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MEMORADUM OF AGREEMENT

Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS VII)

US Department of Education, Alaska Native Education Program

SEALASKA HERITAGE INSTITUTE and

UNIVERSITY OF ALASKA SOUTHEAST

A. PURPOSE

This Memorandum of Agreement is entered into by Sealaska Heritage Institute and the University of Alaska Southeast to formalize a dynamic relationship to mutually support the Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS VII) program. This agreement will extend through the length of Alaska Native Education Program funding. The Goal of the PITAAS VII program is: the preparation and advancement of Alaska Native teacher education to improve educational opportunity for Alaska Native K-12 students.

The PITAAS model was originally initiated and developed by the University of Southeast, with input and collaboration from partners and participants from around the state. The PITAAS VII program is predicated on providing academically rigorous and culturally responsive educational opportunities for educator preparation regardless of geography and professional development for K-12 educators in order to advance careers and help ensure strong school programs.

The PITAAS VII program will address four priorities:

- Supporting Alaska Native students and educators for initial or advanced certification or a terminal degree (Ph.D. or E.Ds.) in Education or Indigenous Language and Culture.
- Professional Development (PD) activities for educators, including PITAAS scholars and University faculty on issues affecting AK Native students.
- Revitalization of Alaska Native Languages and Culture.
- Career preparation activities that enable Alaska Native pre-service teachers in the PITAAS program an opportunity to gain valuable work experience as well as guided education experiences with AK Native educators in SHI's Latseen Leadership Academy.

The PITAAS VII program (2017-2020) will support and recognize: sixty (60) or more graduate and undergraduate university students, five (5) Alaska Native Ph.D. candidates, seventy (70) or more University and K-12 faculty, sixty (60) high school students through Latseen, and three (3) Alaska Native Educator of Distinction award winners.

B. PARTNERS

Sealaska Heritage Institute was chartered by Sealaska Corporation Inc. (Sealaska) in 1982 as a nonprofit 501(c)(3). Sealaska recognizes SHI as its tribal organization, created for the purposes of applying on its behalf for grants and contracts – and to administer programs and funding – to enhance the culture, well-being, education, and heritage of more than 22,000 members. Specifically, SHI is sanctioned by Sealaska, per resolution #2016.25, to apply for and operate grants and contracts awarded through the US Department of Education's Alaska Native Education (ANE) program.

Sealaska Heritage Institute (SHI) is governed entirely by Alaska Natives and operates with a mission to "Perpetuate and enhance the Tlingit, Haida, and Tsimshian cultures and promote cross cultural awareness." SHI is located in Alaska's capital city of Juneau, serves the region of Southeast Alaska, and has 35 years of experience partnering with Native parents, teachers, leaders, communities, and schools to develop and collaboratively manage educational programming that meet the: (1) State of Alaska Content and the Performance Standards for Alaska Students and (2) Alaska Standards for Culturally Responsible Schools.

The University of Alaska Southeast is located in Juneau, Alaska, and is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The School of Education programs are accredited through the Commission for Accreditation of Educator Preparation (CAEP) and are part of the University state-wide educational system.

The mission of the University of Alaska Southeast (UAS) is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska. The University of Alaska Southeast is recognized as a destination of choice for students seeking excellent academic programs and engaging learning opportunities that integrate the environment and cultures of Southeast Alaska.

Recognizing collective responsibilities and that through combined efforts, knowledge, and resources SHI and UAS can better achieve common goals and initiatives, SHI and UAS will partner to achieve the following outcomes established by the PITAAS VII project (2017-2020):

- At least twenty (20) initial licensure Alaska Native teachers and 20 Alaska educators with advanced degrees or endorsements.
- Eight (8) Alaska Native administrators at either the principal or superintendent level.
- Five (5) Alaska Native Ph.D. or Ed candidates.
- Alaska Native Educator of Distinction Award with three (3) educators having received the award
- Professional development opportunities in Adverse Childhood Experiences (ACEs), Social and Emotional Learning (SEL), and in English Language Learning (ELL) strategies and pedagogy.
- University faculty more actively involved in Native culture and education.
- Alaska Native students with more knowledge of their language and culture.
- Internship opportunities for pre-service teachers to gain experience working with Alaska Native teachers.

B. VISION

SHI and UAS have a common vision for the PITAAS VII program: Preparing Alaska Native educators who are committed to substantially improving education in Alaska schools. SHI and UAS will also support Alaska Native Ph.D. candidates to ensure continued growth in providing relevant educational experiences for Alaska Native K-12 students. Furthermore, SHI and UAS will partner to bring together PITAAS program participants with Alaska Native youth participating in SHI's annual Latseen Leadership Academy.

To achieve this shared vision, SHI and the UAS School of Education will focus on improving the educational experience of Alaska Native students through preparing more Alaska Native teachers and by providing professional development on issues important to Native student success, such as Social and Emotional Learning (SEL) and English Language Learning (ELL) programming. SHI and UAS will also continue to confer on course content and the school based experiences necessary for excellence in teaching, such as the language and cultural course requirements and their benefits as outlined in the PITAAS VII project.

SHI'S Deputy Education Director and the UAS Dean of the School of Education have previously demonstrated that they are an exceptional collaborative team in developing culturally rich training experiences that will prove to be highly beneficial to the success of the PITAAS VII project. Therefore, this MOA moves forward the viable next step in furthering the SHI and UAS mission and vision for providing services to Alaska Native students, while honoring culture and heritage, and by identifying the SHI Deputy Education Director and the UAS Dean of the School of Education as Co-Principal Investigators on the PITAAS VII program.

To ensure that Alaska Native peoples are involved in PITAAS VII programming, the Co-PIs and project staff will work closely with the PITAAS Advisory Board. Annual Cultural Orientations will allow UAS faculty and staff to be better aware of the heritage of their Native students, insights that will be strengthened through attendance at SHI's Native Lecture Series. PITAAS students will also attend the Lecture Series and they will benefit from UAS' Native and Rural Student Center (NRSC). The NRSC provides both academic and social support, allowing Native languages and cultures to be integral to indigenous students' educational experiences at UAS.

D. SCOPE

SHI agrees to work on behalf of the PITAAS VII program to prepare and advance Alaska Native teacher education to improve educational opportunity for Alaska Native K-12 students through the following activities:

1. **SHI PITAAS Co-Principal Investigator/Project Director.** SHI's Deputy Education Director, Phyllis Carlson, will assist the UAS School of Education administrators and faculty to understand the traditional cultures of Alaska and the socio-political context in which Native children are raised and socialized. She will assist in the development of classes and curricula which wrap culturally relevant themes and teaching technique into day-to-day class work to teach Native children more effectively. Ms. Carlson will work collaboratively with the UAS Co-PI to manage grant activities and funds consistent with this agreement and with practices successfully employed to date in the PITAAS program at UAS. The duties of the SHI Co-Principal Investigator/Project Director, as they apply to this MOA, are:

a. Provide PITAAS VII program oversight and management for SHI and contractors;
b. Participate on the SHI/UAS Scholarship Committee;
c. Develop the UAS/SHI Alaska Native Educator of Distinction annual award in close consultation with the UAS Co-Principal Investigator.
d. Facilitate faculty and SHI staff involvement in workshops, conferences, or research on Alaska Native Education, Social and Emotional Learning (SEL), and/or English language learning (ELL) theory and practice;
e. Plan and work with SHI's Education Department staff to provide annual Cultural Orientation for educators and administrators who operate educational programs for Alaska Native students in Juneau and in rural areas throughout the region;
f. Work collaboratively with UAS to utilize funding for visiting professors and/or cultural scholars to be collaboratively used in both SHI and PITAAS activities;
g. Collaborate with UAS to recruit, interview, fund, and support PITAAS students for internships in SHI's annual Latseen Leadership Academy;
h. Review the bi-annual bulletins provided by the Project Evaluator and containing a synthesis of collected data updating readers on student recruitment and enrollment, PITAAS events, and other initiatives;
i. Appropriately summarize and share information contained in the bi-annual PITAAS VII program Evaluation bulletins with SHI Leadership; and
j. Assist SHI's Leadership to inquire and act upon information contained in the bi-annual bulletins provided by the Project Evaluator.

2. **SHI Development Associate/Scholarship Administrator**. The duties of the SHI Development Associate/Scholarship Administrator, as they apply to this MOA, are:
   a. Assist UAS to advertise and recruit for the PITAAS program with Latseen Leadership Academy participants and other Alaska Native high school students;
   b. Assist UAS to advertise and recruit for the PITAAS program with applicants to SHI's scholarship opportunities;
   c. Assist UAS to advertise and recruit for the PITAAS program by excerpting and posting information from the PITAAS media campaign that SHI has designed and created to both SHI's website and its active social media resources;
   d. Participate on the SHI/UAS Scholarship Committee;
   e. Forward all scholarship award decisions to SHI's finance office;
   f. Ensure that the scholarship award checks are sent to the UAS with names of the scholarship recipients; and
   g. In collaboration with the UAS PITAAS Program Manager, meet with students regarding any difficulties that they might be having that would affect their PITAAS scholarships; and
   h. Collaborate with UAS to recruit, interview, and support PITAAS students for internships in SHI's annual Latseen Leadership Academy;
3. **SHI History and Culture Director.** The duties of the SHI History and Culture Director, as they apply to this MOA, are:
   a. Identify highly qualified scholars and culture bearers for the Native Lecture Series;

b. Execute contracts with scholars and culture bearers participating in the Native Lecture Series;
c. Coordinate the Native Lecture series by preparing the presenters and overseeing the logistics related to their lectures to be held at SHI's Walter Soboleff Center;
d. Ensure that the lectures series is well advertised and serve as the point of contact for UAS and the general public regarding questions about the Lecture Series;
e. Ensure that each lecture is videotaped and posted to SHI's website in order to reach an even wider audience.

