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APPLICATION FOR GRANTS UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

CFDA # 84.299A

PR/Award # S299A220063

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ABSTRACT: Northwest Arctic Borough School District

Native Youth in Action (NYIA)

Northwest Arctic Borough School District (NWABSD) Native Youth In Action (NYIA) Abstract NWABSD submits the NYIA grant proposal in coordination with the Village of Kotzebue Tribal entity. The proposal focused within the NWABSD region, which serves a majority of Alaska Native (AN) students who represent an underserved population. The goals, objectives, and strategies prepare AN students for academic success and prepare them for college and careers. The needs assessments are based on academic proficiencies, community unemployment rates, and strategies and skills necessary for success in college and future careers. NYIA builds upon the current CTE pillars (Culinary Arts, Education, Process Technology, Health, Construction, Welding, and Small Engine) and courses. Regional/local businesses provided input for student apprenticeships to enhance communication, connectedness, and career development. The Alaska Technical Center (ATC) provides an additional link for students in grades 13/14 to continue career training and assist in career placement. The Village of Kotzebue partnership provides for an enhanced community and cultural connections. NWABSD provides support and a history of successful grant management. Competitive Preference 2 is demonstrated by the partnership with the Native Village of Kotzebue Tribal entity. NYIA focuses on servicing NWABSD students grades 5-12 (as of April 12, 1095 students) in eleven sites. Offerings include Alaska Native Science Engineering Program (ANSEP) in 3 different venues to serve Middle and High School students. One of the programs is housed in Anchorage on the University of Anchorage campus providing hands-on STEM experiences, a college dorm setting, and working with college and career professionals. The Accelerated program is a year-long program for twenty students in a cohort group to explore career opportunities, dual credit (University of Alaska, Fairbanks), and a

campus lifestyle. UAF houses a community college within Kotzebue and offers student support enrolled in dual credit courses. UAF offers appropriate associates' and bachelors' degrees. Cohorts continue for 4 high school years. Included in CPP Three- Promoting Equity in Student Access to Educational Resources and Opportunities Points Criteria, NYIA will offer credit-bearing courses in Education for NA students desiring to become certified, effective educators. Apprenticeships provide job shadowing and increased career skills and knowledge within the educational field. The Native Village of Kotzebue supports a primary school taught in the native language. NWABSD public schools in 11 villages and the tribal school can provide educator apprenticeships/job shadowing; collaboration with the Native Village of Kotzebue and the primary tribal school provides additional cultural connectivity.

The NWABSD School Board strongly supports and works with the Alaska Department of Education to hire AN educators. Goals and objectives relate to the two types of main activities of NYIA: apprenticeships and ANSEP opportunities. All provide service to underserved populations (Alaska Native) and focus on STEM/CTE opportunities for academic success and career readiness. Goal 1: Provide opportunities for NWABSD students grades 5-12 to increase academic and career readiness. This goal is accomplished through ANSEP Middle School, ANSEP Stem Ready, and ANSEP Acceleration Academies. Goal 2: Students will have opportunities to participate in local and Village of Kotzebue Tribal-sponsored pre-apprentice/apprenticeship programs. NWABSD Indirect cost rate is 4.09%.

NYIA is proposed for a period of 5 years with a total annual request of $458,584.36. The total requested for 5 years is $ 2,292,921.79.

Northwest Arctic Borough School District (NWABSD)

Native Youth in Action (NYIA)

In Partnership with the Native Village of Kotzebue

Indian Education Discretionary Grant Program –

Native Youth Community Program

CFDA 84.299A

April 19, 2022

Northwest Arctic Borough School District (NWABSD), an LEA under Alaska state law, submits the Native Youth in Action (NYIA) grant proposal in partnership with the Native Village of Kotzebue. Native Youth in Action (NYIA) focuses on community-led, comprehensive projects to help Indian/Alaska Native children (grades 5-12) to become college and career ready through participation in Science – Technology, Engineering, and Mathematics (STEM) focused ANSEP experiences, Education Rising (focus on the teaching profession), and pre-apprentice/apprenticeship programs. NYIA will coordinate activities with tribal entities, NWABSD, and the University of Alaska to offer dual credits, experiences, and resources to explore and prepare for college and careers. The Alaska Native Science and Engineering Program (ANSEP) accelerated program empowers students to receive dual credits that count towards bachelor's degrees. Competitive Priority 2 will apply since the grant is an application of a tribe and LEA "to promote educational equity and adequacy in resources and opportunity of underserved students. NYIA is eligible for Competitive P2 (0-3 pts) partnership with the Native Village of Kotzebue, but not eligible for CP1. NYIA promotes educational equity and adequacy in resources and opportunity for underserved students. Considerations for Competitive P3 is addressed in required attachments.

a. Need for project (10 points)

