

**(a) Need for Project**

**(1) The magnitude for services or activities to be carried out by the proposed project.**

The Klawock Cooperative Association (**Native Organization** – nonprofit), Craig Cooperative Associations (**Native Organization** — nonprofit), in partnership with three (3) school districts — Klawock City (KCSD), Southeast Island (SISD) and Craig City (CCSD), and POW VOTEC



will bring an innovative program to 275 students in grades 6-12 each year of the project. The targeted schools are located in small, remote, **RURAL** villages on Alaska’s Prince of Wales Island where resources, exposure to college and career opportunities, and travel are extremely

limited and expensive, with all districts having their schools accessible by either plane or ferry only, other than intra-island road systems. The overall goal of Project **SOAR** program will motivate and engage some of Alaska's most at-risk students toward realistic and relevant careers and higher education based upon strong evidence research from the What Works Clearinghouse. This redirected mindset with its relevance to high school and "what lies ahead" will empower students with the motivation and desire to plan their pathways to success, including the engagement in and completion of pre-career and pre-college coursework.

	<b>Econ Disadvantaged</b>	<b>% Alaska Native</b>	<b>Tribal Council</b>
<b>Klawock City</b>	76.4%	98.75%	Klawock Cooperative Association
<b>Southeast Island</b>	70.7%	97.06%	Craig Cooperative Associations
<b>Craig City</b>	75%	50%	Organized Village of Kasaan

Commented [1]: These two need to be swapped.

**Performance Evaluation for Alaska’s Schools (PEAKS)**  
**Percent of Students falling *Below/Far Below* Proficiency 18-19 All Students in District**

District	English/Language Arts			Math		
	Alaskan Native	District Students	% Difference	Alaskan Native	District Students	% Difference
Craig	70.97%	59.09%	- 11.81%	81.26%	70.35%	- 10.91%
Klawock	86.11%	76.79%	- 9.32%	86.11%	83.93%	- 2.18
SISD	85.72%	48.18%	- 37.54%	100%	67.27%	- 32.73%

Performance Evaluation for Alaska's Schools (PEAKS)						
District Percent Students falling <u>Below/Far Below</u> Proficiency 18-19 vs Rest of the State						
	English/Language Arts			Math		
	AN Students	All State	% Difference	AN Students	All State	% Difference
Craig	70.97%	60.92%	- 10.05%	81.26%	64.53%	- 16.73%
Klawock	86.11%	60.92%	- 25.19%	86.11%	64.53%	- 21.58%
SISD	85.72%	60.92%	- 24.8%	100%	64.53%	- 35.47%

Graduation Rates for Alaskan Natives in Schools to SOAR Program Would Serve	
Districts	Combined Graduation Rates
Klawock City, Southeast Island and Craig City	65.7%

In addition to significant academic need, district graduation rates clearly show that a significant portion of our AN students are not graduating from high school and will meet with significant employment challenges without a high school degree. Although most students will eventually enter the labor force, research shows that those who do not have a high school diploma have greatly diminished opportunities. Additionally, for AN students who are graduating, fewer are

leaving high school prepared to work or go on for further degrees (Otterman, 2011).<sup>1</sup> The economic value attached to completion of ever-greater levels of education is well documented. Census data show (2019) adults ages 25 and older who had dropped out of school or had not acquired a GED earned up to 41 percent less than those who had completed high school or had GEDs. The gap widened when comparing the incomes of high school dropouts with people with a bachelor's degrees. Several other external factors may affect the ability of our students to succeed prior to entering school.

<b>Socioeconomic Statistics from the 2019 Census Data</b>		
(Population 25 years and over)	<b>All Alaskan Pop.</b>	<b>Alaska Native</b>
<b>Percent high school graduate or higher</b>	<b>80.3%</b>	<b>27.4%</b>
<b>Percent bachelor's degree or higher</b>	<b>31%</b>	<b>12%</b>
<b>Median household income with bachelor's degree</b>	<b>\$59,600</b>	<b>\$44, 041</b>

A high school graduate earns \$10,386 per year more than a high school dropout (2010 Census).

The gap widens significantly with a college diploma as the chart above reveals. A Study of Alaska Native students at the University of Alaska, Anchorage revealed that AN students comprised only 7.9% of the school population. This study also shows that the AN students' high school Grade Point Averages were a full letter grade behind the other students at UAA, lower SAT scores for AN students, and a much higher level of attrition- (26% for AN students versus 16% for all others). This alarming data demonstrates a need for intense intervention in middle

---

<sup>1</sup> Otterman, Sharon. February 8, 2011. "Most New York Students Are Not College-Ready. " The New York Times

and high school to adequately prepare our students for post-secondary and career opportunities.

Project **SOAR** meets the Application Requirements (Absolute Priority) and will address the Competitive Preference priority. **Evidence below:**

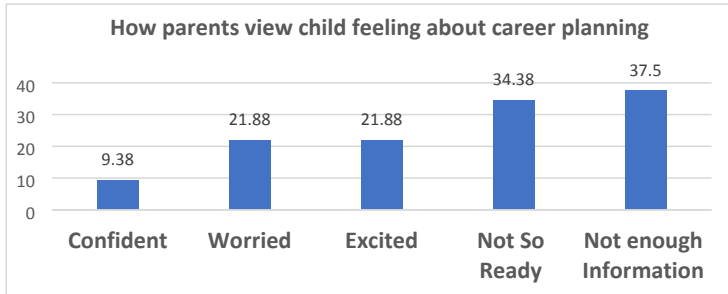
<b>Application Requirements &amp; Competitive Preference Evidence in Narrative</b>		
<b>Application Requirements:</b> a) Must provide a detailed description of the plans, methods, strategies, and activities it will develop and implement to improve the educational outcomes of Alaska Natives b) Provide detailed description of data it will collect to assist in the program evaluation		
<b>Topics to Address Requirements</b>	<b>Services to Address Competitive Preference</b> <b>(**Logic Model Page XX**)</b>	<b>Page Numbers</b>
1) Detailed Plans	Detailed plans, methods and strategies were developed in construction of logic model and further described in detail in layout of Project Design and Project Services	
2) Methods		
3) Strategies		
4) Activities	Activities to improve outcomes are on bottom of logic model and layout of Project Design and Project Services	
5) Evaluation Data	Found in logic Model outcomes and Evaluation section	
<b>Competitive Preference Priority - Building Capacity for Remote Learning</b>		
1) Providing technology access to serve learners	Parents /Students will be issued necessary equipment (i.e., iPad, hotspot, etc.) to accelerate learning at home	
2) Providing high-quality remote learning	<b>SOAR</b> will use a hybrid model to provide online enrichment and remediation as well as STEM kits,	

due to COVID learning loss	supplies and packets to address out of school learning loss.	
----------------------------	--	--

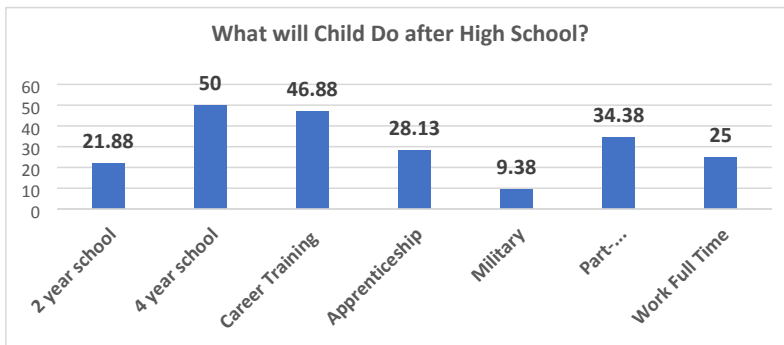
AN students are also exposed to social risk factors that create additional barriers to learning within the communities they live and to preparing them for careers and leadership in their tribes and communities. The lack of diplomas may account for the significant poverty reflected in the Free and Reduced Lunch numbers in the school districts below:

