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Gui Kima Project Abstract

In the Northern Alutiiq language, gui kima means “about myself.” The namesake of this program inspires its design – the Gui Kima program is an educational program designed to use Indigenous knowledge for high school students to express themselves and contribute to career readiness as educators and storytellers. This program aims to deliver tools for 500 adolescent Native students in the Anchorage School District over 8 High Schools. Students will learn to express Indigenous Identity with an extended learning program (ELP) designed by Master Artists; the program has a robust literary review that shows a strong connection between culturally informed pedagogy and outcomes in main school measures. Therefore, students who participate in the program will progress towards improvements in the mainstream educational setting, especially in areas of college, career, and life (CCL) readiness.

The program’s outcomes are informed by research from other after-school and extended learning programs (Umaña-Taylor & Douglass, 2016; Umaña-Taylor et al., 2018; Gameon & Skewes, 2020; Hunter et al., 2022) that show positive success when using culturally grounded programming to improve other education outcomes. Furthermore, design for the program was created with a bifocal lens of Western and Indigenous framework elements¹ and cultural standards^{2 3}. The scope of research and collaboration with ASD’s Native Advisory Committee (NAC) were used to create an Indigenous informed ELP framework, theme map, and professional development timeline over a five year period of implementation. Based on the robust strength of program design, it is highly anticipated that students will have positive outcomes towards the CCL measures. The program will yield success in student participation in school-based college and career ready courses; the program will yield success in culture

¹ Framework from the [Afterschool Alliance Project](#)

² ASCRS: <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>

³ CDED: <https://www.cde.ca.gov/pd/ee/responsiveteaching.asp>

identity measures on annual climate surveys; and the program will yield more students participating in dual credit and job shadowing programs.

The Gui Kima project assists students in identifying and securing qualifying employment with an intentional plan for developing Indigenous teachers. Students work together in meaningful, collaborative groups and are assigned Master Artists and CITC/APU partnership staff to converge Indigenous Identity with real-life issues, especially including career readiness. Moreover, the 50 students who participate in the annual Summer Summit at APU will experience real college community life, and they will have the opportunity to share their Indigenous Identity with the various workshops and sessions that are offered at that setting. The outcomes for identifying and securing qualifying employment will be evaluated annually and are included in the five-year professional development structure of this program.

This grant plans to apply for Competitive Priorities 2 and 3. For competitive priority 2, the grant demonstrates a strong partnership between ASD, CITC (a tribal education organization), and APU. For Competitive Priority 3, this program expects to be awarded 6 of the 7 competitive priority points. Through its strategic partnership with APU and CITC, the Gui Kima program demonstrates strong capacity for developing dual-credit opportunities, job shadowing, and ongoing and meaningful collaboration in maintaining a strong program scope. Students who complete Gui Kima will be more prepared for employment through the program outcomes and job shadowing opportunities. The program will utilize culturally relevant programming to support college & career ready students, especially students who are interested in becoming certified teachers.

a. Need for Project

1. Specific gaps or weaknesses ...

In the Northern Alutiiq language, *gui kima* means “About Myself.” The namesake of this program inspires its design – the *Gui Kima* program is an educational program designed to use Indigenous knowledge for high school students to express themselves and contribute to career readiness as educators and storytellers. The Anchorage School District (ASD) has more than 8,000 Indigenous students, and about 1,600 currently enrolled in high school programs. Indigenous families make up the largest ethnic subgroup of ASD, and the unique needs of the cultures and backgrounds must be built in accordance. This program aims to deliver tools for adolescent Native students to express Indigenous Identity with Master Artists. Students who participate in the program will work towards improvements in the mainstream educational setting, especially in areas of college, career, and life (CCL) readiness.

Over the five-year period, the *Gui Kima* program will serve approximately 500 students in ASD’s high schools. These schools serve students in the Anchorage, Eagle River, and Chugiak geographic areas in Alaska. These students will participate in an extended learning program (ELP) at their school regularly, and they will meet annually at the Alaska Pacific University during an Indigenous Identity Institute – a chance for the students to share their identity with their Master Artist teachers and community. The program’s outcomes are informed by research from other after-school and extended learning programs (Umaña-Taylor & Douglass, 2016; Umaña-Taylor et al., 2018; Gameon & Skewes, 2020; Hunter et al., 2022) that show positive success when using culturally grounded programming to improve other education outcomes.