The Northwest Arctic Borough (NWAB) is one of the most remote and sparsely populated areas in Alaska. It is located within the Arctic Circle along the coast of the Chukchi Sea. The closest urban centers of Anchorage and Fairbanks, accessible only by plane, are located 500+ miles from the borough. The population numbers only 7,300 people in 11 communities spread out over 37,000 square miles of tundra and scrub, an area roughly the size of Indiana. With approximately

86% of the region's people Alaska Native Inupiat Eskimo, the NWAB is home to the highest concentration of Alaska Natives in the State. NWABSD provides education to 1896 students (pre-K to grade 12.) The Native Village of Kotzebue is the region's commercial and transportation hub. It includes nearly half the Northwest Arctic residents within a population of 3,253 (2020 Census). Kotzebue has a shallow sea harbor that is ice-free for three months per year, and the only year-round access to the region is by air. Kotzebue is also the headquarters for NWABSD. Kotzebue houses 3 of the 13 borough schools. The Red Dog Mine provides limited employment in the Kotzebue area. Subsistence hunting, fishing, and berry picking provide the main sources of livelihood for most of the region's residents. The borough's current annual unemployment rate is 15.55%, with the Alaska State average of 5.3% (Dec 2021, www.labor.state.ak.us). However, this number is misleading, as 46.62 % of the region's adults are not even part of the workforce (U.S. Bureau of the Census). Consequently, the region has one of the highest poverty rates in the State. Over 69% of the district's students are eligible for free or reduced lunch. All of NWABSD's schools are Title I designated school-wide. The other half of the Northwest Arctic population resides in the ten outlying villages that range in population from 142 (Deering) to 792 (Selawik) and are located from 43 to 156 air miles from Kotzebue. There are no roadways connecting villages, nor any roads connecting any part of the region with the rest of Alaska. Travel within the borough is by small bush plane and seasonal transportation, e.g., boat in the summer and snowmobile or dogsled in the winter. The geographic isolation makes the cost of basic necessities very high and restricts access to educational resources and opportunities. Anthony Cravalho of Maniilaq Corporation compares the cost of feeding a family of 4 in Alaska communities. (Anchorage - $195; Juneau - $202.70; Bethel - $392.20; Kotzebue - $419) In addition, heating fuel and other commodities are higher in cost and must include shipping fees.

This also complicates the purchasing and delivery of materials for coursework. In addition, the average NWABSD village student lives in a two to three-room cabin that can be characterized by lacking complete plumbing facilities (22.4 %) or lacking complete kitchen facilities (20.7%). In NWAB, one out of every 4 adults over the age of 25 has neither a high school diploma nor a high school equivalent degree, which is twice the State's average. Of that adult population, 14% dropped out of school before ninth grade, which is almost four times the State average.

In an NWABSD GEAR-UP survey of parents whose children attended village schools, over 30% indicated they did not believe their children would graduate from high school. Sixty percent did not believe their children would ever achieve a college degree. The NWABSD student population is over 84% Alaska Native, or 98% if you consider a mixture of 2-3 races. Based on the District's Alaska State Assessments, the students are below the state average for Language Arts and Math achievement. The Federal Denali Commission defines a community as "distressed" if one of the following conditions are met: its average market income was less than $20,384; more than 70 percent of residents 16 years or older earned less than $20,384; or less than 30 percent of residents 16 years and older worked all four quarters. The Native Villages of Ambler, Buckland, Kiana, Kivalina, Kobuk, Selawik, Shungnak, and Noorvik all qualify as distressed communities under these criteria, with the Village of Noatak also qualifying if the +3% expanded standard is used. Related to the Distressed Communities classification is the fact that the unemployment rates are extremely high in the communities of our region. In 2021, our region at one point had an unemployment rate of 15%, one of the highest in the State. We need to equip our students to be successful employed members of our community. Data from the 2020/21 Alaska Peaks results indicate the following below/far below proficient:

English/Language Arts- Grade 5, 93.14%, Grade 6, 95.14%, Grade 7, 91.27%, Grade 8, 93.96%,

Grade 9, 92.52%; Mathematics- Grade 5, 93.67%, Grade 6, 97.71%, Grade 7, 93.28%, Grade 8, 93.29%, Grade 9, 92.08%. As indicated, NWABSD students are far below proficient in Language Arts and Mathematics. Not even 10% of the students are proficient in grades 5-9 in either core area. Students need to have a command of basic English and Math to participate successfully in the workforce. 2019 Alaska State Science assessment (latest data available) indicates: considering all grades – 13.54% were proficient/advanced; 8th grade – 18.62% proficient/advanced; and 10th grade – 16.5 % proficient or advanced.

The focus on STEM activities through the various formats of ANSEP will support student learning in science, technology, engineering, and mathematics. The apprenticeship opportunities will provide connections with the local tribes and the community and will support positive learning of life/work skills. Together students will realize the importance of a solid education, acquire life/work skills in a supportive apprenticeship, and explore career and college opportunities within their region. Students will move toward a successful future by developing these career and life skill awareness, basic skills, knowledge, and experiences in systematic ANSEP and apprenticeship opportunities.

