U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM
CFDA # 84.365C
PR/Award # T365C110005
Grants.gov Tracking#: GRANT10831339

Closing Date: MAR 21, 2011

Applicant: Cook Inlet Tribal Council, Inc.

Title of Program: Parent Partners & Children in Community (P^2C^2)

Type of Program: Native American and Alaska Native Children in School Program

Native Language(s): Not Applicable

School(s): Anchorage School District

Grade level(s): Birth-12th Grade

Total English language learner students –
Served by the end of the project: 750
Served each year: 150

Project Description
Describe how the project will Address Competitive Priorities 2 and 3 and/or Invitational priorities

Competitive Preference Priority 2 – Increasing Postsecondary Success: As documented in Section A, no ethnicity in the Anchorage School District struggles with such disproportionate rates of low academic achievement, living in poverty, school drop-out, homelessness, out-of-home placement, or incarceration as the Alaska Native and American Indian population. *Parent Partners & Children in Community* targets this high-need population.

Competitive Preference Priority 3 – Enabling More Data-Based Decision-Making: *Parent Partners & Children in Community* will build on Cook Inlet Tribal Council, Inc.'s existing data-driven school-based drop-out prevention program, Partners for Success, by establishing a robust community-based parental involvement and supplemental language and literacy program that will address priority b) Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Invitational Priority 1 – Parental Involvement to Improve School Readiness and Success: *Parent Partners & Children in Community i*s designed to provide parental involvement activities to improve school readiness and success for high-need children and students through a focus on language and literacy development. This includes parents of children from birth through third grade.

- **Proposed Professional Development Activities**

In each of its first three years, P^2C^2 will send the Family and Community Outreach Specialist and the Language Arts Community Learning Instructor to other communities with successful community-based literacy programs. These programs are diverse and reflect the unique nature of their own communities; however, there will be much to learn from other

Table Of Contents

Table of Contents 1

Competitive Preference Priorities 2

Project Narrative

A. Quality of the Project Design 4

B. Quality of Project Personnel 16

C. Quality of Management Plan 20

D. Quality of Project Evaluation 26

Competitive Preference Priorities

This project, *Parent Partners & Children in Community*, meets the requirements of Competitive Preference Priorities 1, 2, and 3 and, as such, **is entitled to 11 competitive preference priority points**.

Competitive Preference Priority 1 – Novice Applicants: Cook Inlet Tribal Council, Inc. meets the criteria to be considered a novice applicant. Cook Inlet Tribal Council, Inc. –

(i) Has never received a grant or sub-grant under the Native American and Alaska Native Children in School Program;

(ii) Has never been a member of a group application, submitted in accordance with 34 CFR 75.127 through 75.129, that received a grant under the Native American and Alaska Native Children in School Program; and

(iii) Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the Native American and Alaska Native Children in School Program.

Competitive Preference Priority 2 – Increasing Postsecondary Success: As documented in Section A, no ethnicity in the Anchorage School District struggles with such disproportionate rates of low academic achievement, living in poverty, school drop-out, homelessness, out-of-home placement, or incarceration as the Alaska Native and American Indian population. *Parent Partners & Children in Community* targets this high-need population.

Competitive Preference Priority 3 – Enabling More Data-Based Decision-Making: *Parent Partners & Children in Community* will build on Cook Inlet Tribal Council, Inc.'s existing data-driven school-based drop-out prevention program, Partners for Success, by establishing a robust community-based parental involvement and supplemental language and literacy program that will address priority b) Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Invitational Priority 1 – Parental Involvement to Improve School Readiness and Success: *Parent Partners & Children in Community i*s designed to provide parental involvement activities to improve school readiness and success for high-need children and students through a focus on language and literacy development. This includes parents of children from birth through third grade.

(a) Quality of the project design

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The Problem

Alaska Native students, more than any other ethnicity in Anchorage Alaska, are at risk of educational failure – and no greater achievement gap exists than in English language proficiency.

The accompanying table displays the past five years' Reading Proficiency rates among Anchorage 10th Grade students. The discrepancy in proficiency rates between Alaska Native students (the lowest-scoring ethnicity) and White students (the highest-scoring ethnicity) has held steady at 20-25% over this period. This discrepancy is closely mirrored in students' proficiency scores on last year's State High School Graduation Qualifying Exam (see accompanying table, below) in which the disparity between American Indian and Alaska Native students' and their non-Native peers' academic proficiency was greatest in Reading and Writing, the language proficiency-measuring test categories.