This grant’s foundations involve a consortium partnership with the Alaska Pacific University (APU) and the Cook Inlet Tribal Council (CITC) in order to address the issues of teacher development in Alaska. The groups and their involvement in this program are summarized below:

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<p>ASD Indigenous Education Programs</p>	<ul style="list-style-type: none"> ● Hire one full-time staff to coordinate, supervise, and oversee program implementation, services, and support ● Offer in-kind FTE totaling 1.1, involving eleven Indigenous Education staff members for design and delivery of services ● Deliver a culturally grounded extended school program (ESP) for adolescent Indigenous students ● Collect, monitor, and report on data for program design and outcomes. Report and use information sharing with tribes, parents, students, and community partners.
<p>Cook Inlet Tribal Council (CITC)</p>	<ul style="list-style-type: none"> ● Community and tribal outreach for education program opportunities with Gui Kima ● Assist with recruitment and transitions between CITC's middle/high school programs and attending the Gui Kima project for high school students ● Collaborate on selection of Master Artists and program implementation to meet strategic partnership goals ● Report to ASD's parent advisory committee
<p>Alaska Pacific University (APU)</p>	<ul style="list-style-type: none"> ● Community outreach to pilot Gui Kima; attend ASD community nights for recruiting and dialogue ● Dual credit partnership opportunities for students who participate in Gui Kima

	<ul style="list-style-type: none"> ● Deliver a one-week residential Indigenous Learning Summit for 50 ASD students each year ● Strategic partnership developing tracks for adolescents interested in receiving a teacher certificate ● Collaborate on selection of Master Artists ● Report to ASD’s parent advisory committee
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The need for culturally responsive academic enrichment towards CCL readiness outcomes

The CCL readiness profile is a main part of ASD’s goals and strategic plan until 2026. ASD’s board objectives states, “Students should graduate with essential life skills and be college and/or career ready,” and one of its official goals is, “Beginning with the Freshman Class in September 2020, the percentage of high school students graduating Life Ready as well as College and/or Career Ready will increase from a baseline of TBA%¹ in Spring 2022 to 90% in Spring 2026.”

The academic areas of need that Gui Kima will address include predictors of CCL success, including AP class participation, graduation rates and dropout rates, attendance at school, and algebra 2 completion. The figures below summarize current statistics from the 2021-22 school year for these performance areas, comparing the outcomes of all high school students with the Alaska Native/American Indian (AN/AI) subgroup. These are a data analysis from an existing, publicly funded school program and serve as a strong indicator of the need and potential measurements for the Gui Kima program.

¹ As of writing this proposal, the baseline figure for the CCL readiness data is reported as TBA% on the [ASD Board Goals web page](#)

2021-22 AP Course	# of students 9-12	# of student enrolled	% students attempt/total	% students pass/total	% students pass/attempt
All students grades 9-12	12,630	2,384	18.88%	16.84%	89.22%
AN/AI	1,122	76	6.77%	4.99%	73.68%

2021-22 Algebra 2	# of students 9-12	# of students enrolled	% of students enrolled	# students completed	% students completed	Completion of enrolled students
All students	13,795	4,689	33.99%	4,230	30.66%	90.21%
AN/AI	1,308	196	14.98%	159	12.16%	81.12%

Graduation & Dropout ²	2020 graduation	2021 graduation	2020 dropout	2021 dropout
All students grades 9-12	81.71%	82.03%	2.8%	2.6%
Alaska Native	56.13%	51.60%	8.3%	6.3%

² Graduation rates are the percentage of 4-year high school students who graduate from school in the 4-year period. Dropout rates are calculated as the percentage of 7-12 students who elect to drop out of school before their expected graduation date.



The figures above present data profiles that demonstrate significant need in all of ASD’s major CCL measures. The grant will monitor these data assessments in an ongoing fashion to assess improvement and inform changes to program delivery. As students build connections to their Indigenous Identity at school, we expect to see improvements in all areas.

According to the ASD Native Advisory Committee, the most significant in-school barriers for CCL readiness at ASD are: (a) cultural disconnect from the primary Western delivery of education; (b) a far lower Indigenous teacher representation; (c) cultural disconnect with pedagogy and content; (d) lack of cultural identity in regular school programming; and (e) lack of student or family engagement at school. These data are also supported from the Association of Alaska School Boards (AASB) Climate and Connectedness Survey (CCS) that is held every year, which shows many areas with less than half of respondents reporting cultural connection:

Area	ASD Outcomes
<p>Cultural Connectedness:</p> <p>Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.</p>	<p>47% of students responded favorably</p>
Survey Question	% favorable
I have a strong sense of belonging to my culture.	55%

In general, my culture is an important part of my self-image.	49%
My school teaches about the history and culture of people who live in my community.	51%
My school values the language and culture of my family.	57%
My teachers make an effort to represent my culture in class lessons.	35%
I see my family’s culture in class lessons, materials, posters, and art around the school, etc.	34%

This CCS data reports a need for improvement in all culture areas, particularly the areas about culturally-informed classroom environments. This program will continue to monitor the CCS results each year as it aims to improve outcomes for culture perception. The unique delivery of culturally grounded programming, community evaluation, and Indigenous Identity framework is expected to be a main intervention for the students participating to see improvement in this climate assessment. Moreover, the Gui Kima program will incorporate its own internal CCS surveys in order to compare changes and outcomes against the data tracked by the district at large.

