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APPLICATION FOR GRANTS
UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

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PR/Award # S299A220058

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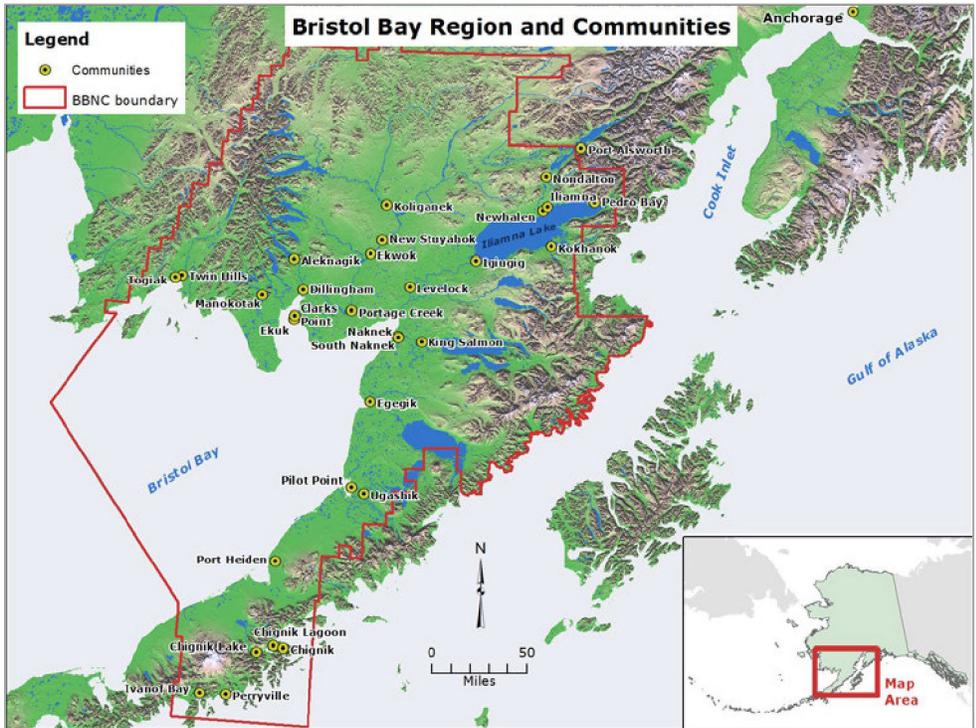
(a) Need for Project

Bristol Bay Native Corporation (BBNC), in partnership with the Lake and Peninsula School District (LPSD), Bristol Bay Borough School District (BBBSD), Dillingham City School District (DCSD), Southwest Region School District (SWRSD) and the Bristol Bay Regional Career and Technical Education program (BBRCTE), propose the career development program titled Caliaq – Bristol Bay Youth Internship Program. In Yu'pik, Caliaq (pronounced Cha-Laaq) means work or to gain work experience. The Caliaq program will provide internship and apprenticeship opportunities to expand career development for Alaska Native students in the four targeted Southwest Alaska school districts. In grades K-12 approximately 1,600 students attend, 84% of whom are Alaska Native. Of the 1,600 students enrolled, this project will directly impact 160 11th and 12th graders annually with internship opportunities and over 800 6th through 12th graders with college- and career-readiness skills.

Bristol Bay Native Corporation is an Alaska Native Corporation established by Congress under the Alaska Native Claims Settlement Act of 1971 and was incorporated in 1972 and has more than 10,000 shareholders of Yupik, Dena,ina Athabascan and Alutiq/Suqpiq heritage. BBNC is governed by a 12-member board elected by its shareholders and is dedicated to the mission of “Enriching our Native Way of Life.” BBNC is deeply committed to the Bristol Bay and its people and through its many subsidiary companies, works hard to turn profits into shareholder and community benefits and enhance the lives of its shareholders through dividends, employment and educational opportunities, cultural programs, and community investments. BBNC partners with and directly provides an array of youth and adult programming including Junior Achievement in Bristol Bay, the Bristol Bay Fly Fishing and Guide Academy, Bristol Bay Culture Camp, Student Conservation Association work crew experiences, youth leadership

development summits and engages youth at local and regional career fairs. In addition, the BBNC Education Foundation provides vocational and higher education scholarship and cultural programming across Bristol Bay.

The region supported by BBNC overlays the geographical area supported by the four partnering school districts.



Within this area, there are 32 isolated rural communities where unemployment rates for Alaska Native people approach 20% (U.S. Census, American

Community Survey, 2014-2018), and high school graduation rates for Alaska Native students are approximately 25% lower than for White students (Alaska Department of Education & Early Childhood Development [ADEECD], 2018-2019b).

Caliaq will meet the Absolute Priority, *Native Youth Community Project* as described throughout the application, specifically on the Logic Model page 14 and the data evaluation on 28-32.

Needs Data

The data will illustrate that students in the region have many barriers to learning, are underperforming in literacy and math, and have a great need for additional support and services.

The support of outside resources is essential for our economically challenged and low-achieving student to succeed in postsecondary settings.