Percentage of Reading Proficiency Grade 10: 2005/2006 – 2009/10					
10th Grade	05/06	06/07	07/08	08/09	09/10
Alaska Native	67.9%	75.2%	66.4%	66.2%	56.1%
All Students	83.0%	86.0%	82.9%	84.8%	80.1%
White Students	92.1%	93.8%	91.7%	92.1%	90.9%

- *Anchorage School District Data, 2010*

HSGQE Proficient Scores, ASD, Grades 10-12, 2009-2010	**Reading**	**Writing**	**Math**
All Students, Grade 10	83.95%	74.99%	78.95%
AI/AN students, Grade 10	62.45%	50.94%	61.80%

- *Anchorage School District Data, 2010*

Finally, this same disparity can be seen in dropout and high school graduation rates, where less than half of Anchorage's Alaska Native students succeed in obtaining their high school diploma. The strong negative relationship between high school graduation and its impact on a broad array of social indicators – lifetime earnings, unemployment, poverty, health, incarceration, etc. – is well-documented.

	Dropout Rate	Graduation Rate
Native Students	7.39	43.6
All Students	3.59	69.69

- *Anchorage School District Data, 2010*

The issues underlying Alaska Native students' low academic achievement are complex, involving the "usual suspects" of high poverty rates, other economic indicators, and issues unique to Alaska's Native peoples – extremely high rates of family mobility between Anchorage and Alaska's small, isolated, rural villages, and the many stresses of a culture's transition from a subsistence lifestyle – that is so recent that many Elders yet remember it – to a cash economy.

Steps That Have Already Been Taken

The academic disparity illustrated above is not a recently noticed phenomena and researchers, school districts, and Native organizations have concerned themselves with understanding and eliminating it for many years[1]. Most notably in Anchorage, is Cook Inlet Tribal Council, Inc.'s (CITC) partnership with the Anchorage School District, Partners for Success.

[1] First Alaskans Foundation (2001) *Alaska Native Education Study: A Statewide Study of Alaska Native Values and Opinions Regarding Education in Alaska.*

Initiated in 2002, *Partners* was based on a then-unique – and continuing – partnership with the Anchorage School District, which allows CITC to operate a "school-within-a- school" model in which CITC teachers run School District classrooms providing culturally-appropriate instruction in core subjects within the walls of the mainstream education system. This partnership was one of the first of its kind in the nation, and is widely regarded as an exemplary collaboration between a tribal organization and a public education system.

Partners provides services specifically in schools with the highest numbers of Alaska Native students at risk of academic failure and focuses on three service components: 1) Family/Child Component (Parent Involvement), 2) Academic Component (which includes Curriculum Development, Native Culture Classes, and Teacher Communication), and 3) Teacher Component (which includes Teacher Improvement, Increasing Native Teachers, and Academic Enhancement). Despite the challenges, *Partners* is making a difference:

- In elementary school, CITC programs have had notable effectiveness in increasing student proficiency.
- In middle school, our data demonstrate that CITC language arts classes have a strong impact with students performing at a higher level on the State's Standardized Basic Assessment tests than the comparison group.
- In high school, CITC students achieve higher scores on High School Graduation Qualifying Exams than other Native students in the School District.

Despite the good work being done by *Partners* and the Anchorage School District, Alaska Native students remain, overall, Anchorage's most at-risk academic population – as the test scores cited at the beginning of this section illustrate. Fortunately, CITC's experience with

Partners indicates a method of further improving Native students' English language proficiency, graduation rates, and academic success: community-based parent engagement.

Parent Partners & Children in Community (P^2C^2)

Cook Inlet Tribal Council, Inc. now proposes *Parent Partners & Children in Community* (P^2C^2), a community-based project that will engage Alaska Native families *where they are*, in the community, providing tailored community-based English language instruction and activities to engage families in effectively supporting their children academically.

Goals & Objectives

OVERARCHING GOAL: Use a community-based, data-driven parent-involvement intervention model to improve high-need Alaska Native students' English proficiency. By doing so, P^2C^2 will meet the three GPRA Program Objectives, impacting:

1. The percentage of English learners (ELs) served by the program who score proficient or above on the State reading assessment.
2. The percentage of ELs served by the program who are making progress in learning English as measured by the State approved English language proficiency assessment.
3. The percentage of ELs served by the program who are attaining proficiency in English as measured by the State approved English language proficiency assessment.

GOAL 1: Engage in a community planning process to increase family and parental involvement in Alaska Native children's school readiness and success in Anchorage, Alaska.

Objective 1.1: Convene a community planning board comprised of key community stakeholders within 2 months of project funding.

Objective 1.2: Conduct an assessment of community assets available to facilitate family and parental involvement within 6 months of project funding. Create a Service Plan from these findings.

Objective 1.3: Review the Community Asset assessment and Service Plan at 6-month intervals with the community planning board.

GOAL 2: Conduct community outreach services to engage Alaska Native families and parents *where they are*, in order to increase parent and family involvement with their children and their children's education.

