

Kodiak Archipelago Alaska Native and Rural Education Plan

MAY 2021 VERSION

ALUTIIQ PETROGLYPH FROM CAPE ALITAK SHOWING WHALING.
ILLUSTRATION BY SVEN HAAKANSON JR. COURTESY THE ALUTIIQ MUSEUM

Table of Contents

Introduction	1
ANREP History and Guiding Principles	1
ANREP Theory of Change	Error! Bookmark not defined.
ANREP Outcomes Tree and Logic Models	4
How to Read ANREP Logic Models	7
Outcome 1. Our rural and Alaska Native students are successful, Logic Model & Activities of	9
Outcome A (Shared Long-Term Outcomes 1 & 2), Logic Model & Activities of	11
Outcome 2. Our region's Alutiiq culture and community members are valued, Logic Model & Activities of	12
Outcome B (Shared Long-Term Outcomes 2 & 3), Logic Model & Activities of	14
Outcome 3. Educational goals, priorities, and needs are aligned between KIBSD and rural and Alaska Native organizations, Logic Model & Activities of	16
Outcome C (Shared Long-Term Outcomes 3 & 4), Logic Model & Activities of	18
Outcome 4. Increased systemic opportunities through combined resources and collaboration which persist through leadership changes, Logic Model & Activities of	21
Bibliography	23
Appendix A: Diagram for ANREP Activities and Committee Process	24
Appendix B: Template for Organizational Involvement in ANREP Logic Model Activities	25
Appendix C: Generic Grant Proposal Template	26

Introduction

This document reflects the work of many individuals, both past and present. It blends previous and new strategies within the Kodiak Archipelago that aim to strengthen linkages within the Kodiak Island Borough School District (KIBSD), align regional goals, defines priorities and opportunities, by encouraging a collaborative approach to ensure student success and integration of indigenous learning into western education model. Included in the Alaska Native and Rural Education Plan (ANREP) document is the history, vision, guiding principles, theory of change, outcomes tree, and action steps via logic models. The ANREP is a living document and will be updated and added to as needed.

Duplication and Use

This work product contains documentation of the experience and views of those individuals who have participated in past work sessions. It is intended to help inform the planning process that support the Archipelago's rural students, families, community, and stakeholders. It is strictly prohibited for use by any other organization or individual including referencing written materials such as professional research, articles or grant proposals and use in presentations is strictly prohibited without obtaining written consent.

ANREP History and Guiding Principles

History:

The Kodiak Archipelago Rural Regional Leadership Forum's (Forum) education working group or Kodiak Regional rural and Alaska Native Student Success (KRANS) began meeting in the spring of 2015. Initial work sessions involved reviewing best practices within Alaska and the Anchorage Realizing Indigenous Student Success (ARISE) model. ARISE uses a collective impact model where stakeholders collaborate to set a common agenda, learn about entrenched challenges in the educational system, and commit to aligning data collection, resources, and programs so stakeholder activities target the same goals (ARISEparentership.org). This model is affirmed by other national programs such as the National Council on Community and Education Partnerships (NCEEP), both models develop collaborative relationships between stakeholder groups, community colleges and public-school districts to provide a comprehensive approach to student achievement.

The Rural Education Workgroup (Workgroup) was formed and tasked by the Forum to continue the work begun by the KRANS group, including synthesizing the 2015 KRANS Strategic Plan and the work product of the January 2018 Rural Education Summit into an updated draft Rural Education Plan. The

KRANS group discontinued and has transitioned to the Workgroup. A lot of hard work has been accomplished through the years with the generous support from the Kodiak Island Housing Authority (KIHA) through the Forum to focus on the many aspects of rural education.

The Working Committee (formerly the Workgroup's Sub-Committee) began adapting the Rural Education Plan with hired consultant Raven's Group in November 2019. While maintaining the strategies, goals, and mission of the 2018 REP, Raven's Group made minor structural changes to the 2018 REP with guidance from Working Committee members. The newly adapted REP was renamed the Alaska Native and Rural Education Plan (ANREP) and consists of a Theory of Change model, Outcomes Tree diagram, and seven Logic Models of activities/tasks. The aim with these adaptations was to make the ANREP more actionable for all parties involved, while maintaining the spirit of the conversations and intent of the work completed over the years by KRANS and the Workgroup. In addition, the focus on a logic model format for activities would make applying for grants a more streamlined process with the ANREP logic model activities easily transferable to grant applications. Even with these changes, many aspects of the ANREP will be recognizable to those familiar with the 2018 REP. Indeed, the seven ANREP Logic Models include all tasks from the four Strategic Action Plans of the 2018 REP. The Theory of Change model absorbed the 2018 Mission, Goals, Outcome, and Guiding Principles; and the Outcomes Tree diagram includes a revision of the 2018 Common Ground statements as Long-Term Outcomes envisioned for the Kodiak Archipelago.

Guiding Principles

ARSI developed extensive materials in support of these efforts that are collectively housed as part of the *Alaska Native Knowledge Network* (<http://www.ankn.uaf.edu>). These resources include the *Alaska Standards for Culturally Responsive Schools*, placed-based curriculum, cultural atlases, links to pertinent research and others.

In *Reforming Education from the Inside-Out: A Study of Community Engagement and Educational Reform in Rural Alaska*, (2001), Ray and co-author Dr. James W. Kushman identified four major findings on how to approach community engagement and systemic educational reform based on seven case studies of rural and Alaska Native communities who had engaged in programs of educational reform, including ARSI. The working group felt that these findings reflected our region's own experience with attempting to integrate a Western style of education with our older, primarily Alutiiq communities. We have adopted these findings as our guiding principles, and they inform our strategic goals, strategies, objectives and action items (*please see table on the next page*).

Community Engagement and Educational Reform-Four Guiding Principles

Excerpted from Kushman and Barnhardt

Reform efforts in small rural communities require an inside-out approach in which educators must first develop trusting relationships with the community.

Processes that include concrete ways for the school and community to continuously work together over the long-term can be powerful tools for change. Too much emphasis is often put on the process and procedure from outside and not enough on building relationships and trust from the inside. Reform processes that originate from outside the community (e.g. the school district) need to start inside the community with the relationships that already exist and build outward. In contrast, where key relationships were not nurtured as part of the reform process, a familiar pattern emerged- fewer and fewer community members participated.

School and district leaders must move from top-down to shared leadership so that the ownerships for school reform are embedded in the community rather than with school personnel who constantly come and go.

Educational partnerships require new behaviors, roles and ways of thinking on the part of both school personnel and community members. Many educators and parents, however, are stuck in traditional roles and are not sure how to change even if they want to. While it is easy to talk about creating partnerships between school and community, changing the traditional roles, behaviors, and attitudes is a difficult process for both school personnel and parents. Beneath the rhetoric of greater parent involvement are beliefs about when and how parents should be involved. However, with energy, creativity and a common goal, many new roles can be constructed for parents and community members to be actively involved.

Parents and teachers need to expand their conceptions of parent roles beyond the role of parents supporting the school to include roles in which parents are active participants in school life and decisions.

Strong leadership from the top is not enough, and in fact can sometimes hinder rather than help a community-guided reform process. The important distinction here is between leadership as a shared decision-making process and top-down leadership that invites community input rather than full community engagement. Districts and school leaders need to clearly understand that with a community-driven reform process, they are buying into a different way of making educational decisions. Shared leadership helps districts and communities sustain reforms. Shared leadership creates the high degree of community involvement and ownership that can sustain education reform despite frequent personnel turnover.

Educators and educational reformers must recognize that education in rural Alaska has a larger purpose than teaching academic skills and knowledge; this larger purpose includes teaching to strong cultural standards for indigenous people, and helping students pursue character goals and life skills that prepare them to make a life as well as a living.

Education in rural Alaska has a larger purpose than teaching academic skills and knowledge. When community members participated in the reform process, their hopes, dreams, and fears for their children were brought out. It was clear that these communities are trying to preserve their unique identities and ways of life, while still preparing their children to live in a global and technological world. In setting a vision and goals for the future, there were as many community wellness and character education goals as academic goals. People expected the education system to help young people respect their Elders, respect themselves, stay sober and drug-free, learn self-discipline, and contribute to the well-being of the community. Education is ultimately a means to prepare students for making a life both inside and outside the village.

