASD has no Counselor or career guidance professional to help students develop academic and social skills to succeed, personally and economically</u>. The American School Counselor Association (ASCA) recommends a ratio of 250 students per school counselor and that school counselors spend at least 80 percent of their time working directly with or indirectly for students (2019). Reality is 1 in 5, more than 8 million children nationwide, have no access to a counselor or other support staff such as social workers (Marrero 2019). **Iditarod Area School District does not have even one (1) counselor for seven (7) schools.**

Counselors in elementary and secondary schools help students overcome obstacles that inhibit learning. They respond to students facing personal challenges and steer them to appropriate services. In a community rife with historical trauma, abuse and alcoholism, this is pivotal for student survival. School counselors help students build curiosity and academic skills and help create a healthy school climate (O'Connor 2018). Counselors can ease the turbulent social and emotional period of adolescence, but "In high-poverty schools, those that met the ASCA criteria of least one professional school counselor for every 250 students had better graduation and school attendance rates, and lower disciplinary incidents (Lapan et al. 2018)." Schools with underserved populations have fewer counselors but need them more (ASCA 2019).

Opportunity: IASD will hire a school counselor to meet the needs of 176 in-person students and 152 remote students in the Alaskan interior, providing social and emotional support, Career, and academic guidance. Research shows he position will become sustainable based on the positive outcome of increased attendance and community economic benefits.

Gap 3. IASD Students have no knowledge or experience with the breadth of career possibilities in an increasingly global economy, a gap that leaves graduating students unemployed and unemployable. Many AN students in traditional, rural villages never leave. They do not travel to larger cities, and they do not travel outside of Alaska. It is exorbitantly expensive; even if AN families have the desire, they cannot afford the round-trip airfare and lodging. It is unlikely their parents or grandparents have positive experiences outside the villages. "Historical trauma is the total collective emotional and psychological wounding over the lifespan and across generations, stemming from massive group trauma (Yellow Horse Brave Heart, 2015)." In Alaska, historical trauma can be partially attributed to forced assimilation and boarding schools when children were forcibly removed from their homes and forced to forsake language and culture (LaBelle 2008). This trauma may be perpetuated by necessary participation in a cash economy without a clear understanding or choice of how that participation can be successfully undertaken.

IASD students are only aware of jobs in the villages, such as fishing, trapping, or building maintenance. Many families survive on traditional subsistence, but that is not sustainable as the environment changes in response to human activity. As laws change, families are more limited in fishing and hunting. To survive, students must explore and experience career options that did not exist a few years ago, that they may never have heard of, much less know how to prepare.

"Rural America remains distrustful of postsecondary education. We need to expose rural students to evolving and current careers that can provide them with a livable wage, then help them understand the type of postsecondary study they'll need to develop the skills and knowledge for these jobs. Rural residents see college costs as unchecked and college degrees as pushing young people out of their hometowns (Dalton & Tejeda 2021)."

Work in rural America is changing. Rural high school graduates used to be able to find jobs that paid decent wages in industries like fishing, mining, and timber harvesting, but automation and globalization require more advanced skills.

Opportunity: IASD will expose students to living-wage career choices available in the immediate region and throughout Alaska, increase accessibility of training for those careers.

(A) (2) Magnitude:

Iditarod students are not achieving academic success. Communities suffer high poverty, unemployment, and a litany of social ills, including disenfranchisement and cultural decay. The isolated communities have few resources. The cost of living exceeds almost every other area of the country, and shipping costs are nearly half of any purchase.

The district does not offer extensive Vocational Career and Technical Education (CTE), which is proven to set children on a path to academic and economic success.

<u>Need to Reverse Academic Weakness</u>: IASD students currently exhibit some of the lowest academic proficiency rates in the state, and Alaska Native students are one of the most poorly performing sub-groups in the nation. "The achievement gap in reading and math between AI/AN

students and the national level is not the only concern. Between 2010 and 2018, the college enrollment rate for AI/AN students decreased by 33 percent (from 179,000 to 120,000 students). One-tenth of AI/AN students could not complete K-12 education. The school dropout rate for AI/AN 16- to 24-year-olds is the highest in the nation (Cai 2020)."

The district averages 11% proficiency in reading and language arts (Table 2). That means only 33 of the 300 students can read a menu when they go to Anchorage for medical care. 1 in 10 will understand the warning labels on toxic substances. Four people in each village might understand the contract from a petroleum drilling company or the treaty governing traditional fishing and hunting lands. The adults in the communities do not generally model the value of education, holding few high school diplomas and even fewer college degrees (Tables 1 & 2).

Table 2: 2019 Alaska Accountability Measures

School	Attendance Rates	% Math Proficiency	% English LA Proficiency	% Science Proficiency	% Students Chronically Absent	Graduation Rate
Alaska	92.31	35.74	39.27	44.65	28	80.39
McGrath School	91.1	5.26	15.79	<20	27.78	50
Blackwell School	90.79	<40*	<40*	*	58.33	*
David Louis Memorial School	83.16	3.45	6.9	<20	68.09	66.67
Innoko River School	92.77	**0.0**	**0.0**	*	34.78	33.33
Jeffery A Bader Memorial	83.76	12.5	25.0	<40	28.0	*
Takotna Community School	92.13	16.67	8.33	<40	23.81	*
Top Of The Kuskokwim	93.29	<40*	<40*	<40	18.18	*

* Data suppressed for student privacy (education.alaska.gov/compass)

"Few people question the importance of literacy for employment and day-to-day living in the modern world, but many under appreciate the importance of arithmetic and other basic mathematical competencies (ECC Trust 2009)." More people have difficulty with mathematics than with reading and because of steady increases in the quantitative knowledge needed to function in many jobs today, including many blue-collar jobs (Parson 1997, Bynner 1997, Riviera-Batiz 1992, National Math Advisory Panel 2008 in Geary 2011)."