(b) Quality of project design (37 points).

NYIA focuses on Alaska Native students within the NWABSD region to provide academic support in STEM (ANSEP experiences), dual credits that will apply to University of Alaska bachelor's degrees, career, and technical education appropriate to the region, and pre-apprentice/apprenticeship opportunities that focus on local experiences. Apprenticeships will be supported by career skills, knowledge base, and life skills necessary for employability. Kotzebue Native tribe will provide and support the internships. Student and employer

surveys/questionnaires will provide feedback and insights on individual experiences and general apprenticeships.

ANSEP experiences include an annual Middle School Academy for 50 students held in Anchorage, a Middle School STEM Ready experience for 30 students held in Kotzebue, and a year-long Acceleration Academy for 20 students. The ANSEP Logic Model clearly demonstrates the programmatic components, outputs, short and long-term outcomes and activities (www.ansep.net). A comprehensive independent analysis and review was completed of ANSEP in 2015. The report is available online. Whereby providing the three ANSEP programs, students grades 5-12 will be supported with STEM education and Career Readiness activities. Students' pre-and post-testing will provide academic growth and be reported within this grant. Three programs within the ANSEP model will be offered for selected 5th-12 grade students. The Middle School Program is for students in grades 5-8. The hands-on STEM activities are designed to increase student academic achievement in science and math. The activities include building a computer, learning about STEM, working on engineering and science projects with STEM professionals, exploring how math and science are connected to real-world careers, and experience living on a college campus. The Middle School STEM Ready is offered to selected students in grades 6-8. Student activities include exploring various STEM career/degree pathways, working on engineering and science projects with STEM professionals, learning how math and science are used in real-world careers, and learning how to reside in a group residential setting. The Kotzebue Acceleration Academy is a year-long program. ANSEP Kotzebue-based teachers connected with UAA will provide instruction, mentoring, and support to 20 students in a cohort setting. The program will follow the students from 9th-12th grades annually. Dual credit UAA college courses will be offered. Emphasis is placed on STEM

activities, allowing students to earn a bachelor's degree within six years. The program will support students for academic success, career readiness and emphasis, and college degree attainment related to employability.

Goals and objectives relate to the two types of main activities of NYIA: apprenticeships and ANSEP opportunities. All provide service to underserved populations (Alaska Native) and focus on STEM/CTE opportunities for academic success and career readiness. **Goal 1: Provide opportunities for NWABSD students grades 5-12 to increase academic and career readiness.**

Objective 1.a Annually 50 students will attend ANSEP Middle School Academy Grades 5-6.

Objective 1.b Annually 90% of the students will successful complete the ANSEP Middle School Academy.

Objective 1.c Annually 30 students will attend the ANSEP STEM Ready Academy.

Objective 1.d Annually 90% of the students will successfully complete the ANSEP STEM Ready Academy.

Objective 1.e Annually 20 Students will enroll in the cohort for the ANSEP Acceleration Academy.

Objective 1.f Annually 80 % of the cohort will successfully complete the ANSEP Acceleration Academy.

Objective 1.g 85% of the students attending the ANSEP academies will increase their knowledge and proficiency in the Alaska Science test grades 5, 8 & 10.

Objective 1.h 80% of the students enrolled in dual credits will successfully complete the courses.

Goal 2: Students will have opportunities to participate in local and Village of Kotzebue Tribal sponsored pre-apprentice/apprenticeship programs.

Objective 2.a 85% of the students will complete their apprenticeships.

Objective 2.b 85% of the students will improve scores within WorkKEYS.

GPRA measures will also be included in the reports.

In January 2015, Urban Institute published an extensive review of ANSEP. Since 1995, the program has extensively trained Alaska Native students in science and engineering; this supports the underrepresentation of minorities in STEM education. The extensive study detailed design, staffing, support of businesses and the University of Alaska (UAA), and student success rates. The data indicates some significant findings for ANSEP participants: 8th-grade completion of Algebra I was 77% or higher, geometry 39% or higher. Ninety-five percent of students attending the Acceleration Academy advance annually one level in science and math. Seventy-five percent of ANSEP students are currently enrolled in college or have successfully completed their degree. This data closely aligns with the goals/objectives of NYIA. Increased academic achievement, increased student interest and knowledge of career readiness/awareness, and systematic student progress toward those goals.