Objective 2.1: Conduct 2 outreach visits to community venues each month, upon completion of, and in alignment with, the Community Asset assessment.

Objective 2.2: Provide family and parent support services to 150 families per year.

GOAL 3: Provide direct literacy training to high-need students, beginning in month 6.

Objective 3.1: Provide literacy training to 150 high-need students per year.

GOAL 4: Increase Alaska Native students' English language proficiency.

Objective 4.1: Document a statistically significant increase in participating students' high school qualifying examination scores in Reading and Writing subtests.

Objective 4.2: Document a statistically significant increase in participating students' Alaska Standards Based Assessment (SBA) scores in Reading and Writing subtests.

Project Implementation

P^2C^2 will accomplish these goals through three inter-related efforts: 1) Community Asset Assessment & Planning, 2) Parent/Family Participation, and 3) Community-Based Literacy Instruction.

1) Community Asset Assessment & Planning: Upon project funding, CITC will assemble a Community Planning Board comprised of key community stakeholders. Some of these stakeholders are obvious: Cook Inlet Tribal Council, Anchorage School District, Cook Inlet Native Head Start, parents. Others are less obvious: socially-active churches with predominantly Native congregants, the Native Youth Olympics community of coaches and parents, other Native organizations that, though not academic organizations themselves, cause Native families to come together (such as the Alaska Native Heritage Center)...and other stakeholders we have not yet identified. Among the Community Planning Board's chief, and on-going, activities will be identifying stakeholders who will participate on the Board, itself. The Community Planning Board will meet within 2 months of funding to begin work on a Community Asset Assessment and Service Plan.

While it is true that many of Anchorage's Alaska Native students have English language improvement needs, the Anchorage community is filled with assets that can be leveraged to meet these needs. Some of these assets are people's expertise; some of these assets are people's time; some of these assets – and ones that are anticipated to be key to P^2C^2's success – are *access to Native families* in the community. The Community Asset Assessment will be a living and growing assessment of what resources are available for reaching Native families in the communities they are already a part of.

This distinction is key: school-based family engagement programs (such as *Partners for Success*) have been operating in Anchorage for years – and they make a documentable difference. However, many Native parents and families are not motivated to respond to school-based programs. In some cases this is due to a recent history (the current generation of grandparents) in which "school" often meant being legally removed from one's home in rural

Alaskan villages and sent to distant boarding schools for months at a time. In some cases it is due to currently high migration rates between Anchorage and Alaska's rural villages, such that the many families who are new to Anchorage have not yet learned how to interact with their children's school (which may have 10 times the number of students in attendance as their home village has people). And in some cases, it is due to differences in language—whether the parties are speaking different languages, altogether, or whether both parties are speaking English, but with different inflections and meanings—creating barriers to communication, and, in turn, the desire to associate. Understanding this subtle barrier, in which parties speak the same language in ways that create misunderstanding is not new[2], but is pervasive in interaction between villagers and Anchorage teachers. As a result, Alaska Native parents are less likely than their non-Native counterparts to engage with their childrens' schools. P^2C^2 will help close that gap by engaging parents and children in the communities in which they live.

The Community Planning Board, led by a Family and Community Outreach Specialist funded through this grant, will complete the Community Asset Assessment within 6 months of project funding and will complete a Service Plan within 6 months of funding. The Service Plan, based on the Community Asset Assessment, will serve as a roadmap for how the Family and

[2] John Gumperz' 1979 BBC series, *Crosstalk*, is widely recognized as among the seminal studies founding this field of inquiry. In Alaska, Ronald & Suzanne Scollon's 2001 text, Intercultural communication: A discourse approach (Oxford: Blackwell) laid the groundwork for analyzing "Native speech styles" – vocalized pauses, eye contact prohibitions, sentence cadences, etc – to help teachers understand, for instance, that a Native child in the back of a room isn't being sullen, but is rather obeying rules of politeness by not speaking up or out of turn. This issue remains an issue impeding parent-teacher communication today.

Community Outreach Specialist and the Language Arts Community Learning Instructor (see below for more on this position) will leverage Anchorage's assets to access Native families.

The Community Planning Board, assisted by an External Evaluator funded through this grant, will identify measures and instruments that will result in meaningful data. The Community Asset Assessment and Service Plan will each be revised at 6-month intervals to take advantage of emerging community assets and lessons learned.

2) Parent/Family Participation: P^2C^2 will employ a Family and Community Outreach Specialist who will a) work with the Community Planning Board in the development and bi-annual revision of the Community Asset Assessment and Service Plan, and b) conduct outreach to Alaskan Native families in the community *where they are*. Guided by the Community Asset Assessment, this Specialist will conduct outreach activities to parents and families in venues such as Cook Inlet Native Head Start, CITC's Tribal TANF program, CITC's Child and Family Services Department, local churches, or other community locations identified in the Service Plan.