Less than 8% of IASD students score proficiently on the Alaska state assessment in math (Table 2). "For both men and women, poor mathematics skills were associated with lower rates of full-time employment, higher rates of employment in low-paying manual occupations, more frequent periods of unemployment, and a lower ability to take advantage of employer-offered training and thus lower rates of promotion (Geary 2011)." Only 9% of Alaska Native students are proficient on NAEP. They can't compete in Alaska, certainly not in an international market.

Need to Counteract Poverty: Poverty in IASD is rampant. All seven (7) schools are Title 1A and Economically Disadvantaged.

Table 3: District Demographics by School

	McGrath School McGrath,	Blackwell School Anvik AK	David Louis Memorial Grayling, AK	Innoko River School Shageluk	Jeffery A Bader Memorial School Holy Cross, AK	Takotna School Takotna,	Top Of The Kuskokwim Nikolai, AK
Title 1	YES	YES	YES	YES	YES	YES	YES
NSLP Students	72.6% Free	100% Free	100% Free	100% Free	100% Free	64% Free	100% Free
Employ Rate	53.1%	56.8	42.2	70.2%	46.7%	63.3%	41.3%
Population Below Poverty Level	19.9%	23.3%	32.2%	39.3%	24.1%	73.6%	37.1%
Children 5-17 Econ Dis-Advantage	56.25%	83.33%	79.59%	78.57%	45.83%	81.25%	100%
Median Household Income	$58,750	$21,875	$27,500	$0	$31,250	$20,833	$37,500

IASD communities are trapped in the cycle of poverty exacerbated by minority status and community trauma. Even as the employment outlook is recovering from the pandemic, the Yukon-Koyukuk census area is still well over 10% unemployment and higher in the small villages. IASD desperately needs to overcome systemic inequity. "On the road to economic mobility in the United States, inequitable education, health, and employment systems…[are] stuck in deep ruts along the lines of race, wealth, and zip codes… education and employment outcomes can help change this (Blatz 2021)."

Need to Offset Cultural Decay and Linguistic Jeopardy: Traditional cultures are rapidly disappearing, caught between the modern economy and dependence on traditional subsistence impacted by climate shifts. Families are forced to leave their traditional village, disenfranchised from extended family and culture, to make a decent living. "Culture influences every aspect of human development and practices to promote healthy adaptation (Shonkoff & Phillips 2000)." Connecting traditional and academic culture is critical to all concerned.

Scholars and Native American educators recommend that schools serving AI/AN communities promote Indigenous identities, designing a curriculum that includes AI/AN cultures and languages (Cai 2020). "A firm grounding in the heritage…culture indigenous to a particular tribe is a fundamental prerequisite for the development of culturally healthy students and communities…an essential ingredient for identifying the appropriate qualities and practices associated with culturally responsive educators, curriculum, and schools (Alaska Native Knowledge Network, 1998)."

"One of the most general but direct explanations is that CRS [culturally responsive school] is that which "makes sense" to students who are not members of or assimilated into the dominant social group (Klug & Whitfield, 2003). Similarly, CRS is that which "builds a bridge" between a child's home culture and the school to effect improved achievement (Pewewardy & Hammer, 2003). Klump and McNeir (2005) Researchers note that culturally responsive education recognizes, respects, and uses students' identities and backgrounds as meaningful sources for creating optimal learning environments. Actions, community inclusion and having high expectations for students and ensuring that these expectations are realized, are what make a difference (Gay, 2000) (Castagno, 2008)." Interactive learning, observation and a variety of modalities, such as the proposed *Future Launch* and *Cruise*, align with the CRS philosophy.

The magnitude of improving student achievement in interior Alaska is beyond the grasp of most modern educators or parents. If these students, these villages, are to rise above poverty, retain their cultural heritage and lands, survive as individuals and as a people, IASD must raise student

achievement. "Indigenous students in rural Alaska hold high educational aspirations, and yet few students realize their educational goals (Hamilton & Seyfrit, 1993; Kleinfeld & McDiarmid, 1986; McDiarmid & Kleinfeld, 1981)."

(A) (3) Services to Address the Needs of At-Risk Students

Virtually every student in IASD is at risk (Tables 2 & 3). Academic success is rare. Poverty is rampant. 70% of residents are Alaska Native, a chronically underserved and historically traumatized population rapidly losing the cultures and languages that unite and sustain them (Table 1). All services delivered through this program are designed for these at-risk students and address some of the many needs plaguing IASD communities.

According to Shaun Dougherty, Vanderbilt University and CTE Research Network (2019), CTE can be beneficial to middle and high school students. There is evidence CTE improves social and content-based engagement and increases familiarity with college aligned programs. CTE promotes skill development for employment and increases high school completion.

The National Center for Education Statistics documents students who complete a postsecondary credential have higher employment rates than non-completers. Graduates who earned 3.00 or more CTE credits had a lower unemployment rate than peers who earned fewer.

The proposed program focuses on the benefits of CTE, career education and career guidance to improve the academic and economic lives and outcomes for all students in IASD, but particularly the dangerously at-risk AN population.

B Quality of Project Design

1) Implementation and Evaluation, Effectiveness Guide Replication Summary

The proposed project, *Futures,* is designed around current information by leading CTE advocates. Led by a career counselor, it initiates CTE and post-secondary education planning in middle school, with classes and activities increasing in complexity students advance. The 3 main components are

straight-forward and flexible, engaging students in information gathering and decision making at all stages: Career research, personal exploration and development of an occupational identity; Support during the explorative phase and in development of a plan by an experienced career guidance counselor with access to community; a combination of core academic and career focused instruction, employing a wide variety of pedagogical instructional strategies leading to successful transition to career or post-secondary education.

Evaluation documents fidelity of implementation, project, and student outcomes, and offers formative project amendment for improved effectiveness. Summative reporting indicates strategies with potential for replication in other demographic populations and regions.

2) Goals, Objectives, Outcomes Specified and Measurable

Overarching Goal: Improve college and career readiness of approximately 330 students in IASD communities, focusing on educational equity and employability. The district has 19 teachers and serves about 1200 citizens, seventy percent of whom are Alaska Native (Table 1).