ANREP Outcomes Tree and Logic Models

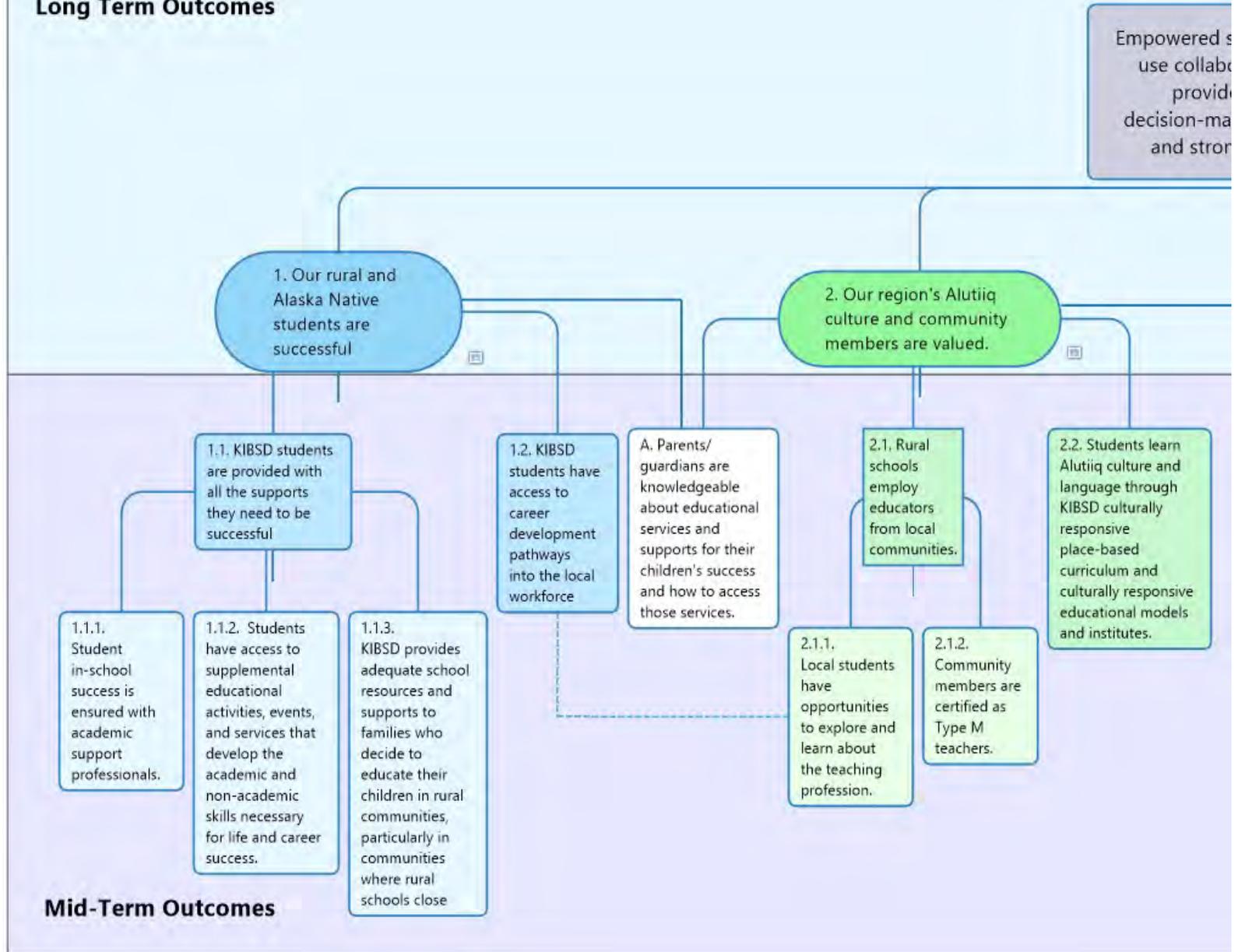
This next section introduces the *Outcomes Tree* and *Logic Models* and how they fit together and structure and organize the activities of the Alaska Native and Rural Education Plan. The *Outcomes Tree* presents the overarching framework under which all the activities occur, and this framework, displayed on the next two pages (pp. 5-6), displays a series of mid-term outcomes (4-6 years) and long-term outcomes (7-10 years) expected to come about because of the activities listed in the *Logic Models*. In a sense, the *Outcomes Tree* bridges the “abstract” concepts in the *Theory of Change* (ToC) and the actionable activities in the *Logic Models*. The listed outcomes demonstrate the effects of the activities when they are completed through grants or joint efforts of the Rural Education Workgroup, Kodiak Island Borough School District, and partners (see [Appendix C](#) for grant application template).

How to read the *Outcomes Tree*

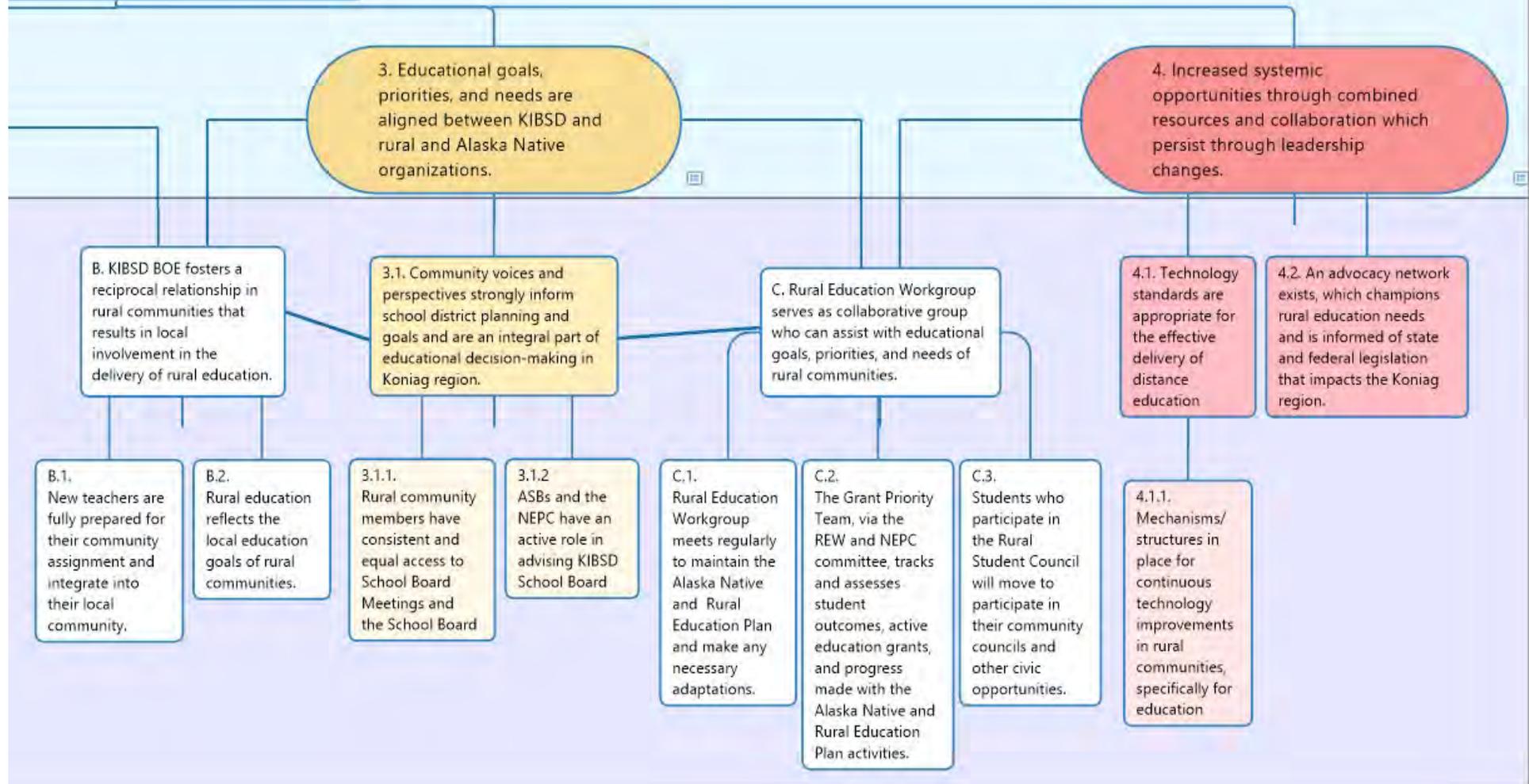
The long-term outcomes can be seen on the top half of the *Outcomes Tree* with the “parent” long-term outcome – “Empowered students, parents, and communities use collaborative cohesive communication, provide support, and deploy sound decision-making, resulting in resilient, healthy, and strong individuals and communities” – above the four “children” long-term outcomes (LTOs 1, 2, 3, and 4). On the bottom half of the *Outcomes Tree* and under each of these four long-term outcomes is a series of mid-term outcomes, linked to each other through connected and/or related activities. The mid-term outcomes are initially numbered with the same number as their “parent” long-term outcome, so that mid-term outcomes 1.1 and 1.2 naturally connect to long-term outcome 1, mid-term outcomes 2.1 and 2.2 connect to long-term outcome 2, etc. Secondary mid-term outcomes follow the same pattern, by “moving up the tree”; so, as an example, secondary mid-term outcomes 2.1.1 and 2.1.2 connect to mid-term outcome 2.1 which connects to long-term outcome 2. There are three mid-term outcomes that are initially alphabetized instead of numbered (mid-term outcomes A, B, and C). Each of these three mid-term outcomes connect to two long-term outcomes, instead of one, which can be seen below.

Long Term Outcomes

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students, parents, and communities
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How to Read ANREP Logic Models

Logic models are used for several purposes to illustrate process, outcomes, and/or tracking; and they also serve as a planning tool to check the logic of a project/program to scrutinize that expected outcomes can be achieved and will come about due the described activities and available resources. The logic models developed for the ANREP follow the logic model components and structure described in the [W.K. Kellogg Foundation Logic Model Development Guide](#), with some alterations in order to fit the page.

Logic Model Components in ANREP

	Long-term Outcome:				
Activity Code	Inputs	Activities	Outputs	Short Term Outcomes	Mid-Term Outcomes

Activity Code: The Activity Code for each row of the logic model follows the same numbering system as the ANREP Outcome Tree Long-term and Mid-Term Outcomes. These codes connect activities to the umbrella outcomes of the ANREP, particularly the “bottom branches” of the Outcomes Tree. What this means is that the bottom-most outcome in any series of outcomes is the initial part of the Activity Code, followed by a roman numeral to arbitrarily denote the sets of activities that connect with and produce the bottom outcome. For example, midterm outcome A has two sets of activities, designated A.i and A.ii, and midterm outcome 3.1.2 has three sets of activities, designated 3.1.2.i, 3.1.2.ii, and 3.1.2.iii.

Inputs: Inputs detail the resources required to support the development and implementation of an activity. Inputs should be thought of as essential resources necessary for activities to occur. Inputs are the things needed to implement the activities, and includes: Human resources (e.g., staffing levels, staff expertise, staff credentials; staff relationships among each other and with other stakeholders; board of directors and their expertise, relationships, etc.; other relationships to leverage); Financial resources (e.g., direct funding, “in kind” funding, donations); Tangible resources (e.g., physical space, computers, software, other supplies necessary to conduct program).

