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Arctic Slope Community Foundation, Inc. (ASCF) is a Regional Alaska 501 (c)(3) Non-profit Organization, see *Other Attachments* (AO), pp. 7-8. Assurance of Sanction by Federally Recognized Alaska Native Tribes, Experience Operating Programs that Fulfill the Purpose of the Alaska Native Education Program, and Governing Board Documentation are found in AO, pp. 9-10. Tribal Resolutions sanctioning ASCF to apply for funding are found in AO, pp. 13-31. Tribal Letters of Support are found in AO, pp. 32-33. The partnership between ASCF and Boys & Girls Clubs of Southcentral Alaska includes a Memorandum of Agreement found in AO, pp. 34-35.

(a) Need for the project

Alaska Native student achievement: A persistent problem facing the Alaska (AK) schools and communities is that a large number of Alaska Native (AK Native) students are unsuccessful in school.^{1,2} According to *Alaska's Public Schools: 2015-2016 Report Card to the Public*, AK Native/American Indian students were 23.05% of the 132,966 total enrollees. 2015 National Assessment of Education Progress (NAEP) results reveal significant gaps between AK Native students and others. In particular, 4th Grade Reading scores were *proficient or advanced* (*prof/adv*) for 35% nationally, 30% AK, and 8% AK Native. 8th Grade Reading scores were *prof/adv* for 32% nationally, 32% AK, and 8% AK Native. Trends are similar for NAEP Math with 4th Grade Math scores at *prof/adv* for 39% nationally, 35% AK, and 17% AK Native. 8th Grade scores *prof/adv* for 32% nationally, 32% AK, and 13% AK Native. When attention is

¹ Bates & Oleksa, *Conflicting Landscapes*.

² Tippeconnic, J. W., & Faircloth, S. C. (2010). *The dropout/graduation rate crisis among American Indian and Alaska Native students: Failure to respond places the future of Native peoples at risk*. Los Angeles, CA: The Civil Rights Project/Proyecto Derechos Civiles at UCLA. Retrieved from www.civilrightsproject.ucla.edu.

diverted to the *Below Basic* column, AK Native students score at 66% in 4th Grade Reading, 60% in 8th Grade Reading, 42% in 4th Grade Math, and 54% in 8th Grade Math. The high school graduation rate for AK Natives for 2015-2016 was 64.1% with 1,394 graduates and 76.1% statewide, 7,335 graduates total. The AK Native graduation rate is lower than every other ethnic groups listed: 74.4%, Black; 75.4%, Two or more races; 76.0% Hispanic; 80.8%, White; and, 81.3% Asian/Pacific Islander. The dropout rate for 2015-2016 is equally discouraging with 873 AK Native Grade 7-12 dropouts statewide, 38.5% of 2,268, the statewide dropout total. The dropout rate by ethnicity is 6.7% for AK Native followed by: 4.5% Black; 4.1% Two or more races; 3.8% Hispanic; 2.8% White; and, 2.8% Asian/Pacific Islander.³

The work ahead: AK Native education has a 250-year historical context that has included Russian Orthodox schools, missionary contract schools, and U.S. Bureau of Indian Affairs Boarding Schools. AK Native children, communities, values, language, or culture were not top priorities for Russia or the U.S., which focused on taking economic advantage of AK and its First Peoples. Arctic Slope Community Foundation (ASCF) believes it is important to formulate culturally relevant solutions to overcome the long-standing estrangement between AK Native communities and the external institutions impacting their lives, including education. Encouraged by its work with AK Native communities over the last 25 years, the Foundation is partnering with Boys & Girls Clubs Alaska (BGCAK) to implement Project Learn, a culturally appropriate educational enrichment program, in 18 AK communities to improve educational outcomes for AK Native youth. The status of educational achievement at the 18 proposed sites and the extent

³ State of Alaska, Dept. of Education & Early Development. *Alaska's Public Schools: 2015-2016 Report Card to the Public*. Retrieved from <https://education.alaska.gov/ReportCard/rc16.html>.

to which Project Learn can make an impact follows:

There are 32 schools across 13 school districts with 4,620 (65.50%) AK Native of 7,053 total students enrolled at schools in these communities for the 2015-2016 school year. Boys & Girls Clubs anticipate a total of 1,750 AK Native youth as Club members at the 18 sites for 2017-2018. A total of 605 of those youth are in Project Learn's focus population: AK Native youth, grades 2-8. We also know: **Barrow**, North Slope Borough School District (SD): 1.) Barrow High School (HS) grades 9-12 enrollment 135 AN of 229 total students, Alaska Native (AN) attendance rate 84.80%, AN graduation rate 81.82%, AN dropout rate 7.35% with 38 graduates and 14 AN dropouts/grade 7-12; 2.) Eben Hopson Middle School (MS) grades 6-8 enrollment 153 AN of 235 total students, AN attendance rate 84.12%, AN dropout rate 3.88%, with 5 AN dropouts/grade 7-12; and, 3.) Fred Ipalook Elementary (Elem.) grades PK-5 enrollment 464 AN of 674 total students, AN attendance rate 85.65%. Barrow Boys & Girls Club (BGC) AN enrollment 126 with 75 Project Learn (PL) participants. **Kotzebue**, Northwest Arctic Borough SD (NWABSD): 1.) Kotzebue Middle/High grades 6-12 enrollment 284 AN of 330 total students, AN attendance rate 87.98%, AN graduation rate 80.56%, AN dropout rate 3.33% with 36 graduates and 9 dropouts/grade 7-12; and, 2.) June Nelson Elem. Grades PK-5 enrollment 339 AN of 422 total students, AN attendance rate 90.29%. Kotzebue BGC AN enrollment 158 with 75 PL participants. **Kivalina**, NWABSD: McQueen School PK-12 enrollment 149 AN/total students, AN attendance rate 90.11%, AN graduation rate 85.71%, AN dropout rate 2.04% with 8 graduates and one dropout/grade 7-12. Kivalina BGC AN enrollment 75 with 25 PL participants. **Noorvik**, NWABSD: Aqqaluk High – Noorvik Elem. PK-12 enrollment 188 AN of 201 total students, AN attendance rate 86.54%, AN graduation rate 80.00%, AN dropout rate 2.86% with 8 graduates and 2 dropout/grade 7-12. Noorvik BGC AN enrollment 133 with 40 PL

participants. **Selawik**, NWABSD: Davis-Ramoth School PK-12 enrollment 280 AN of 285 total students, AN attendance rate 77.75%, AN graduation rate 75.00%, AN dropout rate 6.31% with 16 graduates and 7 dropouts/grade 7-12. Selawik BGC AN enrollment 200 with 25 PL participants. **Nome**, Nome Public Schools: 1.) Nome-Beltz Jr./Sr. High grades 7-12 enrollment 189 AN of 263 total students, AN attendance rate 88.80%, AN graduation rate 60.87%, AN dropout rate 4.94% with 35 graduates and 13 dropouts/grade 7-12; 2.) Nome Elem. PK-6 enrollment 288 AN of 377 total students, AN attendance rate 90.68%; and, 3.) Anvil City Science Academy grade 5-8 enrollment 35 AN of 61 total students, AN attendance rate 96.71% with no grade 7-12 dropouts. Nome BGC AN enrollment 111 with 50 PL participants.