ACT® (ACT 2011) concluded that the readiness requirements for both college and career are substantively comparable. For the purposes of this project, college and career ready is defined as

HAVING THE KNOWLEDGE AND SKILLS TO BE SUCCESSFUL IN POST-SECONDARY EDUCATION, TRAINING, AND GAINFUL, LIVING-WAGE EMPLOYMENT WITHOUT NEED FOR SIGNIFICANT REMEDIATION.

Objective 1: By 2027, 30% of IASD graduates will be post-secondary education or career ready, improving student and community outcomes (Absolute Priority[2]).

Activity 1.1-Implement a sequential CTE, post-secondary education preparation program including dual enrollment (DE), CTE experiences and career exploration by Fall 2023.

Activity 1.2-Implement *Strategy*, a counselor guided, individualized education path to readiness for a specific career or career cluster or post-secondary education. Three *Strategies* will be offered in

year 1 of the grant term: Education, Construction, and Administrative Assistant. IASD will add new *Strategies* from additional Career Clusters each program year, determined by

Table 4 Proposed Sequence

GRADE	CLASSES	ACTIVITIES
8	Futures First Aid and CPR	Myer-Briggs Assessment Guest Speakers Virtual Field Trips Individually meet with counselor x 2
9	Future Launch CTE Classes	Internship (5 days/week/9 weeks x 2 careers) Job Shadow (limited time, unpaired) Individually meet with counselor x 2 Develop Strategy to guide path to career
10	Dual Credit Courses CTE Classes Renew First Aid, CPR Cruise to the Future	Tour UA and AVTEC, I night in dorm Observe 1 Freshman class of interest Individually meet with counselor x 2 Opt in to Strategy classes
11	Dual Credit Courses College Classes (remote) CTE Classes	Individually meet with counselor x 3 Begin applications, scholarships (opt) Campus tour school of interest (opt) ACT/SAT Test at least twice Strategy Project, 1 per semester, TBD
12	Dual Credit Courses College Classes (remote) CTE Classes	Individually meet with counselor x 4 Applications, Scholarships (opt) Repeat ACT as needed

student survey, community need, and Department of Labor forecast for industry growth. *Strategies* complement regular state and district curriculum, beginning in 8th grade and continuing through high school to ensure growth of a skilled labor pool in the region. For example, the *Strategy* for Education is:

1. 8th Grade-Career Exploration class *Futures*; First Aid and CPR certification
2. 9th Grade-
    a. 9 weeks Child Care class, 9 weeks internship in elementary school class or tribal Headstart.
    b. Job-shadow IASD administrator, UA Education Student Teacher.
    c. Register UAF Alaska Advantage or Community College (CC) depending on student goal (certified teacher, early childhood certificates, etc.)
    d. Identify and complete any needed core remediation, may include Summer.
3. 10th Grade-

a. Dual-enrollment through UA system Advantage Curriculum/CC. 2 on-line classes per school year including 1 General Education requirement (GER) and 1 education/child development class.

b. Renew First Aid/CPR.

c. Additional core remediation as needed

4. 11th Grade-

a. Dual-enrollment, 2 on-line classes including 1 GER, 1 education/child development.

b. Take ACT test, other college application requirements, financial aid

c. Collaborate with UAF pre-service teacher or mentor teacher to develop 1 authentic lesson unit plan per semester to be delivered by pre-service teacher in appropriate IASD class.

5. 12th Grade- Dual-enrollment, minimum of 2 on-line classes including 1 GER, 1 education/child development. Finalize post-secondary plans.

Activity 1.3- IASD partner with the University Alaska, Fairbanks and the UAF Community and Technical College, both Alaska Native Serving Institutions, in the Advantage Curriculum program, offering DE at reduced cost for most classes (https://ecampus.uaf.edu/advantage). IASD will use remote education providers such as BYU, Pearson, and others for additional classes and remediation not available due to the small IASD faculty size.

Activity 1.4-IASD will collaborate with UAF to host at least 2 pre-service teachers per year in McGrath, supervised by a master teacher and the superintendent. Assistance will be provided to offset additional expenses. Focus: teaching in remote, rural schools; AN communities; teaching with cultural awareness and tribal collaboration. Pre-service teachers will be expected to collaborate and mentor IASD students on *Strategy to Education.* Actively seeking to host pre-service teachers requires district investment of time and resources, but yields certified teachers prepared for the exceptional rewards and challenges of rural, AN schools. The combined strategies will yield an expanding pool of experienced, fully certified, in-field, effective educators from traditionally underrepresented backgrounds.

Outcome 1.1-Students have a clear, affordable path to college and career readiness

Outcome 1.2-Student employability in high demand fields is improved, promoting educational equity and economic stability.

Outcome 1.3-Education becomes a visible and attainable career choice for AN students, expanding the pool of experienced, fully certified, in-field, and effective educators from traditionally underrepresented backgrounds.

Objective 2: By Fall 2024, IASD will have a counseling program serving 330 students' social and emotional needs throughout their K-12 career and students have support and guidance navigating toward a fulfilling adulthood, career choice and economic stability.

Activity 2.1-Hire an experienced Career school guidance counselor.

Activity 2.2-Counselor will certify to administer Myers-Briggs assessments by May 2023.

Activity 2.3-Counselor will instruct *Futures* and administer Myers-Briggs assessment with extensive preparation and debrief, encourage students to consider results and implications.

Activity 2.4-Counselor will administer *Future Launch,* the career specific sampling class with hands-on experience (internship) by Fall 2024. Responsibility includes identifying applicable instructors or supervision of on-line class, coordinating student internship experience including transportation, special clothing or supplies, remediation or behavior intervention, attendance, etc.

Activity 2.5-Counselor will collaborate with UAF to determine General Education Requirements (GER) Alaska Advantage Curriculum (dual enrollment) courses most appropriate for IASD high school students, such as Indigenous Cultures of Alaska, Computer Literacy or Intro to Interpersonal Communication. Further collaboration per individual student *Strategy*.