Activities: The key services provided as part of the project/program. Activities are the essential action steps and service components that are necessary to produce outputs. These are the specific actions that make up the project/program.

Note: Activity components that include “(ongoing)” in their cell means that the preceding activity is a continuous activity, whether annual, multiple times a year, or requiring a group meeting, and not completed only one time. If the “(ongoing)” is bolded, all the activities in the cell are continuous activities.

Outputs: Outputs are often confused with Activities in logic model development. Outputs are those specifics produced or created by activities. This can include descriptions of types, levels, and targets delivered by the program. To avoid confusion between the two, activities represent what the program does, and outputs are what the program produces.

Outcomes: Outcomes are the changes that are expected due to the activities and outputs. These are changes in participants’ and/or organizational awareness, knowledge, skills, and/or behaviors. Outcomes are dependent on the preceding resources, activities, and outputs: if X resources and X activities and X outputs have been provided, then X outcomes will occur. Outcomes are usually divided into different increments of time to denote immediate changes that are expected from longer-term outcomes. Time spans are generally labeled “short-term,” “intermediate or mid-term,” and “long-term or impact” and these time frames are highly variable and context specific.

Current Organizations and People Listed in Inputs Section to Implement Logic Model Activities

The table below lists the organizations and people who are currently involved in the ANREP activities listed in the seven logic models. Some organizations are heavily involved in the work, whereas others may only be involved in one activity. To search the logic models for your role/your organization; hold Ctrl+F (or Command+F on Mac), type the role/org. name, and press enter to search. Of the Inputs categories in which your role/org. shows up, that entire row of the logic model table is an activity you are involved in and this row can be entered in the template in [Appendix B](#).

<i>School District</i>	<i>Rural Forum</i>	<i>Other Organizations</i>
<ul style="list-style-type: none"> • KIBSD • KIBSD BOE/BOE Secretary/Superintendent • Director of Rural Schools • KIBSD staff/teachers • ASBs • NEPC (Native Education Parent Committee) • KIBSD Communications & Technology Committee Lead 	<ul style="list-style-type: none"> • Rural Forum • Rural Education Workgroup • Rural Education Subcommittee¹ • Rural Education Working Committee - Lead Team of ANREP • Grants Priority Committee² 	<ul style="list-style-type: none"> • KANA (ETSS & Wellness) • TVR • AK Teach • NEAR • Community Partners (Tribes, Corporations, Cities, KI Borough, etc.) • Partners³ • KOC • Alutiiq Museum • Alutiiq Language & Culture Experts/Trad. Culture Bearers • Stakeholders

¹ Sub-Committee to a larger group of representatives from each of the Workgroup entities that have a role/action steps in the Rural Education Plan.

² includes representation from NEPC, ASBs, Rural Schools, KIBSD and the Subcommittee.

³ Note: Partners include those people running the grant and doing things in the villages who are responsible for making this aspect happen. In addition, Partners can mean those organizations involved in the REW.

Outcome 1. Our rural and Alaska Native students are successful, Logic Model & Activities of

<p align="center">Long-term Outcome (We expect that if completed or ongoing these activities will lead to the following changes in 7–10 years): Empowered students, parents, and communities use collaborative cohesive communication, provide support, and deploy sound decision-making, resulting in resilient, healthy, and strong individuals and communities ❖ Our rural and Alaska Native students are successful.</p>					
Activity Code	Inputs	Activities	Outputs	Short Term Outcomes	Mid-Term Outcomes
	In order to accomplish our set of activities, we will need the following:	In order to address our problem or asset, we will conduct the following activities:	We expect that once completed or under way, activities produce following evidence of service delivery:	We expect that if completed or ongoing these activities will lead to the following changes in 1–3 years:	We expect that if completed or ongoing these activities will lead to the following changes in 4–6 years:
1.1.1.i.	<ul style="list-style-type: none"> -KIBSD, Director of Rural Schools, TVR, NEPC, KANA ETSS, Rural Education Workgroup -Funds to support the collection of processes, and development of Academic Services Crosswalk flow chart 	<ul style="list-style-type: none"> -Assess current processes to ensure all students are provided academic counseling, tutoring, and mentors -Identify improvements, tracking methods, data, and links to service providers -Document the formal process of the safety net -Distribute flow chart document to families 	<ul style="list-style-type: none"> -A flow chart document that describes in detail the Crosswalk of services for student access to academic counseling, tutoring, and mentoring -Each family has a copy of the flow chart document 	<ul style="list-style-type: none"> -Students and parents increase awareness of the academic supports available -Student access to academic supports is improved -The system for academic professionals who support students is strengthened 	<p>1.1 KIBSD students are provided with all the supports they need to be successful</p> <p>1.1.1. Student in-school success is ensured with academic support professionals.</p>
1.1.2.i.	<ul style="list-style-type: none"> -KIBSD, AK Teach, KANA ETSS and Wellness, Rural Education Workgroup -Meeting space (Koniag conference room & other spaces to accommodate student cohorts) -Grant funds (flights, housing, etc.) 	<ul style="list-style-type: none"> -Advisory School Boards (ASBs), communities, stakeholders & partners collaborate on annual events & activities that build resiliency and skills, better preparing students for post high school, e.g., Learning Academy, KIBSD events, KoC Scholarship Fair, KANA Wellness and Health Fairs (<u>ongoing</u>) 	<ul style="list-style-type: none"> -# of events and activities -# of students served -Each student has an Individual Student Transition Plan developed -Two annual meetings/updates for partners 	<ul style="list-style-type: none"> -Students increase their ability to employ SEL and resiliency skills on their own -Students are more academically prepared to complete high school -Students have a better idea of what they would like to do after high school 	<p>1.1.2. Students have access to supplemental educational activities, events, and services that develop the academic and non-academic skills necessary for life and career success.</p>

1.1.3.i.	<p>-KIBSD Director of Rural Schools, KIBSD staff, NEPC, and Rural Education Workgroup</p> <p>-Funds for those supports (e.g., advisors/teacher, learning materials, guidance on alternative methods, etc.); possible in-kind funding from KIBSD</p>	<p>-Educational materials and freely available tutoring and advisory services, teaching guidance, etc. are provided to students & parents/guardians who have chosen alternative educational avenues, or in communities where the school has closed (<u>ongoing</u>)</p> <p>-KIBSD representative meets with students and parent/guardians to discuss & provide alternative education options (<u>ongoing</u>)</p> <p>-Identify educational barriers that families face with schools closing & alternative education avenues</p>	<p>-# of rural students & families receiving this support, as needed</p> <p>-Stories of student success and obstacles in alternative academics</p> <p>-Two check-ins yearly with students and parent/guardians</p>	<p>-Students in alternative educational avenues increase their academic success and meet state standards to graduate</p> <p>-Parents are better able to support their child's education</p> <p>-KIBSD increases its understanding of the educational barriers that families face when schools close</p> <p>-KIBSD increases ability to provide support to those families and students</p>	1.1.3. KIBSD provides adequate school resources and supports to families who decide to educate their children in rural communities, particularly in communities where rural schools close.
1.2.i.	<p>-KIBSD; each Community, Tribe, City, & Corporation; KANA ETSS Lead</p> <p>-Local workforce employers and mentors who take apprentices</p> <p>-Funds to support the inventory and any needed supplies</p>	<p>-Conduct an annual inventory of local workforce and apprentice/training opportunities in each village (<u>ongoing</u>)</p> <p>-Local jobs identified and updated annually, shared with ASB's and Community stakeholders (<u>ongoing</u>)</p>	<p>-Annually updated inventory document that lists Local Workforce & apprentice/training opportunities</p> <p>-Community stakeholders and ASB members have a copy of the inventory document</p>	<p>-Community stakeholders are aware of job needs and career pathways in Kodiak Island communities</p>	1.2. KIBSD students have access to career development pathways into the local workforce
1.2.ii.	<p>-KIBSD; each Community, Tribe, City, & Corporation; KANA ETSS Lead</p> <p>-Local workforce employers and mentors who take apprentices</p> <p>-Supplies for internships and mentoring</p> <p>-Funds to implement, through KANA Youth Employment Program (?)</p>	<p>-Utilizing annual inventory document, partners collaborate with local workforce employers to provide job and internship experiences for students</p> <p>-Partners work with local workforce employers to place students in local employment and internship experiences</p> <p>-Students attend and are exposed to various career options, with the long-term goal of strengthening local workforce (<u>ongoing</u>)</p>	<p>-# of Local job experience placements, TBD annually</p> <p>-# of students placed, TBD</p> <p>-# of employers & mentors, TBD</p> <p>-Stories of students' experiences</p>	<p>-Students increase knowledge of local job field and the professions they are placed in</p> <p>-Students are more comfortable and knowledgeable with making career and educational decisions after K-12</p>	