School District	2019 Free and Reduced Student Percentages
Craig	75%
Klawock City	77%
SISD	63%

To analyze the need to update and revitalize our Career Technical Education (CTE) Programs, a pre-grant survey was administered to parents in our communities. When asked if they were currently aware of the Career Technical Education (CTE) courses offered at your student's school, 66% of the parents stated they were not aware of programs. When asked if their child is currently enrolled in a Career and Technical Education course(s) or have they taken a CTE course in the past again 72% responded they were not currently or previously taken any classes. When asked how they thought their child felt about their career planning the following was observed:



From the data, only 9% were confident and 21.88% were excited. However, over a third of the parents stated that students were not ready or currently do not have enough information to make an informed decision. Parents in the communities were also surveyed about what they think their child would do after school. Only 50% stated their child would attend a 4-year college and another 46% stated that their child would attend a career training program. Considering that only 65% of the students are graduation high school and 50% might attend a 4-year college, our schools need to provide in depth career exploration opportunities for students in and out of the classroom. Students should have the opportunity to experience career awareness as early as elementary school and career exploration starting in middle school through high school.



The parents were also asked the following questions: 1) My child has received sufficient guidance on career planning? 50% Disagreed; 2) The most important thing schools should do is

to teach the skills needed in the workplace? 84% Agreed; and 3) Schools should work with local employers to stay in touch with what skills are needed in the workplace? 91% Agreed. In a final question parents were asked what career opportunities were beneficial and the following were recorded: **1)** 53% listed Commercial Driver’s License (CDL), **2)** 40% listed Computers/Coding, **3)** 34% listed Maritime and **4)** 28% listed Certified Nursing Assistant.

**(2) Extent gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed, including the nature and magnitude of those gaps or weaknesses**

Using the above needs assessment information, the *SOAR* proposal team identified the current services and programs and identified gaps in these services. The following chart summarizes current services and gaps:

GAPS OR WEAKNESSES IN SERVICES, INFRASTRUCTURE, OR OPPORTUNITIES	GAPS OR SERVICES INCLUDING NATURE AND MAGNITUDE	PROPOSED INFRASTRUCTURE OR OPPORTUNITIES TO CLOSE GAPS
<b>Teachers and principals in isolated rural villages are tasked with multi-grade classrooms, administrative duties, cultural disconnection, and little support.</b>	High teacher turnover results in inconsistent instructional delivery and problems in organizational function, interfering with each school’s ability to establish a coherent instructional program	Provide <del>an</del> additional CTE teacher at POW VOTEC training and a career counselor in villages to assist with classroom activities, student academic monitoring and Personal Learning and Career Plans.
<b>Disturbing gaps in</b>	Non-Native teachers are	Increase relevance by

<b>achievement between AN students and their peers</b>	culturally disconnected and unfamiliar with how to link traditional wisdom and heritage to classroom and content understanding.	providing CTE course opportunities. Students can select an area of interest, become a CTE concentrator, and achieve industry recognized certification.
<b>None of the schools has access to a career counselor</b>	CTE staff are trying to implement curriculum and advise students. 80% of parents survey noted some type of assistance with career planning was needed for students	By providing a designated staff to work primarily with career counseling, students will result in higher quality services and improved outcomes.
<b>Students do not have a written developed Individualized Personal Learning and Career Plans (PLCP)</b>	Students lack opportunities for career exploration and planning, and strengths.	With the guidance of the Career Counselor, each student will develop a written Personal Learning and Career Plans
<b>There is a need for career- based exploration and hands- on learning for students in remote schools.</b>	Career pathways are limited for our students. Students are not exposed to or aware of opportunities.	Through ZSpace an AR/VR computer CTE program, students will be exposed to Welding, Health Sciences,

**Commented [2]:** Does this address the gap described or should this be providing culturally relevant training for teachers?



		Transportation, Construction and Ag Science in a virtual world and a CDL simulator.
<b>Students drop out of school at unacceptable levels that are far below national and state averages.</b>	Courses are not engaging or motivating, and students see disconnect in relevance from courses offered.	Provide courses at VOTEC in Klawock. Equipment is modern and relevant to welding and construction that are hands-on, <u>and</u> involve experiential learning.
<b>Limited access to devices at home when in-person learning; remote areas have limited access to Internet</b>	Students have limited access to devices at home. Devices lack needed programs to improve learning.	Project will provide laptops, hotspots, etc. and programs necessary to assist students in career exploration and awareness <b>CP #1</b>

**(b) Quality of the project design**

**(1) Design is appropriate and addresses the needs of the target population or targeted needs**

In a career pathways study by the University of Alaska, Workforce Development, in Alaska, much of the difficulty in providing consistent and comprehensive CTE lies in its unique geographic and demographic challenges. Conversely, in many rural communities, especially villages outside of the larger “hubs,” students attend K-12 schools. Rural and remote schools face challenges different from their urban counterparts, ranging from higher teacher turnover to a disconnect between the community and the teachers, who are overwhelmingly non-Native (less than 5%). Our design to decrease these barriers to our students has four (4) components. **First** is staff training. High teacher turnover rate in rural areas makes it increasingly difficult to provide

consistent opportunities. Depending on the background of the staff, dictates the CTE class offering. By providing access to a CTE teacher at our regional POW VOTEC center, a core of consistent programs can be offered yearly and local teachers can learn the pathway while on-site. **Second** is engaging curriculum through ZSpace and a CDL simulator that will provide more career pathways opportunities to additional students. These programs will allow individualization for local students access to multiple career pathways. **Third**, a Career Counselor will assist students with career exploration and planning. Our **fourth** strategy is to provide monitoring for possible dropouts through the What Works Clearinghouse approved program of Check and Connect. This chart illustrates our Project Design methodology and the reason for selecting our activities:

**Commented [3]:** Change to: The background of the staff dictates the CTE class offering.



**Project Design Methodology to Achieve Desired Objectives**

**Strategies to Improve Educational Outcomes**

**CTE Connections with AK Culture Standards**

To increase links between traditional Native wisdom and classroom learning, CTE opportunities will be relevant and connect to AK Cultural Standards and CTE curriculum.

**Engaging VR Simulators**

To excite student interest in innovative programming with research-based approaches, Project SOAR will provide access to career exploration through CTE offerings. zSpace simulators that will allow multiple experiences to learn real situations in and out of the classroom and earn industry certifications.

**Access to Career Counselor / Soft Skills**

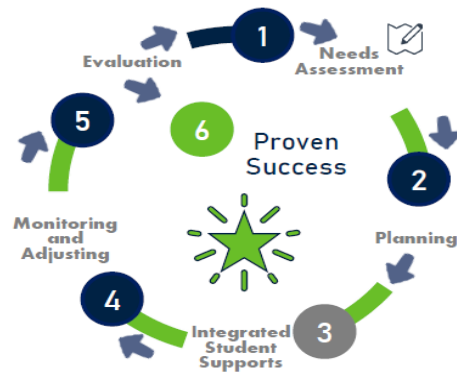
Career Counselors will provide career exploration opportunities and soft skills to prepare for employment, assist with work-based learning, job shadowing, and internships.