Out-of-school barriers to CCL readiness

The issues for CCL outcomes are also informed by out-of-school barriers, which include lack of familiarity and connection to culture-bearers (which can include family, friends, elders, and artists), as well as a lower likelihood of having a role model who has completed college. One student from the Native Advisory Committee commented that there seems to be less opportunity in Anchorage to learn Indigenous cultural ways, and she also explained that she has never really experienced what college

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means because nobody in her family has done it. These issues are addressed with the delivery of Gui Kima’s emphasis on community ceremony and the opportunity to experience residential college life for one week each summer.

Although we can gain hints of this issue from the CCS data, the data profile for community connection is not yet strongly developed in a way to inform the roots of cultural disconnect. The Gui Kima grant will construct a data assessment that complements the CCS to analyze this further. Moreover, the delivery of the Master Artist program and the Indigenous Student Summit at APU will monitor changes in student perception. As they work with Master Artists and involve themselves at the university community experience, student outcomes on exposure and familiarity with these issues are expected to greatly improve.

Students at-risk for educational failure

This data profile is summarized by three elements that indicate students at risk for educational failure. The three elements below will be monitored closely with complementary internal assessments for improvement as students progress through the program:

At-Risk Concern	Assessment Comparison
Dropout tendencies	ASD Board Monitoring reports each semester to look at 7-12 graduation rate and dropout rates
Students disaffected by school climate and culture	AASB Climate and Connectedness Survey

Lack of participation in higher-learning classes	ASD Board Monitoring reports each semester to look at participation in AP classes, Algebra 2, and Financial Literacy
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2. The magnitude of the need ...

We believe that the data above shows a problem with high magnitude. Most notably, Indigenous students at ASD are far below their peers’ likelihood in completing high school, and they are far above their peers’ likelihood to drop out of high school. This is indicating a high disconnect between Indigenous students and their schools. The program’s primary objectives will be attuned towards addressing this cultural disconnect.

The Need for Indigenous Teacher Development

ASD and all of Alaska’s schools are underrepresented with Indigenous teacher faculty. A presentation to ASD’s Multicultural Education Concerns Advisory Committee (MECAC) in 2022 showed that only 1 in 200 teachers at ASD self-disclose as “Alaska Native/American Indian” on ethnicity screeners. Furthermore, ASD’s Talent Management training “IRL” recently held a seminar on “The Intersection of Race and Education,” wherein presenters echoed the need: “It is very important to represent your student backgrounds by the adults in your schools.”

The data profile on Indigenous teacher identification is currently lacking. There is no data accessible to show specifically what the demographic makeup is at ASD. Part of the 5-year plan of this grant will be to develop ways of measuring AN/AI teachers at ASD. Moreover, the grant will utilize the existing AN/AI teacher talent at ASD to develop content.

3. ...services for students at risk of educational failure.

The data profile shown in this proposal indicates a strong risk of educational failure for many Indigenous students at ASD. We believe strongly that the proposed Indigenous Identity program delivery will provide services and address these needs in unique ways. Our belief comes from the strength of Indigenous values rooted in the program framework (shown in the table on page 7 and 8), as well as the strength of literary analysis (page 16). The literary review paints a clear picture that there is a direct, intergenerational disconnect between Western education and Indigenous families; moreover, the interweaving of program tools and literature review shows that a culturally grounded intervention has very positive outcomes to address these risk factors.

b. Quality of the Project Design

Program Framework:

Gui Kima will be designed and evaluated over a five-year period according to the following timeline:

Time	Outcomes
Summer of 1st year	Begin collaboration of parent committee, tribes, and community partners to develop standards and framework expectations
Summer of 1st year	Native Advisory Committee, CITC, APU, and Master Artist Indigenous teacher collaboration to develop program resources
Fall of 1st year	ASD prepares alignment of standards, framework expectations, grant outcomes, and Master Artist content for students
Fall of 1st year	Pilot Gui Kima by integrating professional development of Gui Kima program into seven high schools' Indigenous Community Counselor
1st year, ongoing	Pilot development of objective assessment: Anchorage School District - Connection to culture - Increase confidence

	programs.
	- Individual value in community
1st year, ongoing	Students enroll in Extended Learning Program (ELP). Ongoing assessment and evaluation building and implementation. Ongoing delivery of services via ELP Ongoing collaboration with tribal partners and CITC/APU Master Artists
Summer of 1st year	APU to host Indigenous Student Summit
Year 2	Administer assessment, compile data, address changes to shortfalls
Year 2	Integrate leadership structures, school Indigenous constitutions, etc
Year 3-5	Gui Kima clubs incorporate Indigenous student leadership at the high school level to develop school-level resolutions to present to the NAC, ASD School Board, AASB, and other groups
Year 3-5	Ongoing assessment and evaluation of Gui Kima goals, outcomes, and objectives

