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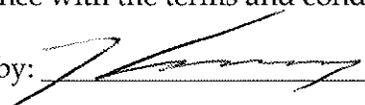
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## Denali Training Fund - Youth Program Quarterly Progress Report

Funds for this project are provided by the Denali Commission and the USDOL and managed, in partnership, by the Alaska Department of Labor and Workforce Development.

|                       |                                          |
|-----------------------|------------------------------------------|
| Name of Organization: | Avant-Garde Learning Foundation / 10-316 |
| Name of Project:      | Career Explorations Program              |
| Reporting Period:     | 10/1/10 - 12/31/10                       |
| Contact Name:         | Kameron H. Perez-Verdia                  |
| Contact Number:       | 907-279-0361                             |

Certification: I certify that the information in this report is current, correct and true and in accordance with the terms and conditions of the grant agreement.

Signed by:  Dated 1-14-2011

The performance of this grant will be based upon the success achieved in relation to the goals established and approved by the Alaska Department of Labor, and will be reported in the Grantee's quarterly progress reports. Specific goals and objectives for this project are:

The Career Explorations Program (CEP) will provide pre-employment skills development and career exploration for 100 participants co-facilitated by business, industry, education, and other organizations. Distance learning technology will include an e-learning portal, web conferencing and videoteleconferencing (VTC). Curriculum is aligned with state standards for graduation and will provide information and experience to help students plan and prepare for future employment opportunities.

During the 2010/2011 academic school year, students will take part in Youth Employability, Work Experience, Job Shadowing, Career Projects, and Exposure to Career Opportunities,

Preparation, Resource Development and Academic Training through the Internet and working within their community.

The CEP program will be integrated into standard curriculum available to participants as part of their normal classroom activities. The onsite teachers will mentor students and lead those through Career Projects, AKCIS, ALEXsys, resume writing, and interview skills.

CEP will focus on the rural communities of Southeast Island Schools, Oscarville, Kipnuk, Napaskiak, and Atmautluak. We will also offer services to North Slope Borough School District, Kodiak, Nome, the Bering Strait School District, and any other communities that need our services.

High school youth will be selected by the enrolled sites – there are no prerequisites. Students are normally part of a class that is already being offered at the school site. CEP state aligned projects and curriculum is incorporated into the classroom by the teacher as he/she sees fit. Barrier to Employments training is included as part of the regular curriculum content. All actions have consequences and what happens when students do things that are unlawful could have long term effects on their career choices. After every session teachers will send in attendance so we can keep track of participation.

**TARGET POPULATION:** 100 (6 to 24 year olds)

**Number of participants served to date:** 24 (91% of which have experienced 7 or more VTC lessons, with all the participating teachers having received more than 20 state standard aligned lesson plans to prepare for and demonstrate knowledge acquired during these VTC sessions.

**GOALS/OBJECTIVES ACCOMPLISHED TO DATE:**  
Please provide the number of participants served to date in the table below.

**Goal One:** To provide 100 participants with relevant information about careers from Alaska High Growth Industry Leaders via a virtual learning portal in collaboration with in-class curriculum.

**Objective 1** Participants will take part in the Grant Recipient’s state education aligned curriculum.

**Objective 2** Participants will take part in resume writing and interview skills building activities.

**Objective 3** Participants will complete a job shadow.

**Objective 4** Participants will complete an assessment and evaluation worksheet.

**Objective 5** Participants will be assessed and evaluated by on-site teachers.

**Objective 6** Participants will take part in Barrier to Employment training.

| Goal/Objective |   |                                                                                         | Number to be Served | Number Served to Date     | Documentation                                                                                 |
|----------------|---|-----------------------------------------------------------------------------------------|---------------------|---------------------------|-----------------------------------------------------------------------------------------------|
| 1              | 1 | Participants will take part in state education aligned curriculum.                      | 100                 | 5 teachers<br>24 students | Participant attendance roster.                                                                |
|                | 2 | Participants will take part in resume writing and interview skills building activities. | 100                 | 24                        | Copies of resumes and interview results should be maintained in the participant files.        |
|                | 3 | Participants will complete a job shadow event.                                          | 100                 | 0                         | Participant records documenting the job shadow experiences.                                   |
|                | 4 | Participants will complete assessment and evaluation worksheet.                         | 100                 | 24                        | Copies of assessment and evaluation worksheets should be maintained in the participant files. |
|                | 5 | On-site teachers will complete assessment and evaluation worksheet.                     | 100                 | 3                         | Copies of assessment and evaluation worksheets should be maintained in the participant files. |
|                | 6 | Participants will take part in Barrier to Employment training.                          | 100                 | 24                        | Participant attendance roster.                                                                |