Activity 2.6-Counselor will meet with each secondary student at least once per semester to develop their *Strategy*, an individualized plan to directionalize CTE, DE, remediation, and career experiences throughout high school. Includes collaboration with guardians and tribe as required. They will have a budget for ACT products such as Prep manuals, Work Keys Curriculum, etc.

Activity 2.7-Counselor will hold community seminars at least twice per year about *Future, Future Launch, Strategy* and *Cruise*, choosing post-secondary school, scholarships, being a first-generation post-secondary student, FAFSA and others as appropriate to class and tribe.

Activity 2.8-Counselor will attend a College and Career Ready Workshop beginning in year 2.

Activity 2.9-Counselor will facilitate and lead the "*Cruise to the Future*" assisted by IASD administration. IASD will charter a large research style ship for a 1-2 day cruise through Kenai Fjords National Park where 10th grade students will interact with the ship's crew, hospitality employees, environmental scientists, park and government employees and other professionals. Some careers, such as ship captain will be in action, others by demonstration and discussion. Careers will vary by year and availability of volunteers, exposing students to many Career Clusters in an exciting and engaging setting. "Cruise" will likely sail from Seward for an 8 hour trip, students will stay in AVTEC or UA dorms when possible.

Outcome 2.1: 330 IASD students will have access to an experienced school counselor.

Outcome 2.2: IASD secondary students will develop the vocabulary and skills to explore careers.

Outcome 2.3: 330 IASD students will have access to dual-enrollment and CTE training, and a plan to their personal academic and career goals.

Outcome 2.4 The tribe and communities will support and mentor students, strengthening connection to culture while building economic security.

Outcome 2.5: Pedagogical variety in a wide variety of CTE activities increases engagement, retention and fun as students develop and prepare for a satisfying adulthood.

Objective 3: By December 2025, secondary students will know 16 career clusters and at least 50 careers beyond what is visible in each village. Each student will begin developing an occupational identity and understand steps to prepare for a career or post-secondary education.

Activity 3.1-Develop a year-long career exploration course, *Futures*, for all 8th grade students, instructed by a career counselor, to be implemented by Fall 2023. *Futures* will expose students to many careers. Students will increase self-awareness and begin to form a potential occupational identity, develop employability skills and foundational technical skills (Hanover 2020). They will make more informed educational choices as they transition to high school with their personal actionable plan, *Making Strategy*. Course topics will include post-secondary education option exploration, preparation and application, life skills (communication, tenacity), soft skills (time management, goal setting, work ethic), and social-emotional development as indicated by researched best practices (see rationale). Twelfth, 11th and 8th grade students will take the class in year 1; 11th, 10th and 8th grade in year 2. Starting year 3, only 8th grade will attend.

Activity 3.2-Administer Myers-Briggs Career Assessment to all career exploration class students with extensive preparation and debriefing (myersbrigs.org, https://www.mbtionline.com). According to Psychology Today, "Despite limits as a valid personality assessment, Myers-Briggs can be a valuable tool for self-reflection. Taking a fun personality test can serve as a starting point…an initial vocabulary from which to expand (psychologytoday.com/us/basics/myers-briggs)."

Activity 3.3-Develop and offer semester-long career sampling courses, *Future Launch*, consisting of 9 weeks academic study paired with 9 weeks hands-on learning for 8th/9th grade students to explore a minimum of 2 career fields. Students will be eligible to register upon completion of *Futures.* Year 1 *Launches* include Child Care paired with 9 weeks intern in an elementary classroom or Tanana Head Start; 9 week Administrative Assistant paired with internship in IASD or tribal office; Construction Trades paired with IASD building maintenance. Year 2 *Launches* include Forestry/Botany/Traditional Plant Uses paired with AK Division of Forestry; Health paired with Health Center; Wildlife paired with U.S. Fish and Wildlife; Courses/intern time will be 1 hour per day scheduled as other HS courses. Additional courses TBD based on interest, mentors and instructors

and will include distance delivery when appropriate. MOUs will be developed with non-district mentor entities upon funding.

Activity 3.4-Students tour UAF, UAA, AVTEC; observe 1 freshman level class in an area of interest by the end of 10th grade. Students may spend time in a dormitory, living outside village.

Activity 3.5-Provide a wide variety of guest speakers in the villages and via distance technology, allowing students to ask questions and learn from a "real person" in careers of interest.

Activity 3.6 – Provide virtual field trips to places of business and industry that are inaccessible due to distance and expense such as an urban school, film/news studios, Bowing Research and factory, NASA, zoo/veterinary hospital, bank, foundry, refinery. Invite community to join, possibly making it a family activity, garnering additional support.

Outcome 3.1: Students have a conceptual framework and personal insight upon which to build knowledge of the modern job market.

Outcome 3.2: Students have exposure to post-secondary education and training, increasing likelihood of successful participation.

Outcome 3.3: Students are exposed to and can explore careers in each of the 16 career clusters through many instructional strategies including speakers, tours, personal observation, hands-on participation, inquiry and others.

3) Research, Implementation and Methods Ensure Success

Research and review of literature has been conducted and cited throughout this and other sections of the application, a list of cited sources is attached. ACT states, "Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals (2021)." The U.S. Department of Ed. declared that CTE works. High school CTE concentrators were employed full-time at higher rates 8 years after graduation and had higher median annual earnings

than non-concentrators. "Concentrating in CTE can provide students with a strong foundation of technical knowledge and employability skills to complement academic studies and prepare them for both college and career options (https://www2.ed.gov)."

4) Demonstrates a Rationale

In addition to long-term community planning and feedback, IASD recently conducted a poll (Exemplars Attached) regarding post-graduation plans (Absolute Priority[3]). The majority of respondents listed no post-graduation aspirations, while a few listed traditional work such as trapping and hunting. The only student listing a career not found in the villages wants to code but was unable to detail what skills or training might be required. Some students listed vague responses such as working with animals, but only one specific career was mentioned (vet tech). One student needs 'mechanic classes' but did not know how or where to get them. NO students were able to state what was required to 'go to college'.