The Specialist will provide services as determined by the Service Plan; however, likely services include activities such as parenting workshops that –

- help families learn about child development and how to support student academic learning
- build parenting skills by assisting parents in reaching their own academic and vocational goals (referring parents to local GED programs, such as CITC's Employment and Training Services Department)
- provide flash cards and board games
- inform parents how to develop study skills

- help parents interpret test results so they understand how to help their children
- show parents how to access on-line courses to help their children with credit recovery

The Specialist will promote a culture of social and community involvement and empowerment for parents by offering opportunities to engage within the education process. Additionally, the Specialist might prepare parents to participate in school decision making by helping them –

- join school board meetings
- volunteer in the classroom
- get the most out of parent/teacher conferences

The Service Plan will determine the actual activities by which the Specialist will keep parents engaged; however, likely strategies include –

- Weekly or monthly parent newsletters
- Posting fliers
- Creating a Parent Handbook
- Conducting home visits

3) Community-Based Literacy Instruction: P^2C^2 will employ a Language Arts Community Learning Instructor who will provide community-based English language instruction to students. The Instructor will meet students *where they are*, whether it is working with children at Cook Inlet Native Head Start, conducting an after-church reading hour program, meeting with small groups in local community centers, working one-on-one or in small groups. The Instructor will assess students' progress by observing performance and accessing relevant data (P^2C^2 staff will have access to Anchorage School District records for students participating in the program under

the same agreement that has given CITC's *Partners for Success* staff access to District records since 2002).

While the Instructor and the Family and Community Outreach Specialist will work closely with one another, the Instructor's time will be spent in direct language instruction with high-need children.

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

P^2C^2's key planning components – the Community Planning Board, the Community Asset Assessment, and the Service Plan – are all project components that will exist and continue to yield results after federal funding ends.

Two considerations give added confidence in P^2C^2's ability to continue to yield results after federal funding ends: 1) the nature of the stakeholders comprising the Community Planning Board and 2) CITC's commitment to effective programs.

1) The stakeholders comprising the Community Planning Board will, by their very nature, be agencies or people with a vested interest in promoting high-need Native students' English language proficiency. The specific design of this project, which is based on a network of partnerships with stakeholders who mutually support the project personnel and work lends itself to a planned transition of service provision. Development of a sustainability plan will be a Community Planning Board activity from Year 1 of service provision (see timeline in Section C), affording these key agencies time to transition essential components of the evolving Service Plan from federal funding sources.

2) In September of 2009, the CITC Board of Directors approved a comprehensive sustainability plan, entitled Vision *2034: A Plan for Sustainability*, culminating more than 2 years of work by the entire organization, external constituencies, and expert consultants. The plan articulated three overarching goals in the context of an initial five-year plan: 1) organizational alignment with values, mission, and vision; 2) optimization of program effectiveness and relevance; and 3) ensuring sustainability though diversification of funding sources, including new private sector (individuals, corporations, foundations) sources, increasing the competitiveness of our government grants, expanding earned income through social enterprise, and by leveraging impact through partnerships and collaborations. Since the adoption of the plan, CITC has made significant strides in the fulfillment of all three objectives. P^2C^2 will be sustained in this overall context of increased unrestricted income available for investment in effective programs.

Finally – other communities have done it. In each of its first three years, P^2C^2 will send the Family and Community Outreach Specialist and the Language Arts Community Learning Instructor to other communities with successful community-based literacy programs. These programs are diverse and reflect the unique nature of their own communities; however, there will be much to learn from other communities' successes – including making these community-based efforts genuinely sustainable over time.

(iii) The extent to which the proposed project encourages parental involvement.

That increased and informed parental involvement will result in increased student academic proficiency is the core belief undergirding the *Parent Partners & Children in Community (P^2C^2)* project. Given this belief, the point of P^2C^2 is nothing less than to build a

culture of parental – and extended family, as is appropriate in Alaska's Native cultures – involvement in children's education.

P^2C^2 will use a multitude of strategies to encourage this parent engagement. The P^2C^2 Community Planning Board will, of course, include parents. The work of the Family and Community Outreach Specialist position is entirely devoted to strategizing with parents on how to be involved in their children's education – through direct involvement with their child (practicing reading, study habits), or involvement with their school (understanding the school system, making the most of parent/teacher conferences, understanding standardized testing), or involvement with the education system (participating in school board meetings, participating on the P^2C^2 Community Planning Board).