According to The Partnership to Advance Youth Apprenticeship, "integrating classroom instruction and hands-on learning, both youth apprenticeship and Career Technical Education (CTE) can enhance a learner's educational experience, and better prepare them for future career success." The rigorous standards and progression of sequenced learning of apprenticeships and CTE pathways reinforce each other and support student career readiness. The involvement with dual credits and labor market demand support student success. The Association of School Superintendents reports students completing apprenticeships to have positive outcomes; additionally, the average career earnings of workers who complete apprenticeship programs is $300,000; 94% of apprentices retain employment after their program ends, and 97% of

businesses with apprenticeship programs recommend apprenticeships. The report suggests that the "COVID-19 (coronavirus) pandemic is the greatest education and economic disruption the United States has seen for generations." Apprenticeships may be part of the solution for resupplying an effective workforce. Even pre-apprenticeships in middle and high school suggest future success for students, as indicated by the apprenticeship.gov website.

NWABSD has years of experience with ANSEP, CTE courses, and dual credits. The implementation of ANSEP and apprenticeship opportunities are easily duplicated. Research supports the close ties between CTE classroom instruction, collaboration with businesses, and on-the-job experiences (apprenticeship.gov). NWABSD's ATC has business partnerships with Crowley, Kotzebue Electric, University of Alaska Chukchi Campus, Northern Industrial Training, Arctic Technical Services, NANA, Solar Energy International, UA Local 367 Plumbers and Pipefitters, and AVEC.

NYIA combines these experiences to maximize effectiveness and student success. Supervision and close communication with the Native Village of Kotzebue will support the local and cultural connections. NYIA grant request is based on the need for Alaska Native students to improve academic progress in science and math, to become familiar with career/college readiness, and to participate in ANSEP, pre-apprenticeship regional opportunities.

Goal 1: Provide opportunities for NWABSD students grades 5-12 to increase academic and career readiness. Need established through Alaska Statewide Assessment data of less than 10% of 5th-9th graders demonstrating proficiency in language arts and mathematics. These skills are necessary for successful career/college readiness. Data also indicates the lack of employment within the NW region. Research verified by 2015 evaluation of ANSEP & recent ANSEP data.

Resources	Activities	Outputs	Short/Long term goals	Impact
ANSEP Middle School Academy (grades 5-8) ANSEP Middle School STEM (grades 6-8)	STEM activities with emphasis on math/science Residential campus STEM professionals	Increased knowledge math, science Career/college awareness	Increased academic proficiency Understanding of career & college Developed occupation & life skills	Increased graduation rate Increased skill level of future work force Increased success of employability and college success
ANSEP Acceleration Cohort 9th-12th	Year long STEM activities, academic support, career & life skills, CTE, Dual credits University of Alaska	Increased student academic achievement HS & college Employability	Bachelor college degrees within 6 years, Increased graduation rate Increased employability & life skills	Lower unemployment rate in NWABSD Greater success of AN in occupations and college

Evaluation: pre-post testing, State academic proficiency rate increases, State Science assessment, successful completion of academies.

Goal 2: Students will have opportunities to participate in Kotzebue Tribal sponsored pre-apprentice/apprenticeship programs. The high rate of NWAB employment is evidence that students need to successfully graduate HS and be prepared for employment. Academic and apprenticeship programs will offer these experiences with the necessary support for success. Research for apprenticeship effectiveness indicated above through federal government and national associations. A partnership between NWABSD and the Native Village of Kotzebue provides the academic and cultural connections for NYIA success.

Resources	Activities	Outputs	Short/Long term goals	Impact
Kotzebue Tribal Apprenticeship opportunities	Participation in supervised, regional appropriate apprenticeships	Increased knowledge Career/college awareness	Increased job-related proficiency Understanding of career & life skills	Increased graduation rate Increased skill level of future work force

Evaluation: Pre-post employer surveys, post-student surveys, successful completion of apprenticeships, increase in skills/knowledge as indicated on WorkKEYS.

(c) Quality of project personnel (12 points).

Mrs. [redacted] is the NWABSD Director of Grants and Federal Programs. As demonstrated in her attached resume, she is a long-time resident of Kotzebue and has served NWABSD as an educator, Curriculum Director, and in her current position. She is familiar with the guidelines, procedures, requirements, and infrastructure necessary for successful grant completion. In her role, she manages and directs programs/budgets for state and federal