Emmonak, Lower Yukon SD: Emmonak School KG-12 enrollment 215AN/total students, AN attendance rate 83.57%, AN graduation rate 46.15%, AN dropout rate 23.46% with 9 graduates and 19 dropouts/grade 7-12. Emmonak BGC AN enrollment 100 with 25 PL participants.

Mountain Village, Lower Yukon SD: Mountain Village School KG-12 enrollment 235 AN of 237 total students, AN attendance rate 79.67%, AN graduation rate 58.33%, AN dropout rate 14.12% with 9 graduates and 12 dropouts/grade 7-12. Mountain Village BGC AN enrollment 100 with 25 PL participants. **Saint Mary's**, Saint Mary's SD: Saint Mary's School PK-12

enrollment 207 AN of 213 total students, AN attendance rate 90.26%, AN graduation rate 69.23%, AN dropout rate 7.04% with 10 graduates and 5 dropouts/grade 7-12. Saint Mary's BGC AN enrollment 108 with 20 PL participants. **Togiak**, Southwest Region SD: Togiak School

PK-12 enrollment 203 AN of 209 total students, AN attendance rate 85.18%, AN graduation rate 46.67%, AN dropout rate 14.67% with 8 graduates and 11 dropouts/grade 7-12. Togiak BGC AN enrollment 100 with 20 PL participants. **Naknek**, Bristol Bay SD: 1.) Bristol Bay Middle-High grades 7-12 enrollment 27 AN of 61 total students, AN attendance rate 94.83%, AN graduation

rate 64.29% with 9 graduates, and AN dropout rate 0.0%; and 2.) Naknek Elem. PK-6 enrollment 39 AN of 69 total students, AN attendance rate 94.16%. Naknek BGC AN enrollment 55 with 15 PL participants. **Sand Point**, Aleutians East SD: Sand Point School PK-12 enrollment 77 AN of 115 total students, AN attendance rate 90.42%, AN graduation rate 75.00%, AN dropout rate 3.33% with 3 graduates and one dropout/grade 7-12. Sand Point BGC AN enrollment 35 with 15 PL participants. **Tyonek**, Kenai Peninsula Borough SD: Tebughna School PK-12 enrollment 36 AN of 39 total students, AN attendance rate 84.72%, AN graduation rate 100%, AN dropout rate 11.76% with 2 graduates and 2 dropouts/grade 7-12. Tyonek BGC AN enrollment 50 with 20 PL participants. **Kake**, Kake City SD: Kake Elem. & HS PK-12 enrollment 95 AN of 108 total students, AN attendance rate 93.43%, AN graduation rate 90.00%, AN dropout rate 2.56% with 10 graduates and 2 dropouts/grade 7-12. Kake BGC AN enrollment 88 with 40 PL participants. **Klawock**, Klawock City SD: Klawock City School KG-12 enrollment 74 AN of 116 total students, AN attendance rate 92.20%, AN graduation rate 80.00%, AN dropout rate 2.50% with 5 graduates and 2 dropouts/grade 7-12. Klawock BGC AN enrollment 73 with 45 PL participants. **Ketchikan** and **Saxman**, Ketchikan Gateway Borough SD: 1.) Ketchikan HS grade 9-12 enrollment 141 AN of 633 total students, AN attendance rate 91.10%, AN graduation rate 93.55%, AN dropout rate 1.95% with 128 graduates and 8 dropouts/grade 7-12; 2.) Revilla Jr./Sr. HS grade 7-12 enrollment 46 AN of 111 total students, AN attendance rate 86.42%, AN graduation rate 54.55%, AN dropout rate 14.29% with 28 graduates and 14 dropouts/grade 7-12; 3.) Schoenbar MS grades 7-8 enrollment 72 AN of 253 total students, AN attendance rate 92.30% and AN dropout rate of 0.00%; 4.) Fawn Mountain Elem. PK-6 enrollment 127 AN of 300 total students, AN attendance rate 93.37%. 5.) Houghtaling Elem. PK-6 enrollment 116 AN of 364 total students, AN attendance rate 93.17%; 6.) Point Higgins School PK-6 enrollment 26

AN of 276 total students, AN attendance rate 93.98%; and, 7.) Tongass School of Arts & Sciences Charter School PK-6 enrollment 56 AN of 171 total students, AN attendance rate of 92.73%. Ketchikan BGC AN enrollment 41 with 20 PL participants and Saxman BGC AN enrollment 50 with 20 PL participants. Metlakatla, Annette Islands SD: 1.) Metlakatla HS enrollment 87 AN of 90 total students, AN attendance rate 88.48%, AN graduation rate 85.00%, AN dropout rate 1.15% with 19 graduates and one dropout/grade 7-12; 2.) Charles R. Leask MS grades 6-8 enrollment 56 AN of 60 total students, AN attendance rate 98.67% and AN dropout rate of 0.00%; and, 3.) Richard Johnson Elem. PK-5 enrollment 181 AN of 187 total students, AN attendance rate 96.94%. Metlakatla BGC AN enrollment 147 with 50 PL participants.

Project Learn: One solution to providing educational opportunity is to provide AK Native students with culturally-based academic enrichment activities. We know that in first through third grade, children learn to read, while from fourth grade up, children read to learn. Children who are not reading at grade level in the third grade have a higher incidence of dropping out of school before graduating from high school. Youth in this category need additional academic support during after-school hours. Many youth are failing to learn basic skills – reading, writing and mathematics – during the school day alone. Youth attending formal after-school programs spend more time in academic enrichment opportunities than their peers left unsupervised after school.⁴ Research also indicates that Boys & Girls Clubs not only keep children safe and out of trouble, but also improve their academic achievement.⁵

⁴ After-School Programs: Keeping Children Safe and Smart, An-Me Chung under contract ED-00-PO-1711 to the U.S. Department of Education, June 2000.

⁵ BGCA National Youth Outcomes Survey; Making Every Day Count: Boys & Girls Clubs' Role in Promoting Positive Outcomes for Teens, Public/Private Ventures, 2009.