Census Area	*SAIPE	**Unemployment rates	**Unemployment rates
	% in Poverty	Alaska Native	Caucasian
Alaska	12.3%	5.4%	5.4%
Bristol Bay Borough	11.8%	17.0%	3.5%
Dillingham Census Area	26.5%	18.2%	1.9%
Lake and Peninsula Borough	23.0%	23.4%	3.6%

*US. Census Bureau, *Small Area Income and Poverty Estimates, 2020.*

***Alaska Economic Trends, September 2020; US. Census Bureau ACS data (2014 to 2018)*

School District	*NSLP	**Graduation rates	**Graduation rates
	All students	Overall Grad %	Alaska Native %
Lake and Peninsula School District	76%	85.19%	78.95%
Bristol Bay Borough School District	93%	83.33%	66.67%
Dillingham City School District	89%	73.53%	64.71%
Southwest Region School District	86%	77.14%	77.14%

* *Alaska Department of Education & Early Development, School Nutrition Programs data (2012-2020)*

** *Alaska Department of Education & Early Development, Report Card Interpretation (2020-2021)*

Development of a workplace readiness program, through internships and apprenticeships opportunities, woven with academic expectations will serve youth in gaining employable skills, technical and academic knowledge and training needed for the postsecondary environment. "Some of the steps to achieve this goal include making teaching and learning in secondary schools more rigorous, engaging, and relevant; ensuring that more students are college and career ready; increasing high school graduation rates, especially for lower performing students;

providing opportunities for youth to learn about and experience careers; and smoothing the transition to postsecondary success” (Balfanz, Bridgeland, Bruce, & Hornig Fox, 2013).

(1) Gaps/weaknesses in services, infrastructure, opportunities identified and addressed

Lack of linkage to internships and apprenticeship programs:

Local businesses and organizations offer internships for post-secondary students and have shown an elevated level of interest in past high school student internships and work/study opportunities provided by BBRCTE. Lack of awareness of opportunities and formalized partnerships between regional employers and the school districts creates a barrier to the students’ ability to participate. Development of systems to pipeline participants will result through formalizing relationships, hiring processes, linking opportunities to students prepared for them, and ensuring they result in fruitful student experiences.

Lack of timely exposure to career possibilities:

Jobs exist in rural Alaska for trained healthcare personnel, aviation workers, licensed hunting and fishing guides, equipment technicians, teachers, and administrators as well as in industries such as construction, tourism, mining, and commercial fishing. But nearly all these jobs require specialized training and/or certifications, and there are few obvious career ladders. Further, rural Alaska youth have little exposure to jobs and careers outside their communities, but still within the Bristol Bay region, except through television and other media. They are not able to regularly see or meet people engaged in work for which they may be well suited.

Lack of individualized school-based career counseling:

The existing system of career counseling, 3.5 counseling positions for four districts and two career development specialists, cannot serve all students. These counselors are spending the bulk of their time addressing the social emotional challenges that students are facing as well as

developing high school schedules for students. Career development, career counseling, and providing work study and internship guidance are afterthoughts for these terribly busy staff. Further, counseling services are not available early enough in the students' educational path, and the counselors do not have the kinds of networks and relationships needed to connect students to a broad range of information and career exploration activities.

Lack of cultural relevance in career planning

One of the biggest barriers to student academic participation and career development, especially among Alaska Native students, is lack of a resonant answer to the question, "What do these things I'm studying have to do with me?" Students need to evaluate their individual potential and options in the context of their lived experience (Kawagley & Barnhardt, 1998).

Incomplete career awareness and guidance leaves students unmotivated to complete high school:

Finally, Alaska Native students have lower high school achievement and graduation rates and lower college enrollment rates. (Hanson & Pierson, 2016). In 2018-2019, Alaska's statewide 4-year high school graduation rate for Alaska Native/American Indian students was 68.32% compared to 85.66% for White students, with a statewide average for all students of 80.39%. Graduation rates for Alaska Native students in the target districts ranged from 55% to 78% (ADEECD, 2018-2019a).

(2) Magnitude of the need

Caliaq will address five major gaps or needs among Alaska Native youth in Southwestern Alaska:

1: Lack of linkage to internships and apprenticeship opportunities: Fewer than 10 students in the combined four school districts participated in any type of internship or apprenticeship

connected with the school districts in 2020-2021. Students and employers who have participated have made clear both that internships are valuable, and that additional support and coordination are needed for more students to take advantage of the opportunities. The Caliaq program will develop the framework for principals, school staff, students, families, and industry partners to connect interested students with internships, with a minimum of 160 students participating in internships and apprenticeship opportunities, annually, by the end of the 5-year grant cycle.

2: *Lack of timely exposure to career possibilities:* Students in Southwest Alaska have limited access to the life experiences and support needed to move them through the action hierarchy from career awareness to specific interest, to the information needed for decision-making, to actively pursuing a career path. This disconnect between school and career can be a lasting barrier to adult achievement that, in turn, diminishes the potential of entire communities. The traditional focus of school counseling on high school students comes too late to be truly effective (Casarez, Gandar, & O'Briant, M., 2020). The Caliaq Project will provide full time staff to work directly with elementary and middle school students and their teachers on career-awareness activities and information.

3: *Lack of individualized, school-based career counseling in high school:* The 3.5 career counselor positions currently serving the 22 schools in the four target districts are not enough to give comprehensive, individualized attention. The Caliaq Career Counselor positions will significantly increase the region's capacity, and importantly, bring a wealth of resources and strategies through the program and through BBRCTE that are not currently available.

4: *Employment Gap:* The needs described above add up to an employment gap for young Alaska Native adults in the region. Bridging that gap is the overarching goal of the Caliaq.

(3) [Extent to which project will address needs of at-risk students](#)

The entirety of this project will focus on improving the educational outcomes of Native youth through internship and apprenticeship opportunities. Alaska Native youth throughout the southwest region are academically underperforming against their peers as shown below:

2021 Performance Evaluation of Alaska's Schools (PEAKS) Assessment

District	English Language Arts (All Grades) Below/Far Below Proficient		Mathematics (All Grades) Below/Far Below Proficient	
	Alaska Native	Caucasian	Alaska Native	Caucasian
SWRSD	98.94%	*	97.52%	*
DCSD	87.50%	43.75%	87.50%	46.88%
LPSD	85.12%	40.00%	80.99%	46.67%
BBBSD	87.50%	40.00% or fewer	90% or more	60% or more

*Results could not be published without releasing personally identifiable information

The underachievement of our Alaska Native youth displays the need for Career and Technical Education (CTE) opportunities to assist students in development of required skills for competitive involvement in postsecondary settings. A study through the American Institutes for Research (AIR) (2013) describes the removal of low-achieving vocational education requirements and replacement with rigorous academic CTE integration lends skills to students for success in postsecondary education.