Gap 1 is addressed by Objective 1. District CTE is lacking and developing the program would meet student and community need. IASD has not experienced broad academic success for many years, a weakness that could be corrected by a CTE program. "Through analysis of the High School Longitudinal Study of 2009—a nationally representative data set—we explored the link between STEM-focused CTE (STEM-CTE) course-taking and school engagement for low-income students. To do so, we employed an instrumental variable estimation technique and found that taking STEM-CTE courses related to higher school engagement for low-income students (Plasman et al. 2021)." Other researchers note that academic reinforcement is present because STEM-CTE courses support traditional math and science courses (Bozick & Dalton, 2013; Shifrer & Callahan, 2010), much like CTE in general supplements traditional academic courses (Dougherty, 2018). As a result, CTE reinforces academic knowledge learned in more traditional courses increasing likelihood of improved outcomes.

The current lack of skilled workers means high-paying jobs that should be filled by IASD residents are filled by out of district or out of state workers, perpetuating the cycle of poverty as families struggle to live on government subsidies and intermittent minimum wage jobs. IASD students should be preparing to fill available jobs and bring income to the community.

IASD villages need a skilled workforce. The State of Alaska is projecting a 12-16% growth (http://live.laborstats.alaska.gov) in health related occupations and nearly 37% growth in fishing and agricultural occupations for the state. Construction trades range up to 11% industry growth for various specialties, but within IASD villages there are no plumbers, no electricians, no roofing companies or construction contractors. 89% of voters agree that "to really get ahead in life a person needs at least some education beyond high school, whether that means university, community college, technical or vocational school (Achieve 2010)."

Leaving for school is not an option for many interior AN residents. It costs over $500 to fly to the nearest major airport. To go beyond Anchorage or Fairbanks is exorbitantly expensive. Families limit or have eliminated trips to cities, even for medical care, due to the extreme expense. District provision of CTE makes it accessible and affordable. Dual credit and career certifications means students could leave school with skills to go to work or career training.

A nationwide teacher shortage is nationally impactful, but in remote, rural area, the situation is dire. "Alaskan schools in isolated areas have fewer overall applicants and fewer fully qualified applicants, and superintendents usually hire from a smaller pool (DeFeo & Tran, 2019)."

Research has demonstrated the positive effect of certified teachers on high school achievement. Teacher coursework in both the subject area taught and pedagogy contributes to positive outcomes. Teachers who have earned advanced degrees have a positive impact on high school achievement. Pedagogical coursework seems to contribute to teacher effectiveness at all grade levels, particularly when coupled with content knowledge (King-Rice 2003).

Low-income, minority students have not had beneficial equitable education as compared to wealthier peers. "Statistics show that schools where most students qualify for a free lunch lack teaching resources for math and have fewer opportunities for hands-on science. Only a quarter of high-poverty high schools offer computer science classes… (Milgrom-Elicott 2019)."

Many booming fields are seeking students to fill high paying jobs requiring technical training. "Rural residents often see STEM as under the purview of "the rocket scientists, the engineers—the jobs that aren't here" says Steve Krak of Denison University. "We want them to know the professionals who are the welders, who are the construction managers, who are the operators of drilling equipment—they are STEM also."

A federal report (2014) found that graduates of rural schools are less likely than non-rural peers to have completed a college or CTE preparatory sequence. Research shows that rural teachers are less likely than urban teachers to have majored in their field of teaching or to have a graduate degree. Rural schools struggle to attract and retain qualified teachers, meaning they are unable to offer the required breadth and depth of courses (Mader 2014).

IASD intends to compensate for the teacher shortage by growing from within. Teacher training through the CTE program and remote learning is a focal imperative. "…research suggests academic benefits when students and teachers share the same race/ethnicity because such teachers serve as role models, mentors, advocates, or cultural translators (Egalite et al. 2015)." Because so few AN students attend college or aspire to education because of distance and expense, IASD proposes developing route by which students become teachers. "Rural schools often face greater challenges… since many specialists aren't attracted to rural districts that often pay less, an issue that can sometimes be handled with technology… (Harper 2018)." "A root cause of inequality in many rural communities is the absence of colleges nearby, which constrains educational opportunities for rural students…Rural

students are also isolated by limited access to Internet connectivity: Today, rural Americans are 15 times less likely to have broadband access than their urban counterparts (Dalton and Tejada 2021)."

The University of Alaska provides a complete teacher training program via distance education and high school students may take any freshman or sophomore level course through the Alaska Advantage partnership. IASD intends to use this resource for collaborative teacher training: bringing education students to IASD for pre-service experiences and mentoring in rural and village life; and educating AN students raised in remote villages as teachers ready to invest in their home communities. The proposed program activities will diminish shortage and disparity for remote, rural AN students with greater outcomes and employment.

Gap 2 is addressed by Objective 2. Iditarod Area School District does not have even one counselor for its seven schools. ASCA recommends at least 1 per 250 students. In its model for school guidance and counseling, based on decades of work by many researchers and organizations, "A comprehensive guidance and counseling program:

Prepares students for the challenges of the future by supporting their academic, career, and personal/social development and community participation.

Teaches the skills for a lifetime of learning, career self-management, and social interaction.

Relates their educational program to next steps and future success.

Broadens knowledge of our changing world.

Advocates for the individual student…

Facilitates career exploration and planning.

Supports academic success of each student…

Assures equitable access to opportunities.

Enhances economic development through quality preparation for the world of work…

Provides the future workforce with decision-making skills, pre-employment skills, increased worker maturity, and career self-management skills… (ASCA 2019)"

In addition to the academic and social benefits delivered by school counselors, they are critical for providing college, CTE and career guidance and have a clear economic impact. "The effect school counselors have on young people's career and college plans is well known, but the results of a

statewide counseling initiative in Colorado (Johnson, 2016) is especially notable…Colorado created 220 new school counseling positions …with training in dropout prevention and college access strategies…the dropout rate declined from 5.5% to 3.7%, while college attendance and persistence increased by 13 percentage points…student participation in career and technical education more than doubled. With more students attending high school, the schools' total funding base increased enough for the new counseling positions to pay for themselves once the grants expired. Colorado created counseling positions that more than paid for themselves and saved the state over $300 million in the social costs (O'Connor 2018)."