(b) Quality of the project design

Project Learn comports with the Permissible Activities described for ANEP as described in the Application Instructions on p. 7, quoted from the Section 6304 of the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act of 2015* (20 U.S.C. 7546). Permissible Activities that apply are in sections (D), (F), and (J). **Regarding Section (D):** Project Learn is an educational enrichment program for AK Native students providing support in reading, writing, and STEM designed to prepare them to excel academically. Project Learn provides support services so students benefit from these programs, including: academic goal setting and coaching; activities like Power Hour homework help and tutoring; and High-Yield Learning Activities (HYLA). Project Learn successful is via recognizing and supporting the unique cultural and educational needs of AK Native Children, incorporating AK Native Elders and other tradition bearers. **Regarding Section (F):** Project goals, objectives and activities are designed to consider cultural context and the demands of our modern educational system. HYLA align with AK Academic Standards, providing struggling students a greater opportunity for success, including high school graduation. Project Learn also assists students who require remedial assistance to succeed as well as students who have strong academic goals and skills to excel. **Regarding Section (J):** Project Learn is designed with parents, families, and the community in mind, building connection between traditional values and culture and educational institutions. Boys & Girls Clubs employs a positive youth development model to promote positive youth-adult relationships and academic progress for AK Native Students, improving conditions of learning in the community, at home, and at school. **Education program outcome model:** Project Learn's "Program Outcome Model" offers a more complete view of the Project.

Problem Statement: A high percentage of AK Native students struggle in school academically. **Assumption:** Improvements in AK Native student academic provide life-long social and economic benefits to students, families, and communities.

Resources: ASCF; BGC AK; Local tribal governments, corporations, Elders and other tradition bearers; Local teachers, schools and school districts; Local businesses; Boys & Girls Clubs of America Native Services; Students and families.

Goals	Objectives	Short-Term Outcome	Long-Term Outcomes	Impacts
<p>Goal 1</p> <p>Establish a positive, safe, fun place for youth to learn and thrive.</p>	<p>A. Youth engagement,</p> <p>B. Safety,</p> <p>C. Dynamic learning centers,</p> <p>D. Robust partnerships between parents, family, Elders, and schools</p>	<p>🍏 Youth connect with positive adults and peers</p> <p>🍏 Activities that meet youth strengths, interests, and needs</p> <p>🍏 Club & community work on Academic goal setting/coaching, and enrichment</p>	<p>For Goal 1 & Goal 2:</p> <p>🍏 Participants show statistically significant increase in reading, math, and science proficiency, as measured by PEAKS, AK SBA scores</p>	<p>For all three Goals:</p> <p>🍏 More students will succeed academically, graduate high school, and pursue higher education and career goals</p>

<p>Goal 2</p> <p>Increase academic proficiency of AK Native youth</p>	<p>A. Establish rituals/routines for learning</p> <p>B. Academic goal setting and coaching</p> <p>C. Educational enrichment via High-Yield Learning Activities</p>	<p>🍏 AK Native students will meet individualized goals for specific academic subjects</p> <p>🍏 Students will show gains in confidence with stronger cultural awareness and engagement</p>	<p>🍏 High rates of Project Learn participants will successfully transition to high school career and/or college ready</p>	<p>🍏 Tribes and communities thrive as youth engage actively with traditional values, language, and culture</p> <p>🍏 AK Native youth become adults who</p>
<p>Goal 3</p> <p>Staff Professional development, support, and supervision</p>	<p>A. Annual <i>Project Learn Team Training</i></p> <p>B. Distance support and development strategies</p>	<p>🍏 ASCF & BGC Staff implement Project Learn, 18 sites</p> <p>🍏 Staff maintain Project Learn fidelity</p>	<p>🍏 ASCF & BGC capacity to maintain and strengthen Project Learn via continuous training, support, and quality improvement</p>	<p>return as culture bearers, strong parents, tribal leaders, and mentors to the youth of tomorrow</p>

Project Learn development: In 1996, Boys & Girls Clubs of America developed Project Learn, a comprehensive academic enhancement strategy, in partnership with education researcher Dr. Reginald Clark. Project Learn underwent a rigorous evidence-based evaluation that demonstrated its effectiveness in creating positive outcomes for youth in school behavior and performance. Project Learn reinforces and enhances the skills and knowledge young people learn at school during the hours they spend at the Club. Project Learn's strategy is based on research showing that students do better in school when they spend their non-school hours engaged in fun, but academically beneficial, activities. Through Project Learn, Club staff use all areas and programs in the Club to create opportunities for HYLE, including leisure reading, writing activities, storytelling, language, discussions with knowledgeable adults and or elders, homework help, tutoring, and/or games that develop youth cognitive skills. Project Learn is not a curriculum or a stand-alone program, but a comprehensive strategy.

Strong Theory: By making Project Learn's high-yield academic activities the core of our statewide focus, program participants will show significant increases in academic achievement. Project Learn has been proven to achieve this result. A third-party evaluation of Project Learn used a quasi-experimental research design and included 283 ethnically diverse youth living in public housing who were assessed over a period of 30 months. The lead investigator, Dr. Steven Schinke of Columbia University's School of Social Work, compared the outcomes of Club members ages 10-15 participating Project Learn to young people in other afterschool programs. Thirty months after the program was established, Project Learn participants had markedly higher school scores than young people participating in other afterschool programs. In comparison to those young people, Project Learn participants showed a: 15% higher overall grade point average; 16% higher grade point average in mathematics; 20% higher grade point average in

history; 14% higher grade point average in science; 20% higher grade point average in spelling; and 9% higher grade point average in reading. In his final report, Dr. Schinke concludes, “Boys & Girls Clubs of America can rightfully take credit for helping youth in essential areas of academic achievement, school behavior, and study skills.”⁶ ***Model Program recognition:*** Additionally, Project Learn is recognized as an evidence-based, promising program rated “effective” by the Office of Juvenile Justice & Delinquency Prevention's Model Program Guide. The Program Profile for Project Learn may be found at the Office of Justice Programs, National Institute of Justice, crimesolutions.gov website.

Goal 1: *Establish a positive place for students at the Clubs that values safety, youth influence and leadership, as well as a technology-rich environment that appeals to the interests and needs of youth to meet the Project Learn principle of “fun learning.”* Boys & Girls Clubs provide a safe place to learn and grow for all youth. Infusing Project Learn within daily programming fits with the mission and core values of the Club and within our culture. Native youth will not only become successful in education, they will also become responsible, caring productive citizens and ensure our culture and values live on.