It is not uncommon for students to question the connection between school and their personal goals and priorities, but this disconnect is exacerbated by what Alaska Native people often call learning to live in two worlds: that of their unique environment and cultural heritage and that of Western European civil and economic systems. Caliaq will work with Alaska Native people from the region who can be role models in professions such as commercial fishing,

hunting, and guiding, cultural art, entrepreneurship, and natural resource management and will involve Elders in classes and cultural activities.

Finally, we believe the Caliaq Project has potential to increase academic achievements and graduation rates for Alaska Native students by improving their engagement and satisfaction with high school and by raising their career expectations, suggested, for example, by Lapan et al. (2003), described in section b.3 below.

(b) Quality of project design

(1) Design for implementing and evaluating results in guide and possible replication

Currently, regional contributors have limited information and data for effective decision-making regarding expansion of rural CTE framework. The Caliaq evaluation will include examination of both implementation and outcomes of the partnerships and student involvement and will seek to address the three program goals. In addition to the outcomes, the overall program evaluation draws on additional indicators that will be identified through a multistep process of gathering perspective and guidance from multiple stakeholders. This includes community conversation, surveys given to community leadership, and guided input sessions with school coordinators.

With this information, BBNC and BBRCTE will collect evidence surrounding the successes of the project for replication through rural areas.

(2) Goals, objectives, and outcomes to be achieved

Goal 1: Create a regional internship and apprenticeship framework

Objective 1:

1.1. Employee 2 staff members to support BBNC and BBRCTE in development of policies, procedures, handbooks, manuals, guidebooks, and logistics for internships.

- 1.2. Develop career pipeline services that showcase Native Youth career and technical education opportunities across multiple organizations.
- 1.3. Recruit and employ 3 Career Development Specialists at BBRCTE and provide training on engaging Native Youth in workforce development.
- 1.4. Recruit Native Youth throughout all 4 school districts for internships and apprenticeships.

Outcomes: 160 Alaska Native students will be placed in an internship/apprenticeship program annually.

Goal 2: Develop a regional workforce development consortium.

Objective 2:

- 2.1 Regular regional meetings between schools, regional organizations, and employers.
- 2.2 Increase collaboration by adding new consortium members annually.
- 2.3 Monthly newsletters to organizations illustrating partnerships and opportunities.
- 2.4 Support organization in the employment of Native Youth.

Outcomes: Increase in community collaborative efforts that promote college and career readiness of Native youth by number of organizations added annually with baseline being year 1 of the grant.

Goal 3: Increase career guidance focused on Native Youth developing skills and knowledge about careers and post-secondary learning opportunities.

Objective 3:

- 3.1 Showcase regional career awareness across K-12 in each school annually.
- 3.2 Provide one-on-one contact with Native Youth enrolled as 11th and 12th graders each year.
- 3.3 Develop customized postsecondary plans for Native Youth enrolled in the 12th grade each year.

Outcomes: All students in 11th and 12 grade will receive 3 or more documented hours of career guidance annually from a career counselor.

3. Design of project for project implementation and methodological tools

The data described in the Need section (a) and the development of the Logic Model made it apparent that a systemic and holistic approach is needed. The overwhelming evidence from the district's data show that academic and postsecondary support using evidence-based programs is required. To continue conventional CTE instructional methodologies will continue the cycle of failure.

An in-depth review of the research literature led to several evidence-based programs, which, if implemented with fidelity, will effectively increase academic scores, increase engagement in the offerings, and improve outcomes for our students.

In our review, complementary programs were sought, as it is vital for these programs to support each other in the common goal of ameliorating identified needs. First, it was decided that there needs to be an established CTE framework for the region to have a high functioning internship and apprenticeship program. One such option was utilizing information from the 2018 ACTE Quality CTE program of student framework (attached). This framework provides tools for the successful development, implementation, and monitoring of CTE programs. Although the framework provides 12 elements that each have immeasurable value to a CTE program, the following were selected as priority for implementation within BBRCTE: 1) Prepared and Effective Program Staff; 2) Student Assessment; 3) Business and Community Partnerships; 4) Work-based Learning; 5) Access and Equity. With guidance from these elements and the criteria which applies to each; BBRCTE will have resources to develop region-specific framework. The framework of this developed system will integrate well with the needs of the region through

Research which shows that effective school counseling improves student attitudes and outcomes. Lapan et. al. (2003) found that curriculum strategies and perceived support helped 8th-, 10th-, and 12th-grade students attain critical aspects of career development, made them more confident their education was better preparing them to achieve future educational and career goals, and increased their intentions to enter post-high school settings that required greater levels of education and training. Classroom career interventions can help students better understand and plan for the impact of their high school courses on their future career and life outcomes (Peterson et. al., 1999).

School counselors are responsible for three key components of student wellbeing: academic counseling, career counseling, and social-emotional counseling. With respect to career counseling, Standard II of the National Board for Professional Teaching Standards for students aged 3 to 18+ (2012) stipulates, “Accomplished school counselors apply deep and broad understanding of academic, career, and personal/social student competencies.” The standard describes a wide range of career-related services for students’ pre-K through grade 12. For example, the standards say:

From the earliest age of students, school counselors introduce the concept of careers and career pathways and expose students to an array of career possibilities. School counselors help students understand the relationship between consistent effort in school and career success. They acquaint students with role models from diverse gender, ethnic, cultural, and socioeconomic backgrounds. School counselors recognize the benefits of forming partnerships with business and industry, and they serve as liaisons between the school and students’ future employers.