**Student Support and Student Access**

Project SOAR participants will be monitor for attendance and academic growth with ongoing Check and Connect systems. Staff and Career Counselors will employ strategies through Sources of Strength for compassion and proactive classrooms. Partnering with the area VOTEC in Klawock, students will have access to updated equipment and consistent offerings.

**Integrated Student Supports**

<b>Essential Skills Training</b>	<b>AK Cultural Standards Aligned Lessons</b>
<b>Simulators, zSpace</b>	<b>Academic Support &amp; Career Coaching</b>
<b>Career Exploration</b>	<b>Check &amp; Connect</b>
<b>Individual Learning Plans</b>	<b>Virage CDL Simulator</b>



- 1 **Needs Assessment:** Analyze multiple sources of data to identify the key needs of the school and individual students.
- 2 **Planning:** Career Counselors lead a school support team to develop a plan to prioritize supports that address CTE learning to develop career activities, culturally relevant lessons embedded with AK Cultural Standards. Provide coordination of work-based learning, job shadowing, and internships.
- 3 **Integrated Student Supports:** Project Staff and Career Counselors deliver support to the students in managing CTE classes, academic supports, essential skills training, simulators (zSpace), and other student structures that are culturally relevant to struggling Alaskan Native Students through research-based activities and high-quality remote learning.
- 4 **Monitoring and Adjusting:** Project Staff continuously monitor analysis of program outputs with student monitoring, school and out-of-school time, transition programs, community engagement, employer-based needs, and social and emotional learning.
- 5 **Evaluation:** Continuous improvement assessment of students through Individualized Learning Plans supported by the SOAR supports teams, Project SOAR staff, and the evaluation team.
- 6 **Proven Success:** Increase in academics, CTE experiences, and improvement in attendance. More students are engaged with work-based learning. Increases in AK state assessments, growth in job shadowing, internships, and industry certifications.

The proposed *SOAR project* will provide new pathways for challenges facing educators to improve the system which currently leaves many AN students behind — cultural disconnection between school and community with curriculum, limited access to professional development for teachers working in isolated villages, limited access to diverse career pathways programs and few opportunities to plan for a career and work one on one during an internship. This is why our targeted schools are turning to career technical education (CTE) to bolster credential attainment in our rural areas and prepare students for employment. Our revamped CTE program will provide engaging state of the art programs to assist students in their academic and technical skills, knowledge, and training to be prepared for both college and careers. Completing a CTE program of study is associated with higher graduation rates, college preparation, academic achievement, and employment outcomes. Yet, despite the clear evidence of CTE’s effectiveness, rural school districts face myriad challenges with expanding and strengthening high-quality career pathways programming. This chart illustrates our Project Design methodology and the reason for selecting our activities. **The chart below is based on the Logic Model page XX.**

<b>Goals, Objectives, and Outcomes to provide the Foundation for Measurement</b>	
<b>Goal 1: To increase staff training opportunities in rural areas</b>	
<b>Objectives</b>	<b>Outcome Performance Measures (OPM)</b>
<b>1.1</b> - By May 31 <sup>st</sup> of each year of the grant, 85% of CTE teachers will have received training in the AK Cultural Standards.	<b>OPM 1.1.1</b> - CTE teachers refer to <i>State of AK Cultural Standards</i> when implementing strategies into district Standard-aligned, adopted curriculum (Lesson Plans)

<p><b>1.2</b> - By May 31<sup>st</sup> of each year of the grant, CTE staff will have participated in training for innovative programs to improve students academic and career opportunities</p>	<p><b>OPM 1.2.2</b> – CTE staff will participate in VSpace (virtual welding, Health Science, Transportation and Construction), CDL simulator and other requested opportunities</p>
<p><b>Goal 2: To provide innovative programming with research-based approaches that promote student’s academic engagement and career interests.</b></p>	
<p><b>Objectives</b></p>	<p><b>Outcome Performance Measures (OPM)</b></p>
<p><b>2.1</b> - By May 31<sup>st</sup> of each year of the grant, 100% of students will be offered access to more relevant and diverse CTE courses.</p>	<p><b>OPM 2.1.1</b> – With the addition of Commercial Drivers License simulator and ZSpace CTE programming, students will have options to courses not offered in the past.</p>
<p><b>2.2</b> –. By May 31<sup>st</sup> of each year of the grant, students will be able to earn industry standard certifications with increases from baseline of 2% in Yr. 1, 3% in Yr. 2, and 4% in Yr. 3.</p>	<p><b>OPM 2.2.1</b> – Having access to more CTE classes and certification tests, students will develop <del>an</del> understanding of how they can improve their chances of employment out of high school through industry certifications</p>
<p><b>2.3</b> - By May 31<sup>st</sup> of each year of the grant, a 5% increase in number of <del>s</del>Students who show overall improvement in 1<sup>st</sup> to 4<sup>th</sup> nine-week grades</p>	<p><b>OPM 2.3.1</b> - students will show increases in grades from 1<sup>st</sup> to 4<sup>th</sup> nine-weeks grades by 5% in each year of the grant.</p>
<p><b>2.4</b> - By Sept. 30<sup>th</sup> of each year of the grant, <del>s</del>Students will show an <del>in</del> incremental</p>	<p><b>OPM 2.4.1</b> - The percentage of Alaska Native students in schools served by the program who</p>

increase in PEAKS proficiency <del>increases</del> from baseline of 2% in Yr. 1, 3% in Yr. 2, and 4% in Yr. 3.	demonstrate growth in reading and mathematics on the PEAKS Alaska State assessments.
<b>Goal 3: To provide soft skills and student monitoring by a Career Counselor</b>	
<b>Objectives</b>	<b>Outcome Performance Measures (OPM)</b>
<b>3.1</b> - By May 31 <sup>st</sup> of each year of the grant, 100% of the students will be offered CTE courses	<b>OPM 3.1.1</b> – By providing research-based CTE courses that are more relevant, <del>d</del> -Diverse and engaging graduation rates will increase.
<b>3.2</b> – By May 31 <sup>st</sup> of each year of the grant, 25% increase in the number of students in grades 9-12 who have a Personal Learning and Career Plans.	<b>OPM 3.2.1</b> – Increase in the number of grades 9-12 AN students who have a Personal Learning and Career Plans (PLCP) <del>on</del>
<b>3.3</b> - By May 31 <sup>st</sup> of each year of the grant, 100% of the CTE students will participate in soft skills training	<b>OPM 3.3.1</b> – Students will learn soft skills are personal attributes that influence how well you can work or interact with others. These skills make it easier to form relationships with people, create trust and dependability.
<b>3.4</b> - By May 31 <sup>st</sup> of each year of the grant, <del>increase in</del> graduation rates of students increases from baseline of 2% in Yr. 1, 3% in Yr. 2, and 4% in Yr. 3.	<b>OPM 3.4.1</b> – Due to proposal programming and services graduation rates of students taking CTE classes will improve

<b>Goal 4: Provide Check &amp; Connect and Career Exploration to decrease Drop-Out Rate</b>	
<b>Objectives</b>	<b>Outcome Performance Measures (OPM)</b>
<b>4.1</b> - By May 31 <sup>st</sup> of each year of the grant, 85% of CTE students will experience unique College/Career exploration opportunities.	<b>OPM 4.1.1</b> - Targeted students will participate in a College/Career exploration opportunity to universities.
<b>4.2</b> - By May 31 <sup>st</sup> of each year of the grant, student discipline and referral data will decrease from baseline by 5% in Yr. 1, 10% in Yr. 2, and 15% in Yr. 3.	<b>OPM 4.2.1</b> – Check and Connect will offer opportunities to connect with an adult mentor to show warning signs of potential discipline problems.
<b>4.3</b> – By May 31 <sup>st</sup> of each year of the grant, 20% more students will use provided technology for enrichment and remediation	<b>OPM 4.3.1</b> – Students will increase the usage of technology for enrichment, remediation and testing. *CP #1