4. **Cultural Orientation.** SHI will provide annual Cultural Orientations, allowing UAS faculty and staff to better understand the traditional cultures of Alaska and the socio-political context in which Native children are raised and socialized. Participation in annual Cultural Orientations will assist faculty and staff in the development of classes and curricula which wrap culturally relevant themes and teaching techniques into day-to-day class work to teach Alaska Native children more effectively.
5. **Native Lecture Series.** SHI and UAS will collaborate to host a weekly cultural education lecture series annually during Native American Heritage Month (November) and to coordinate monthly cultural education lectures throughout the project. These lectures will be provided by experts in their specialized fields and will further provide UAS faculty, staff, and students with exposure to the unique strengths and needs of Alaska Native students. Understanding these strengths and challenges is vital for educators and those in the educational field to assist Native students to realize their full educational potential.

UAS agrees to work on behalf of the PITAAS VII program to prepare and advance Alaska Native teacher education to improve educational opportunity for Alaska Native K-12 students through the following activities:

1. **UAS Co-Principal Investigator.** Dr. Deborah Lo, Dean of the School of Education, has a Ph.D. in Educational Psychology from the University of Chicago. She brings academic expertise in teacher education, as well as extensive experience in educational theory, cross-cultural education and educational administration to the project. Dr. Lo will work collaboratively with the SHI Co-PI to manage grant activities and funds consistent with this agreement and with practices successfully employed to date in the PITAAS program at UAS. The duties of the UAS Co-Principal Investigator are:
    a. Provide PITAAS VII program oversight and management for UAS and supervise the UAS PITAAS Director;
    b. Establish the SHI/UAS PITAAS Scholarship Committee;
    c. Oversee and help guide PITAAS Ph.D. candidates to ensure adequate progress and fidelity to program goals;
    d. Develop the SHI/UAS Alaska Native Educator of Distinction annual award in close consultation with the SHI Co-Principal Investigator;
    e. Facilitate faculty and SHI staff involvement in workshops, conferences, or research on Alaska Native Education; Social and Emotional Learning (SEL); and/or English language learning (ELL) theory and practice;
    f. Work collaboratively with SHI to utilize funding for visiting professors and/or cultural scholars to be collaboratively used in both SHI and PITAAS activities.
    g. Collaborate with SHI to recruit, interview, fund, and support PITAAS students for internships in SHI's annual Latseen Leadership Academy;

h. Oversee the activities of the External Evaluator;
i. Review and provide SHI with the bi-annual bulletins prepared and submitted by the project's External Evaluator.

2. **UAS PITAAS Program Director.** The UAS Co-Principal Investigator has identified the duties for the UAS PITAAS Program Director as follows:
   a. Responsibility for the UAS project budget and management of the project duties assumed by UAS;
   b. Primary Point of Contact for the PITAAS Program;
   c. Oversee student recruitment and scholarship applications;
   d. Prepare scholarship application summaries, appropriate data, and UAS criteria for review and to be acted upon by the SHI/UAS PITAAS Scholarship Committee;
   e. Work with partners to establish the Alaska Native Education Leadership certification;
   f. Facilitate the efforts of the PITAAS Advisory Board;
   g. Collaborate with the Native and Rural Student Center Coordinator;
   h. Supervise the PITAAS staff Facilitator; and
   i. Other duties as outlined in the project narrative.
3. **UAS PITAAS Facilitator.** The UAS Co-Principal Investigator has identified the duties for the UAS PITAAS Facilitator as follows:
   a. Assist PITAAS staff in collecting and maintaining data;
   b. Assist to process PITAAS applications; and
   c. Ensure that scholarship information is both current and accurate.
4. **UAS Native and Rural Student Center Coordinator.** The UAS Co-Principal Investigator has identified the following duties as supporting the PITAAS program:
   a. Providing academic advising for incoming freshmen and returning Associates students, working daily with students through the Native and Rural Student Center, supporting the UAS Native student club (Wooch.Een), Juneau Douglas High School Early Scholars, and PITAAS program.
   b. Organizing and supervising culturally responsive social and cultural academic activities, including: academic counseling and tutoring, potlatches, Native Dancers, guest speakers, Native Student Oratory contest, pre-college presentations, and UAS Native Graduation.
5. **External Project Evaluator.** The External Project Evaluator will:
   a. Participate in planning sessions and Advisory Board meetings;
   b. Collect evidence of ways in which essential questions are addressed;
   c. Develop survey forms and protocols;
   d. Assist in maintaining the UAS database of student academic data;
   e. Analyze information and data;
   f. Prepare and present monthly reports of progress for Director and Co-PIs; and
   g. Produce annual evaluation documents for varied audiences.
6. **The PITAAS Advisory Board.** The PITTAS Advisory Board will meet twice face-to-face each year to guide project implementation and ensure that Alaska Native community interests, concerns, and issues are always understood and considered as decisions and policies are enacted. PITAAS Advisory Board members include SHI, representatives of tribes, Native cultural institutions, and Alaska Native representation from school districts, UAS campuses, Alaska Native Claims Settlement Act Regional and Village Corporations, and PITAAS students and alumni.

7. **Native and Rural Student Center.** The mission of the Native and Rural Student Center (NRSC) at UAS is to create a student-centered inclusive environment that honors diversity, celebrates cultural traditions and knowledge, and enhances the learning experiences of the University of Alaska Southeast students. Since 1996, the NRSC has provided a warm, inviting atmosphere filled with opportunities to gather with peers, receive academic support, and develop leadership skills. The UAS NRSC is a home away from home for Alaska Native students.

E. FUNDING

If the proposal is funded, SHI will contract with UAS to coordinate project activities detailed in the **SCOPE** of this Memorandum of Agreement, utilizing a project budget of: **$363,860** in Year 1; **$372,456** in Year 2; and **$381,391** in Year 3. These funds will total **$1,117,707** over the three year project. None of these funds shall be used by UAS for administrative purposes.

1. UAS PITAAS Staff: **$238,939** in Year 1; **$244,912** in Year 2; **$251,036** in Year 3.
2. UAS Native Center and Rural Student Center Staff: **$39,137** in Year 1; **$40,115** in Year 2; and **$41,118** in Year 3.
3. UAS Travel (includes participation in DOE grantee meeting) and Conference Fees: **$30,449** in Year 1; **$32,094** in Year 2; **$33,902** in Year 3.
4. UAS Project Supplies: **$2,604** in Year 1; **$2,604** in Year 2; and **$2,604** in Year 3.
5. UAS/SHI Teacher of Distinction Award: **$13,020** in Year 1; **$13,020** in Year 2; and **$13,020** in Year 3.
6. UAS Annual Native Oratory and Native Graduation Events: **$3,255** in Year 1; **$3,255** in Year 2; **$3,255** in Year 3.
7. UAS PITAAS Recruitment Materials and Postage: **$10,416** in Year 1; **$10,416** in Year 2; **$10,416** in Year 3.
8. External Project Evaluator: **$26,040** in Year 1, **$26,040** in Year 2, **$26,040** in Year 3.

This MEMORANDUM OF AGREEMENT hereby supports efforts between SEALASKA HERITAGE INSTITUTE and the UNIVERSITY OF ALASKA SOUTHEAST for the activities as related to the Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS VII) program submitted under the US Department of Education, Alaska Native Education Program funding opportunity.

Rosita Worl, PhD, President
Sealaska Heritage Institute

Date

Richard A. Caulfield, Ph.D., Chancellor
University of Alaska Southeast

6/12/17
Date

ABSTRACT

Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS VII)

Sealaska Heritage Institute (SHI), a tribal organization located in Juneau, Alaska, is submitting the **Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS VII)** project proposal in partnership with the **University of Alaska Southeast**. The University of Alaska Southeast (UAS), located in Juneau, Alaska is accredited by the Northwest Accreditation Commission (NWAC). Its School of Education programs are accredited through the Commission for Accreditation of Educator Preparation (CAEP) and are part of the University state-wide educational system.

Priorities/Goals: This proposal is for the preparation and advancement of Native Teacher education to improve educational opportunity for Alaska Native K-12 students. The proposal targets four priorities:

- **Priority 1:** Supporting Alaska Native students and educators for initial or advanced certification or a terminal degree (Ph.D. or E.Ds.) in Education or Indigenous Language and Culture.
- **Priority 2:** Professional Development (PD) activities for educators, including PITAAS scholars and University faculty on issues affecting AK Native students.
- **Priority 3:** Revitalization of Alaska Native Languages and Culture.
- **Priority 4:** Career preparation activities that enable Alaska Native pre-service teachers in the PITAAS program an opportunity to gain valuable work experience as well as guided education experiences with AK Native educators in a SHI summer internship.

Project Outcome(s):

- At least 20 initial licensure Alaska Native teachers & 20 Alaska educators with advanced degrees or endorsements.
- Eight Alaska Native administrators at either the principal or superintendent level.
- Five Alaska Native Ph.D. or Ed candidates.
- Alaska Native Educator of Distinction Award with 3 educators having received the award
- Professional development opportunities in ACEs/SEL and in ELL strategies and pedagogy.
- University faculty more actively involved in Native culture and Education.
- Alaska Native students with more knowledge of their language and culture.
- Internship opportunities for pre-service teachers to gain experience working with Alaska Native teachers.