Other key roles of career counselors referenced in the standard include:

- Using such resources as age-appropriate career inventories, computerized career information systems, career fairs, and job shadowing.
- Using research-based strategies and activities that help students acquire relevant skills, self-knowledge, positive attitudes, and specific career knowledge.
- Describing traditional and nontraditional careers and how these relate to career choice.
- Tailoring career instruction, assessment, and dissemination of accurate, up-to-date career information to meet the needs of every student equitably.
- Facilitating student development of career plans.

Unfortunately, BBRCTE’s experience indicates the 3.5 counselors serving the four districts do not have the capacity to meet the standard or even come close to it in the face of what are typically seen as more urgent student needs for academic and social-emotional support. As one counselor in the region put it in an email, “Career counseling is just not something that I have time for, between scheduling high school classes, working with students and families with social and emotional challenges, and the other daily challenges that crop up. It is something that just never makes it to the top of my list!”

The Caliaq Project is designed to fill that gap with precisely the types of services described in the standard. More generally, a publication by the Bureau of Labor Statistics, “Career Planning for High Schoolers” (Torpey, 2015), advises high school students to follow a series of steps with respect to work and careers:

- Explore their interests and research potential careers while in high school.
- Take advantage of internships and other ways to get job experiences.
- Participate in career-oriented education and training both in high school and afterward.
- Be flexible in pursuing career goals.

This advice directly echoes the Caliaq strategy to improve employment prospects for Alaska Native people in rural communities by coordinating three critical paths:

- Increase student awareness, knowledge, and interest in locally available professions.
- Improve access to training and experience in those professions.
- Support students in making the transition from school to work.

The Caliaq Project believes all three strategies must be pursued in an appropriate cultural context.

The region has recently added two regional career development specialists as of January 2022. These individuals are starting to make a noticeable difference through the amount of contact time each student has been receiving, though their funding is scheduled to be phased out.

(4) [Project demonstrates a rationale](#)

To determine the rationale and to define the intended impact and goals of the project, a Logic Model (LM) was developed. The project is based on reducing barriers to internships and apprenticeship opportunities while increasing academic rigor for CTE students. Nationally validated and/or evidence-based programs, such as the 2018 ACTE Quality CTE program, informed the methods that were incorporated to meet the stated Native youth needs and fulfill the assumptions found in the logic model.

See attachment for clear copy of logic model

NYCP Caliaq LOGIC MODEL

GOAL: Increased involvement in regional internship and apprenticeship program supporting Alaska Native youth college- and career-readiness

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES/OBJECTIVE
<ul style="list-style-type: none"> Regional Early Career Exploration Coordinator Regional Corporation and Organizations CTE Instructor/Distance Coordinator BBRCTE Director Students and Staff for 22 regional school Career awareness professional development Elders BBNC and School Board time Administration staff time 	<ul style="list-style-type: none"> Development of framework and foundation needed for regional collaboration of internship and apprenticeship program Hire of certified staff for development and implementation of program Professional development for staff and vested community members Implementation of framework through regional entities and schools Recruitment of students for involvement in program Hire certified staff for recruitment and collaboration with students Meet with regional corporations and organizations Meet with students and parents Publication of materials to advertise and support the program 	<ul style="list-style-type: none"> Employee two staff members to development of policies, procedures, handbooks, manuals, guidebooks, and logistics for program Develop pipeline services displaying Native Youth career and technical education opportunities across multiple organizations. Regular regional meetings between schools and regional organizations. Increased collaboration between employing organizations. Monthly newsletters to organizations illustrating partnerships and opportunities. Recruit and employ two Career Development Specialists and provide training on engaging Native Youth in workforce development. Recruit Native Youth throughout internships and apprenticeships. Support organization in the employment of Native Youth. Display regional career awareness across K-12. Provide one-on-one contact with all Native Youth in the region. Develop customized postsecondary plans for Native Youth. 	<ul style="list-style-type: none"> ✓Regional Comprehensive Needs Assessment for Education and CTE needs ✓160 students are placed in an internship or apprenticeship position annually. ✓All students in 11th and 12 grade will receive 3 or more documented hours of career guidance annually. Counselors ✓Increase in community collaborative efforts that promote college and career readiness of Native youth by number of organizations added annually with baseline being year 1 of the grant.

(5) Method of evaluation including objective performance measures

The evaluation will consist of quantitative and qualitative analyses to provide ongoing feedback during program implementation.

Continuous Improvement Feedback Flow Chart



Objective measures will assist BBNC and BBRCTE in development, implementation, and measurement of student outcomes as shown in the logic model. A holistic assessment of educational and CTE needs for the regions, to be accomplished as one of the first tasks within this grant, will provide objective baseline measures on community, parents and student educational needs and desires. Quantitative analyses will include student accomplishments. Objective performance measures to assess student outcomes from baseline to project end will include a pre- and post-survey, course grades, credits towards graduation, interests, skills, applied knowledge, as well as attendance. Results from employer evaluations will identify short-term trends and long-term success of the program, while a post-internship test will assist in determination of applicable skills and information retention. In addition, our evaluator will assist the Project Director in the development and administration of online surveys of parents/guardians, community members, and school faculty to determine overall program satisfaction and programmatic outcomes. Following their participation in internships/apprenticeships, career counseling and/or CTE courses, parents/guardians, community members and students will complete surveys to identify perceptions about knowledge gained from the activities, overall satisfaction with the program activities, and

recommendations for improving future activities. Parents, community members and school faculty (teachers, counselors, administrators) also will complete annual surveys to understand the extent to which the internship and apprenticeship program has been integrated in the schools and in improving student outcomes (attendance, achievement, behavior, postsecondary readiness). Survey results will be reported annually across all participating organizations and districts. Logs will be maintained by program staff and will track student, parent, community, and school participation in offerings. The logs will track the number and percentage of students and families receiving services and/or participating each year.