**NARRATIVE OF SERVICES:**

Provide a brief narrative of services provided this quarter by applicable Goal/Objective.

The Career Explorations Program has expanded the number of services this quarter. Some of these services are still in the beginning stages (like job shadowing opportunities), while others have started to approach meeting their Goal/Objective (Barrier to Employment Training, for example). Throughout the course of the program, Goals/Objectives will be revisited as we continue to strive toward providing services to the given target numbers. This is to say, “24 participants served” does not mean they merely completed one project/training; this may be the second, third, or fourth completed project/training reaching the same individual students, thus deepening our relationship and strengthening their skills with repeated exposure.

**PARTICIPANT WILL TAKE PART IN STATE EDUCATION ALIGNED CURRICULUM**

All participants involved have taken part in state education aligned curriculum. As part of the program, lesson plans have been developed that align with state curriculum standards. These lessons and other resources are sent to participating teachers through Constant Contact, a tool

that helps format, track, and archive emails while allowing live links and surveys. Teacher evaluations were collected, and it was unanimous that all teachers and students have participated in these lesson plans. It was reported that the lesson plans “help prepare the teachers and students for the VTC to come.” The lesson plans, activities, and resources give teachers and students the background necessary to understand the context of the guest speaker. Then, the post-lessons help the students process the information. These lesson plans are being posted to the Moodle Website that has been started, though remains in its design and development stages. All videoteleconferencing (VTC) sessions and lesson plans have been aligned with state education curriculum under the Employability, English, Math, and/or Technology Content Standards. There have been six VTCs this quarter.

#### PARTICIPANTS WILL TAKE PART IN RESUME WRITING AND INTERVIEW SKILLS BUILDING ACTIVITIES

All participants practiced their interview skills through VTCs with professionals and university students. Each participating classroom experienced a VTC with career-focused virtual content providers. Virtual content providers are *organizations like universities, museums, and cultural centers, which use VTC to teach or present materials to students in various content areas.* Prior to the content provider VTC, teachers were provided with state aligned lesson plans and activities that focus on building interview skills. Through the lessons students developed interview questions and also practiced answering interview questions developed by their peers. During the content provider VTC, students asked their questions to the professionals and university students. Participants were also asked to interview local professionals to learn more about the occupations available in their villages.

Through CEP, we are building toward interactivity. Interview skills have proven difficult for our participants, not only because interviews can be challenging, also because (as teacher feedback has assessed) in some ways behavioral traits leading to successful interviewing skills run contrary to cultural norms. In general, our students are very shy and are lacking many the “soft skills” necessary in industry. Through our projects, students are given the opportunity to build up the soft skill necessary for interviews. At the end of each VTC session there is 20 minutes for question and answer. Teachers are asked to have their students prepare three to five questions in preparation for this time period. When guests ask students for questions, students are prepared.

Students have also been asked to start interviewing on a more personal level. Meaning that they start off with someone they know in the community, whether it is a family member, teacher, or friend. This gives the student a sense of familiarity and less reason to be shy or nervous. Our hopes are that by the end of our program students will have built the skills, confidence, and knowledge necessary to complete an interview successfully.

#### PARTICIPANTS WILL TAKE PART IN A JOB SHADOW EVENT-

Relationships are being built to meet this goal. At this point no participants have taken part in job shadows.