Outcome A (Shared Long-Term Outcomes 1 & 2), Logic Model & Activities of

	<p>Long-term Outcome (We expect that if completed or ongoing these activities will lead to the following changes in 7–10 years): Empowered students, parents, and communities use collaborative cohesive communication, provide support, and deploy sound decision-making, resulting in resilient, healthy, and strong individuals and communities</p> <p style="text-align: center;">❖ Our rural and Alaska Native students are successful. ❖ Our region’s Alutiiq culture and community members are valued.</p>				
Activity Code	Inputs	Activities	Outputs	Short Term Outcomes	Mid-Term Outcomes
	In order to accomplish our set of activities, we will need the following:	In order to address our problem or asset, we will conduct the following activities:	We expect that once completed or under way, activities produce following evidence of service delivery:	We expect that if completed or ongoing these activities will lead to the following changes in 1–3 years:	We expect that if completed or ongoing these activities will lead to the following changes in 4–6 years:
A.i.	<ul style="list-style-type: none"> -Partners, KIBSD, Rural Education Workgroup -Funds for planning meetings and service guide/directory document -Meeting space (physical/virtual) 	<ul style="list-style-type: none"> -Partners develop a plan with KIBSD to provide opportunities to host parent events that explains services/resources available to them and how to access services (ongoing) 	<ul style="list-style-type: none"> -# of service provider meetings, TBD -Service guide/directory document of services and resources opportunities -Planning document for parent events -Calendar of parent events & activities developed and shared with partners 	<ul style="list-style-type: none"> -A system is in place between partners for planning and implementing parent events 	<ul style="list-style-type: none"> A. Parents/guardians are knowledgeable about educational services and supports for their children’s success and how to access those services
A.ii.	<ul style="list-style-type: none"> - KIBSD, Rural Education Workgroup, KIBSD staff, and Partners -Funds for implementing events, travel, and facilitators -Event space -Supplies for outreach and events 	<ul style="list-style-type: none"> -Parents are invited to parent-focused activities and events hosted throughout the year, e.g., Alutiiq Week, volunteer, health fairs, ASB Training, etc. -School staff & partners engage parents via phone, email, and personal invitations. -ASB outreach is conducted by KIBSD to inform parents about the ASBs’ role with rural ed. (ongoing) 	<ul style="list-style-type: none"> -# of parent-focused events and activities, TBD -# of parents in attendance, TBD 	<ul style="list-style-type: none"> -Parents are informed about topics relevant to the health, safety, and success of their student -Parent engagement with ASBs increases -The frequency and number of parents in attendance at school and partner events increases 	

Outcome 2. Our region's Alutiiq culture and community members are valued, Logic Model & Activities of

<p>Long-term Outcome (We expect that if completed or ongoing these activities will lead to the following changes in 7–10 years): Empowered students, parents, and communities use collaborative cohesive communication, provide support, and deploy sound decision-making, resulting in resilient, healthy, and strong individuals and communities ❖ Our region’s Alutiiq culture and community members are valued.</p>					
Activity Code	Inputs	Activities	Outputs	Short Term Outcomes	Mid-Term Outcomes
	In order to accomplish our set of activities, we will need the following:	In order to address our problem or asset, we will conduct the following activities:	We expect that once completed or under way, activities produce following evidence of service delivery:	We expect that if completed or ongoing these activities will lead to the following changes in 1–3 years:	We expect that if completed or ongoing these activities will lead to the following changes in 4–6 years:
2.1.1.i.	<ul style="list-style-type: none"> -KIBSD, KoC, Partners -Staffing: Instructors, Club Facilitators, & Internship Supervisors and Facilitators -Pay for Staff -Course Materials -Online spaces/platforms -Travel, per diem, and staffing expenses for in person activities -Space for class/meetings 	<ul style="list-style-type: none"> -Introductory level education courses are offered by KIBSD and made available to rural students -Student interest in clubs and/or internships is determined -Club/internships are developed and facilitators are identified -Mentor & encourage students who are interested in teaching profession to participate in education courses, Learning Academies, clubs, and internships (ongoing) 	<ul style="list-style-type: none"> -# of students who participate, -# of course offerings -# of extracurriculars -# of internship placements 	<ul style="list-style-type: none"> -Students increase their knowledge and understanding of the teaching profession -Students have a better idea of what they would like to do after high school 	<ul style="list-style-type: none"> 2.1. Rural schools employ educators from local communities. 2.1.2. Local students have opportunities to explore and learn about the teaching profession
2.1.2.i.	<ul style="list-style-type: none"> -KIBSD BOE, Director of Rural Schools, Alutiiq language & culture experts -Two recommendation letters from an Alutiiq language/culture expert -Certification fees 	<ul style="list-style-type: none"> -Endorse Community Teachers for Type M Certificates -Hire culture-bearers and local experts as teachers 	<ul style="list-style-type: none"> -# of Type M teachers certified 	<ul style="list-style-type: none"> -Type M teachers are salaried for teaching cultural knowledge and language -Schools are more culturally responsive to student needs & interests 	<ul style="list-style-type: none"> 2.1.1. Community members are certified as Type M teachers

2.2.i.	<ul style="list-style-type: none"> -KIBSD, Rural Education Workgroup, Alutiiq Museum, Stakeholders, Partners, & Traditional Culture Bearers -Stipends for culture-bearers (possibly grant funded) -District conference room 	<ul style="list-style-type: none"> -Identify curriculum cycle and culture-bearers for curriculum development -Engage culture-bearer(s) on each Curriculum Committee -Match culture bearers' expertise with curricular subject and write curriculum 	<ul style="list-style-type: none"> -Roster of culture bearers for Curriculum Committee -Curriculum Committee formed and meets regularly 	<ul style="list-style-type: none"> -Alutiiq cultural traditions integrated into each subject of the curriculum 	2.2. Students learn Alutiiq culture and language through KIBSD culturally responsive place-based curriculum and culturally responsive educational models and institutes
2.2.ii.	<ul style="list-style-type: none"> -KIBSD -IEA Grant funds -Office Space -Supplies for position 	<ul style="list-style-type: none"> -Retain Alutiiq Studies Curriculum Coordinator Position / IEA Teacher position (<u>ongoing</u>) 	<ul style="list-style-type: none"> -Curriculum Coordinator hired 	<ul style="list-style-type: none"> -All teachers have a main contact person to gain Alutiiq cultural resources for the classroom -Students have a resource/advocate when transitioning to Kodiak schools 	
2.2.iii.	<ul style="list-style-type: none"> -KIBSD, KoC -possibly grant funded -Tuition/Funds for credits (needed) -Jump Start Program (reduced funding model for students still enrolled in HS to take college courses) 	<ul style="list-style-type: none"> -Develop a culturally relevant middle college model -Map out dual credit courses to support college readiness -Advocate for increased online access -Training for KIBSD staff, course instructors, & PSE Transition Advisors to learn how to support students in Middle College (tuition availability) (<u>ongoing</u>) -Students sign up and complete dual credit courses (<u>ongoing</u>) 	<ul style="list-style-type: none"> -A Middle College model developed -Dual credit course map developed -PSE Transition Advisor(s) available to Native students -# of Students complete a dual credit course -Students gain # of number of credits towards an associate's degree/bachelor's degree 	<ul style="list-style-type: none"> -Native students in rural/urban areas complete college dual-credits -Native students have a better understanding of college coursework and expectations -A pathway for beginning college is available to students 	

Outcome B (Shared Long-Term Outcomes 2 & 3), Logic Model & Activities of

	<p>Long-term Outcome (We expect that if completed or ongoing these activities will lead to the following changes in 7–10 years): Empowered students, parents, and communities use collaborative cohesive communication, provide support, and deploy sound decision-making, resulting in resilient, healthy, and strong individuals and communities</p> <p>❖ Our region’s Alutiiq culture and community members are valued.</p> <p>❖ Educational goals, priorities, and needs are aligned between KIBSD and rural and Alaska Native organizations.</p>				
Activity Code	Inputs	Activities	Outputs	Short Term Outcomes	Mid-Term Outcomes
	In order to accomplish our set of activities, we will need the following:	In order to address our problem or asset, we will conduct the following activities:	We expect that once completed or under way, activities produce following evidence of service delivery:	We expect that if completed or ongoing these activities will lead to the following changes in 1–3 years:	We expect that if completed or ongoing these activities will lead to the following changes in 4–6 years:
B.1.i.	<ul style="list-style-type: none"> -KIBSD, Native Educators of the Alutiiq Region (NEAR), Working Committee with help from Sub-Committee members -Printing costs for handbooks -Office supplies -Meeting space/platforms -Previously developed teacher resources and orientation resources 	<ul style="list-style-type: none"> -Working Committee liaise with KIBSD to determine when & how New Teacher Orientation will be implemented -Develop rural new teacher orientation to include culture -New Teacher Handbooks developed and printed; posted on alutiiqeducation.org -New Teacher Orientation is planned for in spring; begin contact w/ newly hired teachers (ongoing) 	<ul style="list-style-type: none"> -New Teacher Orientation developed -KEF Drafted Rural Teacher Orientation Handbook 	<ul style="list-style-type: none"> -Programming and resources are available for future cohorts of new teachers to rural Kodiak, which is used annually for orientations 	<p>B. KIBSD BOE fosters a reciprocal relationship in rural communities that results in local involvement in the delivery of rural education</p> <p>B.1. New teachers are fully prepared for their community assignment and integrate into their local community</p>
B.1.ii.	<ul style="list-style-type: none"> -KIBSD, Native Educators of an Alutiiq Region (NEAR), Working Committee with help from Sub-Committee members -Orientation costs -Orientation supplies -Meeting space/platforms -Developed Rural Teacher Orientation Handbook 	<ul style="list-style-type: none"> -KIBSD engages with community partners to deliver fall New Teacher Orientation to new teachers (information on the culture diversity and dynamics of the village and clear expectations of parent/school communication) -Newly hired teachers receive Rural Teacher Orientation Handbook and become acquainted with community prior to the start of school (ongoing) 	<ul style="list-style-type: none"> -New Teacher Orientation delivered -# of Partners engaged in Orientation -# of new teachers participated 	<ul style="list-style-type: none"> -New teachers who attend orientation: <ul style="list-style-type: none"> -Increase their familiarity with & understanding of their community and teaching assignment -Demonstrate increased involvement in community events school functions during school year -Improve their awareness of cultural resources and their ability implementing them in classroom 	