programs, as well as competitive grants. [redacted], NWABSD Program Specialist, has served as an NWASBD teacher, administrator, counselor, and ATC Interim Director. He has worked with the village students for several years to provide CTE opportunities and played vital roles with students applying for and attending the ANSEP opportunities. Since ANSEP is an essential connection to STEM and CTE opportunities within NYIA, his expertise will be vital to grant success. [redacted], Assistant Director of Student Services, has vast experience counseling NWABSD students and apprenticeship opportunities. As a counselor and community member, he is familiar with local tribes, employers, and students. [redacted], the NWABSD's Data Specialist, supports the data collection. Upon awarding any federal grants, Mr. [redacted] works with the Outside Evaluator and the team to collect and organize data to fulfill the goals and objectives. Key personnel attend district and local training. In addition, personnel attend state and national trainings and conferences within their fields. NWABSD has a record of state and federal successful grant management since the district's inception. [redacted], Outside Evaluator, will provide services to review data, feedback, and coordinate reports semi-annually. Each semester, data will be reviewed, summarized, and suggestions outlined in a written report submitted to Ms. [redacted], NWABSD Superintendent, per district guidelines. Ms. [redacted] is a certified Alaskan educator. Her experiences include Anchorage School District teacher, staff development specialist, Assistant Profession Alaska Pacific University (Education), APU Director of Master of Arts Program, national and state educational consultant, and grant writer and evaluator for Alaskan School Districts. Meetings will occur with key personnel and partners to review and refine project guidelines, procedures, and data each quarter. These meetings and the written documentation will assist in modifications/refinements to the grant activities. These communications will provide documentation for replication of NYIA. The Native Village of

Kotzebue partners with NWABSD to the district with the appropriate placement of student interns with the Kotzebue IRA to promote regional workforce development. Possible placement includes but is not limited to the following: Nikaitchuat Ilisagviat, Inupiaq language immersion school; other Kotzebue IRA departments such as Housing, Transportation, Environmental, Cultural Education, and Administration; and will provide feedback as needed to improve project outcomes.

These communications will provide documentation for replication of NYIA. The Native Village of Kotzebue and NWABSD administration are in Kotzebue, allowing easy communication and meetings. Native Village of Kotzebue Executive Director, [redacted], provides additional contacts with communities and the primary native-speaking school. NWABSD offers specific CTE coursework in Education, Culinary Arts, Business, Healthcare, Process Technology, Construction, Welding, and Small Engine Repair. The partnership will maximize the coordination and apprenticeship opportunities for Middle and High School Students. The partnership will enhance the connection with the community and provide cultural ties. Regional/local businesses currently meet with NWABSD and the Kotzebue Tribal entity. This expands and supports the connections and apprenticeship opportunities. The data reviewed clearly demonstrates the need for skilled labor within the region and the academic support necessary to develop local student awareness and skills to fulfill those jobs. NWABSD School Board and the Kotzebue Tribal Board appreciate the gaps in unemployment and the training of a skilled workforce. The Alaska Native students are an underserved population that will benefit from the partnership, the skills, training, and support of the district, Kotzebue Tribal entity, businesses, and community. NYIA provides the venue and resources for all these entities to work together to support the goals and objectives.

(d) Quality of project services (10 points).

NYIA utilizes the resources available in the region through the Native Village of Kotzebue, NWABSD, the community, and regional/local businesses. NWABSD School Board and local school advisory boards are active in discussions of CTE, STEM, and opportunities for students and their futures. Priorities supporting ANSEP opportunities increased CTE classes, and refined apprenticeships are discussion topics at all sites. With the support of local Advisory School Councils (ASC), NWABSD School Board has included the concepts and strategies in the Strategic Plan.

An Annual Connectiveness survey, data available on the district website, surveys students and educators related to school climate and desired programs and outcomes. Alaska Technical Center, part of NWABSD designed for CTE students grades 13-14, works in conjunction with all NW schools, the University of Alaska and its local campus, the communities, and businesses to form partnerships and promote student opportunities through education, apprenticeships, and dialog. Within the design of NYIA, the grant will increase surveys to students/businesses and plan for annual meetings with stakeholders. The Needs Section clearly shows the need for grant activities to increase academic success and career readiness for NWABSD students.

The Murkowski Symposium on April 11, 2022, highlighted the opportunities for Alaskan communities within the new Federal Infrastructure bill. Senator Murkowski estimated that these opportunities would provide 30,000 new Alaskan jobs. This workforce needs to be developed, and the NW region is a prime location for local hire. It is time to emphasize CTE and career readiness to our future workforce. The need is there, and with the support provided by the federal

legislation, the time is perfect for NYIA. Coordination and communication are built into the grant, and both are essential aspects of grant activities.

The Native Village of Kotzebue partnership cements the relationships with the University of Alaska and its local campus, ATC, continued support of existing CTE classes and pillars (Culinary Arts, Education, Process Technology, Construction, Health, Business, Small Engine, Welding), regional/local businesses, students, educators, and the community. Opportunities for participation include monthly school board meetings, monthly ASC meetings, surveys, and online submission of comments through the NWABSD website (nwarctic.org). Since the region's population and NWABSD are predominately Alaska Native, identified as an underserved population, NYIA will directly impact this population.

(e) Quality of the management plan (24 points).

NYIA – grant request is based on the need for Alaska Native students to improve academic progress in science and math, to become familiar with career/college readiness, and to participate in ANSEP, pre-apprenticeship regional opportunities. [redacted] is NYIA grant manager/director and will ultimately oversee goals/objectives, activities, personnel, timelines, and milestones within the grant.