> **Obj.1.A. *Youth recruitment and engagement (incr. Club membership by 10% and Project Learn participation by 15% over 36-month project period)***

>> **Strategy.1.A.i. *Complete Youth Communications Channel Surveys for each Club each year of the project.*** Youth attend Clubs for three reasons: 1.) They have fun; 2.) They attend with their friends; and/or, 3.) They have developed a positive relationship with an adult professional. Club staff keep these questions in mind when developing and implementing programs and

⁶ Schinke, Steven P., Kristin C. Cole, and Stephen R. Poulin. (2000). Enhancing the Educational Achievement of At-Risk Youth. *Prevention Science* 1(1):51–60.

activities. If Clubs are too much like schools, youth are less likely to participate. **Activities**: 1.) Encourage youth to recruit friends, family, and neighbors to attend and participate in Club activities. 2.) Survey youth in Club discussions and via the *Project Learn Youth Survey* to find out the ways they like to communicate, especially via social media. Social media contact is more relevant to tweens and teens and less relevant to younger youth. **Output measures** 1.) # of Club members, measured by completed Club membership forms. 2.) # of Clubs with current Youth Communication Channel Survey. **Outcome measures** 1.) Increase # Club programs that meet or exceed annual membership goals, 2.) Increase *Optimal Club Experience* measure (baseline = 46%) from the National Youth Outcomes Initiative (NYOI), discussed in further detail along with other evaluation tools later in the application. 3.) Increase NYOI *Sense of Belonging* (baseline = 43%) each year of the project.

>> **Strategy.1.A.ii.** *Increase quality of youth recognition and other motivators, increasing the NYOI Recognition measure every year of the project.* Clubs find things that motivate youth and get them excited about learning. Recognition is a key incentive for youth. Staff use recognition and goal setting to plan achievement and improvement. Club guidance strategy helps youth learn to appreciate the intrinsic feelings of success that come from realizing their potential. **Activities** 1.) Participate in *Youth of the Month (YOM)* and *Youth of the Year (YOY)*. Monthly, Clubs select a youth who demonstrates leadership, service, and/or success. *YOMs* are given a certificate and their photo is displayed at the Club. *YOY* nominees have opportunities for statewide and national scholarships. *YOMs* and *YOYs* participate in other recognition efforts, e.g. Alaska Communications *Summer of Heroes* and *Spirit of Youth's* annual service awards. **Outputs** 1.) # of *YOM* awards, # of *YOY* nominations/awards, and # of youth considered for other local, statewide, or national recognition, reported by program rosters and weekly narrative/stats.

Outcomes 1.) Increase NYOI *Recognition* measure (baseline = 62%) each year of project.

> **Obj.1.B.** *Meet physical safety standards for Clubs (via Club Safety Assessments) and increase youth sense of physical and emotional safety (via NYOI) each year of the project*

Clubs have an established reputation as a safe environment for all youth regardless of race, gender, age, or disability. Clubs maintain a space that ensures physical and emotional safety.

>> **Strategy.1.B.i.** *Complete Clubhouse Safety Assessments every January and Develop a Club Safety Improvement Plans for Clubs annually.* **Activities** 1.) Conduct *Clubhouse Safety Assessments* annually. 2.) Conduct *Youth Program Quality Assessment (YPQA)* annually. 3.)

Background checks are required for all Club staff and volunteers prior to employment or service, repeated annually. **Outputs** 1.) # of Clubs w/completed annual *Clubhouse Safety Assessments*

and *Safety Improvement Plans*. 2.) # of Clubs with completed YPQAs. 3.) # of completed

staff/volunteer background checks. **Outcomes** 1.) Reduced # of safety incidents/issues at Clubs.

2.) Increase # Clubs that meet or exceed YPQA safety standards. 3.) Compliance with BGCAK's background check policy and process. 4.) Increase NYOI measures for *Physical Safety* (baseline = 60%) and *Emotional Safety* (baseline = 48%) each year of the project.

> **Obj.1.C.** *Create Dynamic Learning Centers by increasing the number of Clubs that meet or exceed YPQA Standards #9 and # 11 each year of the project.* Project Learn success is

improved with a dynamic learning center in a dedicated space. Well-designed learning centers are fun and engaging and reflect youth interests. They help motivate self-directed learning and reflect that people learn differently, including by watching, listening, and doing.

>> **Strategy.1.C.i.** *Create physical Club environments that reflect the work and interests of youth and the programs' activities by meeting or exceeding YPQA Standards #9 and #11 each year of project.* **Activities** Environment helps set Club tone, creates a positive impression, and

reflects good things happening there. Youth must have a role organizing the space and programming, including designing and creating displays and bulletin boards and offering ideas for desired projects and activities. The Club must appeal to youth of different ages. Staff, Club youth, parents, and the community all have a role in this process. **Outputs** 1.) # of completed YPQAs. **Outcomes** 1.) Increase # of Clubs that meet or exceed YPQA standard #9 *Club has a physical environment that reflects the work and interests of youth and the program's activities.* 2.) Increase in # Clubs that meet or exceed YPQA standard #11 *Program solicits and incorporates youth voice* each year of project.

>> **Strategy.1.C.ii.** *Increase youth Tech participation each year of the project by creating a technology-rich environment.* In the 2016 *Project Learn Youth Survey*, video-computer games were listed in the top three favorite Club activities. Technology is important to youth, even in the most remote communities in the U.S.! Technology is often the hook that gets youth to the Club and more involved with programs and activities. **Activities** 1.) Maintaining Club technology and Internet access for youth. Clubs are equipped with computers and an Xbox with Kinect. Most Clubs have access to iPads or similar tech. Remote Club locations means broadband connections are expensive. Clubs work closely with schools and broadband providers assistance with Internet access. 2.) Equip Clubs with technology that meets the strengths, interests, and needs of youth. Club computers are set up with educational games, e.g. *Never Alone*, *Minecraft*, or *SimCity*. **Outputs** 1.) # youth participating in Club tech via program rosters and weekly narrative/stats. 2.) # Clubs with up-to-date computers, software, and functional Internet access. 3.) List of vetted apps, websites, and software for Clubs, updated at least annually. 4.) Develop a YPQA standard for Club technology. **Outcomes** 1.) Increase in Club tech participation. 2.) Increase in *Clubs with technology equipment, software, and access* that meets or exceeds YPQA standard each year of

project. 3.) Increase in staff who report they are comfortable using available technology via *Project Learn Staff Survey* each year of project.