B.1.iii.	<ul style="list-style-type: none"> -KIBSD, Native Educators of an Alutiiq Region (NEAR), Working Committee with help from Sub-Committee members, and Community Partners -In-service supplies -Meeting space/platforms -Previously developed resources and trainings 	<ul style="list-style-type: none"> -Focused Working Committee/ Sub-Committee meeting to document past practices -Explore options to bring back AK Native in-service sessions, e.g. Native Ways of Knowing teacher training, Teacher Academy, NEAR -Deliver AK Native in-service sessions to rural teachers -At in-service sessions, teachers meet with Native Education Specialist (IEA Teacher) or a local culture bearer to learn about classroom resources and education practices (<u>ongoing</u>) 	<ul style="list-style-type: none"> -Exploratory documentation of past practices -Assessment to bring back AK Native in-service -# of in-service sessions 	<ul style="list-style-type: none"> -Teachers have opportunities for professional development that is localized to the community they are teaching in -Teachers improve ability to incorporate Alaska Native educational frameworks, content, and practices into classroom -Teachers increase awareness of culturally appropriate teaching methods 	
B.2.i.	<ul style="list-style-type: none"> -Working Committee, ASB Members, BOE Members, Superintendent -Meeting Platform -Meeting Space and internet access -Potential travel expenses for representatives to join meetings live -Technology for BOE members 	<ul style="list-style-type: none"> -Island-wide ASB meeting to determine potential for representation -Committee meets with Superintendent to discuss potential rural representation options to BOE -All ASB/BOE members meet and discuss rural representation on school board as seated position 	<ul style="list-style-type: none"> -Rural BOE advisory member seat established (note: similar to Coast Guard non-voting seat) 	<ul style="list-style-type: none"> -Rural representation on the School Board is institutionalized within existing BOE statues -Rural representation is established on BOE and can contribute to decision making processes as advisory members to the KIBSD BOE 	B.2. Rural education reflects the local education goals of rural communities
B.2.ii.	<ul style="list-style-type: none"> -KIBSD, ASBs, NEPC -Inservice grant funds; possibly fund for non-district/support staff -Meeting space and meeting materials (district provided), or two-way video conferencing 	<ul style="list-style-type: none"> -Provide time and space for quarterly meetings of teachers, school personnel, ASB members, and community members to share with each other what is working, barriers, and brainstorm solutions (<u>ongoing</u>) 	<ul style="list-style-type: none"> -4 meetings annually when teachers meet with community members 	<ul style="list-style-type: none"> -Agreeable solutions for teaching students developed between communities and schools 	
B.2.iii.	<ul style="list-style-type: none"> KIBSD, Rural Forum, Rural Education Workgroup, Stakeholders -Meeting Space (physical and/or virtual) -Travel funds 	<ul style="list-style-type: none"> -Host opportunities for community input and engagement throughout the year (Forum, Workgroup, ASB meetings, community events, Board of Education) (<u>ongoing</u>) 	<ul style="list-style-type: none"> -# of events, -# of attendance 	<ul style="list-style-type: none"> -Parents in attendance informed about school district decisions -Rural communities' opinions and concerns presented to KIBSD for action -Increased dialogue and decision making between rural communities and KIBSD 	

Outcome 3. Educational goals, priorities, and needs are aligned between KIBSD and rural and Alaska Native organizations, Logic Model & Activities of

	<p>Long-term Outcome (We expect that if completed or ongoing these activities will lead to the following changes in 7–10 years): Empowered students, parents, and communities use collaborative cohesive communication, provide support, and deploy sound decision-making, resulting in resilient, healthy, and strong individuals and communities ❖ Educational goals, priorities, and needs are aligned between KIBSD and rural and Alaska Native organizations.</p>				
Activity Code	Inputs	Activities	Outputs	Short Term Outcomes	Mid-Term Outcomes
	In order to accomplish our set of activities, we will need the following:	In order to address our problem or asset, we will conduct the following activities:	We expect that once completed or under way, activities produce following evidence of service delivery:	We expect that if completed or ongoing these activities will lead to the following changes in 1–3 years:	We expect that if completed or ongoing these activities will lead to the following changes in 4–6 years:
3.1.1.i.	<ul style="list-style-type: none"> -BOE Secretary, Director of Rural Schools, and RS Secretary, ASB Members, Head Teachers/ Secretaries at school sites -Printing equipment and supplies -Potential mailing expenses 	<ul style="list-style-type: none"> -Improve rural connections to School Board meetings, via internet access at each rural school & video conference infrastructure in Board Conf. Rm in Kodiak -Incorporate ASBs in School Board agenda -BOE Secretary sends Agenda and packets to ASB members at time of Notice of Meeting, & school sites print BOE packets ahead of meeting for ASB members to have hard copies -Director of Rural Schools forwards BOE minutes to ASB members and School sites as soon as it is available, & sites print BOE minutes for each ASB member (ongoing) 	<ul style="list-style-type: none"> -Data and ASB/community feedback -# of ASB members in attendance of Board Meetings -Tracking of agenda distribution -Agenda and documents sent out to ASB members 	<ul style="list-style-type: none"> -ASB members have increased access to BOE meetings -ASB members increase their involvement during BOE meetings and with the processes of Board meetings -BOE is engaged with rural communities through the ASB public process 	<p>3.1. Community voices and perspectives strongly inform school district planning and goals and are an integral part of educational decision-making in Koniag region.</p> <p>3.1.1. Rural community members have consistent and equal access to School Board Meetings and Board Members</p>
3.1.2.i.	<ul style="list-style-type: none"> -BOE Secretary, Director of Rural Schools, ASB Chair/members Meeting space/platform 	<ul style="list-style-type: none"> -A review process is developed for ASB member feedback on ASB roles/responsibilities, ASB Elections, and the ASB Manual -Gather input on review process from ASB members and finalize process 	<ul style="list-style-type: none"> -Finalized review process in place -Collected feedback from ASB members and communities -Revised ASB Manual -Revised ASB Booklets and election process 	<ul style="list-style-type: none"> -ASB members are knowledgeable about their roles and the policies & procedures of ASBs and act accordingly. -Rural communities, through ASB representation, are more engaged and empowered to 	<p>3.1.2. ASBs and NEPC have an active role in advising KIBSD School Board</p>

		-BOE Secretary, Director of Rural Schools and ASB representatives meet to review ASB Manual and Election Procedures and communication with communities – logistics, materials, timeline, communication, outreach to engage community in ASB process		provide input on educational decisions and to lead rural school decision making	
3.1.2.ii.	<ul style="list-style-type: none"> - BOE Secretary, KIBSD CO staff, Director of Rural Schools, Potential Partners like AASB -Funds for training facilitation, training documents, and module development -Meeting space (virtual/in person) 	<ul style="list-style-type: none"> -Establish a general training plan (content & timeline) for newly elected and appointed members of ASBs with clear roles and responsibilities -Schedule consistent ASB trainings based on best practices and identified need -Create a library of short training modules for just-in-time training and/or made available to new ASB members (YouTube/ Webinars/alutiiquededucation.org) -Create feedback mechanisms and input paths for ASB trainings and resources (<u>ongoing</u>) 	<ul style="list-style-type: none"> -Develop: <ul style="list-style-type: none"> -Training Procedure documents -Feedback forms/channel document -ASB Communication Flow Chart -Workshop agendas, documents, and feedback forms -ASB Needs Assessment documents 	<ul style="list-style-type: none"> -An ASB training process is in place for future cohorts of newly elected ASB members -New ASB members are fully aware of their roles and responsibilities -ASB meetings met quorum and can provide feedback & recommendations to Director of Rural Schools and BOE 	
3.1.2.iii.	<ul style="list-style-type: none"> -KIBSD, KIBSD Director of Rural Schools, NEPC Chair, NEPC -School District funds (Federal funds) -School District Conference Room 	<ul style="list-style-type: none"> -Develop orientation materials and schedule (revise as needed, <u>ongoing</u>) -Trainings for NEPC Members on Roles & Opportunities (<u>ongoing</u>) 	<ul style="list-style-type: none"> -Orientation Materials and Agenda -1 training annually, or more as needed 	<ul style="list-style-type: none"> -NEPC Members are more effective in their role to assist with KIBSD’s administration of Native Education funds (all grants with an Alutiiq and/or cultural focus go through NEPC) -NEPC Members are more knowledgeable about the Committee’s role in KIBSD educational decisions for Alaska Native and rural students 	