Following an Indigenous informed framework of Extended Learning Programs

As of writing this grant proposal, the Native Advisory Committee has collaborated on an Indigenous Framework of Extended Learning Programs. The framework utilizes existing outcomes

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from the Afterschool Alliance and commentary from community elders about how outcomes should be informed in an Indigenous perspective. The bifocal framework was written from the Afterschool Alliance (AA) Extended Learning Program (ELP) Principles³ and Indigenous Principles defined by the ASD Native Advisory Committee.

The full, collaborative framework for the Gui Kima ELP includes 17 framework elements from the AA and 24 elements from the Native Advisory committee. The Gui Kima will show the steps necessary for a culturally informed ELP to meet all 41 of the framework elements.

Ongoing professional development informed by the framework

Guided by this framework, the Gui Kima program will utilize a professional development plan for Indigenous Education staff of adolescent students. This professional development plan is informed by a priority assessment of the Alaska Standards for Culturally Responsive Schools (ASCRS)⁴ and the Culturally and Linguistically Responsive Teaching standards from the California Department of Education (CDED)⁵.

Community groups have advised on priority elements that support the objectives of culture identity, teacher development, and college and career readiness. Nine of the ASCRS standards and three of the CDED standards were determined Priority Standard Alignment (PSA) standards – cultural standards that must be met by the program design. The list of Priority I standards is included in the Plan Document attached to this grant submission. The PSA will be built into the program’s delivery as shown below.

³Framework built from the [Afterschool Alliance Project](#)

⁴ ASCRS: <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>

⁵ CDED: <https://www.cde.ca.gov/pd/ee/responsiveteaching.asp>

	First Quarter			Second Quarter	
	AUG	SEP	OCT	NOV	DEC
Theme	Identity			Community	
Values	Seeing Connection	Honoring Your Elders	Knowing who you are	Showing Respect for Others	Sharing What You Have
PSA	ASCRS 1.A.5; 1.D.1; 1.D.3; 1.D.6; 1.E.8 CDED 1 & 3			ASCRS 1.B.2; 1.D.1; 1.D.2; 1.E.8 CDED 1 & 3	

	Third Quarter		Fourth Quarter	
	JAN	FEB	MAR	APR
Theme	Stewardship		Value	
Values	Living Carefully	Accepting What Life Brings	Taking Caring of Other	Having Patience
PSA	ASCRS 1.C.3; 1.D.2; 1.E.5; 1.E.8 CDED 1 & 3		ASCRS 1.A.5; 1.C.3; 1.D.3; 1.D.6; 1.E.8 CDED 1 & 3	

The program map above will be utilized by the Master Artists – including the partnered groups APU and CITC – to ensure ongoing professional development of those values, standards, and tasks. For example, if a Master Written Storyteller was contracted to write and train the team on using Indigenous storytelling, the coordinator would use the delivery outline to align their content into the appropriate standards and values.

1....possible replication of project activities ... effectiveness of the approach ...

With the framework shown above, standards alignment, and data assessment tools from the ASD Board Monitoring and the AASB Climate and Connectedness survey, the Gui Kima program has a strong toolbox of ongoing program evaluation for the five-year period of this program. These tools will specifically look at the effectiveness of the program’s cultural connectedness and approach to the CCL outcomes that are proposed. Moreover, the program reporting will be delivered to the Native Advisory Committee on an annual basis for ongoing feedback and replication.

2. The extent to which the goals, objectives, ...

Gui Kima’s strategic plan will complete the following two goals and their outcomes and objectives by the program’s completion in 2026. As the goals are met, the program will be equipped to report on outcomes to inform future iterations of the Identity Program.

Goal 1: Indigenous Identity
By 2026, 100% of students with regular attendance in Gui Kima extended school programs will identify that they can share more methods of Indigenous storytelling with the community.

Indigenous Identity Outcomes	Indigenous Identity Objectives
<ul style="list-style-type: none"> Students will demonstrate participation in the majority of Gui Kima extended-school programs. Students will share their Indigenous storytelling with the community at regularly-hosted ceremonies. 	<ul style="list-style-type: none"> 90% of students will self-report that they have a connection with Indigenous storytelling. 90% of students will self-report that they have a larger sense of how their voice fits into the community.