#### PARTICIPANTS WILL COMPLETE ASSESSMENT AND EVALUATION WORKSHEET-

Students are continuously assessed. Throughout the program students have been given several types of assessments. Some results have been communicated to Avant-Garde directly through

the teachers, while others have been witnessed first-hand through VTC. All participants took part in the "Pathways Project," a program based on Project Based Learning [more information available upon request]. Each classroom interacted with professionals in a specific career field through VTC. Students then researched the career field and designed multimedia presentations. This project culminated with students meeting live over VTC to present their projects to one another helping students in other classrooms to learn about different occupations and giving Avant-Garde the opportunity to evaluate and assess student learning. Teachers reported that student skills enhanced and that, through the state aligned lesson plans, students learned new Web 2.0 tools and other computer software including Prezi, iMovie, Glogster, and Power Point to create the presentations.

*Please see the attached student work.*

**ON-SITE TEACHERS WILL COMPLETE ASSESSMENT AND EVALUATION WORKSHEET-** Teachers were given assessments and evaluations. They are "very happy with the support from Avant-Garde." Segue Grant from Qugcuun Memorial High School in Oscarville, AK reported that "contact and support from Avant-Garde couldn't have been better. The lesson plans and activities not only prepared my students for the VTC, but the information helped me support their learning throughout the process." Though it is not mandatory to do so, all participating teachers are continuing the program throughout the next semester.

**PARTICIPANTS WILL TAKE PART IN BARRIER TO EMPOLYMENT TRAINING-** During the 2<sup>nd</sup> quarter each classroom had a different career focused VTC content provider. Content Providers are organizations such as universities, museums, cultural centers, etc.) that use VTC to teach or present material to students in various content areas. The content providers gave students a Barrier to Employment Training for their specific career field. These trainings occurred on the dates listed below with the following topics:

| School Site                                                                                  | Date of VTC | Topic of VTC               | Content Provider                          |
|----------------------------------------------------------------------------------------------|-------------|----------------------------|-------------------------------------------|
| Southeast Island School District ( <i>Thorne Bay, Port Alexander, Kasaan, and Edna Bay</i> ) | 11/03       | Careers in Performing Arts | Clowes Memorial Hall of Butler University |
| Kipnuk                                                                                       | 11/09       | Nursing                    | University of Northern Michigan           |
| Qugcuun Memorial High School, Oscarville                                                     | 11/11       | CSI: Forensic Science      | Fort Worth Museum of Science and History  |

Content addressing Barriers to Employment will reoccur throughout the year. Each semester speakers will address this topic, placing emphasis on its importance.

**ACCOMPLISHMENTS: SUCCESS STORIES:**  
 Provide a narrative of participant successes resulting from participation in your program. Please include a separate photo attachment.

Throughout the quarter we have been supporting students' understanding of the careers that exist and how they can prepare for life after high school. We started the quarter with VTCs

teaching students how to use specific search tools in AKCIS and navigate through the system. State Aligned lesson plans were provided to teachers to prepare students for this VTC session; lesson plans offered activities that directly linked to students using both AKCIS and ALEXsys survey tools. As a result of the lesson plans and VTC sessions, 100% of the participants completed an Occupation Search, Alaska Schools Search, or both, and saved the results to their electronic portfolios. These activities supported students in thinking about their future and possible opportunities. The activities also gave students hands-on experience in AKCIS, a computer system that can provide support well into their academic or professional careers.

We have also been addressing 21<sup>st</sup> Century Skill building through state aligned curriculum and project based learning. Lessons were designed with the end goal in mind; students exploring career opportunities while, simultaneously building 21<sup>st</sup> century skills. Through the "Pathways Project" all participants first, learned about a specific career field through pre-content lesson plans and activities. Then, through a live, interactive VTC from a content provider students learned more about the career option of *their choice* and the "pathway" (or steps to take to get there) to earn future employment within that career. During this interactive VTC students were also given the opportunity to build their interview skills by preparing questions in advance, asking questions, and listening to responses. Finally, students enforced their understanding of the career pathway through building multi-media presentations. Students worked in pairs to create presentations, thus building their collaboration, communication, technology, and critical thinking skills. Presenting over VTC is a first step for learning how to speak in public. Having the choice to voice-over presentations gave students the opportunity to prepare in advance. Microphone headsets were purchased for each school site for this reason. 100% of our participants completed a multimedia presentation and learned how to use new Web 2.0 tools.