Qualitative measure includes site visits to the employing organizations by the Project Director and associated staff. The site visits will consist of interviews and discussions with program staff to identify, from their perspectives, the program and involvement of participants. All data will be aggregated and summarized by the evaluator before sharing with the project participants for program improvement and evaluation.

(c) Quality of project personnel

(1) Strategies to encourage application for employment from members of underrepresented groups

BBNC and BBRCTE will proactively engage in recruitment that will equalize employment opportunities for traditionally/historically underrepresented groups and will actively seek skilled individuals from those groups for employment with the Caliaq program. All programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, or other unlawful consideration. The BBNC Governing Board shall promote programs that ensure that all

discriminatory practices are eliminated; except those employment practices under which preferential treatment may be accorded to Native American and Alaska Native groups.

BBNC, BBRCTE and the Districts will seek to recruit and, when possible, employ underrepresented populations as per the grant guidance; BBNC will give preference and opportunities to Alaska Native applicants for training and employment in connection with the Caliaq grant. BBNC will employ local community Alaska Native residents and give preference to Alaska Native-owned businesses in the awards associated with the administration of the grant, should any be needed. BBNC, BBRCTE and the Districts are equal opportunity employers. They do not discriminate on the basis of race, color, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities.

(2) [Qualification of Project Director](#)

Project Director (BBNC) – Vacant – 1 FTE Grant-Funded Year 1-5: The Youth Internship Project Director will develop and manage the implementation and administration of the youth internship program and activities that advance the training, development, and employment opportunities for Alaska Native and American Indian high school youth in Bristol Bay. The Project Director will hold a bachelor’s degree with two years’ experience or have over six years’ experience in the area of education, business administration or liberal arts.

**Until the Project Director is hired, the following individual will assist in the project management and implementation for all grant-related activities.*

Project Director Support (BBNC) – .20 FTE In-Kind Year 1-2: Senior Vice President of Shareholder Development for the Bristol Bay Native Corporation. She is Inupiaq Eskimo born and raised in Alaska. She holds a bachelor’s degree in social work and a master’s degree in vocational education. [REDACTED] has worked with Tribal organizations for over 20 years developing

and implementing education, training, employment, leadership development and cultural programs for Alaska Native people in both rural and urban Alaska. [REDACTED] has over the last 10 years developed and expanded a variety of career/job readiness programs for young people and has established partnerships with local agencies and employers to provide career guidance, work experience, leadership and life skills, GED/high school completion coaching, and scholarships for vocational and higher education. She is experienced in managing state and federal grants including staff supervision, reporting, program implementation and budget management.

Qualifications of key personnel

The resumes of named personnel will be included as an attachment to this proposal. Job Descriptions are included for positions yet to be hired.

Program Development Manager (BBRCTE) – Vacant - 1 FTE Grant-Funded Year 1-5:

Builds a comprehensive and sustainable Career and Technical Education regional internship and work study program focused on providing internship opportunities to students in 22 communities in Southwest Alaska, to prepare youth for workforce entry.

**Until the Program Development Manager is hired, the following individual will assist in the project management and implementation for all grant-related activities.*

Project Director Support (BBRCTE) – .20 FTE In-Kind Year 1-2: [REDACTED] is the director for the Bristol Bay Regional Career and Technical Education Program. [REDACTED] is a third generation Alaskan, who has had the opportunity to work in a variety of roles that has led him to this prominent position with the BBRCTE program. With 20 years' experience working with education in Alaska, [REDACTED] has gained experience working in a variety of roles including teacher, specialist, principal, and director. Through working within these distinct roles, [REDACTED] has had the opportunity to see a variety of perspectives in education and gain

schools, and postsecondary years. Previous positive partnerships provided established frameworks for the foundation and implementation of Caliaq within the schools. Each committed partner is seen as a key stakeholder and the districts rely on their involvement and input for success. Although all established partners might not have a fundamental role within a specific program, overall support of the Native youth displays the community-wide patronage we want to demonstrate. In addition to the below narrative, please see attachments the partnership document between BBNC, BBRCTE and the four school districts along with Letters of Support from local and regional organizations showing support for the need of this programming within our community.

BBNC has many strong partnerships with both regional Native and non- Native organizations and employers to provide its shareholders with education, training, employment, and cultural programming. These organizations provide a network of support for our students in the community; they include all Tribal office contacts across Bristol Bay communities, all Bristol Bay village corporations, Bristol Bay Native Association, a regional Alaska Native non-profit, SAVEC, a Bristol Bay regional training center, the University of Alaska Fairbanks Bristol Bay Campus, the State of Alaska Department of Labor Job Center, Bristol Bay Economic Development Corporation, the Bristol Bay Area Health Corporation, the Bristol Bay Area Housing Authority.

The internal BBNC and district partners providing direct support to this program are:

- BBNC Shareholder Development Department: Provide grant project oversight, grant reporting, project implementation in partnership with all school districts and BBRCTE.
- BBNC Finance Department: provide financial reporting of all related budget reporting and compliance requirements.

- LPSD Business Office: provide fiscal support and oversight in collaboration with the grant's offices for all implementation of external funding for the district. Other areas of oversight include payroll, purchasing, contracting, budgeting, and reporting.
- CTE Internship Liaisons: will provide guidance and support for students at each site that are applying for and participating in CTE programs, and work study programs
- Federal Programs: provide coordination of federal program title funding through fiscal and pro-grammatic oversight. Supporting student needs and removing barriers to education.
- LPSD, BBBSD, DCSD, and SWRSD School Administration (Superintendents and Principals) provide direction and oversight for the academic success and programs within each school.
- LPSD Curriculum Development provide support and guidance for the evaluation and/or development of curriculum within the district that align with CTE curriculum.