In an extensive review of the empirical research, ASCA concluded, "Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particular true for students in high-poverty schools…school counselors can use a culturally-sensitive group intervention to enhance ethnic identity…provide underrepresented students and families with an equitable opportunity to make informed postsecondary decisions…to increase the number of underrepresented students attending 2-year and 4-year postsecondary programs (ASCA 2020)."

"Historically, school counselors' primary responsibility has been to help students prepare for the transition to college and/or careers… given the expanding array of learning options…and the fast-changing demands of the workforce, students rely on counselors more than ever for accurate, comprehensive, personalized guidance for postsecondary planning (O'Connor 2018)."

Gap 3 is addressed by Objective 3. Students and families have limited understanding of the modern workforce and may be aware of only 1 or 2 of the 16 career clusters (Table 5). Nationwide, 60% of recent high school graduates say they would have worked harder if they understood expectations of post-secondary education or the working world and 82% of parents wanted the school to provide clearer information for post-secondary education (Achieve 2021).

Table 5 Career Clusters; U.S. Bureau of Labor Statistics

Agriculture, food, and natural resources	Marketing	Transportation, distribution, and logistics
Science, technology, engineering, and mathematics	Business management and administration	Manufacturing
Health science	Human services	Architecture and construction
Education and training	Information technology	Hospitality and tourism
Arts, audio/video technology, and communications	Government and public administration	Law, public safety, corrections, and security
	Finance	

Nearly every aspect of how Americans work has changed over the past 50 years (Andrew 2019). From the jobs we perform, to how we do them, the ways we work today were unimaginable even 20 years ago. "This change in work and the types of jobs Americans perform looks different depending on one's perspective, particularly to those historically locked out of the kind of jobs that promote economic prosperity (Jimenez 2020)." This will be even more true as advances in technology drive how we do business and the digital divide widens. Forty years ago, 72% of U.S. jobs did not require a high school degree. By 2018, only 38% of jobs were available without some education and training after high school (Carenvale et al. 2010). By 2020, 65% of all jobs, and 92% of traditional STEM jobs, require additional learning (Achieve 2020).

Without immediate intervention, IASD students will be left out of the future of work, as evidenced by survey results. They lack awareness of employment trends or the opportunity to develop academic, technical, or cross-cutting skills to participate in this evolving workforce. "It is true that a significant number of existing jobs, including many 'fastest growing jobs' or 'largest growth jobs,' are classified as 'low skilled' and require little education and training beyond high school. Yet many of these jobs are transitional in one way or another..Job data tend to treat openings for such positions the same as openings for long-term career jobs, [which] exaggerates the significance of low-skilled jobs and, in turn, underestimates the demand for postsecondary education and training."

Low-income communities lack opportunities to learn the future workforce. The reasons vary as most low-income communities lack a diverse pool of employers, and low-income schools lack relationships with employers and post-secondary training institutions (Jimenez 2020). This long-standing inequity creates an imperative for schools to provide external exposure, allowing students to expand their view of the possibilities. When students are prepared across a broad range of knowledge, skills, and abilities, they not only get better jobs, but they also engage more actively as citizens…which leads to greater voice and influence in society (Levin-Waldman 2012). However, school alone cannot impart the complex set of skills and abilities to prepare for careers and civic life. It will take intentional delivery of resources and knowledge that come from broader parts of the community (Jimenez 2020) such as tribal leadership and tribal corporations, EXCEL and UA, and industry to provide the foundation for economic participation and success.

5) Evaluation Methodology and Performance Measures

The project proposes a mixed method Process and Outcome evaluation collecting qualitative and quantitative data. It will inform project activities, formatively guiding project adjustments for project improvement. Data will include the number of students participating, their increasing familiarity with a modern labor market and the rate at which they go on to post-secondary education or enter living-wage careers. It will examine key indicators such as standardized testing, behavioral issues and school climate, engagement, and graduation rates. Another indicator of impact is likely to be remediation required as students enter dual-enrollment courses.

The evaluation will include the number of pre-service teachers from UA that opt to student teach in IASD, developing skills with remote, AN schools, and later apply for positions in similar school districts. It will pay particular attention to the number of IASD students selecting the education *Strategy* and progressing toward an education degree or certification.

C Quality of Project Personnel

(1) Applicant Encourages Applications from Traditionally Underrepresented Groups

The Iditarod School Board policy ensures IASD is committed to equal opportunity for all. District programs and activities are free from discrimination. District programs and facilities are ADA compliant.

IASD successfully encourages applications from underrepresented groups. It is more than 83% Native Alaskan. If qualified applicants are unavailable locally, hiring includes the entire Alaska workforce, of which approximately 1/6th are Native Alaskan. Currently, 100% of support staff are Native Alaskan. The district believes that a diverse and inclusive environment encourages a sense of safety and participation among students.

(2) Qualifications of Principal Investigator and Project Director

Superintendent and Principal Investigator Helen Cheek has personal expertise in CTE. She has a master's in teaching, a BS in Workforce Education (CTE) and Business Administration. She is certified in multiple states with endorsements in Administration, Educational Leadership and K-8 instruction. She has years of experience in rural and difficult to access interior Alaska. Mrs. Cheek previously served as director of federal grants in other Alaska school districts. She has served as a Director of Curriculum, instructional facilitator, and Testing and Technology.

Project Director Robert Pymn has more than 27 years' experience in education and administration. He has a Master of Science in Education and holds K-12 Administrative certification in Arkansas and Alaska and has his Vocational Endorsement from Arkansas. He is experienced in fiscal management and personnel. Mr. Pymn served as a school principal from 2013-2021, prior to which he was a District Technology Coordinator.