Goal 1: Provide opportunities for NWABSD students grades 5-12 to increase academic and career readiness. Need established through Alaska Statewide Assessment data of less than 10% of 5th-9th graders demonstrating proficiency in language arts and mathematics. These skills are necessary for successful career/college readiness. Data also indicates the lack of employment within the NW region. Research verified by 2015 evaluation of ANSEP & recent ANSEP data.

Resources	Activities	Persons responsible	Timelines	Milestones

			Each year of the grant	
ANSEP Middle School Academy (grades 5-8) ANSEP Middle School STEM (grades 6-8)	STEM activities with emphasis on math/science Residential campus STEM professionals	Coordination through [redacted], NWABSD Program Specialist NWABSD School Board approves ASNEP contract	ANSEP programs are offered at different times each year – usually one in the summer and one in October. Contracts with ANSEP usually in place by August annually. 60 days prior to ANSEP date, applications accepted (ap on ANSEP website) Advertising, recruitment and information available	ANSEP contract Application process Student selection Chaperon selection (where applicable) Travel Arrangements

			continuously through NWABSD 30 days prior selection, travel arrangements, etc. for students, chaperons (when needed), etc. Pre/Post Student assessments via ANSEP	
ANSEP Acceleration Cohort 9th-12th	Yearlong STEM activities, academic support, career & life skills, CTE, Dual credits University of Alaska	[redacted], Program Specialist [redacted] Superintendent Contract approval and NWABSD School Board	August – recruitment, student application and acceptance, Reports from Acceleration personnel through	ANSEP contract ANSEP student classes – including University of Alaska dual enrollment

		[redacted], Outside Evaluator	University of Alaska – usually each semester, Surveys of students – December and May	Student semester grades Student semester surveys Analyze student survey responses within 30 days of receipt. Written report to Program Manager within 45 days each semester.
Alaska Science Testing	Administered by state each spring	NWABSD Testing coordinator	March/April of each year	Analyze data when available for participating ANSEP students.

				Reports within guidelines as above.

Evaluation: pre-post testing, State academic proficiency rate increases, State Science assessment, successful completion of academies.

Goal 2: Students will have opportunities to participate in Kotzebue Tribal-sponsored pre-apprentice/apprenticeship programs. The high rate of NWAB employment is evidence that students need to successfully graduate HS and be prepared for employment. Academic and apprenticeship programs will offer these experiences with the necessary support for success. Research for apprenticeship effectiveness indicated above through federal government and national associations.

Resources	Activities	Persons Responsible	Timelines Each year of the grant	Milestones
Kotzebue Tribal, Regional and Local Apprenticeship opportunities	Participation in supervised, regional appropriate apprenticeships	Native Village of Kotzebue – Chairman designee will connect with regional/local businesses for apprenticeship	July/August/ January of each year establish apprenticeship opportunities, August/January of each year, receive student	Listing of placement opportunities Receipt of student applications Student Placement

		opportunities, assist in placement, assist in evaluation	applications and assist with apprenticeship placement December/May of each year assist with surveys and evaluation of placements, offer refinement suggestions	Surveys Related suggestions and refinement
		NWABSD Assistant Director of Student Services, [redacted]	Follows the guidelines as described above	Follows the guidelines as described above
Development of student/employer surveys	Surveys developed in coordination with tribe, district,		July/August of each year meeting with stakeholders described above	Meeting agenda and notes Surveys Survey administered

	employers pre and post apprenticeships		to develop survey End of apprenticeships – surveys administered Data analyzed by Karen [redacted] within 30 days of survey receipt	Survey report compiled by [redacted] and delivered to Project director, [redacted]
WorkKEYS	Students take this assessment to assess work related skills	[redacted]	Usually, March 1 students take assessment	Will be reviewed for students in program when data available, Report from [redacted] as outlined above in timeline.

Evaluation: Pre-post employer surveys, post-student surveys, successful completion of apprenticeships, increase in skills/knowledge as indicated on WorkKEYS.

Budgetary implications are listed below—Goals and objectives 1: **Budgetary:** apprenticeships, surveys of students and employers, travel, ANSEP. **Type of data to be collected:** applications, enrollments, attendance, success rates, surveys, pre/post ANSEP testing, WorkKEYS, Alaska State Science testing, and grades – data collection systems are in place. Application documents, procedures, and guidelines have met state standards and been approved by the state. Goal 2: **Budgetary:** apprenticeships. **Type of data to be collected**: apprenticeship applications, articulation agreements, surveys, and student data. Goal 3: **Budgetary:** apprenticeship partnership/opportunities. **Type of data to be collected**: agendas, meeting minutes, surveys, agreements for apprenticeships.