Furthermore, parents will be encouraged to be involved in their community. Native parents who are active together in a church (or Cook Inlet Native Head Start or Native Youth Olympics or an Alaska Native Heritage Center program) are *already involved* with each other and providing meaningful peer support. Engaging these many, small, existing communities of already involved Native parents is the key means by which P^2C^2 will effect change among Anchorage's high-need Native students.

(b) Quality of project personnel

(i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Alaska Natives and American Indians comprise 8.1% of Anchorage's overall population. The best indicator of the proportion of Alaska Natives and American Indians represented in Anchorage's education-related employment comes from the Anchorage School District's 2008 Diversity Report. Alaska Native and American Indian education professionals are the most underrepresented ethnicity.

Ethnicity	Anchorage[3]	School District[4]
White	71.7%	77%
Black	6.9%	5%
Alaska Native	8.1%	3%
Asian	7.3%	6%
Other	6%	10%

Cook Inlet Tribal Council, Inc. (CITC) provides services to the Alaska Native and American Indian population residing within the Municipality of Anchorage. CITC's employee composition reflects our service population – CITC, as a whole, enjoys a high rate of Alaska Native/American Indian employment (60%). This subsection of CITC employees is closely

[3] U.S. Census Bureau, http://quickfacts.census.gov/qfd/states/02/02020.html, accessed 3/17/11

[4] Anchorage School District, (2008). Diversity Report. Accessed at http://www.asdk12.org/forms/uploads/Diversity_Report.pdf on 3/16/11.

reflective of the target population in terms of ethnic characteristics (see accompanying table), sharing similar proportions of tribal affiliation[5] and similar fluency with traditional languages.

Cook Inlet Tribal Council, Inc. complies with Public Law 93-638, the Indian Self-Determination Act, which states in part that contract, subcontract, grant, or sub-grant pursuant to this Act or any other Act authorizing Federal contracts with or grants to tribal organizations or for the benefit of Alaska Natives/American Indians shall require that, to the greatest extent feasible, preference and opportunities for training and employment in connection with the administration of such contracts or grants shall be given to Alaska Natives/American Indians.

Alaska Native CITC Employee Ethnicity	
Bering Straits	25%
CIRI	23%
Calista	15%
Bristol Bay	12%
Doyon	12%
NANA	6%
ASRC	6%
Aleut	5%
Chugach	3%
Seaalaska	3%
Koniag	2%
13th Region	2%

[5] Alaska is home to 231 federally recognized tribes. These tribes can be broadly grouped into 11 cultural groups. The 1971 Alaska Native Claims Settlement Act (ANCSA) created 13 regional corporations based on geography which, today, are common differentiators for identifying affiliation – they do not, however, correspond exactly to the 11 cultural groupings. Imperfect though it is, regional corporation affiliation is a useful illustration of Alaska Native cultural diversity.

(ii) The qualifications, including relevant training and experience, of the project director or principal investigator.

Kristin English, Chief Operating Officer

Since obtaining a Masters in Business Administration from UCLA in 1993, Ms. English has held a series of positions in the for-profit and non-profit world that brought her to CITC in 2004 to direct MEDIAK, a Department of Education-funded $2 million media education project. In 2005, Ms. English became CITC's Vice President of Administration and Human Resources and assumed responsibility for managing all Human Resources functions for CITC's 300+ employees and for all aspects of facility and property management for several facilities housing CITC programs (including a major construction project). In 2008, Ms. English was promoted to CITC Chief Operating Officer. In her capacity as COO, Ms. English is responsible for daily oversight of all CITC departments, which include:

1) providing the most comprehensive substance abuse treatment services continuum of care in Alaska,
2) working closely with the Anchorage School District to provide extensive in-school education programming in a broad array of Anchorage elementary, middle, and high schools,
3) operating tribal TANF for Alaska Native and American recipients in Anchorage
4) providing extensive workforce development and job placement services
5) working closely with the State Office of Children Services, performing family preservation and family reunification services within Anchorage's Alaska Native and American Indian community

(iii) The qualifications, including relevant training and experience, of key project personnel.

Staff	FTE	Role	Qualifications
Kristin English, Chief Operating Officer	In-kind	Overall supervision of CITC programs	MBA; 3 years experience as Chief Operating Officer, 9 years executive experience
Amy Fredeen, Chief Financial Officer	In-kind	Overall supervision of CITC program finances	CPA; 5 years experience as CFO responsible for $42 million budget
Chris Meier, Director of Education System Services	In-kind	Supervises project staff; Coordinates with Anchorage School District	M.Ed.; Alaska Teacher Certificate; 7 years experience a school principal
- to be hired – Language Arts Community Learning Instructor	1.0	Work with students in out-of-school community settings; perform assessments	BA in Education, English, related field; 2 years experience providing language instruction
- to be hired – Family and Community Outreach Specialist	1.0	Public outreach to parents/ families; Organize and implement community meetings & activities	BA in Communications, Social Work, related field; 2 years experience in community outreach

Please find job descriptions for the Language Arts Community Learning Instructor and Family and Community Outreach Specialist appended to this proposal.