Outcome C (Shared Long-Term Outcomes 3 & 4), Logic Model & Activities of

	<p>Long-term Outcome (We expect that if completed or ongoing these activities will lead to the following changes in 7–10 years): Empowered students, parents, and communities use collaborative cohesive communication, provide support, and deploy sound decision-making, resulting in resilient, healthy, and strong individuals and communities</p> <p>❖ Educational goals, priorities, and needs are aligned between KIBSD and rural and Alaska Native organizations. ❖ Increased systemic opportunities through combined resources and collaboration which persist through leadership changes</p>				
Activity Code	Inputs	Activities	Outputs	Short Term Outcomes	Mid-Term Outcomes
	In order to accomplish our set of activities, we will need the following:	In order to address our problem or asset, we will conduct the following activities:	We expect that once completed or under way, activities produce following evidence of service delivery:	We expect that if completed or ongoing these activities will lead to the following changes in 1–3 years:	We expect that if completed or ongoing these activities will lead to the following changes in 4–6 years:
C.1.i.	<ul style="list-style-type: none"> -Rural Education Workgroup, Director of Rural Schools & KIBSD Superintendent, Rural Forum Facilitator(s) (<i>More facilitators identified as needed by Working Committee</i>) -Summit Operating costs (Print costs, KIBSD Facility or meeting space costs, meal costs, & facilitator costs) 	<ul style="list-style-type: none"> - Working Committee partners with Forum and KIBSD to plan and implement the Rural Education Summit -Ongoing Summits held (3-year cycle planned; begins in FY 22) -Summit meetings discussing Annual Summative Report findings (data on School Performance & Native Student Outcomes) as well as education goals, priorities, and needs of rural communities (ongoing) 	<ul style="list-style-type: none"> -Work Product of Rural Education Summit -Annual ANREP Planning documented -Summit discussion notes 	<ul style="list-style-type: none"> -Work product developed as action steps of Alaska Native and Rural Education Plan for the coming year -Rural education partners and stakeholders increase awareness of educational outcomes for rural & AK Native students -Rural Education Summit recognizes and celebrates gains and achievements made in the past year for AK Native and rural education 	<p>C. Rural Education Workgroup serves as a collaborative group who can assist with educational goals, priorities, and needs of rural communities.</p> <p>C.1. Rural Education Workgroup meets regularly to maintain the Alaska Native and Rural Education Plan and make any necessary adaptations.</p>
C.1.ii.	<ul style="list-style-type: none"> -KIBSD Director of Rural Schools, Sub-Committee, and KANA -Teleconference/meeting platform costs 	<ul style="list-style-type: none"> -Sub-committee meets three times a year to follow through and report out on action steps (ongoing) 	<ul style="list-style-type: none"> -3 quarterly meetings (<i>fourth meeting is the Rural Education Summit</i>) -Agendas & meeting notes -Tracking documents 	<ul style="list-style-type: none"> -Workgroup members demonstrate action steps completed & overall progress made within Alaska Native and Rural Education Plan 	
C.1.iii.	<ul style="list-style-type: none"> -Working Committee -Meeting space/platform 	<ul style="list-style-type: none"> -Working Committee meets prior to and after each Sub-Committee meeting & prior to Workgroup Meetings -Develop Implementation Plan & Timeline for that year’s action steps listed in the Work Product of Rural Education Summit 	<ul style="list-style-type: none"> -Implementation Plan & Timeline -Tracking sheet for progress on that year’s action steps 	<ul style="list-style-type: none"> -Action steps of Work Product and Alaska Native and Rural Education Plan are kept on schedule 	

		-Working Committee members assigned as the lead for one ANREP Long-term Outcome and its related activities; monitors progress of related action steps from the Work Product to report out to Workgroup (ongoing)			
C.1.iv.	-KIBSD BOE, Working Committee and Sub-Committee members, & NEPC Chair -Meeting space/platform -Printing costs -Office Supplies -Refreshments/snacks	-BOE, Sub-Committee, and Working Committee meet for an annual work session to align regional strategies (BOE involves the Workgroup with the KIBSD strategic planning process) (ongoing)	-Agenda and notes from work session -Revised action steps, aligned with regional strategies	-Annual action steps align with KIBSD strategic plan -KIBSD BOE understands the priorities and action steps to be implemented for the year	
C.2.i.	-Grant Priority Team: includes representation from NEPC, ASBs, Rural Schools, KIBSD, Sub-Committee -Meeting space/platform -Office supplies -Refreshment/snacks -Possible transportation and per diem costs	-Grant Priority Team (GPT) is formed -GPT determines meeting schedule and creates Grant Project Priority Rubric -Continual use of School Improvement Plans, Work Product of Rural Ed. Summit, Outcome reports (academic performance and outcomes, and School Climate & Connectedness Survey), and documenting progress made (ongoing)	-Active Grant Priority Team -Grant Project Priority Rubric -Grant Priority Team meeting notes and decision documents -Annual Grants Report (share progress made)	-Island-wide grant application process intentional addresses data findings collected from KIBSD and community -Grant applications align with Rural Education Summit’s Work Project and annual action steps, the Alaska Native and Rural Education Plan, and KIBSD strategic planning -Grant selection process is transparent for stakeholders & partners	C.2. A Grant Priority Team, via the Rural Education Workgroup and NEPC committee, tracks and assess student outcomes, active education grants, and progress made with the Alaska Native and Rural Education Plan activities.
C.2.ii.	Work Committee and Sub-Committee -Meeting space/platform -Printing costs -Office Supplies -Refreshments/snacks	-Grants and services matrix created that lists major grants within the region (KANA owns) -Sustainability plan created to determine the end of projects within the region -Matrix and sustainability plan shared at Grant Priority Team and Workgroup Meetings (ongoing)	-Grants and services matrix document -Sustainability plan document -# of times documents are shared at meetings to inform partners & stakeholders	-Grant projects are strategically planned and leveraged with stakeholder and partner resources and capacities -Process in place for transparency purposes	
C.2.iii.	-KIBSD, NEPC, ASBs, Rural Education Workgroup -Data analyst’s time (pull small school numbers)	-NEPC develops report questions to submit to KIBSD data analyst -Develop and write an Annual Summative Report of School	-Annual Summative Report is created, finalized, and shared -Annual Summative Report presentation	-Wide range of community stakeholders and partners align around educational gaps and challenges	

	-Grant funds (include data collection and process in a grant project)	Performance & Native Student Outcomes with KIBSD data -Present report to Workgroup, ASBs, NEPC, and gather feedback before finalization -Publish Annual Summative Report online and notify parents of its location (ongoing)	-Educational and community stakeholder feedback	-Culturally responsive schools informed by report data and evidence	
C.2.iv.	KIBSD, NEPC, ASBs, Rural Education Workgroup	-Prioritize greatest educational needs and identify potential projects with results of Annual Summative Report -Prioritized educational needs and potential projects are discussed by stakeholders (ongoing)	-1 to 2 meetings w/ community stakeholders, determined by grant application cycles	-Improvement of school performance demonstrated through successive report data -Grants planning & writing informed by Annual Summative Report results and evidence of needs	
C.2.v.	KIBSD, NEPC, ASBs, Rural Education Workgroup, Teachers,	-All AI/AN grant proposals are reviewed by community stakeholders before submission (ongoing)	-1 to 2 meetings held annually for grant proposal review, determined by grant application cycles	-Grant process is informed and owned by the community -Community investment increases because of their voice included in grant proposals	
C.3.i.	-Director of Rural Schools, Rural Student Council (RSC) Facilitator (runs RSC meeting and focus groups), & student counselor -Virtual Meeting Platforms -Travel expenses into Kodiak -Room and Board expenses (develop an est. budget within school) -Activity/supplies funds -RSC meeting space in School District building -School District funded (overlap with Learning Academy)	-Student counselor advertises Rural Student Council (RSC) seat openings to interested students & students are elected to RSC. Students are from the five rural schools. -RSC meets annually (begins Spring 2022) and fosters leadership of students and empowers peer facilitation of student focus groups. -Students trained in focus group method of data collection and analysis (evaluate their peers' and their own educational experiences -Students conduct peer focus groups and data analysis & present their findings (ongoing)	-# of Rural Student Council members selected -# of Rural Student Council meetings/gatherings -# of student focus groups -Set of minutes and agenda from the RSC -Training & facilitation notes of youth focus group methods and analysis	-Students on RSC demonstrate an understanding of focus groups and data collection. -Students on RSC understand Robert's Rules -Students on RSC understand the importance of leadership and active participation in education -Student body feels that students have more of a voice and representation in decision making within school through the RSC. -Increased number of students (RSC members) who participate in Rural Education Summit	C.3. Students who participate in the Rural Student Council will move to participate in their community councils and other civic opportunities

Outcome 4. Increased systemic opportunities through combined resources and collaboration which persist through leadership changes, Logic Model & Activities of

<p>Long-term Outcome (We expect that if completed or ongoing these activities will lead to the following changes in 7–10 years): Empowered students, parents, and communities use collaborative cohesive communication, provide support, and deploy sound decision-making, resulting in resilient, healthy, and strong individuals and communities ❖ Increased systemic opportunities through combined resources and collaboration which persist through leadership changes</p>					
Activity Code	Inputs	Activities	Outputs	Short Term Outcomes	Mid-Term Outcomes
	In order to accomplish our set of activities, we will need the following:	In order to address our problem or asset, we will conduct the following activities:	We expect that once completed or under way, activities produce following evidence of service delivery:	We expect that if completed or ongoing these activities will lead to the following changes in 1–3 years:	We expect that if completed or ongoing these activities will lead to the following changes in 4–6 years:
4.1.1.i.	<ul style="list-style-type: none"> -KIBSD Communications & Technology Committee Lead, NEPC -KIBSD funded (Damon’s focus) -SurveyMonkey software -Volunteers in each community for door-door surveys (survey facilitator) -Funds and Supplies for distance course review and revisions 	<ul style="list-style-type: none"> -NEPC surveys rural students and parents annually. Survey monitors satisfaction with services and input. (<u>ongoing</u>) -Survey results are included in the Annual Summative Report (<u>ongoing</u>) -All distance education courses are reviewed to meet Quality Matters (QM) standards & rubrics. -Distance courses which do not meet standards are revised to meet QM standards. 	<ul style="list-style-type: none"> -Annual Survey Report -All distance education courses meet QM standards 	<ul style="list-style-type: none"> -KIBSD increases understanding and awareness of technical issues for distance education classes -The effectiveness of distance education is re-affirmed for rural communities -Student success increases in online courses -Quality distance education courses are provided to rural students 	<p>4.1. Technology standards are appropriate for the effective delivery of distance education</p> <p>4.1.1. Mechanisms/ structures in place for continuous technology improvements in rural communities, specifically for education</p>
4.1.1.iii.	<ul style="list-style-type: none"> -Bandwidth Committee, Tribes, Cities, KIBSD -Hire technical specialists and consultants -Funds (federal funds, subsidy programs) -Internet equipment 	<ul style="list-style-type: none"> -Assess each village’s bandwidth levels and goals (focus on solution strategies) -Identify improved bandwidth service provider partners, through partnerships, quotes, and develop plans. -Bandwidth Committee and KIBSD share and collaborate on bandwidth service upgrades. 	<ul style="list-style-type: none"> -Assessment Reports for each village -Service Development Plan -Bandwidth service upgrades 	<ul style="list-style-type: none"> -Cost effective internet available to families and students -Offer more effective distance courses -Students have better access to internet resources from home -The quality and completion of schoolwork increases 	