NWAB is a diverse region, predominately Alaska Native. All the NWABSD School Board consists of Alaska Native or Indian participants. Parents, teachers, Tribal leadership, and the community will be involved with the project through surveys, participation in ASC and School Board meetings, and opportunities for comments in person, telephonically, and online. This proposed project received feedback from all involved stakeholders through public forum meetings and funding priority surveys. Businesses and the Native Village of Kotzebue tribal entity will be involved as community members in addition to designated meeting opportunities for the partners. These are outlined in the grant and will officially occur annually, with other attendance at entity meetings available monthly. Businesses represent professional and occupational fields. The University of Alaska and the local campus ensure dual credit and coordination within higher education. Since ANSEP is affiliated with the University of Alaska, the opportunities are closely connected. Everyone has opportunities to provide comments and feedback at ASC, NWASD School Board Meetings, surveys, Interconnectedness Survey, email,

and/or NWABSD website online comments. Diversity and the experience provided via different backgrounds and perspectives will add dimension and success to the goals/objectives of NYIA. NWABSD has a track record of successfully completing grants and continuing projects beyond the period of federal funding. STAR of the Northwest Residential Magnet School received an initial grant over ten years ago. The CTE-based school is still in operation and has expanded the CTE offerings and categories over the years. NYIA will build capacity for our students and our communities. During this project, the processes set in place can be duplicated, and partnerships for apprenticeships will continue and expand throughout the five years of the grant and beyond. Building of business partnerships will assist with future funding and opportunities as employers realize the effectiveness of the programs. Activities and content can be duplicated in the years beyond available grant funding. Continuing sustainability planning will be conducted with partners throughout the grant project and can be expected to continue after the end of grant funding.

f. Quality of Project Evaluation (7 points)

NWABSD has maintained a school district for over thirty years and has developed and managed several grant-supported programs. The Project Director, [redacted], has been in NWABSD positions for many years. She has been a teacher, Curriculum Director, and Director of State and Federal Programs. [redacted], Superintendent, has been an NWABSD teacher, principal, Director of State and Federal Programs, Assistant Superintendent, and now Superintendent. She is an Alaska Native who grew up in the area and provides cultural support and understanding to the district. They are instrumental parts of the District's Leadership Team. They have collaborated on several district projects and grants. The positive working relationship is well established with all the site-based schools throughout Northwest Arctic. Existing policies

and procedures for hiring, curriculum development, and curriculum selection are in place for NWABSD, thus, ensuring a smooth process as the curriculum is selected and adopted for NYIA. The Outside Evaluator, [redacted], has worked in educational fields for over 50 years. She has served in the capacity of Outside Evaluator with NWABSD in several previous grants.

NYIA utilizes additional support provided by universities to offer dual credit or AP course articulation as appropriate. Chukchi Campus, University of Alaska, has been housed in the Kotzebue for years. Chukchi Campus has supported previous grants and assists in coordinating dual credit for high school students. The Native Village of Kotzebue provides support and additional connection with the culture and communities.

NWALT members, the ATC Advisory Board, and supporters of the grant will provide a Native voice and representation of stakeholders. These affiliations have aided in the conception and support of previous grants, support of student learning, and future ideas for the district.

NWABSD already has a history of providing successful implementation of grants that continue after grant support has been ended. NWABSD has established data collection systems for attendance, grades, and ongoing assessments. Attendance and other data collected in District PowerSchool will provide systematic, standardized attendance/academic reporting methods.

The critical evaluation questions relate to the two overall goals of the grant. These areas relate directly to regional employability, career awareness/readiness, student opportunities, and successful student employability. NWABSD actively collaborates with local businesses and agencies to sponsor specific activities or projects. The specific objectives and benchmarks relate directly to the needs and background research previously discussed.

In summary, NWABSD has carefully planned to use existing opportunities, programs, and affiliations to support MOV. The requested grant monies requested will be used directly for materials, equipment, personnel, and implementation of ensuring NYIA goals of ultimately increasing student academic/CTE achievements and success in preparing students for career readiness and future employment. Coordination with existing NWABSD programs will help to support additional program costs.

NYIP program will incorporate an annual evaluation based on the CIPP Model and conducted by an Outside Evaluator. For each of the five years of the grant, $ 458.564.36 is requested. The total for five years requested is $2,292,921.79. The Budget Narrative explains how resources will be expended to accomplish the goals and objectives of the project.

Project Evaluation

"The most important purpose of program evaluation is not to prove but to improve." (Stufflebeam, 2003a, 2003b) The evaluation of NWABSD's NYIA will be based on CIPP Model and will be completed by [redacted]. The NWABSD Outside Evaluator Position was advertised nationwide within the past year. The selection was made consistent with district, state, and federal programs. The CIPP evaluation model is considered a comprehensive framework for guiding evaluations of programs or projects. The CIPP model, in conjunction with the logic model, was used in the development of NYIP. Context evaluation was an integral part of determining the best approaches to address the needs of Alaska Native NWABSD students with respect to increasing graduation rate and preparing students for successful employment; Input evaluation assessed strategies and resource allocation plans to maximize effective implementation of existing funds and grant requested fund utilization, and Process and Product evaluation during the formative phase will begin if the NYIP grant is initiated in October 2022.