Number of Participants: Over the life of the grant, sixty or more graduate and undergraduate university students, 5 Alaska Native Ph.D. candidates, 70 or more University and K-12 faculty, 60 high school students through Latseen, and 3 Alaska Native Educator of Distinction award winners. A Native community more fully cognizant of the importance of a career in education.

Number and Location of Proposed Sites: Given that UAS has both distance and face-to-face programs our reach covers all 54 school districts across Alaska.

U.S. Department of Education Grant Application

Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS)

Submitted by Sealaska Heritage Institute (SHI)

in partnership with the University of Alaska Southeast (UAS)

June 14, 2017

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Section A: Need- The overarching goal of PITAAS is the preparation of Alaska Native educators committed to substantially improving education in Alaska schools. Our strategy for accomplishing this flexible programing dedicated to providing culturally responsive educational opportunities regardless of geography. We are also committed to advanced study and professional development for K-12 educators in order to advance careers and help ensure strong school programs. *New to PITAAS VII, we are proposing an annual Alaska Native Educator of Distinction award, opportunities for doctoral level scholarships to facilitate AK Native leadership going forward and opportunities for paid summer internships with SHI's Latseen program.*

In the ongoing debate over how best improve educational outcomes for Alaska Native students in Alaska classrooms, practitioners in the field focus on two primary issues: 1) the fact that many educators in our state are unprepared for the challenging realities of Alaska's rural and remote communities and 2) very high teacher turnover rates. These are related issues in that lack of preparedness often leads to teacher dissatisfaction and turnover.

Inadequately prepared teachers + high turnover = low student achievement.

Robust correlations between teacher turnover and a lack of connectedness to the community was found in a 2013 survey of approximately 300 rural Alaska teachers (Hill, A., et.al, 2014). Between 2008 and 2016, an average of 64% of teachers hired by districts statewide, were from outside of Alaska. These teachers are woefully unprepared for diversity that is Alaska and will leave the state within a year or two of their arrival.

The consequences of educator turnover are academic, social and financial. We can see the cost to our students. That cost is represented in graduation rates and standardized test scores, the social cost to the community is more difficult. Of the 503 schools in the state, 25 percent had

five or fewer teachers and 22 percent had 50 or fewer students. Many of these schools have struggled with low achievement and high teacher turnover for decades and we can be sure that every time a new teacher leaves a rural village, it will be a little harder to welcome the next short-term, out of state teacher who arrives.

The financial cost to the district is also significant. A recent study completed by the Alaska Policy Research group at the Institute of Social and Economic Research (2017) found that the average cost of teacher turnover to be $20,431.08 per teacher. If that number were used to calculate the cost of turnover across the state, teacher turnover in Alaska costs our school districts approximately 20 million dollars per year. The answer to both retention and preparedness is to prepare more Alaskans as educators and specifically, to recruit and prepare more Alaska Native educators who have strong connections to their community.

Lack of an adequately trained and demographically stable teaching force has contributed to Alaska's historically low National Assessment of Educational Progress (NAEP) scores. Eighth grade scores for Alaska averaged 280 for math and 260 for reading. If you limit the scores to account for only low income students (typical in rural districts where subsistence is a way of life) you find scores of 266 for math and 245 for reading. Even more alarming, our growth scores are some of the lowest in the country. Full table comparison scores for grades 4 and 8 as well as graduation rates are presented are presented on the following pages.

Table 1: NAEP Reading

NAEP 2015 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
All Students	8	6	27	24	33	31	32	39
White	11	10	34	32	33	33	21	24
Black	2	6	16	19	33	32	49	44
Hispanic	3	5	17	23	33	34	46	38
Asian/Pacific Islander	19	5	34	18	28	34	19	43
American Indian/Alaska Native	**4**	**1**	**17**	**9**	**31**	**24**	**47**	**66**
Two or more races	10	5	29	25	34	35	28	35
Eligible for School Lunch Program	3	2	18	15	34	28	44	54
Students with Disabilities	2	2	10	6	21	14	67	78
English Language Learners	1	*	7	3	24	16	68	81
NAEP 2015 Grade 8 Reading								
All Students	3	3	29	29	42	39	25	29
White	4	5	38	41	42	40	16	14
Black	1	*	14	13	43	49	42	37
Hispanic	1	1	19	30	45	45	35	25
Asian/Pacific Islander	9	1	41	19	35	46	15	33
American Indian/Alaska Native	**2**	*	**21**	**8**	**42**	**31**	**36**	**60**
Two or more races	4	3	31	36	41	42	23	30
Eligible for School Lunch Program	1	1	19	16	44	38	36	45
Students with Disabilities	*	*	7	6	28	24	64	69
English Language Learners	*	*	3	1	25	16	72	82

Table 2: NAEP Math 4th Grade

NAEP 2015 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
All Students	7	6	32	29	42	43	19	22
White	10	9	41	38	39	41	10	11
Black	1	1	17	13	46	47	35	39
Hispanic	3	4	23	26	47	48	27	22
Asian/Pacific Islander	22	5	39	22	29	46	10	28
American Indian/Alaska Native	**2**	**1**	**21**	**16**	**47**	**41**	**30**	**42**
Two or more races	9	8	35	34	41	43	15	14
Eligible for School Lunch Program	2	2	22	19	48	47	28	33
Students with Disabilities	2	1	14	10	38	35	46	55
English Language Learners	1	*	13	6	43	40	43	54

NAEP 2015 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
	National	Alaska	National	Alaska	National	Alaska	National	Alaska
All Students	8	7	24	25	38	39	30	29
White	10	11	32	35	39	41	19	14
Black	1	2	11	15	35	41	53	42
Hispanic	3	5	16	21	41	45	40	29
Asian/Pacific Islander	25	4	33	22	28	41	14	34
American Indian/Alaska Native	**3**	**2**	**16**	**11**	**38**	**33**	**43**	**54**
Two or more races	9	8	26	27	38	39	28	26
Eligible for School Lunch Program	2	2	15	15	40	39	42	44
Students with Disabilities	1	1	6	5	24	24	68	70
English Language Learners	1	*	5	2	26	18	69	81

Table 3: 2015-2016 Cohort Graduation Rate by Ethnicity

	Graduation Rate
White	80.8%
Black	74.4%
Hispanic	76.0%
Asian or Pacific Islander	81.3%
Alaska Native/American Indian	**64.1%**
Two or more Races	75.4%

The consequences of the challenges noted above are real and they affect the future of our children and our state. Building a Native teaching force is, and will continue to be, a challenge. However, there is a solid rationale for addressing the challenge. NEA's report on the Status of American Indians and Alaska Natives in Education: Historical Legacy to Cultural Empowerment identified the following research based rationale:

- When educator and student share the same language and culture, learning and the desire to stay in school is enhanced.
- Native educators are important role models for students.
- Native educators are more likely to be aware of AI/AN learning styles and to use this knowledge for effective teaching.

- Native educators provide a bridge between AI/AN students and their communities and help build support for maintaining indigenous languages and cultures, while ensuring that students are prepared to function well in the larger society.

Sealaska Heritage Institute (SHI) and the UAS PITAAS program are committed to preparing effective Native educators for our schools. However, exacerbating our challenges, low oil prices have dramatically affected the State of Alaska's operating budget. These financial hardships were a catalyst for the President of the University of Alaska (UA) to propose a budget-cutting and streamlining reorganization approach to teacher education in Alaska: consolidate the UA's education programs into a single College of Education while at the same time committing to preparation of 90 percent of Alaska teachers by 2025.