**(2) The extent to which the proposed project demonstrates a rationale**

Project **SOAR** services reflect current information from research and effective practice (**evidence on page XX**) to improve relevant outcomes. To determine the appropriate services for our endeavor, staff conducted an extensive research and literature evaluation of best practices for improving academic achievement in rural schools with needs similar to our targeted schools. **SOAR** schools have an on-going needs assessment of the community by soliciting input from students, parents, educators, and community-based partners. Disaggregation of the needs assessment, stakeholder input and the research and literature review led Project **SOAR** staff to adopt a CTE research-based framework for delivering services with supporting strategies that

reflect best practices for improving academic and career outcomes of AN students. Our focus was to identify activities that targeted the most promising intervention methods in this setting. Through this project, **SOAR** will build upon the research of Albert Cheng and Collin Hitt in their study "Hard work and soft skills: The attitudes, abilities, and character of students in career and technical education" (Cheng, A., & Hitt, C.E. (2017). This study from the What Works Clearinghouse database looks specifically at the noncognitive skills of students who voluntarily take many CTE courses as compared to those students who take few if any CTE courses in those same schools. In their review of the existing literature, they note "CTE course takers are less likely to drop out of high school, and on average have higher annual earnings by their mid-20s as compared to students who take few or zero CTE courses". Not only do these students experience a higher quality of life sooner than their same age peers, but student self-reports, parent and staff surveys and the students' performance on behavioral tasks suggest that they have higher levels of self-efficacy, motivation, and attentiveness. With the addition of computerized CTE opportunities and an additional CTE staff member, SOAR will create ~~a~~ paradigm shift in the core concepts and practices surrounding instructional CTE program implementation and the professional development to support the program. The logic model (next page) was developed by SOAR and partners as a model to represent our process, expected outcomes and to demonstrate a rationale.



**Methodology and Research for Selected Activities:** Two perspectives have dominated the field of AN education: assimilation (culture of poverty) and culturally responsive schooling (cultural differences/ discontinuity) (Brayboy & Castagno, 2009). Faircloth (2009) states that AN students face a conflict between being academically successful and sustaining their Native sense of self; this reflects the clash between the culture of poverty and cultural differences/discontinuity perspectives. **According to Sinclair et al. (1998)**, students enrolled in Check & Connect had more passing grades at the end yr. 2 than comparison group students. **\*\*See all What Works Clearinghouse studies in the appendix pages XX – XX\*\***

Logical Plan/Methodology to Achieve the Desired Outcomes						
Input	Goals	Activities /Key Components (KC)	Implementation Outputs	Short Term Outcomes (Annual)	Long Term Outcomes By end of Year 3	Evaluation Questions
<p><b>Staff:</b> knowledgeable educators trained in best practices</p> <p><b>Support:</b> AK Native BOD, district, school, &amp; community partnerships</p> <p><b>Experience:</b> 25 years of successful execution of federal and state grants including ANEP, NYCP, and</p> <p><b>Funding:</b> State of AK grant, scholarship fund, local donations</p> <p><b>Oversight:</b> Management and Infrastructure in place to provide necessary resources, time and staff to ensure the success of the proposal</p>	<p>*To increase links between traditional Native wisdom and classroom learning.</p> <p>*To provide access to career exploration through CTE offerings and Career Counselor.</p> <p>* To provide relevant CTE classes with industry certifications.</p> <p>*To improve graduation rates of AN students through engaging, CTE opportunities.</p> <p>*To improve academic proficiencies for AN student in English\ LA, Math</p>	<p><b>[KC#1]: CTE opportunities will be relevant</b> when connected to AK Cultural Standards</p> <p><b>[KC#2]: Engaging AR/VR CTE</b> offerings will excite student interest and motivation.</p> <p><b>[KC#3]: Career Counselor</b> will provide career exploration opportunities and soft skills to prepare for employment.</p> <p><b>[KC#4]: Student Support, Monitoring</b> using Check and Connect</p>	<p>(KC#1) CTE teachers will supplement career curriculum with cultural relevant activities.</p> <p>(KC#2) ZSpace and CTE Simulator will provide multiple CTE offerings in and out of classroom.</p> <p>(KC#3) Career Counselor will help students plan their careers achieve their employment goals or assist to map post-secondary plans.</p> <p>(KC#4) Career Counselor will monitor student attendance, academic growth in ongoing Check and Connect portal</p>	<p>(KC#1) Increased capacity for CTE teachers to connect culture into classroom through CTE education.</p> <p>(KC#2) Students will be able to receive hands-on experience through AR/VR programs</p> <p>(KC#3) Career Counselor will coordinate goals, schedule internships, and provide career support.</p> <p>(KC#4) On-site student monitoring builds trusting adult/student relationships encouraging academic achievement</p>	<p>(KC#1) 85% CTE teachers &amp; staff trained in AK Cultural Standards</p> <p>(KC#2) 5% increase in graduation rates of students</p> <p>(KC#3) Career counselors will guide 100% of students into their potential future career, help students build their skillsets, find internships, and job opportunities, and advise students on the best classes.</p> <p>(KC#4) AK state assessments show increase from baseline of 2% in Yr. 1, 3% in Yr. 2, and 4% in Yr. 3.</p>	<p>-What is ANEP effect on teacher integration of culture in the classroom?</p> <p>-What is ANEP effect on improving academic achievement?</p> <p>-What is ANEP effect providing classes and employment opportunities for students?</p> <p>-What is ANEP effect on improving percentage of Alaska Native students Graduating in four years?</p>

**Activities to Improve Outcomes:** Culturally Relevant AK Cultural Standards Aligned lessons, Academic and career support with Career Counselor, to include soft skills, internships and career exploration, Check and Connect for adult relationships building, Personal Learning and Career Plans (PLCP), Out of school career exploration through Building Capacity through Remote Learning (i.e., iPads, internet connectivity, ZOOM interaction, Coding activities, Alaska Career Information System (AKCIS), etc.)

**c) Quality of project services**

**(1) Strategies for ensuring equal access/treatment for participants traditionally underrepresented**

To ensure equal access and treatment, all students' grades 6-12, specifically students who are scoring below required proficiency levels, experiencing career decision difficulties, and considered Alaskan Native will be provided access. Project *SOAR's* instructional and assessment methodologies are designed to accommodate all AN students; however, "at risk" students and those with special needs will receive the necessary accommodations. Considering that 74% of our overall student population qualifies for free and reduced lunch, and 23.0% of the same students live in poverty, there are multiple barriers to learning. Project *SOAR* will recruit all 275 students and ensure equal access to programming. *SOAR* staff will provide Personal Learning and Career Plans (PLCP) in live binders through the Alaska Department of Education for students to set specific goals. Parents and community members will be invited to contribute local knowledge and participate in the SOAR program. Working with all parents and community members will provide wider access to these typically underserved groups within the community. This means that every student, staff, parents and community members, without regard to age, race, color, national origin, gender, financial ability, learning disability or handicap, will have the opportunity to participate in the program. This is also stated in our GEPA plan that has been uploaded with the application. 100% of the students in the schools fit into one of the above categories, so equal access for members of groups that traditionally have been under-represented based on age, race, color, national origin, gender, financial ability, learning disability or handicap is assured. This project will employ strategies to ensure equal access and treatment for all participants, including those members of groups that traditionally have been underrepresented. Proposed activities funded through ANEP grant monies will serve as a means to create a career

technical program with the intent to address academic barriers to student learning. The student makeup of the targeted population is approximately 82% Alaskan Native with all three schools considered rural: remote (code 43) by the National Center for Education Statistics. Such statistics highlight the economic insecurity that haunts Alaskan Native families. Although social economic status is not listed (in this grant) as one of the underrepresented groups, when one thinks of under-represented populations in Alaska, one cannot ignore students of poverty. Thus, efforts to ensure equal access for children with disabilities, children of minority, and children of poverty are a major goal of Project *SOAR*.