Bristol Bay Native Corporation and the Bristol Bay Regional Career & Technical Education Program have been partnering organizations for over 5 years. BBNC provides an annual financial donation to support the vast array of CTE programming offered for all students across all four school districts and they meet frequently to discuss new program ideas, how to expand the pathway options for students from secondary to post-secondary and explore funding resources.

(2) [Services meet the needs of local population](#)

The primary guiding data utilized to demonstrate needs within the local population was the Perkins V, Comprehensive Local Needs Assessment. This provided a foundational understanding of the needs in the region for CTE and the internship/apprenticeship program. Through the regional advisory committee, regional governing board, and ongoing discussion and reflection

from a variety of stakeholders, BBNC and BBRCTE are constantly looking at workforce needs, and looking ahead to find ways to fill those gaps, while also considering student interests and preferences. A large goal of the CTE program is to continue to strengthen this process via building up communication channels that address changes in the regional workforce and how our CTE programs adjust.

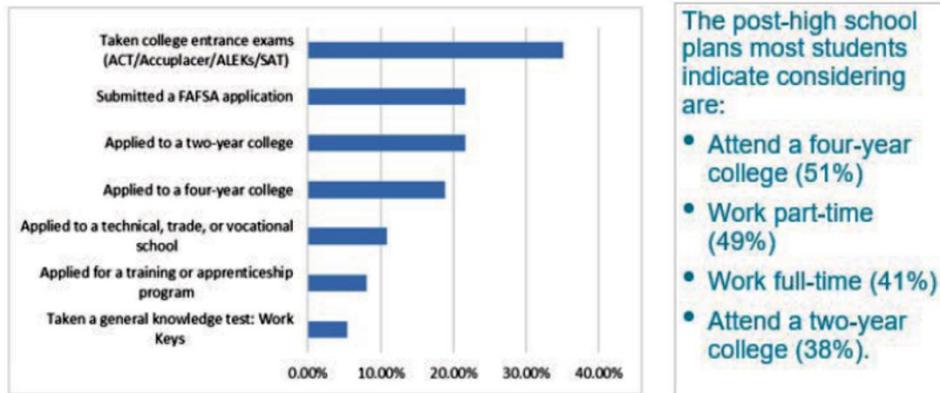
Due in part to leadership directions from the Advisory Council and Governing Board, 2019-2020 programming shifted to begin offering robust pathways for students, as well as a focus on building industry level certifications. With Covid-19 closures canceled 65% of coursework in 2019/2020, some of the students who were making solid progress towards industry level certifications were not able to complete these certifications. Despite the numerous course cancellations, the 2019-2020 year did show percentage growth (over 20%) in courses that offered a recognized postsecondary credential, but sadly the numbers of students who were able to receive certifications and dual credit decreased due to these spring course cancellations.

In the 2019-2020 school year, 65 student participants in the BBRCTE program with no internships or apprenticeship placements. In the 2020-2012 school year, 113 students participated in the BBRCTE program, again, with not internships or apprenticeship placements. In the 2021-2022 school year, 169 students have participated to date, but again, no internships or apprenticeship placements have occurred.

Additionally, an evaluation of need and review of services was conducted in November of 2019 by the Bristol Bay Borough School District, this data, also, helped to shape the project to meet the needs of the local population, along with data contained within the Needs section A. In 2019 BBBSD had 44 students participate in CTE courses with 37 responding to survey. The majority of these participants were in the 12th grade with 70% receiving grades of a B or greater.

Through examination of this pool of students, the districts and BBRCTE acquired an understanding of what student believe BBRCTE provided, what they gained and results from their work: **See full presentation in attachment*

What BBRCTE Participants Have Done



The post-high school plans most students indicate considering are:

- Attend a four-year college (51%)
- Work part-time (49%)
- Work full-time (41%)
- Attend a two-year college (38%).

Through deliver of these services, it was determined there was still need in the development of a comprehensive internship and apprenticeship program to provide student with a diversity of career- and college-readiness skills. The project will build upon and enhance existing offerings utilized by BBNC and other area organizations in solicitation of student workers.

e. Quality of the management plan

(1) Adequacy of management plan for project

* Program Director-PD, Program Manager-PM, Career Development Specialists-CD (CS), CTE Internship Liaisons-CI, CTE Director-CD, BBNC Director-BD, Evaluator -EV

CALIAQ 5-Year Timeline

Milestone/Objectives	Timeframe					*Responsible Staff
	Year 1	Year2	Year 3	Year4	Year 5	
Pre-grant preparation: Surveys, data collection, assessment, LM, evidence-based frameworks, etc.	Jan- April	N/A	N/A	N/A	N/A	CD BD

Establish Advisory Council (AC), recruit staff, begin development of Caliaq activities	Oct-Mar	N/A	N/A	N/A	N/A	CD BD
AC meet to develop detail Caliaq action plan for Project Director	April	May	May	May	May	PD PM
Project orientation for staff, AC, partners, and community.	Oct	Aug	Aug	Aug	Aug	PD PM CS
Director meets with partners/staff to define responsibilities, activities, & contracts for the year	Nov	Aug	Aug	Aug	Aug	PD PM CS CI
Development of framework for program, reviewed annually for adjustments	May - Sept	July	July	July	July	PD PM EV
Develop pipeline service suppoli	Oct	Oct	Oct	Oct	Oct	PD PM CS CD BD
Establish regional workforce development consortium	Oct-Sept	Oct	Oct	Oct	Oct	PD PM CD
Begin distribution of monthly newsletters	April	Aug	Aug	Aug	Aug	PD PM