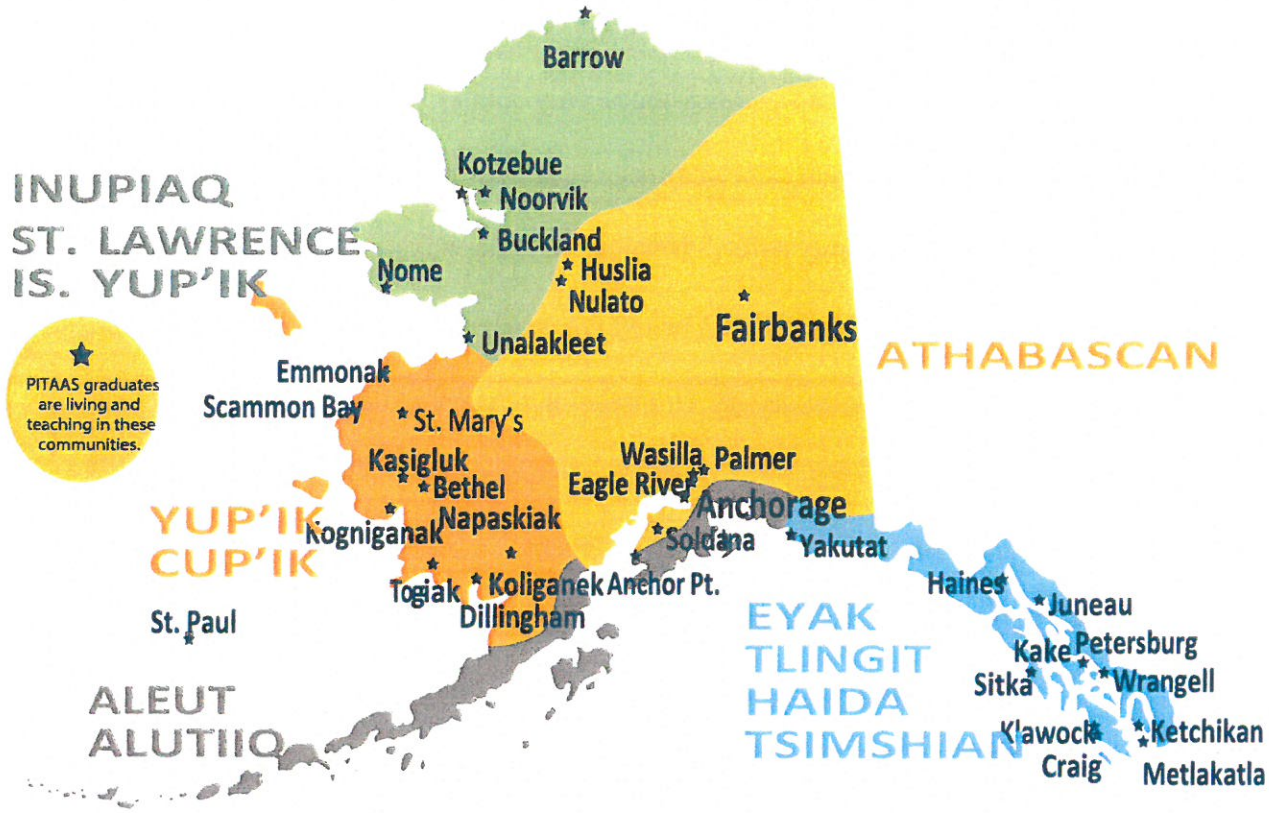
In December of 2016, the UA's Board of Regents voted unanimously to make UAS the administrative home of teacher education in Alaska. As part of the model, Education faculty will be housed at Anchorage, Fairbanks and Juneau, to maintain maximum flexibility for education students, but, all faculty will be UAS faculty and all education programs will be administered from Juneau. These decisions are responsive to the essential role that UAS plays in educating Alaska's teachers and administrators and means that the PITAAS program can continue to operate in partnership with SHI to meet the needs of future generations of Alaska Native teachers and administrators.

Our schools need and our children deserve teachers who have both rich content knowledge and who understand the importance of culture and continuity to our Native and rural communities and who welcome an opportunity to teach in districts where they can make a difference.

Section B: Project Design- A 2003 study of AI/AN and Native Hawaiian educators found that while nearly 100 percent of them felt that Native languages and cultures should be included in AI/AN students' learning experiences, only about a quarter felt qualified to make this inclusion and teach Native languages or cultures. Less than 50% of surveyed educators felt ready to deal with Native learning styles. When asked what would help them become better prepared, they identified the following: a) Native university faculty offering "indigenized" instruction in both content and pedagogy; b) modeling of cultural values, beliefs and local knowledge; c) the curricular integration of cultural values and beliefs; d) bilingual or ELL methods for teaching; and e) time and resources allocated to issues affecting Native students; f) availability of Native faculty to mentor and guide students.

PITAAS was founded as a scholarship program for Alaska Native students who are preparing for a career in education. We have long recognized that a university community that acts as a safety net for our Native and rural students in advantageous to their development. Many students coming from small, rural and/or remote villages are overwhelmed by Alaska's cities. Too often, this culture shock results in Native students dropping out of college. SHI in 2015 conducted extensive interviews with recent PITAAS graduates on why the program was important to them, and the safety net they had through PITAAS was ranked as one of the most important components of their academic success. We have spent years building the PITAAS program and believe it is one of the best options for rural students pursuing a college education in Alaska because of the safety net provided by PITAAS staff, the Native and Rural Center at UAS and our willingness to serve students in the community where they are located. All education programs at UAS are offered by distance delivery. Hence, PITAAS is a statewide program serving all 54 Alaska school districts as evidenced by the map on the following page.

Figure 1: Communities where PITAAS Graduates Live and Teach



We build on successful strategies and experiences and extend the program to incorporate the lessons we have learned and current research. SHI and UAS seek to increase the number of Native teachers and administrators as well as increasing the cultural competence and skills of all educators through the following priorities which lead to our goals and objectives for the project:

Priority 1: Supporting Alaska Native students and educators for initial or advanced certification or a terminal degree (Ph.D. or E.Ds.) in Education or Indigenous Language and Culture.

Priority 2: Professional Development (PD) activities for educators, including PITAAS scholars and University faculty on issues affecting AK Native students.

Priority 3: Revitalization of Alaska Native Languages and Culture.

Priority 4: Career preparation activities that enable Alaska Native pre-service teachers in the PITAAS program an opportunity to gain valuable work experience as well as guided education experiences with AK Native educators in a SHI summer internship.

Goal 1a: Provide financial and culturally relevant academic support for AK Native students and educators enrolled in a degree, certification or endorsement program that will lead to initial or advanced certification or to a terminal degree in Education or Indigenous Language and Culture.

Objective 1a.1 - Of the factors that research has identified as affecting Native American students' ability to graduate, financial assistance is consistently the top rated need (Crosby, H., 2011). This is also the #1 goal for the PITAAS program. The scholarship focus for the next three years will be expanding recruitment to eligible individuals for initial or advanced educator preparation.

Objective 1a.2- Principal and Superintendent retention data for Alaska reveals that leadership turnover is as or even higher than that of teachers. Administrators are in the position to direct curriculum and instruction to incorporate community priorities and cultural components, to purchase needed place based materials, and to network with the community to include local knowledge and culture. UAS has a program leading to a M.Ed. and a principal certificate as well as an administrative endorsement for superintendent. Both of these programs require the support of the school district for participation resulting in success for candidates and support for districts.

Objective 1a.3- Of the 83 Alaska Natives with doctoral degrees identified by Jones (2017), the entire University system does not have a single Alaska Native with a Ph.D. in Education helping prepare the Alaska Native teachers and administrators of tomorrow. Native faculty are represented in the university system and in the School of Education but, none with a

Ph.D. in Education are currently working in teacher preparation. Native participation in educator preparation is crucial. Therefore, we propose up to three scholarships for Native educators who wish to earn a doctoral degree and take a leadership position in educator preparation.

Goal 1b: Increased public visibility of Alaska Native Educators.

An educators' satisfaction with his or her career choice is contingent upon multiple factors such as fair pay, recognition for excellence, and connectedness to the community in which they work. While we have no control over teacher pay, recognition is a viable objective.

Objective 1.b.1- A collaborative SHI/UAS PITAAS AK Native Educator of Distinction annual award. According to Bishay (1996), effective reward and recognition systems highly increase employees' motivation and job satisfaction. Ali & Ahmad (2009) found that there is a significant relationship between reward and recognition and employees motivation that further leads to job satisfaction. We reason that an annual award, designed to be very public in the Native community will also serve to motivate more Alaska Natives to consider a career in Education.

Objective 1.b.2- Greater visibility for PITAAS program. Identification with role models is critical in the career decision-making process (Gibson, 2004). Through publicizing the successes of PITAAS graduates in SHI publications, we provide role models for high school students when they are considering career choices.

Goal 2: Provide professional development (PD) activities for educators, including PITAAS scholars on topics critical to Native student success.

Student learning and achievement increase when educators engage in professional development focused on the skills needed to address their students' major learning challenges. Teaching to meet the needs of all students in a classroom is complex. In fact, the complexity is

so great that many teachers leave the profession or move from school to school trying to find a better fit for themselves. In order to help ensure a better educational experience for Alaska Native P-12 students, we propose that SHI and UAS faculty and staff work together to develop and provide professional development for practicing educators in the areas of (a) adverse childhood experiences (ACE) and Social and Emotional Learning (SEL) and in English Language Learning (ELL). These topics are crucial to the success of Alaska Native students. Under goal 2 we also encourage participation of University and SHI faculty and staff in professional development and research opportunities. In order to accomplish goal two of the proposal, we will bring in outside experts in the field for workshops and lecture opportunities.

Objective 2.a.1 & 2.a.2- Professional Development on Adverse Childhood Experiences (ACE) and Social & Emotional Learning (SEL) - addressing challenges related to adverse childhood experiences (ACEs) and social and emotional learning (SEL) teaching strategies that assist youth to build and replenish their resiliency. To prepare for this initiative, SHI brought one of the world's foremost experts on childhood trauma to Juneau in 2016. Dr. Vincent Felitti conducted the first study to isolate the risks related to ACEs, an effort involving the CDC and more than 17,000 adults. Response to Dr. Felitti's public lecture, "The Lifelong Effects of Adverse Childhood Experiences," was unprecedented in SHI's history; within 90 days of it being posted the video of the presentation had been viewed over 1,000 times.

Broadly defined, ACEs are significant incidents of childhood trauma, such as: abuse, neglect, or household dysfunctions. Alaska's educators must be well informed about immediate and long-term impacts related to childhood trauma; research has found that ACEs are common in Alaska and that their prevalence among Alaska Natives are almost double that of the non-Native population.

The Behavior Risk Factor Surveillance System (BRFSS) tracks the impact of ACEs on America's physical, social, and emotional health. Alaska's 2013 BRFSS data show that, when compared with individuals who report experience with no ACEs, Alaskans reporting four or more ACEs are: 92% more likely to earn less than $20,000 annually and 49% more likely to be unemployed. Of Alaskans reporting four or more ACEs in the BRFSS, only 17% had graduated from college. Alaska's educators must therefore also be prepared with teaching strategies that incorporate SEL competency clusters that assist youth to address and mitigate the impacts of ACEs: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These competencies are at the root of the SEL teaching strategies and therefore, important to Alaska Natives students' success.