	<ul style="list-style-type: none"> 100% of students will demonstrate Indigenous storytelling through their own produced work intended to be shared with community members.
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Goal 2: College, Career, and Life Readiness

By 2026, the following measures of Gui Kima participants will increase beyond the current AN/AI statistics for CCL indicators as measured by the ASD School Board:

CCL Objectives and Outcomes					
Gui Kima Goal Summary	Algebra 2 % students attempt	Algebra 2 % pass per attempt	AP course % attempt	AP course % pass per attempt	Dropout rate
AN/AI baseline	14.98%	81.12%	6.77%	73.68%	6.3%
All ASD baseline	33.99%	90.21%	18.88%	89.22%	2.6%
Gui Kima participants	20%	90%	15%	90%	0%

in 2026					
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3....a high-quality literature review ...

The Gui Kima program is rooted deeply in the need to connect cultural identity back into school programming. Cultural disconnect from school programs leading to limited CCL success is well documented in ongoing literature. In the wake of hundreds of years of boarding schools, modern Indigenous students are facing challenges learning how to assimilate (Garcia, 2020; Gameon, 2019). Gameon writes, “Scholars contend that much of these disparities can be traced back to the history of colonization of Indigenous peoples and the transgenerational effects of forced suppression of cultural ideology.” Maria Yellow Horse Brave Heart is one of the inaugural researchers of historical trauma (defined modernly as intergenerational trauma) and her colleagues presented a modern analysis of the issue in 2011: “There is increasing evidence of emotional responses to collective trauma and losses among Indigenous Peoples, which may help to inform ways of alleviating psychological suffering and unresolved grief.”

The extent to which these cultural barriers impact school is well documented. This grant studies several bodies of research for culturally grounded adolescent education programs (Douglass & Umaña-Taylor, 2017; Hunter et al., 2022; Fatupaito & Witzel, 2019; Umaña-Taylor et al., 2018; Umaña-Taylor & Douglass, 2016). These programs analyzed successful culturally grounded adolescent development programs, the majority of which were focused on educational outcomes. The two main bodies of work that will compare are from Umaña-Taylor and colleagues, which include groups of Harvard researchers at an ELP called *Identity Project* in New Mexico, and Hunter et al., another New Mexico program that promoted cultural outcomes for Native adolescent development. These bodies of research inform the framework, structure, and research outcomes for the Gui Kima project, and indicate

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strongly that the cultural elements of Gui Kima can be successful predictors of student success in other areas.

The rationale for this program's design is clear and consistent with this body of literature: the need for culture outcomes are well constructed in our data profile as well as the many data profiles from this body of research. Gui Kima is a program that teaches adolescents Indigenous Identity through the use of Master Artist lessons, community-minded storytelling, and a chance to network with Indigenous storytellers and other students. It is clear that the cultural disconnect is a cause for lower outcomes in CCL, and it is very reasonable to assume that the frameworks set by the body of research will lead to positive outcomes.

4....the proposed project demonstrates a rationale...

Evaluation of the Gui Kima program will be merited towards the two major goals: Indigenous Identity and CCL Readiness. The Indigenous Identity goals will continue to be measured with objective performance assessments, including qualitative/quantitative analysis of climate and connectedness survey results. The CCL Readiness goal will be assessed through ASD's ongoing assessments for its board goals. Moreover, this program aims to clearly establish the synergy between these two goals. We expect to see a clear data profile that suggests that a school board's formal goals for mainline academic tracks will have a very strong link between the cultural connectedness of its students to their schools. In other words, the outcomes established by the Gui Kima program will support the idea that cultural identity is a significant predictor of student academic success.

Preparing career-ready Indigenous students, especially Indigenous educators

One of the major functions of the ongoing ELP will be to provide students with the opportunities for job shadowing and mentorship for professionals in the education industry. The following job shadowing opportunities will be provided, as described. The job shadowing opportunities will be

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facilitated by ASD, CITC, and APU with professionals in the community and/or the parties' own personnel.

<p>Required for Gui Kima participants</p>	<p>16 hours of job shadowing with any career professional</p> <p>Completion of journal, interview, and brief reporting project</p>
<p>Enrichment opportunity for dual-credit</p>	<p>45 hours of job shadowing with an <u>educational</u> professional</p> <p>Completion of required content: job shadowing journal, interviews, photo journal, reporting project, and presentation to peers</p> <p>Completion of additional requirements for APU dual credit</p>

Students who complete the optional enrichment project will be served dual-credit opportunities with elective high school credit and college credit from APU. Students who desire to complete this project will present to their peers at regular Gui Kima collaboration meetings, and will be especially encouraged to present at the APU Summer Summit. The intent of this enrichment project is to encourage students to match Indigenous students with educators via a job-shadowing mentorship, ultimately with the goal of creating career-ready Indigenous educators. The students will be fast-tracked into a career in education, and will be able to facilitate many requirements for a certified teacher training program.