(c) Quality of the Management Plan

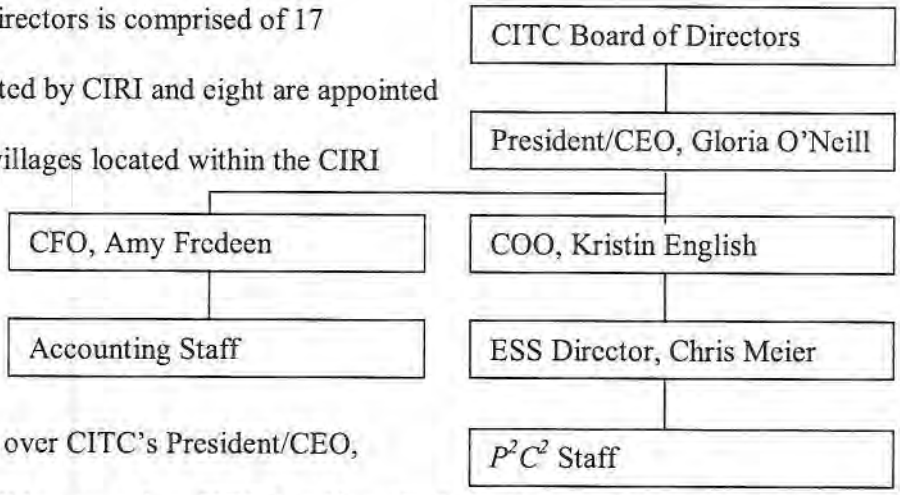
Cook Inlet Tribal Council, Inc.

Cook Inlet Tribal Council, Inc. (CITC) was created as a private, *tribal* 501(c)3 non-profit in 1983 by Cook Inlet Region, Inc. (CIRI), a regional Native corporation formed under the 1971 Alaska Native Claims Settlement Act. Over the course of the past 28 years, CITC has developed a deep cultural expertise and the necessary program and support structures to enable us to provide quality services and meaningfully pursue our overall mission: *"to work in partnership with Our People to develop opportunities that fulfill Our endless potential."* CITC does this through five primary departments: Family Services, Education, Employment & Training, Recovery Services, and Social Enterprise.

Family Services	Education	Employment & Training	Recovery Services	Social Enterprise
• Family Preservation • Family Reunification	• Partners for Success • Native Youth Olympics	• Tribal TANF • Workforce Development • Job Placement	• Outpatient Treatment • Residential Treatment	• Coho Cup • Transportation Center

CITC has been successfully managing federal funds since its inception. CITC's FY11 operating budget is $41.8 million with 52 grants and contracts from agencies including SAMHSA, the Administration for Children and Families, US Department of Education, US Department of Labor, the Bureau of Indian Affairs, and multiple State of Alaska as well as private foundation funding streams. CITC has developed a state-of-the-art Accounting

Department to support its programs and boasts a long history of annual unqualified independent audits.



CITC's Board of Directors is comprised of 17 members – nine are appointed by CIRI and eight are appointed by each of the eight tribal villages located within the CIRI region. The Board of Directors creates policy for the agency and provides direct supervision over CITC's President/CEO, Gloria O'Neill. Ms. O'Neill has served as CITC President/CEO for the past 13 years, growing the organization five-fold. Ms. O'Neill is directly responsible for all activities among CITC's five service departments and is supported by highly capable Accounting, Human Resources, and Institutional Advancement departments.

CITC Education System Services Department

In 2003, CITC implemented *Partners for Success*, a partnership between CITC, the Anchorage School District, and the Native community at large intended to address high Native drop-out rates and low academic achievement. *Partners* is a comprehensive "supplemental education program" that focuses on three service components: 1) Family/Child Component (Parent Involvement), 2) Academic Component (which includes Curriculum Development, Native Culture Classes, and Teacher Communication), and 3) Teacher Component (which includes Teacher Improvement, Increasing Native Teachers, and Academic Enhancement). Services are delivered in a "school-within-a-school" model, in which CITC teachers run

Anchorage School District classrooms, serving at-risk Native students using culturally-appropriate techniques. CITC is able to access Anchorage School District academic data regarding students CITC is working with. In the eight years *Partners* has been providing services, the service model has evolved in direct response to the substantial data generated and captured by the Anchorage School District on Partners students.