> **Obj.1.D.** *Increase community buy-in and participation with Project Learn by increasing the number parent and family contacts and increase involvement at the Club each year.*

>> **Strategy.1.D.i.** *Increasing parents and family contacts, events, and volunteers at the Club each year of project.* **Activities:** Youth and staff both consistently report that when youth aren't at the Club, they are most likely at home. Family members are valuable allies in increasing youth participation at the Club, but there has to be a clear benefit families recognize. Family engagement can take many forms. It can be built up over time and include: providing resources and information about what is happening at the Club; publicize events/happenings at the Club in other community forums, e.g. hosting a Facebook page; host open houses for families; make events fun with food and activities; invite families to Club celebrations; communicate regularly and build trusting relationships to ensure interactions are not only about negative behaviors; find out what families need and want to feel comfortable with their children attending regularly and address any concerns they have. **Outputs** 1.) Club menu/resource of ways parents and family can connect with Club. 2.) # of parent-friendly activities. 3.) # of parents and family who participate in #1 and/or #2 above. 4.) # of parent volunteers. #2, #3, and #4 are tracked via weekly narrative/stats reports. **Outcomes** 1.) Increase in parent/family-friendly activities/events; 2.) Increase in parent/family visits; and, 3.) Increase in parent/family volunteers each year of project.

>> **Strategy.1.D.ii.** *Increase school contacts, MOAs/Letters of Support (LOS), and volunteer educators each year of project.* **Activities:** Reinforcing academic goal setting, routines, expectations, and subject matter that happens during the school day is almost invariably welcomed by teachers, principals, and other school administrators. They are partners in student,

school, and community success. Teachers and schools are usually willing to provide age appropriate academic materials, ideas for educational games and websites, and connect about work and events at the school. Club Mgrs. and Youth Development Professionals (YDPs) must intentionally develop and maintain school connections, including scheduling meetings with specific teachers and/or school administrators, attending school events, attending school board meetings, and on-going e-mail/social media communication. **Outputs:** 1.) # of meetings/contacts with educators, schools, and school districts. 2.) # of active MOAs and/or current LOSs with local schools and/or school districts in support of Project Learn activities. 3.) # of educators who volunteer at Clubs. **Outcomes:** 1.) Increase in # of meetings/contacts with educators, schools, and school districts; 2.) Increase in # of MOAs/LOSs from schools and/or school districts supporting Project Learn activities; and, 3.) Increase in # volunteer educators at Clubs each year of project.

>> **Strategy.1.D.iii.** *Engage local Tribal governments, Elders, and others with cultural knowledge.* What AK Native students learn as they grow and develop needs to be determined by their parents, families, and communities in a way that steeps youth in AK Native cultural values and knowledge while equipping them to thrive at home and in the world. With Project Learn in 18 AK Native communities, how Clubs connect varies greatly. Many Club Mgrs. and YDPs are AK Native and bring their own knowledge and connections with them. Staff who are not AK Native work closely with parents, family members, and tribal entities to build connections. The process to build connections must be intentional and measured in a way that leads to clear outcomes for AK Native youth, so values, language, and Native ways are passed along.

Activities: 1.) Club Mgrs., YDPs, the Dir. of AK Native Club Partnerships, and the Dir. of Ed. Programs will develop action plans for each Club that account for knowledge bearers who may be willing to partner and AK Native community events/activities. Tribal governments, village

corporations, regional corporations, and foundations are also resources. There are already a number of community-Club connections: The **Barrow** Club hosts Native Youth Olympics (NYO) practice. Club youth attend/volunteer at Nulukataq (Barrow Whaling Festival), and Kivgiq (Messenger Feast); In **Kake**, Rhonda Wooton, Club Mgr. takes youth to gather and process seaweed. They do sewing projects, e.g. making octopus bags. With the school's BLISS program, Club youth learn traditional songs, drumming, and dancing; In **Kivalina**, youth attend and staff volunteer at the Eskimo Games; In **Klawock**, youth are members of the Native dance group. Rudy Nix, a famous speaker from Hydaburg, came to Klawock Club to speak about culture and staying motivated. Ronnie Fairbanks, a local artist, did a lesson on form line drawing; In **Kotzebue**, youth built drums and Selawik Wildlife Group made stinkweed salve with them. Alaska Coastal Studies spoke about coastal debris and its impact on rural AK. Maija Lukin, former Mayor of Kotzebue, takes youth berry picking, makes stinkweed salve, makes fur key chains, taught traditional 4-strand braiding used in winter Iñupiaq clothing, and taught about Iñupiaq tribal values; In **Metlakatla**, Sesilynn Schleusner, Club Mgr., helps host culture camp every year, and collects and processes seaweed and sea asparagus with youth. The Club partners with Duncan Cottage Museum, and the curator, Naomi Leask, instructs youth in Sm'algyax. Club staff and Naomi created a scavenger hunt for youth this year where they had to decipher clues in Sm'algyax to complete the hunt; In **Mountain Village**, youth made dance fans; In **Naknek**, The Club Mgr., hosts lessons on subsistence foods and cooking with youth; In **Nome**, youth participate in Eskimo dance at *Culture Club*. St. Lawrence Island Dance Group leads the dance when they are available; In **Noorvik**, Patricia Coffin, Club Mgr., makes Eskimo yoyos with youth. Maniilaq has been to Northwest Arctic Clubs to discuss healthy lifestyles. Noorvik Club hosts Elders' Night events; In **Selawik**, Kirk Oviok, Club Mgr., helps host summer culture

camp. Staff lead beading projects and have started a knitting circle; In **Saint Mary's**, youth made dance fans and built drums; In **Tyonek**, Sally Stephan, Club Mgr., coaches the Jr. and Sr. NYO teams, traveling every year to compete. Sally leads the local drumming group, that includes youth. The Club partnered with the Indian Creek Health Dept. staff Robert Stephan Jr. and Marian King, to bring the Club cultural activities. Beading is the volunteers' most popular activity. Sally helps host a culture camp every August. **Outputs**: 1.) Each Club develops a *Cultural Event & Activities Action Plan*, reviewed three times yearly at fall semester, spring semester, and summer. 2.) # of community-based cultural events/activities promoted, hosted, and/or attended by Club staff and youth via program rosters. 3.) # of Club volunteers who are tradition bearers via volunteer logs. 4.) # of MOUs and/or Letters of Support with tribal governments, corporations, and/or tradition bearers in support of Project Learn activities.

Outcomes: 1.) Increase in # of Club participation in community cultural events. 2.) Increase in # of Club activities incorporating AK Native values, language, and culture each year of project.

Goal 2: Increase academic proficiency of AK Native as measured by PEAKS (AK SBA scores) each year for youth through educational enrichment, academic goal setting, and academic coaching. A Club with a strong educational program does not have to be a boring place. The key is to find the intersection between recreation and education. Engaging, energetic staff and volunteers who are thoughtful in their planning processes can transform the loud, bustling after-school and summer hours into powerful learning periods for kids that: 1.) Remove the dichotomy between learning and playing; 2.) Find learning opportunities in each activity; 3.) Make all Club areas places for learning; 4.) Link new ideas to things children already know. With Project Learn there is no gap between AK Native values, language, and culture and academic standards. The languages of literacy, math, science, philosophy, and art have all resided in many cultures, across

many languages, through millennia.