5. ...objective performance measures ... will produce quantitative and qualitative data

The qualitative and quantitative review of the data will continually monitor the program outcomes towards the CCL board objectives, CCS responses, and other relevant monitoring information. These data profiles are designed to analyze the effectiveness of Gui Kima outcomes, and will be delivered regularly to the Native Advisory Committee for ongoing evaluation and outcomes.

C. Quality of Project Personnel

1....the applicant encourages groups that have been traditionally underrepresented...

The ASD Human Resources and Talent Management Department's mission is to recruit, hire, support, and retain a high performing and diverse workforce through strategic partnerships and collaboration. Talent Management focuses on being engaged in local community events to reach underrepresented groups, training, and promoting employees from within, further strengthening a networking system and reaching out to targeted external colleges and universities, as well as communicating goals, vision and commitment to students, parents, and community.

2. the qualifications ... of the project director

Lead Project Director, Doreen Brown. 0.10 FTE (in-kind), M.Ed., Yup'ik tribal member, ASD Senior Director of Indigenous and Migrant Education Programs, 27-year educator. Ms. Brown was appointed by President Obama to the National Advisory Commission on Indian Education in 2015. She is a lifelong Alaskan, former teacher in Anchorage and in rural Alaska. She is an innovator, educational leader, and role model with a strong background in project management and program development. She provides oversight of integration, coordination, and assessment of Title VI Indian Education funding and services with the proposed project. Well-versed in multi-grant federal management, she has overseen, designed, and implemented five Alaska Native Education program grants as well as other grant funding.

Program Supervisor, Paul McDonogh. 0.10 FTE (in-kind), M.S., M.S.Ed.L, Suqpiak tribal member, ASD Supervisor of Indigenous Programs. Mr. McDonogh received his early education in his family's village Perryville, Alaska, before moving to Anchorage in the 2nd grade. Mr. McDonogh has been employed at ASD for 12 years, and 10 of them as a certified teacher. He has served as a teacher, an instructional coach, curriculum designer, and program supervisor. In 2021, he coordinated an

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after-school engineering competition, and coached a group of Indigenous students to design a device which won the Alaska state Samsung Solve for Tomorrow competition. Currently he is responsible for collaboration with tribes, tribal organizations, school staff, the Native Advisory Committee, and other educators at ASD. Paul will supervise program outcomes and delivery, hire additional staff, and monitor ongoing assessment, evaluation, and design of the program.

3. the qualifications ... of the key project personnel

This project's key personnel include the Master Artist collaborators to design the program lessons, and the ASD Indigenous Education team members who will carry out the program delivery. Most of ASD's Indigenous Education team has the capacity to deliver services in-kind, but ASD is also looking to recruit a Teacher Expert who can oversee curriculum and professional development.

Professional Development Lead, Cheryl Sherman. 0.10 FTE (in-kind), Ahtna tribal member, ASD Cultural Enrichment Specialist. Ms. Sherman is the Vice Chairperson of the Chickaloon Traditional Council. She has been providing culture education for ASD students for 5 years, and in her current position manages projects and professional development for ASD's team of 36 Indigenous Programs employees. Ms. Sherman also coordinates multicultural orientation for all of ASD's paraprofessionals, and she organizes virtual and in-person evening programs, summer enrichment programs, and culture opportunities for students. She will develop professional development outlines, partner with the Gui Kima staff coordinator, and ensure alignment between professional development standards and the ESP program framework.

ASD Indigenous Education Team. 1.1 FTE (in-kind, via the existing Community Counselor program). ASD has eight Community Counselors in its high schools who are delivering cultural enrichment and student success within the capacity of the Title VI program. The team actively engages in student clubs, including Indigenous Student Unions and arranges regular community gatherings. The

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Gui Kima program content will be a major support for the ongoing cultural enrichment programming within this Indigenous Education program, and these staff are well prepared with the expertise and professional learning communities to adapt practices with the new program framework and outcomes.

Gui Kima Professional Development Coordinator, to be recruited. 1.0 FTE funded by the grant to oversee and coordinate Master Artist curriculum development, ongoing professional development of ASD teams, and ongoing partnership opportunities with APU and CITC. The high-level, masters degree preferred Teacher Expert position will report to the Project Director to build the program and ensure ongoing communication within the program outline and bifocal framework presented previously in this proposal. Additionally, the Coordinator will prepare reports to the Native Advisory Committee and Gui Kima community partners as key stakeholders in the ongoing collaboration towards developing program outcomes.