Professional development in English Language Learning is equally important to the success of Alaska Native students. It is undeniably clear that preparing teachers to teach children of diverse racial, ethnic, and language backgrounds is a pressing issue and will continue to be for some time to come. Equally clear is the fact that as a state we are not meeting the challenge. We must turn this around. Alaska Native students are classified as limited English proficiency by the State when s/he comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to obtain a proficiency level of proficient or advanced on the state assessments in reading and writing or in reading and language arts, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society.

The proportion of ELLs in Alaska scoring below basic proficiency in both reading and math is significantly higher than national cohort groups and graduation rates for ELLs in Alaska is less than 1 percentage point higher than those of students with disabilities (please see Tables 1 - 3 in the previous section). Given that many Alaska Native K-12 students come to school with the language of their heritage or the grammar and linguistic structures of their heritage language, professional development for educators in crucial.

Objective 2a.3- PITAAS as a program has succeeded in supporting Native students into the education professions because we have listened to Native voices from around the state. Through research and attendance at Native events, we have sought the wisdom and advice of teachers, students, Elders, and to Native partner organizations. For UAS faculty to remain effective in their role, they need to further their own professional development in this important area and we propose to establish a fund for those opportunities.

Objective 2a.4- To address pressing needs for training in SEL and ELL theory and pedagogy and to better prepare educators for the challenges and rewards of teaching statewide the PITAAS program will provide professional development for teachers and administrators as well as for pre-service educators in the PITAAS program. The intent is to import the expertise needed to strengthen identified program components and give educators the benefit of access to a nation-wide context for issues in education.

Objective 2.a.5- PITAAS administrators, staff, and students' education will be enhanced through attendance in SHI Lecture Series. The lectures, which are selected by SHI professional staff, cover a range of timely scholarly topics and questions relevant to Native history, culture, art and indigenous ways of knowing/being/teaching, or culturally responsive teaching. The lectures are presented by notable scholars and experts both Native and non-Native. Each and

every one of these topics has valuable applications in the classroom setting and furthermore shifts the cultural mindset (introducing indigenous worldview or something about value of multiple perspectives informing educators in diverse classrooms) of those whom attend.

Goal 3a: Culturally & linguistically competent educators to help support the success of AK Native students.

Objectives 3.a.1 & 3.a.2- SHI has spent decades partnering with school districts throughout Southeast Alaska to develop and integrate culture and indigenous language programming into K-12 classrooms. Historically and today, much of this curricula has been and is being taught by former PITAAS students. Some go so far as to credit the PITAAS program as being central to a cultural resurgence in Southeast Alaska. Further, independent evaluations of SHI and its partners' place-based programming (including numerous projects and programs funded by the US Department of Education) have consistently demonstrated that the integration of Alaska Native language and culture in grades K-12 improves academic achievement and graduation rates.

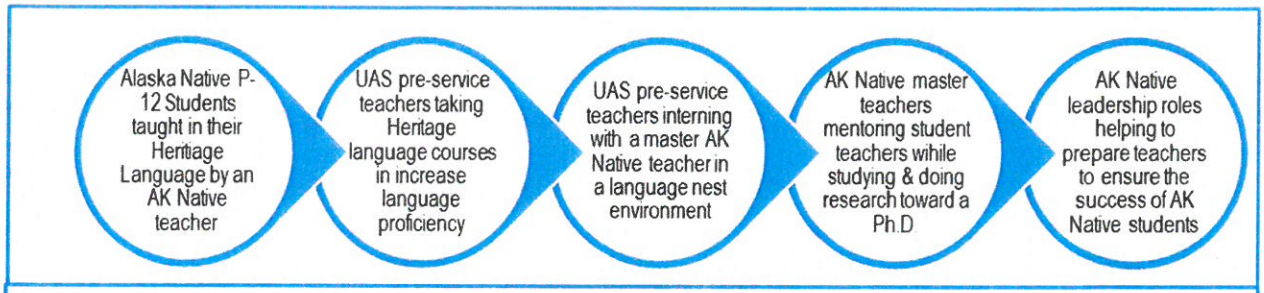
This proposal provides funding for PITAAS scholars to complete up to 8 Alaska Native language and culture credits during their freshmen and sophomore years. This concentrated effort early in their college career will stimulate PITAAS participants' interest in teaching occupations within Alaska; increase their knowledge of Native languages, arts, and cultures; and further their understanding of the importance of place based education to improving academic performance. Completing indigenous culture and language courses is also likely to improve PITAAS participants' employability. Students who are already fluent in their Native Language and have advanced knowledge of their cultural backgrounds may choose to take advantage of coursework in another Alaska heritage language or culture.

Objective 3a.3.-The mission of the Native & Rural Student Center (NRSC) at UAS is to create a student-centered inclusive environment that honors diversity, celebrates cultural traditions and knowledge, and enhances the learning experiences of the University of Alaska Southeast students. Since 1996, the NRSC has provided a warm, inviting atmosphere filled with opportunities to gather with peers, receive academic support, and develop leadership skills. The UAS NRSC is a home away from home for Alaska Native students.

Goal 3b: Build Alaska's capacity for teaching AK Native languages in K-12 classrooms as well as for dual language classrooms and language nests.

Objective 3.b.1- SHI and UAS envision the PITAAS Language Empowerment model as both an expansion of the PITAAS scholarship model and an enrichment that will help to provide more experienced Alaska Native educators teaching in a dual language, language enriched or language nests, an opportunity to earn a terminal degree (Ph.D. or Ed.D). We propose to start with a small pilot of support for no more than two Alaska Native educators each year. Awards will be for $5,000 per year for up to four years. Expert K-12 AK Native educators teaching in an Alaska Native heritage language will earn their scholarship support through hosting PITAAS students who have facility in native language and culture as practicum students and student teachers. In this way, current PITAAS students will gain experience in facilitating language rich classrooms while expert teachers are provided with scholarship support. Additionally, the completion of a terminal degree requires original research. This research which will result in much needed information on the correlations between academic success and heritage language for Alaska Native students. Note: there are two Ph.D. scholarship opportunities proposed. The first, under objective 1a.3 and the second under 3b.1 for a total of five advanced graduate scholarships each year.

Figure 2: *PITAAS Model for Empowerment: TEACHING AND LEARNING THROUGH HERITAGE LANGUAGE*



Goals of the PITAAS Model:

1. Preservation of Alaska Native languages.
2. Increase in the number of Alaska Native teachers who can teach in a heritage language.
3. Improved learning outcomes for Alaska Native students.
4. Increase in the number of Alaska Natives with Ph.D. or Ed.D. Degree.

Goal 4: Support the development of a pipeline for AK Native high school students interested in a teaching career, to enter and be successful in college. While providing PITAAS students with an opportunity to observe and teach in an AK Native program for middle and high-school students.

Career preparation activities to enable Alaska Native pre-service teaching education students an opportunity to gain valuable experience with a Native educator as well as guided educational experiences in an SHI summer internship.

Objective 4a.1. SHI and UAS/SOE will partner to pilot a (Latseen-PITTAS) Preparing Indigenous Teachers for Tomorrow in Alaska Schools (Latseen-PITTAS) as a program for Alaska Native youth envisioning a future in education as well as an internship opportunity for PITAAS students. The focus in this objective will be on providing paid internship opportunities for PITAAS students who will work with SHI educators to provide supportive learning environments and academic experiences for high school aged Alaska Native youth as they engage in culturally based education, creative, athletic, and community-building activities to support their future academic and personal success. SHI created Latseen in 2005 to provide a summer academy that focuses on rigor, relevance, and relationships to impart lessons in the art

of leadership and self-knowledge – the social and emotional strengths that are the building blocks underlying resilience and grit.

To date, approximately 400 Alaska Native students from throughout Southeast Alaska have graduated from the Latseen Youth Academy. However, in a 2016 survey of 25 Latseen graduates and/or Sealaska scholarship recipients or interns, SHI found that while 68% of the survey respondents entered college immediately after graduating from high school, over half of the survey respondents reported that once they were attending college that they did not feel prepared. Essentially, these individuals would have benefitted from the "safety net" that PITAAS provides for Alaska Native students attending college. We envision a program that takes advantage of the structure of Latseen and the support of PITAAS. Specifically, Latseen students who are interested in a career in teaching will have the opportunity to enroll in more specific activities, tentatively titled Latseen-PITTAS during their junior and senior high school years.

Latseen-PITTAS programming will take place at UAS and its participants will be housed on campus, allowing youth to experience a college environment and engage in activities at the UAS Native and Rural Student Center. PITAAS scholars will assist SHI and UAS to plan and coordinate Latseen-PITAAS, empowering current PITTAS college students to utilize their teaching and mentoring skills while helping to prepare Latseen-PITTAS students for success in college. UAS staff will provide comprehensive overviews of the PITAAS program and assist interested Latseen-PITTAS participants to apply for college. Financial aid advisors will lead presentations about PITAAS funding and other forms of financial aid available to Alaska Native students, helping to ensure that resources are available for all interested Alaska Native students to participate in PITAAS. Latseen-PITTAS graduates will be formally inducted into PITAAS.