Host quarterly meetings with regional workforce consortium	Jan-May	Aug-May	Aug-May	Aug-May	Aug-May	PD PM
Implementation of developed framework	May	Aug	Aug	Aug	Aug	PD PM CS CI
Advisory Council review for program fidelity of implementation and progress. Review of compiled and analyzed data results	Sept	Sept	Sept	Sept	Sept	PD PM CS CI EV
Recruit Native youth for participation	March	April &	April & Dec	April & Dec	April & Dec	CS CI
Continue Program Development for summer and year 2 - 5	Year Round	Year Round	Year Round	Year Round	Year Round	PD PM
Prepare for administration of End of Year Surveys and data collection of monthly activities	Oct- May	Aug-May	Aug-May	Aug-May	Aug-May	PD PM CS CI EV
Showcase regional careers to K-12 across region	Jan-May	Aug-May	Aug-May	Aug-May	Aug-May	CS CI
Advisory Council Mid-Year Performance Measure review GPRAs	Jan	Jan	Ja	Jan	Jan	PD PM CD BD EV
Provide one-on-one career counseling	March-May	Aug-May	Aug-May	Aug-May	Aug-May	CS

Development of postsecondary plan for every graduating senior in the region	March-May	Aug-May	Aug-May	Aug-May	Aug-May	PM CS
Advisory Council annual Performance Review of Performance Measures.	May	May	May	May	May	PD PM CS CI CD BD EV

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

One of the first goals of this project is to develop a regional workforce development consortium, made of up a diverse array of employers across industries, education institutions, local non-profits, small businesses, and others to formalize possible partnerships to implement the regional youth internship and apprenticeship program. Staff of the project will invite and solicit feedback during the initial year of design of the project from teachers across all districts, as well as from youth and their parents through one-on-one communication to hear their ideas for making this project successful and to solicit feedback as the project moves ahead.

The extent to which project Caliaq establishes linkages with existing federal, state, and local programs with diversity of perspectives is represented in the development and implementation of the following: -Partnerships with Local and Regional Tribe(s)/Tribal organizations and corporations. -Advisory Group involvement, including parents, educators, students, and business owners in the communities. -One-on-one communication with parents of students in transitional years. -Partnerships with State and National experts on CTE courses and Internship programs. - Implementation of a framework surrounding the regional CTE program which provides evaluation and feedback opportunities.

A strength of the CTE program is that nearly all students that apply are able to attend and the vast majority are Alaska Native students with the expansion of courses and pathways, the program is able to accommodate more students including special populations. BBRCTE staff had intentional meetings to determine potential barriers for student participation and work to find solutions to those barriers.

(3) Project is designed to build capacity and yield results

As detailed in the *Continuous Improvement Feedback Chart*, Section b.5., the last step in the process is to “Share”! Through sharing of data, successes, challenges, and outcomes, Project Caliaq will naturally build the needed capacity for sustainability. Organizations that participate will begin seeing success in students that are academically and enthusiastically prepared for college or employment. Students and their families will gain confidence as skills grow and opportunities otherwise not available begin to surface. Schools will begin to see a connection and interest from students in completion of needed academics to prepare for participation in the program.

With interest from partnering organizations, due to the increased quality of labor pools, project Caliaq will solicit fiscal involvement for sustainability. Currently the majority of internship opportunities region wide are focused on adults aged 18 and over. With the success of student internship placements there will be more support for placing high school interns. A current barrier for high school placements is the lack of a framework for placing students under the age of 18 with all the requirements and liability of such placements. The Caliaq program will assist employers to implement the framework to meet their workforce compliance requirements. With this system in place, and increased youth internship across the region, organizations will better see the benefit and be able to support youth internship programs.

(e) Quality of the project evaluation

(1) Methods of evaluation provide support to achieve outcomes

The Caliaq project evaluation will be conducted within a participatory framework, engaging program staff and project participants in helping to review and frame some of the formative evaluation questions and approaches, with the goal of building capacity within the project to continue evaluating the process of implementing and refining the Caliaq project beyond the period of this grant. The evaluator will participate in regularly scheduled project team meetings. Participatory or collaborative evaluation (O'Sullivan, 2004 and Rodríguez-Campos, 2005, 2008) is an approach that offers many advantages in terms of access to information, quality of information gathered, opportunities for creative problem-solving, and receptivity to findings. Collaborative evaluation techniques immerse evaluators in the milieu of the program, systematically engage stakeholders, integrate the evaluator's program expertise throughout the evaluation, build evaluation capacity, and facilitate the co-creation of a more complex understanding of programs. Within evaluation implementation, collaborative techniques may include identification of common assessment needs, co-development, and review with programs of instruments and assessments, use of member checking of data, and stakeholder assistance with data analysis

Evaluation Framework: The project evaluation will adopt a participatory approach just described and will emphasize iterative formative evaluation cycles to inform ongoing refinements. Evaluation will also include a summative component aimed at summarizing, documenting, and reporting effectiveness with respect to achieving goals, impacts, outcomes, and outputs identified in the logic model. Evaluation findings will be shared through memos and briefings with project leaders on an ongoing basis and will be summarized in annual reports

and a project final report.

A participatory and collaborative evaluation (O'Sullivan, 2004; Rodríguez-Campos, & O'Sullivan, 2010, and Rodrigues-Campos & Rincones-Gomez, 2013) approach will offer advantages including access to information, quality of information gathered, opportunities for creative problem-solving, and receptivity to findings. Collaborative evaluation techniques immerse evaluators in the program, systematically engage stakeholders, integrate the evaluator's program expertise throughout the evaluation, build evaluation capacity, and facilitate the co-creation of a more complex understanding of programs. Within evaluation implementation, collaborative techniques may include identification of common assessment needs, co-development and review of instruments and assessments, use of member checking of data, and stakeholder review of data analysis. The Caliaq evaluation will engage project members in aspects of evaluation design, data collection, analysis, and reporting to address: (1) challenges that might reduce the validity, reliability, and utilization of the evaluation findings and (2) unexpected program outcomes. The evaluator will work collaboratively with the rest of the project team to ensure valid interpretation of data to highlight program strengths, identify challenges, and reveal unexpected outcomes.