> **Obj.2.A.** *Increase youth participation and dosage in an after-school/out-of-school ritual to complete homework assignments and explore educational activities outside the classroom; “more youth, more often”*

>> **Strategy.2.A.i.** *Implement Power Hour 4-hours/week, Mon-Thu at 18 Club sites during the school year (36 weeks).* **Activities:** Across 32 schools, 13 school districts, and 18 communities, homework routines and expectations are very different. Some schools do not assign/require homework, so those Clubs implement a process of options/alternatives for literacy and math activities and/or educational games that may be completed. For most Clubs, Power Hour is the first activity when youth arrive at the Club in the afternoon. Some Clubs have a "chill" period to relax and visit with friends before starting the Power Hour routine. **Outputs:** 1.) # of Power Hour participants, measured by program rosters. 2.) # of youth who reach attendance goals and are recognized *Club 104*, for those who attend at least twice a week for a year.

Outcomes: 1.) Increase in Power Hour participation; and, 2.) Increase in # of youth who attend Power Hour more often, in keeping with dosage goals, i.e. “more youth, more often” goals.

> **Obj.2.B.** *Increase the number of youth engaged in academic goal setting and coaching each year of the project and increasing NYOI Days Skipped School, Perceived Importance of School, and Grades measures each year of project.*

>> **Strategy.2.B.i.** *Increase the number of youth engaged in academic goal setting and coaching.* **Activities:** Club staff will spend time with each youth and talk about how they are doing in school. The conversations will include what subjects and activities interest them at school, which subjects they do well in, and the subjects for which they could use more support. Most Clubs collect report cards from youth, parents, and/or the school to help with the

discussion. For Clubs where report cards are unavailable, discussions rely on youth self-report. January, June, and September are the best times for goal setting. Some youth need support via academic coaching, e.g. a youth who completes their homework but doesn't turn it in. Strategies and habits for academic success lead to lessons in themselves. Education is not just the subject matter, but a complex web of interrelated knowledge, skills, and abilities. **Outputs**: 1.) # of youth goal setting/coaching sessions and plans completed. 2.) # of youth report cards collected via youth, parents, and/or schools. **Outcomes**: 1.) Increase in # of youth setting/coaching sessions completed. 2.) Increase in # of youth report cards received. 3.) Improve *NYOI Days Skipped School* (baseline = 66% skipped no days of school), *Perceived Importance of School* (baseline = 56%), and *Grades* (baseline = 75% received mostly A's & B's) measured each year of project.

> **Obj.2.C. Increase the range and quality of High-Yield Literacy and STEM activities and youth participation in those activities each year of the project.**

>> **Strategy.2.C.i. High-Yield Literacy & STEM Activities.** **Activities**: HYLA are the core of Project Learn. These are fun, cultural and academically beneficial activities that give youth opportunities to practice or develop skills, behaviors and cultural values needed for success in school and in the community. HYLA can occur in any area of the Club by simply taking a fun activity and adding a learning component. They are deliberately planned to include a skill or behavior-reinforcing component. All staff are responsible for developing and implementing programs and activities that incorporate HYLA. Staff members can plan by using simple tools offered in the general Project Learn materials, or by choosing from a menu of options developed by Club Operations (CHOPS) Staff. Examples of cultural activities discussed in *Strategy.1.D.iii.* above are HYLA activities that reinforce language skills, mathematics, engineering, the arts, and history. HYLA literacy activities include writing prompts for youth to help them explore ideas

about community, culture, and life. Prompts also include writing about the history of their village or authoring a Club newspaper or newsletter. STEM activities include selections from a range of 36 experiments developed for Clubs by the Dir. of Ed. Programs. Club Staff check in with youth on which experiments they find interesting and select at least 12 options for the year. STEM activities have included owl pellet dissection, straw rockets, testing reaction time to determine one's dominant side, and *brushbots* – little robots made from toothbrushes! **Outputs:** 1.) # of HYLA literacy activities that support reading, writing, and communications skills. 2.) # of STEM activities in support of science, technology, engineering, and mathematics. 3.) # of High-Yield Literacy and STEM participants via program rosters. **Outcomes:** 1.) Increase in the number, type, and quality of High-Yield Literacy and STEM Activities available via Menus/Resource Lists for High-Yield Literacy and STEM activities; and 2.) Increase in the number HYLA participants each year of project.

Goal 3: Establish and maintain a coordinated team of highly trained staff to implement

Project Learn. Rationale: Positive youth development and academic support through educational enrichment is a professional endeavor, not merely a vocation. The skill set required to work with youth via Project Learn is complex. The ability to work with youth, partner with parents, schools, tribal entities, and community organizations, while also planning, implementing, recording, and reporting activities is not for the faint of heart. Most staff who begin working with Boys & Girls Clubs have strengths in some areas, but need coaching and support of their own as they strive to succeed in their work with Club youth.

> **Obj.3.A. Increase staff capacity to provide positive youth development activities via Project Learn**

>> **Strategy.3.A.i. Annual in-person staff training. Activities:** Boys & Girls Clubs has held

both annual in-person trainings and a distance-alone format to train Club Mgrs. and staff.

Experience has led the Clubs to conclude that neither format is effective on its own. An annual in-person training for 3 days in Anchorage with ongoing assistance, support, and supervision is necessary. Annual training: 1.) sets a common Project Learn agenda; 2.) sets common expectations for Club Mgrs. and staff; 3.) Builds a community of support among BGC staff in rural towns and villages, allowing them to assist, support, and challenge each other in their work. 4.) For non-Native staff, training is an opportunity for them to work with AK Native staff in culturally-relevant terms. **Outputs:** 1.) Training agenda, developed with Club Mgrs. and YDPs. 2.) # of BGC Staff who participate in annual training. 3.) Annual training survey to identify successes and gaps in the process. **Outputs:** 1.) Increase in # of staff who report: i.) they received enough training to successfully implement Project Learn, ii.) that required Project Learn activities are clear, and iii.) sharing ideas of training topics they believe would be helpful in their work via the *Staff Survey*. Prior training requests have led to sessions for *Increasing Youth Voice and Leadership* and *Integrating Technology into Core Programming*.

> **Obj.3.B.** *Increase use and quality of distance support and learning strategies for staff development as measured by reduced staff turnover and increased staff use of Leadership University, telephonic/web trainings, and outside training resources each year of the project.*

>> **Strategy.3.B.i.** *Increase use and quality of distance support and learning strategies for staff development. Activities:* There are several ways Boys & Girls Clubs provide support to staff over great distances: 1.) Clubs participate in *Leadership University*, a national online learning center for Boys & Girls Club staff that covers many subjects, including mentoring, youth development, effective guidance and discipline, and efforts like Project Learn. Other courses are offered that introduce and build skills for managing Boys & Girls Club programs. 2.)