D. Adequacy of Resources

1. The extent to which the services ... involve the collaboration of appropriate partners.

To facilitate community collaboration, the framework written by the Native Advisory Committee outlines specifically this checklist of performance areas for appropriate collaboration with community partners:

- Programming is not only school-based, but it integrates access to community events like dance practices or drum circles
- Utilize tribal colleges and universities to align programming that fits into the community needs
- Community partner goals align with college readiness and education
- Activities are designed to create a sense of Indigenous Identity as an individual member of a wider community

Moreover, this program has MOA/Us outlining support and responsibilities from community partnerships as demonstrated on page 2 of this document.

2....as demonstrated by an analysis of community-level data...

The community-level data for this program is rich and developed with many feedback sources. Families of Indigenous children and youth have been directly and indirectly expressing the need for cultural identity at school in many ways. The needs assessments described earlier in this grant proposal outline the robust understanding of community needs and program alignment to meet them. The needs assessment combines literary analysis, current performance and climate data for Indigenous students, and interwoven testimony from parents, students, and the Native Advisory Committee.

E. Quality of the Management Plan

1. The adequacy To achieve the objectives ... in time and within budget

The Gui Kima program will be led by qualified staff, teachers, and Master Artists, as described in the quality of project personnel section. Staffing levels, timelines for carrying out activities, and budget items and amounts are based on ASD’s Indigenous Programs including Title VI Indian Education and other federal grant program experiences. They are sufficient and appropriate for the project.

Activity/Milestone	Personnel	Year
Annual performance reports	Project director and All	1, 2, 3, 4, 5
Framework orientation, design	Project supervisor, PD coordinator, Gui Kima coord., Ind Ed team	1
Recruit Gui Kima coordinator	Project supervisor	1

Parent, family education, Culture engagement	Gui Kima coord., Ind Ed team	1, 2, 3, 4, 5
Annual Gui Kima summit	Gui Kima coord., PD coord., Ind Ed team	1, 2, 3, 4, 5
ASP or ESP Culture Program	Gui kima coord., Ind Ed team	1, 2, 3, 4, 5
Ongoing Professional Development (see PD table)	Gui Kima coord., PD coord., Ind Ed team	1, 2, 3, 4, 5
Data collection, analysis, reporting	Project director, Project supervisor	1, 2, 3, 4, 5
Reporting to NAC on pilot program success and outcomes	Project supervisor	1
Reporting to NAC on ongoing implementation and evaluation	Project supervisor	2, 3, 4, 5
Begin framework of community ceremony during regular school year	Gui Kima coord	2
Ongoing collaboration and meaningful communication with tribes	Program supervisor	1, 2, 3, 4, 5

2. ...a diversity of perspectives are brought ...

This program's scope incorporating CCL Readiness is covered strongly with the consortium of community partners that are present. CITC's Youth Empowerment Services division has a longstanding history of diversity and delivery of services for diverse audiences. APU's strategic plan for becoming a tribal college positions it strongly for its diverse perspectives. More importantly, this partnership presents a very strong structure for the CCL outcomes that Gui Kima aims to achieve.

Furthermore, ASD's Indigenous Education Programs have a longstanding, strong partnership with the tribes, community, students, and teachers of its Indigenous populations. Foremost is ASD's regular involvement with its Native Advisory Committee of Native American parents, students, and teachers. The ASD teams also meet with the Multicultural Education Concerns Advisory Committee, the Student Advisory Committee, and the Career and Technical Education Advisory Committee for partnerships, presentations, and others. The ASD IEP teams have existing partnerships with the World Languages programs, including Project Anglicarluk Yugtun Uivengqelriaput, a NYCP grant recipient for developing a Yugtun Language Immersion program.

Based on the structure of partnerships and the rich network of collaborative voices between community and ASD personnel, this program is confident that the quality of diversity is at the highest level.

Each year, ASD manages an average of \$6.5 million in federal, state, and private restricted funding. The Indigenous Education Programs division of ASD, which includes the Title VI Indian Education Department, is responsible for approximately \$3.5 million of the federal grant funding, allocated to Indigenous student success. The Indigenous Education Programs have demonstrated continuous success in outcomes for cultural responsiveness, cultural identity, and educational improvements for Indian Education students. Given these deep-seated experiences with large-scale

program outcomes and success of Indigenous education programming, the ASD directors are confident that it will continue to have capacity to improve outcomes that are relevant for the project.

3.... to build capacity and yield results that will extend beyond the period ...

We find it very reasonable to believe that the introductory funding for *Gui Kima* will eventually lead to independent funding streams to continue the *Gui Kima* program once the grant's five year period expires. We believe that this funding is an investment in valuing culture identity as a major delivery of school outcomes, and that main educational funding sources will find it a positive investment to continue the program.

ASD has seen through past Federal grant programs, including our Project Anglicarluk Yugtun Uivengqelriaput that once grant funding has expired, our district has seen the benefit of such cultural immersion programs, and included funding from the general fund moving forward. If such outcomes are not presented to the NYCP grant, Anchorage is fortunate to have a wide net of local tribal agencies and Nonprofit Organizations ASD regularly partners with who may be able to shepherd the next phase of the *Gui Kima* program.