(3) Qualifications of Key Personnel

Key Personnel for Futures is the School and Career Counselor who will be hired upon funding. A position description is located in the attachment section under Resumes.

(D) Quality of Project Services

(1) Services are Collaborative for Maximum Effectiveness

IASD has partnered with the Alaska Native tribe Grayling IRA and Holy Cross, 2 of 4 Deg Xinag (Athabascan) villages in IASD. Cooperation ensures cultural appropriateness of all activities in the *Futures* project and maximizes effectiveness, ensuring a positive outcome for successful post-secondary education and progress toward career. "… the data support the hypothesis that cultural approaches strongly enhance relevance and relationships at school, while also supporting positive academic outcomes… In addition to enhanced socioemotional outcomes, multilevel analyses consistently point towards positive relationships between Culture-Based Education and student math and reading test scores (Kanaʻiaupuni et al. 2010)."

The project includes UAF and Alaska Advantage in partnership to encourage HS students to take high-quality online courses and gain a "head start" on post-secondary education. The reduced tuition dual enrollment maximize the impact of effort and resources with courses designed for this student demographic. This is a powerful, effective, inclusive team.

(2) Meet Local Needs

In addition to regular, long-term community planning and feedback, IASD recently conducted a poll regarding post-graduation plans. Most respondents listed no post-graduation aspirations, while a few listed traditional work such as trapping and hunting. Roughly 1/3 of parents in rural Alaska responded to a Community Connectedness survey stating that they did not believe their child would complete high school, and 60% of parents did not believe their child would finish college. There are many reasons for the lack of ambition but if students are to enter adulthood with hope of a fulfilling, economically viable future, it becomes the school's responsibility to encourage and see that today's youth are college and career ready. The economy and job market are continually changing and without the ability and education to adapt to new conditions, rural AN families are stuck in a cycle of poverty, excluded from skilled, living wage careers.

(E) Quality of Management Plan

(1) Adequacy of Plan to Achieve Objectives with Responsibilities, Timeline, Milestones

Superintendent Cheek will serve as Principal Investigator (PI), Robert Pymn will be Project Manager (PM). The Counselor will be hired under district policies. The project is supported by district technology, classroom teachers and aides. All project personnel collaborate to complete tasks, monitor the project and report to partners and stakeholders. They will review student data, project reports, meet with the Evaluator for the life of the project and make recommendations should changes be required. Regular conferencing ensures fidelity and high-quality services.

OBJECTIVE 1: By 2027, 30% of IASD graduates will be post-secondary education or career ready, improving student and community outcomes (Absolute Priority 2).			
Activity	**Responsibility**	**Timeline**	**Milestones**
1.1-Implement a sequential career and technical training, post-secondary education preparation program	PI PD Counselor	Immediately upon funding, in full use by Fall 2023.	Students begin Futures 1st First Aid/CPR complete Community and Tribal Partners supporting
1.2-Implement *Strategy*, individualized education path to readiness	Counselor	Upon Counselor assumption of duty	1st student plan built All 9th grade plans built
1.3 Implement dual-enrollment, remote classes with UAF as part of *Strategy*	PI Counselor Teachers UAF Admissions & Faculty	Immediately upon funding 2022	Students registered for DE classes 10-12th graders complete 1st DE class
1.4 Collaborate with UAF, host 2 pre-service teachers per year	PI PM Mentor Teachers UAF Faculty	Immediately upon funding 2022	Cooperative agreement secured Pre-service teachers, mentors recruited Student teachers arrive

OBJECTIVE 2: By Fall 2024, IASD will have a counseling program serving 330 students' social and emotional needs throughout their K-12 career and students have support and guidance navigating toward a fulfilling adulthood, career choice and economic stability.			
Activity	**Responsibility**	**Timeline**	**Milestones**
2.1 Hire school counselor with career guidance experience	IASD Administration/PI	Upon Funding	Advertised, Interviews done. Hired and Contract in place Assumes Duties
2.2 Counselor certify to administer Myers-Briggs Assessment	PM Counselor	Upon Assumption of duties	Registered for training Training Complete

2.3: Counselor Instruct *Futures* career exploration class (see Objective 3)	PI PM Counselor	If funding is awarded Summer 2022, begin fall 2022. If awarded later, begin Jan 2023	Curriculum Designed 1st class taught M-B assessment given 1st speaker, field trip presented
2.4 Counselor design *Future Launch* sampling and internship class	PM PI Counselor Career Mentors	Begins Fall, Project year 2	Student interest documented Academic portion identified, procured Internships, mentors in place Student needs anticipated
2.5 Collaborate with UAF regarding GER, AK Advantage and *Strategy* plans for IASD students.	PI PM Counselor Students Family	Upon assumption of duties, throughout school years	Meetings planned, held Course recommendations made, presented to students/families Classes incorporated into Strategies
2.6 Counsel each secondary student 2 times per year	Counselor PM	Begin immediately upon assumption of duty	All 12th grade students met All 11th grade students met All 10th grade students met, Strategy initiated 8-9 met, Strategies initiated
2.7 Community Information Seminars twice per year	Counselor PM PI	Begin January 2023	1st meeting held, tribal leadership in attendance
2.8 Attend College and Career Workshops	Counselor	Annually as available	Year 2, registration, planned Attended
2.9 Cruise to the Future	PI PM Counselor Career Volunteers Chaperones/students	Annually, begin Spring 2023	Ship Chartered, dates secured Career Volunteers committed Travel arrangements made, chaperones committed Cruise!