Clubs partner with Alaska Afterschool Network, which hosts a symposium with Alaska 21st Century Community Learning Centers every April. The Network conducts webinars on positive youth development topics throughout the year. Clubs are well coordinated with other rural outreach partners, including RurAL CAP, Campfire, and Girls Scouts. 3.) Club Operations Staff, including the Dir. of Ed. Programs and the Senior Director of Clubhouse Operations schedule telephonic trainings and webinars up to six times a year on various training topics identified by staff working on Project Learn. 4.) The Dir. of Ed. Programs will conduct at least one site visit to each Project Learn site each year to provide supervision and support. **Outputs:** 1.) # of BGC Club Mgrs. and YDPs enrolled and meeting training goals via Leadership University. 2.) # of staff who use the *Boys & Girls Clubs Alaska – Rural Clubhouses* Facebook Page as a resource to share stories, ideas, and questions. 3.) # of staff who connect with Alaska Afterschool Network and other key partners that assist in staff development. 4.) Develop a menu/list of required and recommended trainings for Club Mgrs. and YDPs in support of Project Learn. **Outcomes:** 1.) Increase # of staff use of training *Leadership University*, telephonic/web trainings, and outside training resources each year of the project via staff training logs.

Evaluation: ASCF and BGCAK will actively assist in collection of data to assist in the evaluation of ANEP. ASCF and BGCAK have a history of providing data to the U.S. Dept. of Ed. via program reports that includes project data and school/school district data tied to PEAKS, AK's SBA scores, a **mandatory activity** and Project Learn's GPRA measure.

Method: A balance of qualitative and quantitative methods are used to measure increases in student performance and the strengths and challenges of Project Learn. A mixed method approach is necessary given the range of evaluation/measurement tools available for analysis and discussed later in this section. The tools include direct and indirect measures that assist with

quality improvement at statewide and local level. The measures provide directionally correct information regarding impact on the population level indicators: school, school district and, statewide AK PEAKS/SBA scores. Data collection for Project Learn program informs program participation, individual improvement, program fidelity, curriculum development, staff development. It also informs on the strengths and challenges experienced in partner development with parents, family, teachers, schools, school districts, and tribal organizations.

Measurement tools, process, and responsibility:

Club Membership Forms, Attendance Rosters, and Program Rosters are initiated at the local Club level by Club Mgrs. and YDPs. Program rosters include *Power Hour*, High-Yield Literacy, and STEM activities. Member, attendance, and program participation data is entered into *VISION*, BGCAK's member management system, where it can be retrieved by Club Operations Staff in Anchorage who assist with data integrity and analysis. Club Mgrs. have primary responsibility for membership forms and rosters and may request assistance from the Data Coordinator with data entry. Club staff are supervised directly by the Dir. of Ed. Programs.

Individual Academic Goal Setting & Coaching Plans, Report Card Collection, Youth Communication Channel Surveys, Clubhouse Cultural Events/Activity Plans, and Volunteer Logs are all initiated at the local Club level by Club Mgrs. who are primarily responsible and delegate some work to YDPs. Original forms are kept locally and copies provided to Club Operations Staff to assist with quality improvement and program evaluation.

Youth of the Month awards and *Youth of the Year* nominations are initiated at the Club level. *Youth of the Year* nominations lead to awards at the AK statewide level and the state winner is entered for Pacific Regional and national recognition. Alaska Communications *Summer of Heroes* and *Spirit of Youth* nominations and award information is coordinated with the Dir. of

Ed. Programs and the Dir. of Resource Development. BGCAK has close ties with both Alaska Communications and *Spirit of Youth*. Awards are made in August and April, respectively.

Club Facebook Pages and *Boys & Girls Clubs Alaska – Rural Clubhouses* page were set up and are administrated by Club Operations Staff. Club Mgrs. also have an admin role on their respective Club Facebook Pages.

The *Clubhouse Safety Assessment*, *Youth Program Quality Assessment (YPQA)*, *Vetted Educational Websites, Applications, and Other Software List*, *High-Yield Literacy Activities List*, *STEM Activities List*, *Ways Parents and Family Can Connect with the Club List*, *Required & Recommended Trainings for Club Mgrs./YDPs List*, and the *Annual Project Learn Training Agenda* are all initiated by the Dir. of Ed. Programs, who has primary responsibility, with assistance from Club Mgrs. and YDPs.

YDP Staff/Volunteer Applications originate with Club Mgrs. Club Mgr. applications originate with the Dir of Ed. Programs. The Dir. of Human Resources (HR), Dir. of Ed. Programs, and Senior Dir. of Club Operations are all involved in recruitment and hiring. Staff/Volunteer Background Check Forms are submitted to the Dir. of HR for screening using *FirstAdvantage*, a national database service. The Chief Executive Officer approves all hires. The Dir. of Ed. Programs with the assistance of the Data Coordinator/Admin Assistant and Dir. of HR in maintaining Staff Training Logs of Project Learn staff.

Club Mgrs. are registered and trained for the *National Youth Outcomes Initiative (NYOI)* by the Dir. of Ed. Programs. The NYOI Survey are administered via the Internet. Surveys are submitted anonymously to nFocus Solutions, Boys & Girls Clubs of America's contractor, which provides outcome data. NYOI data for Clubs is available to Club Operations Staff for all Clubs. Club Mgrs. may view the data of their Club alongside aggregated statewide and national data.

Memoranda of Agreement, Tribal Resolutions, & Letters of Support are all initiated by Club Operations Staff, including the Dir. of AK Native Club Partnerships with assistance from other statewide staff and Club Mgrs. The Chief Executive Officer is also involved in this process.

The *Project Learn Student Survey* and *Project Learn Staff Survey* are administered anonymously via SurveyMonkey by an outside contract evaluator, with aggregated data provided to the Dir. of Ed. Programs and other Club Operations Staff.

On site community/Club visits by the Evaluator to two thirds of the communities each year is part of the evaluation plan, allowing for two visits to each site over the 36-month grant project/budget period.

Independent evaluation design and implementation for BGCAK has been contracted through Iris Matthews, President, Stellar Group, Anchorage, AK for the last three years. Ms. Matthews holds a Master in Public Administration with an emphasis on program evaluation and public policy analysis. Stellar Group's agency description, staff bios, and current/past projects are found in *Other Attachments*, pp. 99-102, to demonstrate the education and experience required of the evaluator.