III. PITAAS VII Project Logic Model (2017-2020)

Logic Model: PITAAS VII 2014-2017					
Funding Priority 1	**Issue**	**Goals & Objectives**	**Activity(ies)**	**Performance Measure**	**Anticipated Outcome**
Preparation of Alaska Native students and educators enrolled in a degree, certification or endorsement program that will lead to initial or advanced certification or to a terminal degree in Education or language and culture.	**Leadership for Alaska** **Issue:** Too few Native educators to serve as positive role models and catalysts for improvement. Alaska Natives represent only 5% of Alaska teachers while Native students represent 25% of the student demographic with percentages as high as 100% in rural or remote areas of Alaska. **Issue:** Too few Alaska Native Educators in key administrative positions (principals and superintendents) in Alaska School Districts. **Issue:** Too few Alaska Native educators prepared to the Ph.D. level to provide leadership for teacher education programs and who can serve as role models for AK Native pre- and in-service teachers. **Issue:** Increase visibility of successful AK Native educators.	**Goal 1a:** Provide support for 40 or more Alaska Native pre- and in-service educators. **Objective 1a.1.** Recruit & prepare AK Native students for a career in the classroom. **Objective 1a.2.** Recruit & prepare AK Native educators for a career in Educational Leadership. **Objective 1a.3.** Recruit & support AK Native students for an advanced degree in Education or Language & Culture. **Objective 1.a.4.** Establish a collaborative SHI/UAS PITAAS scholarship committee. **Goal 1.b.** Public visibility of successful AK Native educators. **Objective 1.b.1** A collaborative SHI/UAS ***PITAAS AK Native Educator of Distinction*** annual award. **Objective 1.b.2.** Greater visibility for PITAAS program.	Recruit students and process scholarships for 35 or more teachers and teacher candidates each year. Recruit educators and process scholarships for 5 or more candidates in Educational Leadership each year. Recruit scholars and process awards for 3 or more Ph.D. candidates each year. Develop and implement collaborative SHI/UAS ***PITAAS AK Native Educator of Distinction*** award. To be publicly conferred each year. Promote PITAAS program and student achievement in Sealaska and SHI media & publications (audience of over 21,000 shareholders)	Scholarships per year for pre- and in-service teachers progressing toward degree w/ initial or advanced certification or endorsement. Scholarships per year for candidates in Educational Leadership Ph.D. scholarship awards each year. Summary statistics for PITAAS candidate degrees & certifications. Minutes from meetings of a collaborative scholarship committee. Sealaska and SHI media & publications PITAAS AK Native Educator of Distinction award data.	An increased number of Alaska Native educators. An increasing number of AK Native educators in leadership positions. Enrichment of Public School Districts in Alaska. Increased interest in a career in education for Alaska Native students and adults.

Funding Priority II	Issue	Goals & Objectives	Activity(ies)	Performance Measure	Anticipated Outcome
Professional Development (PD) activities for educators	**Professional Development** **Issue:** Many Alaska teachers have limited knowledge regarding Social Emotional Learning (SEL) and the effects negative experiences can have on future experiences and on student learning. Nor do they know how to facilitate growth in this area. **Issue:** A long standing shortage of EL qualified teachers in Alaska schools, results in many in-service Alaska educators who lack the knowledge and skills necessary to facilitate the academic success of ELLs. The consequences of this are ELLs with academic achievement gaps when compared to non-ELL students	**Goal 2a:** Professional Development programs for Alaska educators to increase knowledge and effective use of instructional strategies supporting success for AK Native students. **Objective 2a.1.** PD for AK educators on the connection between SEL skills and students' academic and life success. **Objective 2a.2.** PD for educators on EL theory and practice. Specific strategies for Native ELLs. **Objective 2a.3.** Facilitate faculty and SHI staff involvement in workshops, conferences, or research on AK Native Ed, SEL and/or ELL theory and practice. **Objective 2a.4.** Fund visiting professors/cultural experts to be collaboratively used in SHI and PITAAS activities. **Objective 2.a.5.** SHI Lecture Series. Lectures, topics selected by SHI professional staff, cover relevant topics and questions on Native history, culture, art and indigenous ways of knowing/being/teaching.	Collaboration between SHI, UAS School of Education, school districts & other stakeholders to: Assess educators' professional development needs specific to SEL and facilitating for ELLs. We expect that a variety of needs and levels will emerge based on prior background, experience and training. Develop, recruit for and deliver PD programs in the areas of SEL and ELL theory and practice for Alaska educators. Develop a collaborative funding protocol and assessment for faculty and SHI staff applying for funds under objective 2a.3. Form a collaborative committee to identify and invite visiting professors or cultural experts. Topics, and lecturers are selected by SHI leadership.	Data from needs assessment. Peer review of course materials. Attendance and positive seminar or PD experience evaluations. Data from funding rubrics and reports from awardees. Quality of the candidates identified as well as response data from those receiving instruction. Attendance records and post lecture survey.	High quality professional development on the topics of SEL and ELL theory and practice as well as cultural issues specific to Alaska Native students for Alaska educators at both P-12 and University levels. Increased understanding of scholarly topics and questions relevant to Native history, culture, art and indigenous ways of knowing/being/teaching.

Funding Priority III	Issue	Goals & Objectives	Activity(ies)	Performance Measures	Outcome
Revitalization of Alaska Native languages (and) cultural training	**Language Revitalization & Cultural Training** **Issue:** We know that AK Native students do better in classrooms where their heritage language is spoken. It is both a validation of the language and syntax they hear in their communities as well as an affirmation of their heritage language. Yet, there a very few language nests, dual language or heritage language immersion programs in Alaska classrooms. **Issue:** Many Alaska Native teachers & teacher candidates have limited knowledge of their heritage language or do not know it well enough to be conversational. This lack of facility in language and culture can result in multiple issues which may impede efforts to prepare AK Native teachers in facilitating optimal learning for AK Native students. **Issue:** Too few Ph.Ds. and Ph.D. candidates who can eventually take their place in higher education to help prepare the educators of our future.	**Goal 3a:** Culturally & linguistically competent educators support the success of AK Native students. **Objective 3a.1.** Develop a competitive scholarship for Alaska Native Language & Culture Studies. **Objective 3a.2.** Support education students who want to take one or more Alaska Native language courses. **Objective 3a.3.** Provide funding and support for the UAS NRSC. **Goal 3b:** Build Alaska's capacity for teaching AK Native languages in K-12 classrooms as well as for dual language classrooms and language nests. **Objective 3b.1.** Develop the PITAAS Language Empowerment Model described in the text and fund up to two Ph.D. candidate/researcher/ mentors each year. .	Develop and implement collaborative SHI/UAS Alaska Native Studies scholarship for language & culture. Fund up to 8 credits of AK Native language for PITAAS students. *Note: Most AK/LA courses are 4 credits each.* Develop protocols and procedures for the PITAAS Language Empowerment (PLE) model. Recruit and provide competitive scholarships for up to 2 Alaska Native Ph.D. candidates under the PLE model described in the narrative. Review all existing PITAAS funded activities in the NRSC approve fund expenditures.	Quality of scholarship applications and awardee. Success of students with language & culture scholarship. Quality of applications for the PLE model scholarship funds. Successful applications for doctoral candidacy. Successful progress toward dissertation defense. Review of all NRSC language and culture activities. Student focus group and/or survey.	Developed language capacity for Native educators and students. Continued revitalization of Native (Heritage) languages. A new model for studying language acquisition and the importance of facility in ones heritage language. Success for Native students on campus.

3 high quality Ph.D. candidates progressing toward a terminal degree in Education or AK Native language and culture.	Transcripts and research related to the dissertation. Audio meetings with project evaluator.	Annual	Evaluator Co-PI/Dean of Ed	Ensuring adequate progress
Increased visibility of AK Native educators.	SHI publications and nominations for AK Native Teacher of Distinction	Annual	Co-PIs, PITAAS Director and Evaluator	Project accountability
Goal 2: Professional Development				
Educator professional development – Enrollment & completion records	Participation data, Successful completion and satisfaction survey.	F,S, Su and an Annual Evaluation	Director/ PI/ Evaluator/ Native partnership organizations	Increase in collaboration toward project goals Prepare PITAAS graduates as ambassadors and mentors.
SHI/UAS faculty & staff PD and involvement	Applications for funding and participation reports.	Annual	PI/Director	Assessing faculty development – use interviews & reports to determine impact on faculty
Visiting professors, researchers or cultural experts	Participation data, Successful completion and satisfaction survey.	F and SP (and) Annual Summative	Evaluator	Determine impact and satisfaction w/ access to the great minds in Native Education.
SHI Lecture Series	Attendance data and satisfaction survey	F and SP	SHI	Determine impact and satisfaction
Goal 3: Language revitalization				
Language & Culture	Course completion, grades, interview	Annual	Evaluator, Faculty, PITAAS Director	Determine the impact of Language & Culture classes.
NRSC – attendance records, events list	attendance sheets, events reports	F, S, Su	Director/ NRSC/ Evaluator	Be responsive to changing needs of Native students
PITAAS Language Empowerment	Transcripts and research related to the dissertation. Audio meetings with project evaluator.	Annual	Evaluator Co-PI/Dean of Ed	Ensuring adequate progress
	Student teaching evaluations	Semester	Evaluator, Faculty and PITAAS Director	Program fidelity in producing quality educators.
Goal 4: Pathway to Teaching				
Latseen program data	Attendance, evaluation data, number of Latseen students graduating from high school and enrolling in college.	Summer	Sealaska Heritage Ed staff and Evaluator	Be responsive to changing educational needs of Native students
	Reports of student interns.	Summer	Sealaska Heritage Ed staff and Evaluator	Meeting the professional needs of our pre-service PITAAS students.

data sources will include our partner, PITAAS students, the PITAAS Advisory Board and key UAS faculty when their input is needed. Interviews and facilitated focus group discussions will be held by the Evaluator to identify emerging problems, trends and potential solution strategies. The formative components will help shape or modify various project activities as necessary. Basic formative questions include: *Have the activities and objectives been accomplished? Have activities met with resistance or obstacles? What solutions were found? Have there been unanticipated effects? Should some of our activities be modified?*

Sealaska Heritage, PITAAS staff and School of Education faculty will get bi-annual bulletins containing a synthesis of collected data updating readers on student recruitment and enrollment, PITAAS events and other initiatives. A similar bulletin will be distributed to our partner organization, Sealaska Heritage Institute, as well as Advisory Board members, local communities and interested Native organizations.