CITC's eight years experience operating *Partners* has confirmed the validity of the overall three service component design for in-school services. It has also driven home the critical need which underlies the premise of *Parent Partners & Children in Community*: parent, or extended family, involvement is key to strengthening Alaska Native students' academic achievement and cannot be solely accomplished from a school-based setting. It is a community need that must be addressed at the community level. And, with assessment and planning, it can be.

CIRI "Sister" Agencies

CITC is not alone in its resolve to effectively address the challenges facing Alaska Native and American Indian people in Anchorage.

Cook Inlet Region, Inc. is the regional Native corporation formed under the 1971 Alaska Native Claims Settlement Act with jurisdiction over the Cook Inlet area, which contains Anchorage. Cook Inlet Region, Inc. established a family of tribal non-profit agencies to address the various life domains of Alaska Natives and American Indians living in the Cook Inlet region.

CIRI "Sister" Agencies

CIRI Non-Profits	Service Domain
Cook Inlet Tribal Council, Inc.	Substance Abuse Treatment, Secondary Education, Workforce Development, Transportation, Family Services
Southcentral Foundation	Primary Health Care, Mental Health Care
Alaska Native Justice Center	Legal Advocacy, Prisoner Re-Entry, Tribal Court Training
Cook Inlet Housing Authority	Low-Income Housing, Housing Weatherization
CIRI Foundation	Post-Secondary Education Support
Koahnic Broadcast Corporation	State-wide Native Radio, Cultural Programming
Alaska Native Heritage Center	Cultural Programming, Public Education
Cook Inlet Native Head Start	Birth-5 Education & Family Health

Today these "sister" agencies work together with uncommon deliberation and intention, collaborating and leveraging one another's programs and expertise to best serve our mutual service population. Anchorage's Native population knows, and regularly accesses services from, these agencies – and CITC can depend upon her sister agencies to support *Parent Partners & Children in Community* where the project intersects their service domains (different community venues, for example).

Project Timeline & Connection to Project Goals

The project activities identified in the following timeline are designed specifically to facilitate achieving the Project Goals and Objectives described previously in Section A.

Responsibilities	Milestones	Responsible Staff	Timeline
Establish program deployment team	Select staff to oversee project start up	Chief Operating Officer (COO)	Within 14 days of award
Contract w/ evaluator	Negotiate, create & execute contracts	Educational Services Director (ESD)	Month 1
Recruit Key Staff	Hire Family and Community Outreach Specialist (FCOS)	ESD, Human Resources	Month 2
Convene Community Planning Board	Identify key community stakeholders; Begin development of Community Asset Assessment	COO, ESD, FCOS	Month 3
Recruit Key Staff	Hire Language Arts Community Learning Instructor (LACLI)	ESD, Human Resources	Month 5
Complete Community Asset Assessment and Service Plan	Complete the Community Asset Assessment and design a community-based intervention plan leveraging community assets	FCOS, Community Planning Board	Month 6

Implement Service Plan	Begin community-based language arts instruction; begin conducting parent/family outreach events	FCOS, LACLI	Month 6
Evaluate program goals & objectives & complete annual report	Exact, sort, and analyze GPRA, local assessments and Anchorage School District data, include former and present participants in evaluation process	COO, ESD, and External Evaluator	Months 12; 24; 36; 48; 60
Review Asset Assessment and Service Plan	Update the Asset Assessment and Service plan in light of program evaluation and developments in the community	ESD, FCOS, LACLI, Community Planning Board	Months 12; 18; 24; 30; 36; 42; 48; 54; 60
Develop sustainability plan	Devise strategy and work with local community agencies to obtain sustainable program funding	ESD, Community Planning Board, CITC Institutional Advancement Staff	Months 12; 24; 36; 48; 60

(d) Quality of the project evaluation.

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

The evaluation methods for all P^2C^2 objectives will yield sufficient data to determine the effectiveness of the project implementation strategy and activities. Baselines for performance indicators will be established using longitudinal data available through CITC's established agreement with the Anchorage School District. Since 2002, when CITC's partnership with the Anchorage School District, *Partners for Success*, began service provision, CITC's Education System Services Department has had full access to the School District's academic records for students participating in a CITC education program. The academic records of students participating in P^2C^2 will be available to P^2C^2 staff and the External Evaluator.

While P^2C^2's overall evaluation plan will be designed by the Community Planning Board, assisted by a contracted External Evaluator, and will be modified throughout the project period in response to the changing Service Plan, key types of data, processes, and measures are likely, as described below, and will include student Alaska Standards Based Assessment scores and tracking the number of outreach events, support services, and language trainings conducted by P^2C^2 staff.

The following template will be used to create an Evaluation Plan for each strategy carried out by the *Parent Partners & Children in Community* program and for long-term outcomes-based evaluation.