(c) Quality of the management plan

(i) *Adequacy of management plan considering budget, milestones, responsibilities, and timelines for accomplishing project tasks:* Detailed resumes and job descriptions are included in Other Attachments. Key team members, duties, and time commitments include: **Executive Director, ASCF**, (.05 FTE) coordinating with BGCAK to ensure grant program and reporting requirements are met, convene quarterly advisory committee meetings, communicate with BGCAK about meetings. **Chief Executive Officer, BGCAK**, (.05 FTE) supports curriculum development and delivery, and meets at least weekly with Directors to maintain accountability

and direction. **Senior Dir. of Clubhouse Operations, BGCAK**, (.25 FTE) with the CEO, provides oversight of Dir. of Ed. Programs, Club Operations Staff, Club Mgrs. and YDPs to ensure accountability and direction. **Dir. of Ed. Programs, BGCAK**, (1.0 FTE) day-to-day management of Project Learn including: Club Mgr. and YDP recruitment, training and supervision; HYL A/curriculum development; coordinating with contract evaluator; coordinating with the Data Coordinator/Admin Asst., and monitoring project progress and milestones. **Club Mgrs., BGCAK**, (18 positions, 9.18 FTEs) execute project programs and activities; interact with and establish local partnerships with parents, families, schools, and tribal entities; recruit youth; recruit and train volunteers; and, coordinate local data collection with Data Coordinator and Dir. of Ed. Programs. **Youth Development Professionals** (YDPs) (30 positions, 13.32 FTEs) assist Club Mgrs. with local Club day-to-day Project Learn activities; interacting with teachers and school administrators; recruiting youth; working with volunteers, parents, and community members. **Dir. of AK Community Partnerships** (.25 FTE) supports Clubs and Club Operations Staff in developing community relationships, recruiting volunteers, and providing direct support where and when needed. **External Contract Evaluator** (100%, contracted time) provides process and outcome evaluation for Project Learn. Prepares an evaluation report annually offering observations, analysis, and recommendations for project quality improvement.

Management Plan: Timeline for services delivery achieves Project Learn goals, objectives, and activities is included below. Full job descriptions or résumés of key personnel are found in *Other Attachments*, pp. 55-98, to supplement brief descriptions of key personnel and duties above.

Task	Responsibility	Completion Date
Advisory Committee	Executive Dir., ASCF	Semiannually, Oct. 2017

Develop/Update Project Learn Menus/Resources	Dir. of Ed. Programs (Dir. of Ed.)	Focus on Oct. 2017, Jul. 2018, Jul. 2019; Continuous
Annual In-Person Training, Club Mgrs./ YDPs	Dir. of Ed., Club Mgrs., YDPs, Operations Staff	Dec. 2017 – Jan. 2018, Aug. 2018, & Aug. 2019
Outreach/Engage parents, schools, and tribal entities	Club Mgrs., Dir. of Ed., & Dir. AK Community Partnerships	October 2017, continuous through 36-month project
Youth Communications Survey, Youth recruitment	Club Mgrs., YDPs, & Dir. of Ed.	Nov.-Dec. 2017, continuous through 36- month project
Submit & Fill tech equip., software, & supplies requests	Dir. of Ed., Club Mgrs., & CHOPS Support Staff	Focus, Dec. 2017, Aug. 2018, & Aug. 2019; Continuous
<i>Clubhouse Safety Assessment</i>	Dir. of Ed. & Senior Dir. Club Operations, CEO	Annually, Jan. 2018, Jan. 2019, & Jan. 2020
Prepare Club space w/youth, parent, and community input	Club Mgrs. & YDPs	Annually, Dec. 2017, Aug. 2018, & Aug. 2019
Project Learn activities, e.g. Power Hour, HYL A/STEM	Dir. of Ed., Club Mgrs., & YDPs	Jan. 2018, Sep. 2018, Sep. 2019; Continuous
Club attendance and program data collection, 18 sites	Dir. of Ed., Club Mgrs., YDPs, & Data Coordinator	Monthly, through 36-month project period

NYOI	Club Mgrs., Dir. of Ed. Programs, BGCA National	Annually, Mar./Apr. 2018, 2019, & 2020
<i>Project Learn Student Survey</i>	Evaluator	Apr. 2018, Apr. 2019, & Apr. 2020
<i>Project Learn Staff Survey</i>	Evaluator	May 2018, May 2019, & May 2020
On-site visits by Dir. of Ed., every site, once a year	Dir. of Ed., Club Mgrs., & Sr. Dir. Club Operations	January 2018; Continuous
On-site visits by Evaluator, two thirds of sites, each year	Evaluator, Dir. of Ed., Club Mgrs.	January 2018; Continuous
Yr. 1, Yr. 2, & Final Evaluation Reports	Evaluator	Sep. 2018, 2019, & 2020

(ii) *Adequacy of mechanisms for ensuring high quality products and services:* Arctic Slope Community Foundation is an Alaska Native Regional Non-profit Organization (see Other Attachments, pp. 1-6) dedicated to enhancing the quality of life among the people of the Arctic Slope. Through a partnership with BGCAK, the Foundation’s traditional Iñupiat values of dedication and hard work, culture, elders and youth will reach approximately 605 youth statewide. Since 1966, BGCAK has empowered and inspired youth throughout AK with a safe environment to focus on academics, health, and character development. To ensure high-quality services and deliverables, each partner has a clear role outlined in an MOA for Project Learn (see Other Attachments, pp. 34-35): **The Foundation’s role** is to ensure feedback and continuous

improvement for Project Learn. Committee meetings are held twice each year. Program data collected is reviewed to gauge how well Project Learn goals and objectives are being met considering information from students, parents, schools, tribal governments, cultural organizations and other stakeholders in the process. **BGCAK's role** is to: coordinate Project Learn efforts with local youth, parents, schools, and tribal entities; maintain project/Club sites for programs/activities; implement educational enrichment, academic goal setting and coaching, and HYLEA/curriculum development; maintain a team of qualified staff for the project; and, provide ASCF with program outcome data and reports to ASCF and the advisory committee.

(d) Adequacy of resources

The grant request totals \$1,299,822 in the first budget period of the 36-month project at a total annual per-child cost of \$2,148 is sufficient to implement Project Learn at all 18 sites. This amount is lower than the median per-child cost of \$4,459 estimated by the Wallace Foundation Out-of-School Time Cost Calculator (www.wallacefoundation.org/cost-of-quality) for an academic-focused program 2 hours/day, 5 days/week, 36-week after school program in Anchorage, AK. By leveraging existing facilities in-kind through cities and tribes in local communities, and some technology from private donations, this grant will direct a majority of funding to immediate benefits for our 605 participants. Integrating community volunteers, parents, Elders and other tradition bearers into Project Learn activities results in a wider range of enrichment opportunities. Transportation costs tied to the grant are primarily for training, supervision, support, and communication with local Clubs and community partners. Local travel costs, as seen in the budget, are not included. The 18 Clubs are mainly in villages where students easily walk to the Club after school.