The Evaluator will write, edit and publish the end of year Annual Report in quantities sufficient for approval and outreach purposes. The chart below outlines the data collection component of the PITAAS evaluation design.

DATA To COLLECT	INSTRUMENT	TIMELINE	RESPONSIBILITY	USE OF DATA
Goal 1: Increasing the Number and Quality of Alaska Native Educators: Scholarships and Student Support				
40+ annual scholarships – of enrolled, retained, graduated	Banner Data charts by semester and teaching area	Annual	Director/ Project Facilitator, Evaluator	Determine if recruitment and culturally appropriate student support is adequate.
20 new teachers- graduates with teaching credential, paraprofessionals recruited and retained	Graduation records by teaching area. Alaska State Certification Records	Annual Report	Project Facilitator/ Evaluator	Monitoring recruitment and marketing collaboration for effectiveness.
20 in-service educators with new endorsements or graduate degrees. At least 5 of these will obtain degrees or endorsements in Educational Leadership at either the principal or superintendent level.	Graduation records, data broken out by area. State Certifications	F, S, Su program dependent	Project Facilitator/ Evaluator	Determine if additional recruitment efforts are required in focus areas, Annual Report

surrounding the use of technology, web conferencing tools, Black Board and BANNER licensing and support are also provided outside this proposal.

The University of Alaska Southeast maintains an office of Institutional Effectiveness which helps the School of Education track data. Fifty percent of one of the researcher's time is devoted to the School of Education. We will also contract with a highly qualified external evaluator, Dr. Claire Martinez to help ensure that we are able to meet our data collection obligations. In addition, the School of Education has in our employ, two full time program assistants who track individual student data to ensure that our programs are rigorous and productive.

E. PITAAS Evaluation

The evaluation design utilizes both qualitative and numerical data in order to provide information that will guide and strengthen the PITAAS program. The Evaluator and ½ time PITAAS project facilitator, under the guidance of the Dean of the School of Education and the PITAAS program director, will be in charge of all data collection analysis and presentation.

The evaluations are designed to be process oriented and built for accountability and innovation. The evaluation is tightly aligned to the PITAAS project goals and objectives and is designed to produce high quality data that will contribute to statewide interest in preparing effective Alaska Native Educators. Evaluation methods align with PITAAS objectives in ways that are as unobtrusive as possible while still producing quality data. The Evaluator has been involved with the PITAAS for the past few years and is extremely competent.

The evaluator will meet at least 4 times per year, either in person or through audio, with the PITAAS team including staff from both Sealaska Heritage Institute and UAS. Additional

evaluated dozens of state, federal and private grants and has a reputation for timely, thorough reporting. Dr. Martinez has been the PITAAS External Evaluator since 2014. Her familiarity with PITAAS students, staff and university procedures in addition to the data she maintains is a positive asset. Evaluator responsibilities include: participate in planning sessions/Advisory Board meetings; collect evidence of ways in which essential questions are addressed; develop survey forms, protocols; assist in maintaining UAS database of student academic data; analyze information/data; prepare, present monthly reports of progress for Director and PIs; prepare, produce annual evaluation documents for varied audiences.

PITAAS Advisory Board: The Advisory Board will meet twice face-to-face each year to guide project implementation and ensure that Native community interests, concerns and issues are always on the table as decisions and policies are enacted. Eligible members include representatives of tribes, Native cultural institutions, Alaska Native representation form school districts, UAS campuses, ANCSA Regional and Village Corporations and PITAAS students and alumni.

Leveraged Non-Personnel Resources: SHI and UAS provide a variety of resources not funded through this proposal that are relevant to PITAAS' goal, including UAS' nationally accredited School of Education, individual teacher preparation programs that have been recognized for excellence by their professional associations and general student services available to PITAAS students, including: tech support, behavioral health and disability services, counselors and the Egan Library (which has over 200,000 print and electronic books in its collection and 7-day per week access to reference librarians). The Rural Practicum (travel funds and management of the program, outside of PITAAS) and a fully staffed HELP Desk for issues

on cultural events, teach PITAAAS Foundations, provide conference presentations, attend Department of Education grantee conference, direct the evaluator and maintain budget allocations and expenditures.

PITAAS Facilitator: (.5 position) Caryn Walker, an Alaska Native to assist the project director in collecting and maintaining data, processing applications, and ensuring that scholarship is both current and accurate.

Native and Rural Student Center Coordinator: Kolene James (.25 FTE), an Alaska Native with a B.A from UAS, is the Academic Advisor for incoming freshmen and returning Associates students, as well as Coordinator for the NRSC. James works daily with students through the Native and Rural Student Center, UAS' Native student club (Wooch.Een), JDHS Early Scholars and PITAAS programs. NRSC responsibilities include: organize/supervise culturally responsive social, cultural and academic activities, including academic counseling and tutoring, potlatches, Native Dancers, guest speakers, Native Student Oratory contest, pre-college presentations and UAS Native Graduation.

External Evaluator: (Contracted Consultant) Claire Martinez, Ph.D.- has 30+ years of Social Science experience in the fields of Education and Indigenous Studies. Her skills include but are not limited to program evaluation. Dr. Martinez is bilingual and literate in Spanish; of Hispanic/Native American heritage (Yaqui). She has BIA security clearance to contract for USDE and BIE programs; am an active member of the American Evaluation Association, Society for Applied Anthropology and the American Anthropological Association; and, has extensive experience working/serving on Boards has been an educational administrator, evaluation consultant and editor in Alaska for over thirty years. As such, she has monitored and

curricula which wrap culturally relevant themes and teaching techniques into day-to-day class work to teach Alaska Native children more effectively.

UAS Co- Principal Investigator: Dr. Deborah Lo, Dean of the School of Education, has a Ph.D. in Educational Psychology from the University of Chicago. She brings academic expertise in teacher education, as well as extensive experience in educational theory, cross-cultural education and educational administration to the project.

Leadership responsibilities for the co- principal investigators include: jointly supervise all aspects of the program including hiring personnel and participation in all meetings of the PITAAS Advisory Board and staff meetings; see that the goals, objectives and performance indicators of the grant are met and that on-going research is shared throughout the UA system; promote PITAAS within and outside of UAS; facilitate communication with SHI and UAS leadership team including the Chancellor and Provost.

PITAAS Program Director: Ronalda Cadiente Brown (1.0 FTE) is an Alaska Native educator with a Master of Arts degree in curriculum and teacher education and has over 35 years as an educator with management experience in budget, personnel, curriculum, and student behavior. As the PITAAS director she is responsible for the budget and management of goals outlined in this proposal. Manager responsibilities include: develop, organize and oversee all day-to-day activities, including scholarship applications and awards which include a high degree of communications with students and related university personnel (financial aid, faculty), pre-planning with identified partners and university leadership on the development of the Alaska Native Education Leadership certification, facilitation of the PITAAS Advisory Board including meetings and communications, collaborate with the Native and Rural Student Center Coordinator

Native languages in K-12 classrooms.	Empowerment model develop promotional materials	PI/S	PI/S							
	Develop protocol for application and award	PD PI/D PI/S	PD PI/D PI/S							
	Choose scholars for awards		PD PI/D PI/S	PD PI/D PI/S		PD PI/D PI/S	PD PI/D PI/S		PD PI/D PI/S	PD PI/D PI/S
	Assign student teacher				PD PI/D	PD PI/D		PD PI/D	PD PI/D	
		Year 1			**Year II**			**Year III**		
Goal/Objective	Activity	Fall	Sp	Sum	Fall	Sp	Sum	Fall	Sp	Sum
Goal 4 Support the development of a pipeline for AK Native high school students interested in a teaching career, to enter and be successful in college. At the same time, provide PITAAS students with an opportunity to observe and teach in an AK Native program for high school students.	Develop interview protocol and scoring rubric.	PD, PI/S & E								
	Interview and hire PITAAS students for internship.		PD, PI/S AB			PD, PI/S AB			PD, PI/S AB	
	Training for PITAAS students.		PI/S			PI/S			PI/S	
	Summer Internship			PI/S			PI/S			PI/S
	Debrief interns and PI/S to evaluate efficacy of the program			E			E			E

D: Adequacy of Resources

KEY PROJECT STAFF & LEVERAGED RESOURCES

The following project personnel includes PITAAS staff, their qualifications, relevant training and experience and key PITAAS areas of responsibility in relation to goals, performance indicators and activities. In section D, we also include information about personnel not paid through the grant who support PITAAS work and leveraged resources, although this is not intended as a match according to the Federal definition and will not be tracked as such.