One important part of the *Gui Kima* proposal is to include travel expenses for members of the three main community partners to engage in dialogue with community members across the nation. These teams will be dispatched to national conferences with Native student interest, including the National Indian Education Association, Hill Week, and the NYCP Project Directors meeting. Travel costs are included in the budget to ensure that the design and outcomes for *Gui Kima* are delivered to national stakeholders who may desire to adapt a similar model or inform a diverse perspective on the ongoing development of *Gui Kima*.

One of the major outcomes of this grant will be to provide an opportunity for ASD students to have a residential college experience at APU, which is applying to be a tribal college. As a part of

Anchorage School District

APU's strategic plan, including an ongoing effort to Indigenize their curriculum and campus; develop relationships with partners to support student success; and increase and diversify their enrollment, they are looking to create a pipeline from the Anchorage School District onto their campus as student, and more importantly, teaching professions of the future. In working with CITC in our program outreach, Master Artist recruitment, and dual credit opportunities through job shadowing, not only are we partnering with a local Tribal Entity, but also aligning with CITC's 2025 strategic vision of a "future in which all Our People—especially Our Youth, the stewards of our future—have access to vast opportunities, and have the ability, confidence, and courage to advance and achieve their goals, infused with an unshakeable belief in our endless potential."

The Gui Kima framework is also intended to showcase an intentional and successful implementation of culture standards in a major public school event. Although these standards lists have been referenced many times, a full-scale project integration of these standards has not yet been carried out by a major school program. In other words, the culture standards are often used as supplemental guidelines, but the Gui Kima framework will showcase a way to utilize the standards in a primary delivery. In this way, the proposed activities will be continued onward with other ASD programming. Once a framework has been built, it is much easier to build replicating programs. The ASD Indigenous Programs will continue to benefit from a culturally informed approach to other education issues.

The parents and stakeholders of Indigenous children are involved actively in ASD's Native Advisory Committee, ASD's ongoing relationships via meaningful collaboration with tribes and Tribal Consultations. The Gui Kima project's design and ongoing outcomes will be routinely presented to parents and tribal organizations for feedback, partnership opportunities, and opportunity to develop and implement the proposed activities.

F. Quality of the project evaluation

1. ...evaluation will provide performance feedback and permit periodic assessment of progress...

Evaluation of the Gui Kima program will be merited towards the two major goals: Indigenous Identity and CCL Readiness. The Indigenous Identity goals will continue to be measured with objective performance assessments, including qualitative/quantitative analysis of climate and connectedness survey results. The CCL Readiness goal will be assessed through ASD's ongoing assessments for its board goals. This program aims to clearly establish the synergy between these two goals. We expect to see a clear data profile that suggests that a school board's formal goals for mainline academic tracks will have a very strong link between the cultural connectedness of its students to their schools. In other words, the outcomes established by the Gui Kima program will support the idea that cultural identity is a significant predictor of student academic success.

2. ...the evaluation will provide guidance about effective strategies suitable for replication...

The qualitative and quantitative review of the data will continually monitor the program outcomes towards the CCL board objectives, CCS responses, and other relevant monitoring information. These data profiles are designed to analyze the effectiveness of Gui Kima outcomes, and will be delivered regularly to the Native Advisory Committee for ongoing evaluation and outcomes.



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

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

Name of Institution/Organization

Anchorage 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	143,145.00	146,448.00	150,876.00	155,835.00	161,369.00			757,673.00
2. Fringe Benefits	48,927.00	49,651.00	50,647.00	51,654.00	52,894.00			253,773.00
3. Travel	7,704.00	7,729.00	7,764.00	7,799.00	7,834.00			38,830.00
4. Equipment	3,235.00	0.00	0.00	0.00	0.00			3,235.00
5. Supplies	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00			45,000.00
6. Contractual	109,466.00	99,466.00	96,966.00	89,466.00	86,966.00			482,330.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	500.00	500.00	500.00	500.00	500.00			2,500.00
9. Total Direct Costs (lines 1-8)	321,977.00	312,794.00	315,753.00	314,254.00	318,563.00			1,583,341.00
10. Indirect Costs*	17,998.00	17,485.00	17,651.00	17,567.00	17,808.00			88,509.00
11. Training Stipends								
12. Total Costs (lines 9-11)	339,975.00	330,279.00	333,404.00	331,821.00	336,371.00			1,671,850.00

***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: 07/01/2021 To: 06/30/2022 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Alaska Department of Education and Early Development (DEED)
 The Indirect Cost Rate is 5.59%.
- (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 5.59%.
- (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 based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

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