**(2) Proposed project reflects up-to-date knowledge from research and effective practice**

All four key components in this proposal “demonstrate a rationale from section B” as they are informed by research or evaluation findings suggesting that they will improve relevant outcomes.

*(Key Component #1)* **CTE opportunities will be relevant when connected to AK Cultural**

**Standards** is informed by extensive research in instruction, multicultural education, anthropological studies, bilingual education, and place-based education. According to Reyhner (2006), “Poverty and other social problems have plagued Alaskan Natives. They want political and economic equality, and they want to regain their Native identities, including their languages and traditions that historically were suppressed in schools. By recovering the past through a strong sense of identity and by using culturally appropriate curriculum and instruction, some Alaska Native students are achieving educational success that before proved elusive.”<sup>2</sup> This builds on the research claiming that incorporating indigenous education into small, public schools in rural Alaska connects community, educators, and children in learning. Teachers need to be responsive to AN students, their cultures, and how they “learn to learn” at home. Through

---

<sup>2</sup> Reyhner, Jon. (2001). *Teaching Reading to American Indian/Alaska Native Students*. ERIC DIGEST EDO-RC-01-10

the use of CTE programs we plan to use the experiential and interactive methods. The U.S. Dept of Education reported in its *Indian Nations at Risk*, “Teachers need to get AN students out of lecture halls and textbooks and get them involved in “real” experiences--especially hands-on activities”. The interactive component refers to how teachers must listen and respond to the concerns of their students. Many AN’s tend to be global or holistic learners who think reflectively and respond to visual and tactile stimuli<sup>3</sup>. They learn more effectively through cooperation rather than competition. Traditional curricula and textbooks that approach learning as sequential, linear, and literary or auditory unfortunately focus on Native students' weaknesses instead of their strengths. Jim Cummins of the Ontario Institute for Educational Studies also found that 1) School curriculum needs to reflect the cultural background of the student; and 2) Experiential and interactive teaching methods need to be used.<sup>4</sup> According to Kerka (2002), “the high school system needs to allow more vocational education and creative ways to make high school relevant for AN children; We have to stop thinking of “four-year colleges, kids don’t see themselves in that community.” “With so much emphasis on college preparation, “kids have a skewed perspective. They get a lot of emphasis on college but are not ready to go to work.” She believes the rural communities “don’t need so many hairdressers and travel agents, they need to steer kids to a reasonable culturally based career like welding, health care, construction or with the school district and look at how many of these types of jobs are filled with ‘outsiders.’”<sup>5</sup> High school career curriculum needs to be culturally appropriate so they can be close to home and there is a job for them. It involves “realizing the feasibility of putting skills to work in their

---

<sup>3</sup> Indian Nations at Risk Task Force. (1991). *Final Report*. Washington, DC: U.S. Department of Education. (ERIC Document Reproduction Service No. ED 339587)

<sup>4</sup> Cummins, J. (1981). *Bilingualism and minority language children*. Toronto: Ontario Institute for Studies in Education. (ERIC #ED215557)

<sup>5</sup> Kerka, Sandra. “Distance Learning, the Internet, and the World Wide Web.” Database on-line. Available from ERIC Clearinghouse on Adult Career and Vocational Education, ED395214, 2002.

community and seeing clear potential for their position in the future.” (*Key Component #2*)

**Engaging AR/VR CTE offerings will excite student interest and motivation.** Alaskan Native (AN) students will perform better if they understand the relationship between being in school and their future. Several informants pointed out that during the high school years, students start to question the value of their education and what role education has in their future. Most of the interviewees suggested students need to have a better understanding of what career options are the most practical if they want to work in their local community. High school students need to be adequately prepared to make career and education choices and recognize the performance expectations from postsecondary education and work environments.<sup>6</sup> CTE courses are an integral part of most comprehensive high schools. However, many high school students will not have the opportunity for a comprehensive high school experience or gain exposure to specialized training and work skills. To break down this barrier to rural, isolated students learning, SOAR will provide ZSpace augmented reality curriculum of welding, health science, transportation and construction by bringing together AR (augmented reality) and VR (virtual reality), students are provided with a completely immersive learning experience. SOAR will also meet the request of our parents and provide a CDL simulator to create scenarios which cover basic driver training, evaluation and advanced training under different road, traffic and weather conditions. Lessons and objective evaluations are performed to assist with taking the road test. CTE courses provide students with educational alternatives to reinforce reading, mathematics, and science skills that are highly valued in the state assessments. Students succeed in schools due to a number of factors, and a sound CTE program is one of them (Daggett, 2005).<sup>7</sup> Educators are using

---

<sup>6</sup> Pavel, D. Michael. “Schools, Principals, and Teachers Serving American Indian and Alaska Native Students.” Database on-line. Available from ERIC Clearinghouse on Rural Education and Small Schools, EDO-RC-98-9, January 1999.

<sup>7</sup> Daggett, W. R. (2005). Achieving academic excellence through rigor and relevance. Retrieved from [http://www.icle.net/pdf/Academic\\_Excelsence.pdf](http://www.icle.net/pdf/Academic_Excelsence.pdf)

immersive technology to expose students to worlds and situations that would be challenging or impossible in a rural classroom setting: exploring human and animal anatomy; building and observing the flow of air through car engines; learning trades such as welding; and building walls to national specifications without lifting a hammer. When students work or learn in a virtual space, they are able to fail safely and receive immediate feedback to improve the accuracy of their thinking, thus learning from their mistake. Then, they can replicate processes and adjust variables to address their errors while learning from the process, as opposed to simply focusing on an outcome. In his studies, Baird (2009) compared traditional teaching materials and Augmented Reality (AR) systems. At the end of the study, it was identified that the AR systems were more effective in teaching compared to the traditional materials. It was also observed that students who used AR completed tasks in a shorter time period and with fewer errors. It has also been concluded in many studies that Augmented Reality

use in CTE environments increases learner achievement (Shelton & Hedley, 2002;<sup>8</sup> Sin & Zaman, 2010;<sup>9</sup> Zhang et al., 2014<sup>10</sup>). When



contributions provided by AR technology in CTE environments are taken into consideration, it can be argued that this result is expected. It is known that AR technology also draws student



interest and attention into courses and increases student motivation (Delello, 2014;<sup>11</sup> Tomi & Rambli, 2013<sup>12</sup>)

<sup>8</sup> Shelton, B. E., & Hedley, N. R. (2002). Using augmented reality for teaching earth-sun relationships to undergraduate geography students. In *Augmented Reality Toolkit, The First IEEE International Workshop*, 8.

<sup>9</sup> Sin, A. K., & Zaman, H. B. (2010). Live Solar System (LSS): Evaluation of an Augmented Reality book-based educational tool. In *2010 International Symposium on Information Technology*. Vol. 1, 1-6. 1

<sup>10</sup> Zhang, J., Sung, Y.-T., Hou, H.-T., & Chang, K.-E. (2014). The development and evaluation of an augmented reality-based armillary sphere for astronomical observation instruction. *Computers & Education*, 73, 178-188.