SHI Co-Principal Investigator: Phyllis Carlson- Sealaska Heritage Institute cultural and education expert will serve as co-pi to the grant and will help School of Education administrators and faculty understand the traditional cultures of Alaska and the socio-political context in which Native children are raised and socialized. She will assist with development of classes and

PITAAS Management Plan and Timeline

Key **NR**: Native & Rural Center; **AB:** PITAAS Advisory Board; **OGC:** Office of Grants & Contracts; **E:** Evaluator

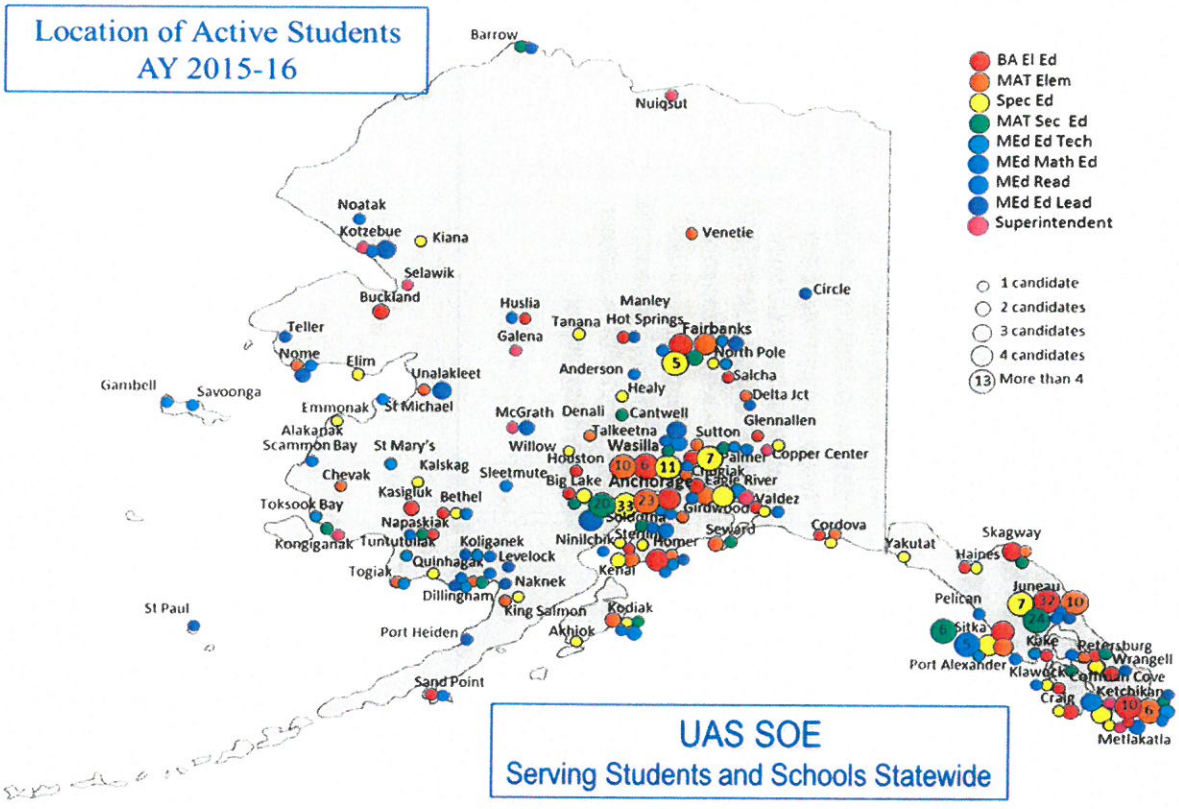
FA: Financial Aid Dir; **PI/S:** PI Sealaska Heritage Institute; **PI D:** Dean, School of ED; **PD:** Project Director

PF: Project Facilitator

		Year 1			Year II			Year III		
Goal/Objective	Activity	Fall	Sp	Sum	Fall	Sp	Sum	Fall	Sp	Sum
Goal 1a: Provide support for 40 or more Alaska Native pre- and in-service educators. Objectives 1.a.1 thru 1.a.3.	Recruit students and process scholarships for 30 or more teacher candidates, teachers, administrator candidates and Native Ph.D. applicants.	PD, PI/D PF FA	PD, PI/D PF FA	PD, PI/D PF FA	PD, PI/D PF FA	PD, PI/D PF FA	PD, PI/D PF FA	PD, PI/D PF FA	PD, PI/D PF FA	PD, PI/D PF FA
Objective 1.a.4	Establish SHI/UAS collaborative scholarship committee	PI/D PI/S PD	Once the committee membership is established, the work will be on-going throughout the academic year.							
Goal 1b: Public visibility of successful AK Native educators	PITAAS AK Native Educator of Distinction	PI/D PI/S PD AB	Award		PI/D PI/S PD AB	Award		PI/D PI/S PD AB	Award	
	Greater visibility for PITAAS program & graduates.	PI/S PD	PI/S PD	PI/S PD	PI/S PD	PI/S PD	PI/S PD	PI/S PD	PI/S PD	PI/S PD
		Year 1			Year II			Year III		
Goal/Objective	Activity	Fall	Sp	Sum	Fall	Sp	Sum	Fall	Sp	Sum
Goal 2.a. Professional Development for Alaska educators	PD on SEL	PD PI/S	PD PI/S		PD PI/S	PD PI/S		PD PI/S	PD PI/S	
	PD on ELL		PD PI/S	PD PI/S		PD PI/S	PD PI/S		PD PI/S	PD PI/S
	UA faculty development	PD, F	PD, F	PD, F	PD, F	PD, F	PD, F	PD, F	PD, F	PD, F
	Visiting lecturers plan & schedule	PD PI/S			PD PI/S			PD PI/S		
	SHI Lecture series	SHI	SHI		SHI	SHI		SHI	SHI	
		Year 1			Year II			Year III		
Goal/Objective	Activity	Fall	Sp	Sum	Fall	Sp	Sum	Fall	Sp	Fall
Culturally & linguistically competent educators support the success of AK Native K-12 students.	3.a.1 Develop a competitive scholarship opportunity for AK Native language & culture studies.	PD PI/S PI/D FA	PD PI/S		PD PI/S	PD PI/S		PD PI/S	PD PI/S	
	3.a.2. Support Education taking AK Native language/culture courses.	PD	PD	PD	PD	PD	PD	PD	PD	PD
	3.a.3. Provide support for UAS Native & Rural Center.	PD PI/D	PD PI/D	PD PI/D	PD PI/D	PD PI/D	PD PI/D	PD PI/D	PD PI/D	PD PI/D
Goal 3.b Build Alaska's capacity for teaching AK	3.b.1. PITAAS Language	PD PI/D	PD PI/D							

C: Management Plan- Alaska is rich in Alaska Native resources. As a state, we are fortunate in having Native students and rural communities far beyond the national average. SHI and UA both have a long and rich history of working with our rural schools and with Native students to meet them where they are, to work with their challenges and to leverage their strengths. The map in Figure 3 below provides context on the UAS School of Education's capacity and outreach across Alaska.

Figure 3 UAS School of Education's Student Locations



All PITAAS Project Activities tightly align with project goals and performance indicators. They are interwoven into UAS and School of Education operations. Each activity specifically contributes to overall program success and is in turn accounted for in the evaluation.

Funding Priority IV	Issue	Goals & Objective	Activity(ies)	Performance Measure	Anticipated Outcome
Career preparation activities to enable Alaska Native children and adults to prepare for meaningful employment, including programs providing tech-prep, mentoring, training, and apprenticeship activities	**Issue:** Alaska Native student achievement lags behind that of other students. Academic under-performance by Alaska Native K-12 students results in decreased opportunities. Early interventions are needed.	**Goal 4:** Support the development of a pipeline for AK Native high school students interested in a teaching career, to enter and be successful in college. While at the same time providing PITAAS students with an opportunity to observe and teach in an AK Native program for middle and high-school students. **Objective 4a.1.** UAS/SOE and SHI will collaborate to recruit, interview, fund and support PITAAS students for internships in SHI's Latseen Leadership program.	Develop an interview protocol for summer employment of PITAAS students. Work with UAS Office of Financial Aid director to determine the appropriateness of work study funds for this initiative.	Number and quality of PITAAS students who apply for summer internships.	An increased number of Alaska Native students going into the field of education.

Section F: Quality of Project Services

The success of PITAAS is the result of a long-standing partnership between UAS and Sealaska Heritage Institute (SHI). Through the PITAAS program, SHI staff leads annual cultural orientations and symposiums for educators and administrators who operate educational programs for Alaska Native students in Juneau and in rural areas throughout the region.

During PITAAS VII, Sealaska Heritage Institute together with UAS, the School of Education and PITAAS Program will further expand our partnership to focus on improving the educational experience of AK Native students through preparing more AK Native teachers providing professional development on issues important to Native student success. We will also provide course content and the school based experiences necessary for excellence in teaching. New to this proposal, we are preparing to support AK Native Ph.D. candidates so that they can help to ensure continued growth in providing relevant educational experiences for AK Native K-12 students.

The PITAAS Program Director and SHI Education Director have demonstrated through current projects to be an exceptional collaborative team in developing culturally rich training experiences that will prove to be highly beneficial to the success of this proposal. The current proposal includes a viable next step in furthering the SHI and UAS mission of service to Alaska Native students while honoring culture and heritage. The PITAAS Program is a well-established support for Alaska Native students at the University of Alaska Southeast. We look forward to being able to prepare the next generation of Native Alaska educators.

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