Objective 3: By December 2025, all secondary students will be aware of 16 career clusters and at least 50 careers beyond what is visible in each village. Each student will begin developing an occupational identity and understand steps to prepare for a career or post-secondary education.			
Activity	**Responsibility**	**Timeline**	**Milestones**
3.1-Develop a year-long career exploration course, *Futures*, for all 8th grade students, instructed by a career counselor.	PI PD Counselor	Immediately upon Hire of Counselor, in full use by Fall 2023.	Curriculum designed Students begin class Students begin considering careers beyond fishing/hunting
3.2 Administer Myers-Briggs Assessment	Counselor	As designed into course map, 1st Semester	Administered Results open new conversations

3.3 *Future Launch*, Career Sampling with Internship	PI Counselor	By Open of school, Year 2	Students registered Academics begin, complete Students begin internships
3.4 Tour UAF, UAA and AVTEC, observe a class, stay in dorm	Counselor Students Chaperones/Family	As possible, 2nd semester each year	Chaperones, travel secured First tour, classes observed
3.5 Provide Career Professional Guest Speakers	Counselor Project Manager Community	Throughout every school year	1st in-person speaker planned, delivered 1st remote speaker planned, delivered
3.6 Conduct Virtual Field trips around careers	Counselor Project Manager	Throughout every school year	Field trips identified, registered 1st trip delivered, community invited to join

(2) Diversity of Perspectives, Contributors and Beneficiaries

The project is designed for the underserved communities of IASD. The IASD-Tribal partnership in the project ensures academic and community contribution to the design, including those of area AN serving IHE. Tribe, Businesses, and many professional fields are incorporated as mentors and teachers in almost all phases of the sequence. Families are included in Strategy planning and invited to activities, and encouraged to chaperone. Student voice influences design through survey. Meetings are planned to gather input and disseminate project information.

(3) Build Capacity, Extended Results

Based on data from the Colorado project previously cited, investing in career counseling returns significant social and fiscal capital, increases student retention and graduation rates. Economic stability and the return of wages to the communities will improve sustainability. Development of a local labor pool and training teachers from within the communities is a very significant result that will extend benefit far beyond the project timeline. In communities that have not traditionally valued education, students returning and modeling the economic and social benefits will create a self-sustaining circle as future generations join the new culture of educational value.

F Quality of Project Evaluation

Evaluation will be conducted by an external, certified evaluator, contracted under district policy. The evaluator develops the evaluation plan and assists with data collection, creates qualitative instruments, assembles and analyzes data, reviews existing district data sources such as standardized tests and graduation rates, and assembles the results for interpretation. The evaluator interprets data and develops reports for submission to Administration. Administration submits to OESE and distributes to stakeholders.

(1) The evaluation is intended to inform the project and guide program modifications to improve outcomes. It will contain three components:

First, the project will be evaluated for fidelity of implementation, identifying inefficiencies, and helping to avoid problems through early recognition of issues (Process Evaluation). It will address these questions:

1. Are activities being conducted as designed and on time?
2. Are monies being spent, as approved, for the benefit of students?
3. Have personnel been hired and begun tasks assigned to them in the management plan?
4. Has outreach begun and partnerships and MOU developed?

Implementation will be documented using the following data sources:

- Documents: supply inventory, contracts, student technology use agreements, registration/acceptance forms, assessment results.
- Expenditure reports.
- Purchase orders
- Attendance and student registration records, *Headway* plans
- Participation criteria
- Observation

Second, the evaluation will evolve into an outcome focus, seeking to determine if outcomes are on target and if benefits are developing. Evaluation questions for this phase include:

1. To what degree are students accessing resources for anticipated purposes?
2. To what degree are students engaging in CTE/college prep experiences?

3. To what degree are students involving with counseling programming?
4. Are students registering/attending dual-enrollment, CTE, and travel experiences?

Progress toward outcomes will determined by the following data sources:

- Counselor and student self-reports, volunteer self-reports
- Interviews and surveys, locally developed, for students, staff, and community
- District registration records
- Observations: classrooms, counselling, materials/resources
- External course/material provider registrations, student accounts
- Student assessments (local and standardized), grades
- Student performance on the AK standardized test and ACT
- The number of students completing EXCEL programs, number who earn dual credit, CTE, other advanced or external credits.

Third, the evaluation will consider elements that were particularly successful and the district and community structures and attitudes that encouraged success. It will make recommendations for expansion and replication, potentially extending positive outcomes beyond IASD.

In addition to project objectives, it will be evaluated under the Government Performance and Results Act (GPRA) addressing the overall effectiveness of NYCP:

(1) Percentage of annual measurable objectives described in the application, met by grantees;

(2) Percentage report significant increase in community collaboration, promote college and career readiness of AN/NA.

At the end of the project funding period, the evaluator and IASD staff will generate a summative report for stakeholders and the Alaska Native Education program.

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

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

Name of Institution/Organization

Iditarod Area 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	12,000.00	12,000.00	12,000.00	14,000.00	14,000.00			64,000.00
2. Fringe Benefits	5,400.00	5,400.00	5,400.00	6,300.00	6,300.00			28,800.00
3. Travel	153,370.00	174,470.00	179,770.00	180,330.00	185,580.00			873,520.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	92,500.00	69,500.00	63,000.00	67,500.00	63,250.00			355,750.00
6. Contractual	152,800.00	161,200.00	164,700.00	167,100.00	175,500.00			821,300.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	83,597.00	71,397.00	75,199.00	64,674.00	52,597.00			347,464.00
9. Total Direct Costs (lines 1-8)	499,667.00	493,967.00	500,069.00	499,904.00	497,227.00			2,490,834.00
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	499,667.00	493,967.00	500,069.00	499,904.00	497,227.00			2,490,834.00

***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: _____ To: _____ (mm/dd/yyyy)

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

The Indirect Cost Rate is _____ %.

(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))?

Name of Institution/Organization

Iditarod Area 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	12,000.00	12,000.00	12,000.00	14,000.00	14,000.00			64,000.00
2. Fringe Benefits Administrative	5,400.00	5,400.00	5,400.00	6,300.00	6,300.00			28,800.00
3. Travel Administrative	8,180.00	8,180.00	8,180.00					24,540.00
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)	25,580.00	25,580.00	25,580.00	20,300.00	20,300.00			117,340.00
8. Indirect Costs								
9. Total Administrative Costs	25,580.00	25,580.00	25,580.00	20,300.00	20,300.00			117,340.00
10. Total Percentage of Administrative Costs	0.05	0.05	0.05	0.04	0.04			0.05

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