<sup>11</sup> Delello, J. A. (2014). Insights from pre-service teachers using science-based augmented reality. *Journal of Computers in Education*, 1(4), 295-311.

<sup>12</sup> Tomi, A. Bin, & Rambli, D. R. A. (2013). An interactive mobile augmented reality magical playbook: Learning number with the thirsty crow. *Procedia Computer Science*, 25, 123-130

**(Key Component #3) Career Counselor will provide career exploration opportunities and soft skills to prepare for employment.**

One of the tools that will be used by the Counselor is the Alaska Career Information System (AKCIS). This free website will allow students starting in the 9<sup>th</sup> grade to develop their Personal Learning and Career Plan (PLCP). This targeted effort will benefit our students because research shows rural parents' relatively lower college graduation rates make them less familiar with the college application process, and hence perhaps less likely to provide comprehensive information regarding college to their children. According to Hurwitz (2013), he found that a career counselor is predicted to induce a 10-percentage point increase in four-year college enrollment or employability of students. The added Career Counselor will connect the experiences students have in school to their future, which enhances academic motivation and provides meaning to and purpose for the work they are doing in school. (Curry, Belsler, & Binns, 2013)<sup>13</sup>As students learn about themselves and the world of work, they are more likely to make informed career decisions, value school, succeed academically, and engage in school offerings with assistance in career planning (Rose, 2013)<sup>14</sup> Lapan, Gysbers, & Petroski, (2001) also state that "In schools with fully implemented comprehensive counseling programs that include career counseling, students self-reported higher grades, perceived they are better prepared for the future, recognized the relevance of school, and experienced a sense of belonging and safety, more so than in schools with less comprehensive school counseling programs."<sup>15</sup>

---

<sup>13</sup> Curry, J. R., Belsler, C. T., & Binns, I. C. (2013). Integrating postsecondary college and career options in the middle level curriculum. *Middle School Journal*, 44(3), 26-32.

<sup>14</sup> Rose, R. A. (2013). Improving middle school student engagement through career-relevant instruction in the core curriculum. *The Journal of Educational Research*, 106, 27- 38.

<sup>15</sup> Lapan, R. T., Gysbers, N. C., & Petroski, G. F. (2001). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Journal of Counseling & Development*, 79, 320-330.

**(Key Component #4) Student Support, Monitoring & Enrichment using Check and**

**Connect:** *SOAR* staff with the assistance of the Career Counselor will slightly modify the ***Check & Connect intervention model*** to meet the unique needs of the rural, multi-grade 9-12 AN student populations. *Check and Connect* meets the What Works Clearinghouse (WWC) (See Appendix, p. XX\_XX) group design standards without reservations. It was found to have positive effects on students staying in school, and potentially positive effects on progressing in school for students with learning, behavioral, or emotional disabilities. The *SOAR* project will use *Lighthouse*, an online intervention data program for students who show warning signs of a disconnection with school or who show significant social and emotional needs. The central premise of *Lighthouse* is building a trusting relationship between students and a caring, trained adults who both advocates for and challenges students to improve their educational attainment. *Lighthouse* adults work systematically to monitor student performance variables for *all* grades (e.g., self-regulation, tardies, behavioral referrals, grades), while connecting with students to provide personalized, timely interventions to help students solve problems, build skills, and enhance their skills. The *Lighthouse* portal allows adults to see real-time aggregated data to determine the impact on student outcomes.

**Plan to Address Building Capacity for Remote Learning** – To provide opportunities we must first assist with providing internet access. The project is in such a remote area that satellite internet is the most reliable source. Hotspot and phones do not work in many of the villages. Next, the project will provide laptops or iPads to any student needing a device to ensure they do not have any barriers to learning. Both partners of ZSpace and Virage CDL Simulator have learning content that can be loaded into any Learning Management System (i.e. Google Classroom or Canvas). Students can work ahead from home to master the assignments before



classroom work the next day or prior to taking the industry standard tests. SOAR staff will also create virtual micro-internships, internships and apprenticeships through NEPRIS. Nepris will connect students with a network of industry professionals, virtually, bringing real-world relevance and career exposure to all students through videos of their experiences. The career counselor will also create soft skill modules where students can learn about employability and other simulations that can help students practice employability skills through authentic workplace scenarios that they can interact with and responded to. CTE instructors will also provide lessons through Tinkercad (Free) where they can use measuring and designing skills that will transfer to other classes. Finally, CTE teachers will also create kits pertaining to all offered CTE areas. An example might be a kit containingeontain-a carpenter squares and lumber to practice with. Students who become proficient with the carpenters square understand the terminology associated with the square, understand all its uses, and apply the math calculations needed to generate a rafter or stair layout. This could be then designed in Tinkercad as a practical application of integration of technology.

**(d) Quality of project personnel**

**Applicant encourages applications from persons being traditionally underrepresented.**

This grant targets assistance to underserved populations in the rural settings of the Prince of Wales Island and our **goal is to employ persons that have faced similar barriers as our target population so they will have an understanding of the hardships our students experience.**

The **Klawock City School District (Fiscal Agent)** is required by district policies and by the laws of the State of Alaska to provide equal access and opportunity for all students, employees, and program beneficiaries. These mandates prohibit discrimination on the basis of gender, race, national origin, color, disability, and age. Accordingly, KCSD pledges full compliance with the requirements of GEPA Section 427, ensuring equitable access to, and participation in, programs

by persons with special needs and Section 504 of the Rehabilitation Act. Adherence to non-discrimination policies will be required of all community partners and agencies as well as any consultants or advisers retained during the life of the project. Non-discrimination language is a standard part of all KCSD contracts and agreements. To further ensure equitable access, the grant's **staff recruitment plan** will provide promotional (through printed and social media) and outreach efforts to target a wide range of school staff, village councils, community partners, and related agencies. Qualified members of the served communities will be encouraged to apply. *SOAR* will also give preferences and opportunities to AK Natives for training and employment in connection with the administration of the grant. **(See Resumes, Appendix, p. XX - XX)**

**(2) Qualifications, including relevant training and experience, of key project personnel**

Staff Titles	Responsibilities	Qualifications
<b>Project Director</b> <b>(1.0 FTE)</b>	Directs program activities and services; supervises staff; authorizes purchase orders and contracts; oversees contractors; approves grant partners project expenditures; attends Advisory Council meetings; prepares agenda; notices on AC meetings; works with partners	Min. Bachelor’s or Master’s degree in education or related field, experience in educational administration, federal grants management and program implementation
<b>CTE Teacher</b> <b>(0.50 FTE)</b> <b>*housed at VoTec building</b> <b>*to hire</b>	Teaches CTE courses, works with partners & provides partners with information, assists with organizing professional development opportunities, career counselor for all students in program, oversees PLCP for students, directs	Credentialed in the CTE area per Alaska Department of Education Guidelines

**Commented [4]:** I think we said this would be .1 FTE

	student connection activities, <del>L</del> Leads AC meetings; prepares agenda; notices on AC meeting	
<b>District Liaisons (1.0 FTE total) (classified position) *to hire for each site</b> <ul style="list-style-type: none"> <li>• Craig</li> <li>• Klawock</li> <li>• SISD</li> </ul>	Works under the direction of the CTE Coordinator to: create and maintain PLCP for each student, <del>provide</del> transportation to <del>&amp;and</del> from and participation in CTE classes with students, support students in the development of projects in CTE classes, ensure communication (school, parents, students) and logistics are carried out at the individual districts, administration of assessments, disaggregation of student data, attend AC meetings - <i>*to hire for each site</i>	High school diploma/GED or higher required; post-secondary preferred. Knowledge of computers; communicate effectively both orally and in writing;
<b>Career Counselor 0.5 FTE *to hire</b>	Works under the direction of the CTE Coordinator to direct youth connection activities, assist with organizing professional development, assist in developing & maintaining PLCP for each student, attends AC meetings	Bachelor's Degree in Education/related field or two years' experience in education, business/nonprofit operations, career services and/or career
<b>Fiscal Manager</b>	Works directly with Project Director for budget	Bachelor's degree in