Strategies to be implemented to ensure a culturally responsive evaluation will include: 1) engagement with stakeholders – the evaluator will spend time on site to establish trust and rapport with stakeholders. Stakeholders hold valuable information that can be gleaned in informal conversation once trust is established. This information can be used to guide the process evaluation and provide context to the outcome evaluation. 2) Selecting and adapting instrumentation – instruments will be designed, selected, and/or adapted to attend to the cultural focus of the project (e.g., revision of the ACTE Quality CTE program rubric before

implementation) and to current understanding of best practices in CTE education. We will engage in collaborative review before implementation to ensure that all instruments meet the cultural requirements specific to use with an Alaska Native community and ELs and dual language learners and make adaptations if needed. 3) Cultural competency in data collection - protocols and careful selection of language are necessary to respect participants and protect the quality of the data collected. 4) Culturally sensitive data analysis - the evaluator, in collaboration with the project team and participants, will examine and make sense of nuanced meaning evident in the data (i.e., how the data are culturally situated and contextualized and implications for evaluating project impacts). 5) Supporting the project team's capacity to disseminate results to tell the culturally contextualized story of the project.

Valid and reliable performance data on relevant outcomes: Data collection will include both quantitative and qualitative components. The table provides a summary of data collection tools, instruments, and approaches for measuring achievement of the project objectives.

Goal	Data Sources and timing of collection
Objective 1 Outcome. 160 High school students in grades 11-12 will have the opportunity to participate in career internships or work-study programs for high school credit.	
a. Employee 2 staff members to support BBNC and BBRCTE in development of policies, procedures, handbooks, manuals, guidebooks, and logistics for internships.	Hired staff documentation Draft or developed materials Log showing date/time of presentation collected and how many students participated (provided by teachers)

<p>b. Develop career pipeline services that showcase Native Youth career and technical education opportunities across multiple organizations.</p>	<p>artifacts showing counselor dissemination of career planning and interest resources to organizations</p>
<p>c. Recruit and employ 3 Career Development Specialists at BBRCTE and provide training on engaging Native Youth in workforce development.</p>	<p>Hired staff documentation Agendas for PD, tickets, notes, Training satisfaction survey</p>
<p>d. Recruit Native Youth throughout all 4 school districts for internships and apprenticeships.</p>	<p>PSAs, announcements, application forms</p>
<p>Objective 2 Outcome. Increase in community collaborative efforts that promote college and career readiness of Native youth by number of organizations added annually with baseline being year 1 of the grant.</p>	
<p>a. Regular regional meetings between schools, regional organizations, and employers.</p>	<p>Agendas, sign-in sheet, and solicitations</p>
<p>b. Increase collaboration by adding new consortium members annually.</p>	<p>Drafts and finalized agreements</p>
<p>c. Monthly newsletters to organizations illustrating partnerships and opportunities.</p>	<p>published newsletters</p>
<p>d. Support organizations in the employment of Native Youth through preferential hire language within job solicitations</p>	<p>completed listed of documents and participation,</p>

Objective 3 Outcome: All students in 11 th and 12 grade will receive 3 or more documented hours of career guidance annually from a career counselor.	
a. Showcase regional career awareness across K-12 in each school annually.	List of presentation topics Log showing date/time of presentation collected and how many students participated (provided by teachers)
b. Provide one-on-one contact with Native Youth enrolled as 11th and 12th graders each year.	counselor log showing student meetings by name, school, grade, and date
c. Develop customized postsecondary plans for Native Youth enrolled in the 12th grade each year.	matrix showing student name, type of opportunity, number of meetings, and date of completion

(2) [Evaluation will provide guidance about effective strategies for use in other settings](#)

To determine if the project leads to effective strategies suitable for replication, the project design will use baseline data from 2022 to measure growth data and project successes. A database with information on will be maintained and reported annually. An ongoing utilization-focused evaluation will provide the AC and key personnel the ability to make real-time decisions about grant-related activities. This evaluation approach will provide users with summary data on implementation fidelity and preliminary outcomes so that mid-course revisions can be made. Recognizing that ongoing project evaluation is a key component to the success and ongoing monitoring of any project and the project evaluator, the project staff will also devote the needed time towards collecting and maintaining evaluative data. Collected data will provide guidance on the effectiveness of strategies and the possible replication of strategies in alternative settings.



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

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

Name of Institution/Organization

Bristol Bay Native Corporation

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	202,400.00	270,240.00	335,753.00	353,487.00	376,923.00			1,538,803.00
2. Fringe Benefits	74,888.00	99,989.00	124,229.00	130,790.00	139,461.00			569,357.00
3. Travel	10,000.00	10,000.00	54,873.00	72,617.00	91,247.00			238,737.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	16,500.00	11,500.00	9,000.00	2,000.00	2,000.00			41,000.00
6. Contractual	51,500.00	53,900.00	40,427.00	39,782.00	41,665.00			227,274.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	355,288.00	445,629.00	564,282.00	598,676.00	651,296.00			2,615,171.00
10. Indirect Costs*	0.00							0.00
11. Training Stipends	0.00							0.00
12. Total Costs (lines 9-11)	355,288.00	445,629.00	564,282.00	598,676.00	651,296.00			2,615,171.00

***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))?

PR/Award # S299A200086

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