4.1.1.ii.	<ul style="list-style-type: none"> -KIBSD (w/Mission), chaperones, Academy teachers, culture bearers -Food allowances (where to find funds?) -Travel & Lodging (grant?) -Stipends for Culture bearer and Guild workers 	<ul style="list-style-type: none"> -Learning Academies are held to serve Rural H.S. students with short-format in-person courses (includes students from communities where schools closed) (<u>ongoing</u>) 	<ul style="list-style-type: none"> -Learning Academy Model -4-6 Academies a year -# of students complete Learning Academy 	<ul style="list-style-type: none"> -Students increase social development skills with peers -Students increase hands-on abilities and knowledge of Academy subjects 	
4.2.i.	<ul style="list-style-type: none"> -Corporations, KI Borough, Roundtable, Rural Forum -Meeting space (virtual/in person) 	<ul style="list-style-type: none"> -Roundtable meets twice a year -Rural Forum meets monthly -Report on key legislation at Roundtable & Forum. -Review and approve regional resolutions/letters -Legislative advocate partners to report regionally. (<u>ongoing</u>) 	<ul style="list-style-type: none"> -Draft Legislation -Draft resolutions -Legislature advocacy -Progress towards educational sovereignty (compacting bills) 	<ul style="list-style-type: none"> -Maintain effective rural schools and student head count threshold -Maintain or adjust educational policy for the benefit of rural schooling -Increase Alutiiq culture and language within schools 	4.2 An advocacy network exists, which champions rural education needs and is informed of state and federal legislation that impacts the Koniag region
4.2.ii.	<ul style="list-style-type: none"> -Tribes, Corporations, Cities 	<ul style="list-style-type: none"> -Communication with and mobilize Tribes, Corporations, & Cities to advocate and campaign for legislation with legislators -Meet when needed (<u>ongoing</u>) 	<ul style="list-style-type: none"> -Finalized input on legislation -White papers & red papers for advocacy in state and federal legislature 	<ul style="list-style-type: none"> -Legislation is approved that improves the quality and quantity of Alaska Native education 	

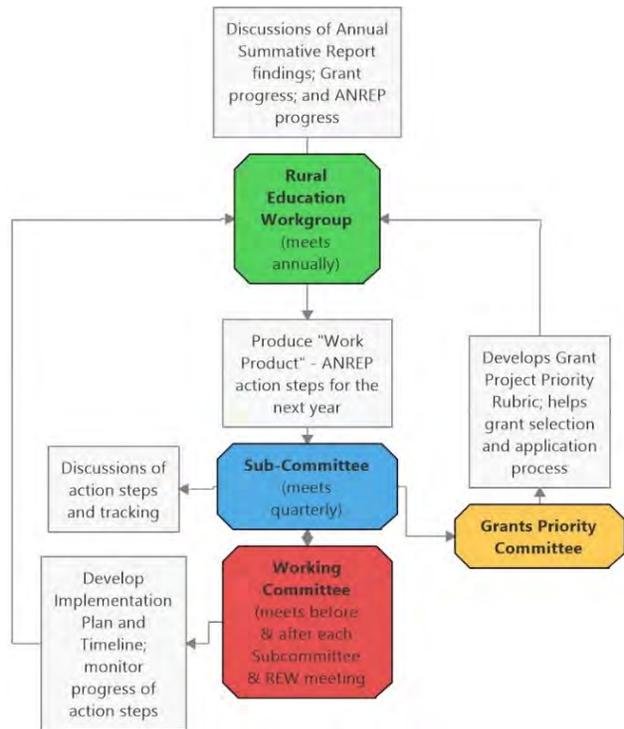
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Appendix A: Diagram for ANREP Activities and Committee Process

The *diagram* below represents the process in which ANREP activities are selected and acted upon on an annual basis as well as the structure of committees that support the Rural Education Workgroup and ANREP decision-making steps. The *diagram* and steps below provide an overview for coordinating most of the activities in Logic Model C (pp. 18-20).

Step 1 (green): Annual Rural Education Summits (RES) are held. Participants discuss Annual Summative Report



findings (data on School Performance and Native Student Outcomes) as well as educational goals, priorities, and needs of rural communities. Additional discussions held on ANREP progress and island-wide grant progress. These discussions lead to Work Product of RES - tangible product that documents annual ANREP Planning and Summit discussion notes. After the RES produces the Work Product; the KIBSD BOE, Sub-Committee, Working Committee, and NEPC Chair meet to align the Work Product's action steps with the KIBSD strategic plan. Afterwards, the RES Work Product is handed to the Working Committee.

Step 2 (red): Working Committee meets before and after each Sub-Committee meeting and prior to RES Workgroup Meetings. Working Committee further develops Implementation Plan and Timeline from the goals and priorities listed in that year's RES Work Product. Also, each Working Committee member is assigned a lead role for one ANREP Logic Model and its activities and to monitor progress of those related

activities occurring that year from the RES Work Product.

Step 3 (blue): Sub-Committee⁴ meets quarterly to plan quarterly action steps and check progress related to the RES Work Product. These meetings are for the Working Committee, Grant Priority Committee (GPC), partners, and stakeholders to check in on their tasks related to the Work Product. Also, action steps from the RES Work Product that seem appropriate for grant funding can be handed to the GPC.

Step 4 (orange): Grants Priority Committee⁵ (GPC) meets on their own schedule and updates Grant Project Priority Rubric with the RES Work Product action steps handed off from the Sub-Committee. GPC begins grant application process, working with relevant applicants and partners. Grant applications are also reviewed by community stakeholders to ensure transparency.

Step 5 (not listed): Native Education Parent Committee develops and writes the Annual Summative Report with help from KIBSD data analyst. The results are presented at the Rural Education Summit to prioritize the greatest educational needs and to identify potential action steps and projects among stakeholders. Afterwards, Annual Summative Report is finalized with RES feedback and published online for parents and the public.

⁴ Sub-Committee to a larger group of representatives from each of the Workgroup entities that have a role/action steps in the Rural Education Plan as well as the annual Rural Education Summit Work Product.

⁵ includes representation from NEPC, ASBs, Rural Schools, KIBSD and the Subcommittee.

Appendix B: Template for Organizational Involvement in ANREP Logic Model Activities

Organization/Role:

Partners for Activities:

Activity Code	Inputs	Activities	Outputs	Short Term Outcomes	Mid-Term Outcomes
	In order to accomplish our set of activities, we will need the following:	In order to address our problem or asset, we will conduct the following activities:	We expect that once completed or under way, activities produce following evidence of service delivery:	We expect that if completed or ongoing these activities will lead to the following changes in 1–3 years:	We expect that if completed or ongoing these activities will lead to the following changes in 4–6 years:

Appendix C: Generic Grant Proposal Template

GRANT PROJECT NAME & DATE (MONTH/YEAR)

DUE DATE	GRANT PROGRAM NAME
LEAD ORG & PARTNERS	DESCRIPTION OF LINK TO NATIVE AND RURAL NATIVE EDUCATION PLAN

I. GRANT VISION/OVERARCHING GOALS (DIFFERENT THAN GRANT GOALS)

II. GAP OR STATEMENT OF NEED FOR THE PROJECT

III. PROGRAM DESCRIPTION/SITUATION STATEMENT

IV. GOALS & OBJECTIVES

Goal 1: Objective 1.1: Outcome 1.1: Objective 1.2: Outcome 1.2:	Goal 2: Objective 2.1: Outcome 2.1: Objective 2.2: Outcome 2.2:
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Goal 3:
 Objective 3.1:
 Outcome 3.1:
 Objective 3.2:
 Outcome 3.2:

V. TIMELINE

ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE	MILESTONES

VI. BUDGET

BUDGET OVERVIEW

Budget Category and Brief Description of major expenses	Year 1	Year 2	Year 3	Totals
	TOTALS			

VII. EVALUATION Description

Evaluation Questions:

What do you want to know?

What questions will be answered by the data that is collected?

Evidence:

What can be measured to determine if change has occurred?

How will you know it has happened?

What are the indicators?