<b>0.25 FTE</b>  <b>Yodean Armour</b>  <b>KCSD</b>	administration and oversight; Manages procurements and other expenses, including travel, lodging, materials, allowances, etc.; Provides regular internal audit reports to Project Director; schedules independent audits	economics, finance, public administration, accounting, or a related field
--	--	---

**(e) Quality of the Management Plan**

**(1) The adequacy to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones.**

To ensure that the stated goals, objectives, and outcomes (**see goals and objectives chart on pages XX – XX**) for the project are met within the timelines and within budget, the following timelines will be adhered to and reviewed on an ongoing basis by the Project Director, Site Coordinator and Advisory Council (AC) – management team. Project **SOAR chose the approach to selecting services to achieve our goals and objectives** by selecting current information from research and effective practice. (**evidence on pages 18-23**) To determine the approach for our endeavor, staff conducted an extensive research and literature evaluation of best practices for improving academic achievement in rural schools with needs similar to targeted schools. The **KCSD Board of Directors** will serve to ensure adherence to legal and fiduciary responsibilities, while a **SOAR** staff representative will participate in each school site-based council that serves as an Advisory Councils. The organizational chart (**See Appendix, p. XX**) illustrates both the supervisory (dotted) channels and the communication network (solid) used to elicit feedback for optimal performance. This AC will be comprised of individuals based on their targeted expertise or specific background and consists of the project director, tribal leaders, superintendent or designee, fiscal officer, principals, teachers, evaluator, partners, parents,

student representative and others as needed. Data from the program will be reviewed quarterly and a final updated report will be conducted yearly. In conjunction with this review, monthly budget statements will be reviewed to determine if expenditures are in line with milestones and to assure that expenditures will be adequate and are not in arrears or being expended too rapidly. The project director will be responsible for approving and monitoring all budgeted expenditures. Internal budget records will be maintained on a computerized spreadsheet by the fiscal officer in order to keep a detailed and current record of all program expenditures. The **KCSD** fiscal officer will prepare ongoing budget reports for the project director, monthly financial reports, and will maintain financial records for reporting on the Annual Performance Report. **KCSD** maintains a yearly audit of all financial reports. Independent audits consistently result in “no findings.” The following timeline will ensure the project is accomplished within the grant three (3) year period.

<b><i>SOAR TIMELINE</i></b>					
<b><i>NOTE: “SOAR Staff” includes: Project Director and Facilitator</i></b>					
<b>IMPLEMENTATION MILESTONES/ACTIVITIES</b>	<b>YEAR 1</b>				<b>PERSONNEL RESPONSIBLE</b>
	<b>Qtr 1</b>	<b>Qtr 2</b>	<b>Qtr 3</b>	<b>Qtr 4</b>	
<b>SOAR Start Up</b>	X				
Inform communities and stakeholder of award. Recruit and hire staffing	X				SOAR Project Director
- First Advisory Council meeting - Complete mandatory staff trainings as required by KCSD partnership agreements	X				Project Director, Advisory Council, Partners

Set calendar for quarterly, monthly meetings with staff, evaluator, BOD, site councils	X				Student Facilitator
Set up career counseling schedules at schools in line with school administrators	X				Student Facilitator, Career Counselor
Set up electronic databases for data collection and monitoring	X				Project Director External Evaluators
Set calendar for activities: preservice/in-service trainings, CTE introduction for Families	X				<b>SOAR</b> staff
Collaborate with AK Native Cultural Consultant, to plan delivery of AK <i>Implementing AK Cultural Standards</i>	X				<b>SOAR</b> staff
-Collaborate with partners to organize trainings in <i>ZSpace and Virage CDL simulator</i> - Create pre/post surveys for trainings	X				<b>SOAR</b> staff, AK Resiliency Coalition
<b>SOAR IMPLEMENTATION</b>					
Weekly <b>on-site CTE services</b> at POW VOTEC in Klawock (student monitoring, data generation, Personal Learning and Career Plans sessions, instructional support services)	X	X	X	X	<b>SOAR</b> staff
Administer pre-surveys for in-service trainings in Cultural Standards, CTE programs, Check and Connect	X	X	X	X	<b>SOAR</b> staff

On site village communications and logistical support, paperwork assistance	X	X	X	X	<b>SOAR</b> staff
Fall/Spring implementation of Check and Connect	X		X		<b>SOAR</b> staff and teachers
<i>Cultural Standards</i> training (on-site)	X				Site Coordinator, Cultural Consultant
Capacity Building Professional Development in CTE education		X			<b>SOAR</b> staff
Capacity Building Professional Development for <b>SOAR</b> staff in Sources of Strength and Check and Connect	X		X		<b>SOAR</b> staff
<b>Quarterly CTE Family Nights</b>	X	X	X	X	<b>SOAR</b> staff
Data collection for annual performance report, analysis. Administer post-survey	X	X	X	X	Project Director, External Evaluators
Prepare and submit APR				X	Project Director,
<b>****SEE YEARS 2-3 TIMELINE (Appendix p. XX - XX)</b>					

Commented [5]: Is this in the budget?

Commented [6]: Are we using Sources of Strength? I haven't seen that referenced yet.

To manage and coordinate Professional Development (PD) offerings, the following calendar was developed as a sample demonstrating how PD will be used throughout the school year. The actual calendar will be developed by program staff with input from other district staff, families, and students in the fall for the first year of the grant to assure that offerings are aligned to both need/interest and the school calendar.

Month	Event	Professional Development Activities
-------	-------	-------------------------------------

<b>July/ Aug.</b>	ZSpace and Virage CDL simulator	Professional Development coordinators from both companies will visit onsite (or virtually if still issues with COVID) to illustrate how the equipment is setup and how to implement the technology with the curriculum
<b>Sept.</b>	Implementing AK Cultural Standards into CTE projects	Introduction/review of the Cultural Standards, accompanying rubrics, and strategies for connecting classroom study to local heritage in math, science, reading, and writing to integrate into CTE.
<b>Nov.</b>	Check and Connect training for Career Counselor, CTE staff and parents	Trainers will provide opportunities for staff to learn how to connect students with an adult mentor to discover warning signs of potential discipline problems. This could include attendance, behavior or academic issues.

To ensure that budgets are adequate and meet student needs, KCSD has coordinated with Key Partners to obtain commitments of funding and services for Project SOAR.