The Process evaluation will track the activities described in the Management and Implementation Plans and will be expanded and refined after the project begins.

The Outside Evaluator will monitor events, meet with the Project Director, assess student data, and report findings back to the Project Director and Manager. The Product evaluation will access and determine outcomes of MOV as they occur, both positive and negative, and the side effects of those outcomes. It will guide additional improvements in the Project based on the feedback of that data. The CIPP Evaluation Model Checklist and the logic model have been used and will continue to be utilized to examine program guidelines and criteria. (2007, www.wmich.edu) The accomplishment of each specific NYIA goals/objectives will be specifically determined using data and documentation related to that objective, written in a clear, straightforward manner. The table in the previous section outlines specifically related data collection for each goal and objective. GPRA measures will also be included in reports.

In summary, the two overall goals ultimately related to student academic/CTE success and future successful employment will be implemented. Data will be collected throughout the grant, reviewed, analyzed, and shared to provide informed decision-making. Specifics are provided in previous sections. The objectives all have five-year outcomes. The Outside Evaluator will meet with the Project Director and Manager to review Process and Product (outcome) evaluation data to prepare semi-annual written reports that comply with federal guidelines and due dates. NYIA focuses on increasing the graduation rate and in preparing students for successful employment. The goals and objectives directly relate to the needs as established for Alaska Native youth. The Logic Model was used to develop and fine-tune the grant design and requests. Student success will increase with increased motivation and structure to help ensure students are working towards future successful regional employment. Previously referenced, employment for skilled

employees in education, health services, process technology, and culinary arts are available in the region. CTE coursework will prepare students for successful employment and occupations. Each NYIA objective has specific measures that increase each year. Student attendance and success will be documented and recorded. Graduation rates should increase as students are provided experiences, skills, knowledge, certifications, and access to employment opportunities that demonstrate the importance of a high school diploma. Procedures and processes currently exist to capture attendance and success of course completion. Processes and records for admissions will be kept by the Program Director. All data and documents will be reviewed by the Outside Evaluator. Refinements to the program will continue throughout the life of the grant. The Outside Evaluator will provide written reports twice annually and participate in frequent discussions.

The evaluation plan is a living document. Data will be collected and reviewed by those within the project, employers, local agency representatives, school district personnel, and the Outside Evaluator. Through collection and review of data and goals/objectives, NYIA will be primed to reflect and respond. The scheduled meetings within the district, Native Village of Kotzebue/NWABSD/Employers, and community opportunities for input and data will provide strategies and processes for the refinement of NYIA. Feedback and reports provided support for decision-making with data and analysis.

Existing NWABSD procedures and guidelines are in place for the acquisition of attendance, academic grades, and graduation rates. The Outside Evaluator has worked with the district for over 25 years in many capacities. Federal, state, and district guidelines have been followed for the selection of an outside evaluator. She will verify and analyze data, compile, meet with personnel, offer suggestions and comments and prepare reports for district distribution. The

outlined structure of the Advisory Board will ensure equal access and treatment for eligible project participants. The monthly scheduled meetings and debriefing meetings within the NWABSD Leadership Team will enhance communication and refinements. The student population served is reflective of the region, predominately Alaska Native. Replication of the grant will be possible with the scheduled activities, data and results. Feedback for review and refinement is fostered by scheduled partner/stakeholder meetings, surveys, and other feedback from participants, community and business partners, and regularly scheduled meetings to discuss and share data and feedback. These meetings will also be helpful in refinement and medications to NYIA processes and strategies.

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

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

Name of Institution/Organization

Northwest Arctic Borough 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	10,800.00	10,800.00	10,800.00	10,800.00	10,800.00			54,000.00
2. Fringe Benefits	1,785.24	1,785.24	1,785.24	1,785.24	1,785.24			8,926.20
3. Travel	22,780.00	22,780.00	22,780.00	22,780.00	22,780.00			113,900.00
4. Equipment	0.00							0.00
5. Supplies								
6. Contractual	405,200.00	405,200.00	405,200.00	405,200.00	405,200.00			2,026,000.00
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)	440,565.24	440,565.24	440,565.24	440,565.24	440,565.24			2,202,826.20
10. Indirect Costs*	18,019.12	18,019.12	18,019.12	18,019.12	18,019.12			90,095.60
11. Training Stipends								
12. Total Costs (lines 9-11)	458,584.36	458,584.36	458,584.36	458,584.36	458,584.36			2,292,921.80

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2022 To: 06/30/2023 (mm/dd/yyyy)

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

The Indirect Cost Rate is 4.09 %.

(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 4.09 %.

(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))?