VIII. STAFF & ORGANIZATIONAL INFORMATION

NAME & TITLE	QUALIFICATIONS	CERTIFICATIONS	SKILLS

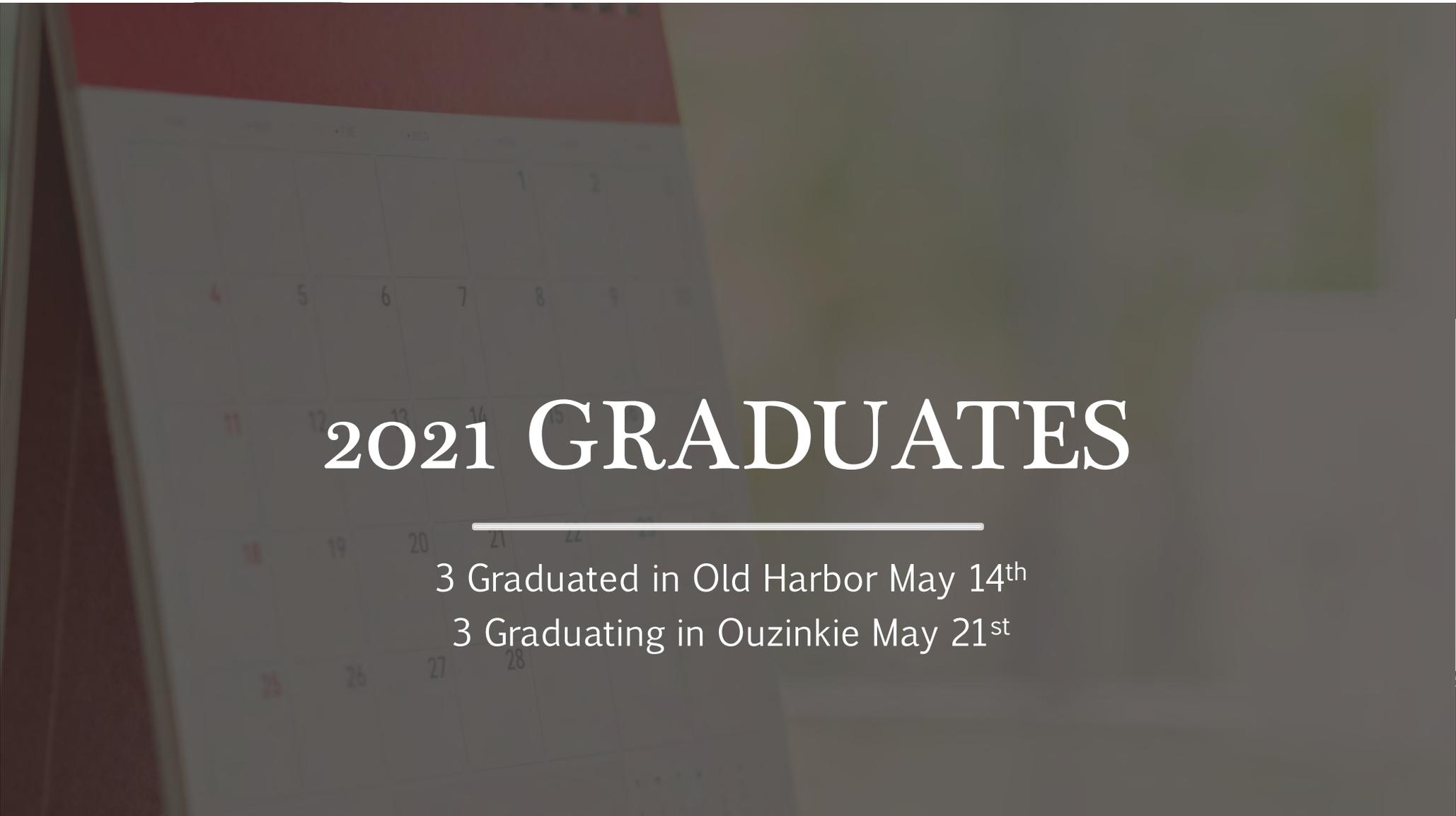
IX. APPENDIX

FILE NAME	DESCRIPTION	LOCATION attachment / link

The background of the slide is a photograph showing the silhouettes of a group of graduates. They are holding up their black graduation caps and white diplomas against a light, overcast sky. The scene is captured from a low angle, looking up at the graduates, creating a sense of achievement and celebration.

**KIBSD
RURAL SCHOOLS 2021**

Update to the Forum



2021 GRADUATES

3 Graduated in Old Harbor May 14th

3 Graduating in Ouzinkie May 21st

Current Open Schools

School	Students	Teachers	Staff
Akhiok	11	2	3 Up from 1
Chiniak	19 Up from 16 2 Remote	2	3
Old Harbor	26 1 Remote	4 3 Regular Ed 1 Special Ed	4
Ouzinkie	14 2 Remote	2	2 Down from 3
Port Lions	17 Up from 10	2	3 Up from 2

Changes to Staff for FY22

- Mr. and Mrs. Clanton in Akhiok will be heading back to Texas
 - Mr. and Mrs. Stark will be joining us in August!
- Mr. Bechtol in Old Harbor will be moving to Kodiak
 - Mr. L. Dale Richesin will be heading to Old Harbor in July!
- Mr. Sheehan in Ouzinkie will be truly retiring and moving down to Idaho
 - Mrs. Gray will join Mr. Gray at the end of this year!
- Mr. Taylor and his family will be heading down to Colorado
 - Mrs. Beth Dunlop will be heading to Port Lions in August!
- Mrs. Gray will be heading over to Ouzinkie
 - We hope that a Mr. Leo Hagedorn will be joining the Port Lions School in August!

With these protocols in place all year:

- Individual community travel mandates
- Social Distancing policy (3-6 feet)
- Increased sanitizing and cleaning
- Staff wearing masks
- Health screening and protocols for symptoms
- Increased hygiene expectations for hand washing and sanitizing
- Limited visits from KIBSD itinerate staff
- Safety Committee = ASB

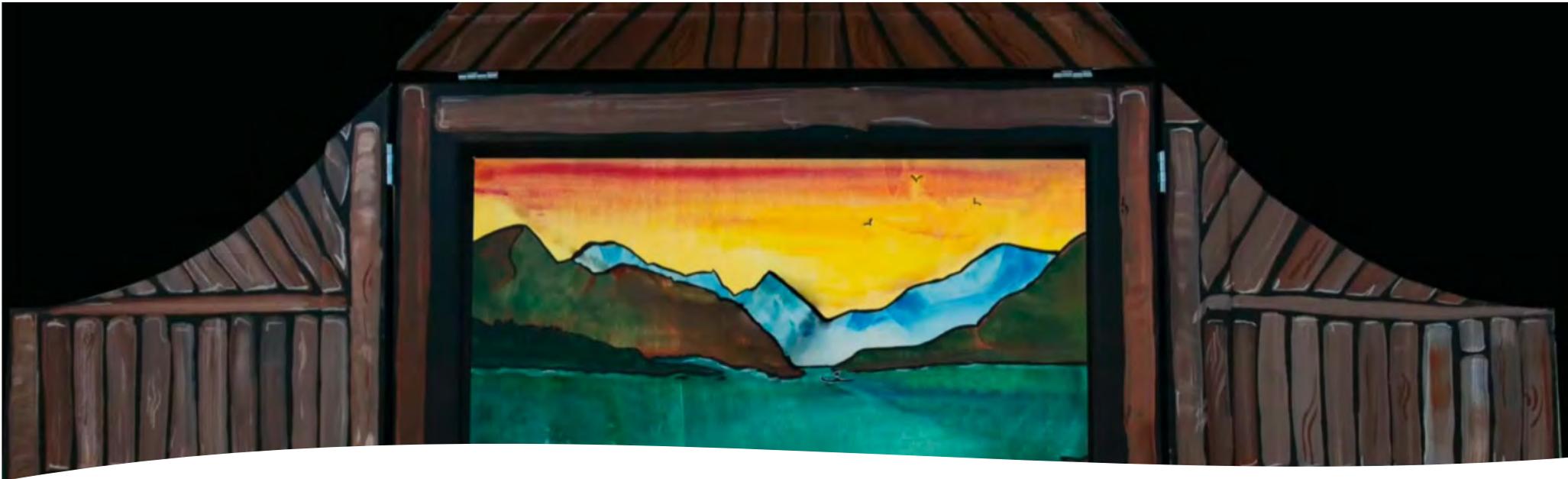


Schools Status

Our schools were able to remain in person the majority of the school year!

Akhiok School was in person all year.





Accomplishments:

- Hired Literacy Specialist, Sperry “Guitka” Ash.
 - Training in Response to Intervention (RTI)
 - Developing a framework for attaining literacy goals that are culturally responsive
 - Creating monthly digital content to share with rural teachers and students
 - Outreach to families through monthly READ Newsletter
- Qulianguarwik (The Story Place)
 - Contracted local wood worker to build mobile theater boxes for each school
 - Contracted local artist, Hanna Sholl, to paint each box and to complete illustrations for 5 Alutiiq stories
 - We will print the story cards for use with the Qulinguarwit

Continued

- Arts in the schools
 - Teaching Artists
 - After school Rural Schools Art Club
 - A new artist and project each month
- After School Programs
 - Book Club
 - Tutoring
 - Coding
 - Sports
- Contract with Alutiiq Museum
 - More Alutiiq language and cultural resources for teachers and students
- Mother Goose Time subscription boxes
 - All children birth to 5 (not yet in school)
 - Monthly
- Literacy Kits
 - All children birth to grade 12 in our communities

SCHOOL IMPROVEMENT



Rural-wide Accomplishments

- Professional Development Opportunities
 - Indigenous Students Leap Ahead (ISLA)
 - Worked with teachers
 - Presented
 - Co-planned
 - Co-taught
- Alaska Arts Education Consortium
 - Kodiak Science, Literacy, & the Arts Institute
 - June 7-11





SABRINA SUTTON

IEA TEACHER

2020-2021

PRIORITIES FROM NEPC

Analysis of IEA student academic needs

Reconciliation of IEA 506 forms and recruitment

Provide local culture opportunities for staff- both rural and town

Organize training for staff regarding local culture, resources, and native ways of knowing- both rural and town

Provide Learning experiences for students that share local Alutiiq Culture- both rural and town



SUGPIAQ / ALUTIIQ CULTURE

CURRICULUM DEVELOPMENT OF LOCAL CULTURE FOR TOWN AND RURAL EDUCATORS

- Kodiak Alutiiq Thematic Units
- Indigenous People Day Lessons
- Benny Benson Lesson
- Russian Influence Lesson
- Alutiiq Storytelling Readers Theatre Scripts
- Shadow Puppets for Alutiiq Stories
- Salmon Unit
- Alutiiq Mask Unit
- Quyanaa Poster with Song
- Elizabeth Peratrovich Day
- Regions of Alaska Resources for 4th grade teachers
- Uploading materials to TEAMS for easy access

IEA STUDENT & FAMILY SUPPORT

- Support Seniors and 5th year students
- Check in with families
- Communicate with Principals & instructional coaches
- Attend IEP/ 504/ RTI meetings
- Monthly Newsletter to share resources with IEA families
- Connect families with school and local resources
- Other tasks as they have come up



NATIVE EDUCATION COMMUNITY

- *Rural Education Plan*
- *Rural Education Work Group*
- *Building Suna'q, KANA, and other tribal Relationships stronger with KIBSD*
- *Inviting tribal administrators to participate in our NEPC meetings as tribal affiliates*



KODIAK AREA NATIVE ASSOCIATION