<i>Key Partner</i>	<i>KEY PARTNER Commitments</i>
<b>Klawock Cooperative Association</b>	Klawock Cooperative Association has a tribal representative on KCSD Board of Directors, provides input on overall programming to assure they are effective and relevant in each community.
<b>Inter-District Partner and T.A. Coordinator- Jennifer Lutey</b>	Serves as Liaison, coordinates, schedules and supports delivery of services to partner districts and other grant partners; procures training facilities, provides all multi-community travel coordination for trainings, and manages multi-partner logistics. Provides general



	financial and logistical support to <u>Project</u> Director such as MOU development and carry through between partners, etc. including evaluation data collection assistance and report preparation.
--	--

**(2) The adequacy of mechanisms ensuring high-quality products and services from project**

To assure the efficacy of implementation and to ensure high-quality products and services will be provided by the project, *SOAR* will use an Advisory Council (AC) and outside evaluator to maintain implementation fidelity and rigor, ensuring that timelines are met, data is analyzed, and objectives are accomplished. A successful project will meet or exceed all goals and objectives and produce high-quality products based upon the AC’s approval. The Advisory Council (through site-based school councils with *SOAR* staff representation) will meet quarterly and will collect data for evaluators and meet with Tribal and LEA partners. In the timeline in the previous section, quarterly and yearly milestones are provided with the responsible parties listed by each event. The AC will review timelines, the status of implementation, recommend real-time modifications to the implementation process if needed, and with evaluator assistance determine through data if goals are being met. Both the AC and the KCSD Board of Directors will meet quarterly to discuss legal/ fiduciary responsibilities and discuss grant implementation with *SOAR* staff. This comprehensive review process will involve always looking at the Goals and Objectives listed. The AC minutes will include other implementation information pertaining to budget, staff, milestones, noteworthy accomplishments/celebrations, and scheduling and will be kept as ~~an~~ online living document for *SOAR* progress. Project *SOAR* procedures and organizational/-administrative structure will adhere to KCSD policies and procedures. Ongoing feedback to the Advisory Council, School District managerial staff, and Board of Education will be provided. The organizational

structure (see graphic on next page) establishes a process for continual feedback from participants and staff to the Advisory Council. The AC then recommends continual modifications and improvements for **products or knowledge and skills** for the *SOAR* program. Additional input from formative assessments, status reports, surveys, updates, and APR data will give the Advisory Council input that will result in continuous improvement. Monthly *SOAR* staff meetings will focus on activity planning, resource gathering, ongoing document control, database updates, and continuous communication.

Continuous Improvement Feedback Flow Chart For SOAR



**(f) Quality of the  
1) Quality of the  
conducted to provide  
performance data on**

Process evaluation will  
and document program  
provide an understanding

between specific program elements and program outcomes. Process evaluation entails tracing the footsteps that *SOAR* staff, as well as others involved in grant activities, have taken in order to understand the paths that have been traveled, as well as journeys started and later abandoned.

This process is akin to the grounded theory approach of qualitative evaluation (Saunders & Evans, 2005). An external evaluator with expertise in prior Federal grant evaluations and implementation will work with the director and Advisory Council (AC) to ensure that the project is implemented with efficacy. Quantitative and qualitative performance measures and evaluations will be used to determine whether the project is implemented as intended and has

**Project Evaluation  
evaluation to be  
valid and reliable  
relevant outcomes.**

be used to monitor  
implementation and  
of the relationship

yielded positive results. Evaluation will provide feedback to project staff to maintain focus as grant intended. The quantitative and qualitative evaluation data will be collected/reported to the Advisory Council ongoing meetings.

<b>Quantitative Data:</b>	1) Student state assessment test data, Grades, Graduation Rates		2) GPRA data	
	3) Check and Connect Data		4) VSpace and VIRAGE CDL simulator training agendas	
	5) Additional CTE classes participation logs		6) Industry Certifications	
	7) Cultural Standards assessment data		8) Student Discipline and Referral Data	
	9) Number of Personal Learning and Career Plans (PLCP) created			

<b>Qualitative Data:</b>	1) Surveys from College\Career Exploration Activities	
	2) Teacher Surveys of professional development	
	3) Soft Skills Surveys	

<b>Types of Data to be collected</b>	<b>Data collection timeline</b>	<b>Methods used to collect and Instruments</b>
1) The percentage of Alaska Native students in schools served by the program who demonstrate growth in reading and mathematics on the Alaska State assessments	Baseline Spring 2022 <u>and</u> each Sept of the project	DEED – AK Dept. of Education will release educational assessment data in late summer or early fall

2) GPRA Measure data of a) Targets Met, b) Graduation Rates and c) Alaskan Native Culture	Baseline Spring 2019 and each Sept of the project	Targets and Culture will be tracked internally by staff and Graduation Rates through DEED – AK Dept. of Education
3) Increase student access to additional CTE courses, industry certifications, Personal Learning and Career Plans created	Baseline Fall 2021 and each Spring of the project	Course data is reported to District office and will be provided, Certifications completed
4) By May 31 <sup>st</sup> of each year of the grant, number of modules completed by students in VSpace and VIRAGE CDL simulator	Baseline Fall 2021 and each May of the project	LMS to track student progress and built-in sections within simulators
5) Increase CTE Teacher content knowledge of Native Alaskan Cultural Education Standards	Baseline September 2021, Each Sept. of the project year	Pre/post Survey/Assessment
6) Increase number of educators trained in VSpace, VIRGE CDL simulator, Check and Connect	Baseline data from 2021 Fall	Attendance, Pre/post Survey/Assessment, Facilitator Observations
7) Students will improve on pre/post-tests of provided online learning opportunities and provide kits or packets <b>**CP #1**</b>	Baseline Spring 2022 each Sept of the project	LMS tracking for VSpace and CDL activities and virtual micro-credentialing along with kit assessments

8) Online portal for Check and Connect will report grades, attendance, numbers of supporting adults, and other warning signs	Fall and May each year of grant	Check and Connect observational data and interviews with students.
--	---------------------------------	--

**Methods of evaluation are appropriate to the context within which the project operates.**

National Evaluation Group, LLC (NEG) will be on board with the *SOAR* staff from day one through the final evaluation report. The use of an External Evaluator will improve the fidelity of implementation and the ability to maintain objectivity in the analysis of the project data. The Evaluator is a member of the American Evaluation Association and has over 15 years of providing successful comprehensive evaluative services and federal Annual Performance Reporting and data collection. They have evaluated numerous Department of Education federal grants including Alaska Native Education Programs, Native Youth Community Programs, Counseling grant, Carol White PE grant, and Safe Schools and Healthy Students. The use of an external evaluator will improve the fidelity of implementation and the ability to maintain objectivity in the analysis of the project data. NEG staff will participate as active members of the Advisory Council (AC) that will be in place to ensure all goals and objectives are met. (See Evaluator Resumes, Appendix, p. XX-XX) **When will information be available?** Formative reports will be developed monthly to allow timely reviews of progress monitoring. They will consist of quantitative and qualitative data such as pre-test data, survey data, and PD evaluations, financial data, an overall implementation status report. Annual summative reports and APR will be submitted by required dates to the AC and U.S. Department of Education. **How will data be analyzed?** *Qualitative data*, such as responses to evaluation forms/feedback from peer reviews, will be summarized and presented in a brief narrative. Responses to surveys will be summed across participants per training session and across years Interrupted Time Series Analysis (ITS)

design that will produce evidence about *SOAR's* project effectiveness. The ITS design will allow the evaluative review of program impacts by looking at whether the CTE students deviates from its "baseline trend" by a more significant amount than Non-CTE students. **Accountability:** An ongoing utilization-focused evaluation (Patton, 2002) will provide the AC and key personnel the information they need in an ongoing, timely manner to make real-time decisions about the varying grant-related activities. This formative evaluation approach provides users with summary data on implementation fidelity and preliminary outcomes so that mid- course revisions can be made. Specifically, the Evaluators will review meeting minutes, PD training evaluations, graduation rates, achievement scores, agendas and sign-in sheets for student/adult trainings, and logs of mentoring activities. The Evaluators will conduct quarterly conferences with the AC to monitor progress and denote successes for future sustainability and replication