Outcome Measures	**Process Measures**
Objective	Objective
Activity	Activity
Baseline Data	Source of Information/Instruments

Evaluation Design Source of Information/Instruments Who will Collect Data Timing of Data Collection Population or Sample How the Data Will be Described/Analyzed	Who will Collect Data Timing of Data Collection Population or Sample How the Data Will be Described/Analyzed

The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. The following table illustrates the yearly timetable of evaluation activities to be carried out to assess GPRA and other objectives.

Evaluation Instrument/Methodology-Quarterly	**Q1**	**Q2**	**Q3**	**Q4**
Evaluator Visits to Community Planning Board and Meetings with P^2C^2 Staff		X		X
Alaska Standards Based Assessments (SBA)—Yearly Criterion Referenced Achievement Test				X
High School Graduation Qualifying Examination (HSGQE)—Yearly				X
Student Grade Reports from each school	X	X	X	X
Attendance Records from each school	X	X	X	X
Preparation of data for quarterly and Yearly Performance Reporting	X	X	X	X
Dashboard Published of Summary Data		X		X

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Evaluation is an integral to P^2C^2. Methods of evaluation will include both outcomes-based and process-based measures and will include quantitative and qualitative data collection, interpretation, and reporting.

The Overarching Goal of *Parent Partners & Children in Community* program objectives, which coincides with the GPRA Program performance measures that will determine program progress, are: (1) The percentage of English learners (ELs) served by the program who score proficient or above on the State reading assessment; (2) the percentage of ELs served by the program who are making progress in learning English as measured by the State approved English language proficiency assessment; and (3) the percentage of ELs served by the program who are attaining proficiency in English as measured by the State approved English language proficiency assessment.

Academic performance will be measured by the following indicator data: 1) Scores in Language Arts in the State of Alaska Standards Based Assessment Criterion Referenced Assessment Test, 2) scores in the State of Alaska's High School Graduation Qualifying Examination (HSGQE), and 3) Calculated grade-point average. This data will be available to P^2C^2 staff and the External Evaluator through a long-standing agreement with the Anchorage School District.

The following non-GPRA measurable program objective will also be assessed: Conduct community outreach services to engage Alaska Native families and parents *where they are*, in

order to increase parent and family involvement with their children and their children's education. The following measures are appropriate toward this end:

- Libbey, H. P. (2004). Measuring student relationships to school: Attachment, bonding, connectedness, and engagement. Journal of School Health, Volume 74, Issue 7.
- Giordano, P. C. & Cernkovich, S. A. (1992). School bonding, race, and delinquency. Criminology, Volume 30, Issue 2.
- Maddox, S. J. & Prinz, R. J. (2003). School bonding in children and adolescents: Conceptualization, assessment, and associated variable. Clinical Child and Family Psychology Review, Volume 6, Number 1.

(iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

Using the standard measures of evaluation, cited above, which are reliably available from the Anchorage School District's Zangle database on a regular basis, P^2C^2 staff and the External Evaluator will be able to review student academic process throughout the year.

Additionally, the Anchorage School District's "School Climate and Connectedness Survey," administered annually to students in grades 6 and up, will be an invaluable source of information about incremental change in student bonding to school, attachment to personnel, school commitment, and school involvement. These findings will be a measure of the success of interactions with both students and their parents.

Biannual parent and Community Planning Board focus groups and annual surveys will provide ongoing and interactive methods of understanding the quality and effectiveness of the various components of *Parent Partners & Children in Community*. Information from these

sources will be used to realign and redesign strategies where indicated. Relying on the solid work of our initial planning stage and the ongoing commitment of the Community Planning Board, the program will be nimble enough to change where necessary.

(iv) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The project performance reporting will include annual updating and providing the Project Director and Grantor Agency with a complete and accurate understanding of systematic progress toward the intended outcomes of the comprehensive project plan. The yearly performance report will include the cumulative data collected over the previous four quarters, reporting on the program modifications and adjustments made as a result of continuous feedback, and will provide a longitudinal view of program operation.

CITC's education evaluations provide feedback on a regular schedule. Each semester, a summary Dashboard will be constructed by the External Evaluator and disseminated to P^2C^2 staff, CITC leadership, and other stakeholders for review. Our evaluation plan is explicitly intended to develop knowledge about effective strategies that are sensitive to our distinctive setting and population, as well as to gauge the potential for replication and generalize the model for implementation in other Alaska Native and American Indian communities.

Additionally, CITC now incorporates in all program evaluation a "Results Based Accountability" model, which requires that all evaluation measures be designed to meet specific results/outcomes, and that these program results be also tied to broader community results. In this way, our programs are analyzed for their effectiveness in terms of the people whom we directly serve and the community in which we all live and work.