All of the virtual guest speakers spoke about Barriers to Employment. 100% of our participants received Barrier to Employment training and this information was passed on and reinforced through student presentations.

Another success story is that all of our participating teachers used the state education aligned curriculum that we prepared. Our overarching goal is to support teachers and students. By designing lesson plans that are useful to teachers and meet state education curriculum, we have met one of our goals. We have found that some teachers are making modifications to our lessons to make them achievement level appropriate. In the future, these leveled lessons will be posted to our Moodle site so more teaches with students at various levels of achievement will be able to utilize this resource. This will be a great way to create a feeling of community between the teachers participating in the Career Explorations program.

**PLANNED ACTIVITIES FOR NEXT REPORTING PERIOD:**

Describe the grant activities you expect to complete during the next quarter.

During the next quarter we will continue our "project based learning" model, where we develop lessons and programs with the end goal in mind. Our first project is going to be based on the Alaska Vocational Technical Center (AVTEC). Patti Price, the Counseling Department Chair, is going to give students an overview of all the programs AVTEC has to offer. In subsequent VTCs people from the specific programs will come and talk

to students. There will also be a VTC with guest speakers from the University of Fairbanks RAHI program and Rural Student Services. Throughout this process, students will be researching different opportunities at AVTEC, and other post-secondary organizations. Before the end of the next quarter, students will create a digital story on the program they are most interested in.

To explore a Barrier to Employment more closely we are going to have Jeremy Osborne from the Yuut Elitnaurviat Driving Academy speak to students. He will talk about the problems that not having a driver's license can cause when looking for employment and answer questions such as:

1. Why is it important to have a driver's license? If it's not important right now, why might it be in the future?
2. What is keeping students from getting their driver's license, and what obstacles will they have to overcome to get it?
3. What steps can students take to better prepare themselves for getting their drivers license?
4. How can you support them?

Many students have shown interest in flight school and becoming a pilot. We are building a relationship with the Yuut Yaqungviat Flight School and made plans to have speakers (pilots, mechanical engineers, and other staff) from the school come and talk to students. We are also in the preliminary planning stages of building a partnership with the Federal Aviation Administration. This partnership will allow Avant-Garde access to excellent resources and Avant-Garde will help the FAA disperse those resources to remote areas not currently receiving them. Math problems and Reading passages are going to be provided from a teacher at the flight school and the FAA to show students how what they learn in school is actually used in the 'real world.'

Avant-Garde will be able to support teachers and students in any area where they might need further assistance during these programs. Lesson plans and any required classroom resources (books, programs, etc) will be designed and shared/provided to develop presentation styles, 21<sup>st</sup> Century Skills, and technology awareness. If students need further assistance in learning how to create a digital story, a VTC will be scheduled to meet those needs. The 'Pathways Project' gave students a foundation of the skills needed to build a digital story. Subsequent projects will build on that foundation and solidify their understanding of the tools.

During this quarter we will continue to focus on building more partnerships and strengthening the partnerships that we have recently created. More partnerships will be built with universities and colleges, school districts, business, tribal organizations and communities. These partnerships will support student interactions and job shadows or internships. We are working towards creating opportunities for students to have job shadowing opportunity in a job that is interesting to them.

Avant-Garde's Moodle site will also be launched within the next quarter. It will be a user friendly website where teachers and students can go to locate resources and information that

supports the Career Explorations. The information that has been sent through Constant Contact will instead be posted to the Moodle website.

**ON TIME AND ON BUDGET:**  
 Are the grant activities progressing as planned? Are you within your budget? If not, what is the cause? What is the solution? How can we help?

We are finding more and more partnerships, increasing the amount of state aligned curriculum, and learning a lot of the actual needs of rural teachers and their students. These are all positive movements of progress.

We had planned on launching our Moodle site at the beginning of the 3<sup>rd</sup> quarter, but have now assessed that we will push this further into the future. We continue work on it, find it valuable, and currently have Constant Contact as a temporary replacement for this activity.

We still need to create job shadowing opportunities for students, many of whom are in communities where a profession of interest may not exist. Though we were unaware of this previously, last year the onus was placed upon the participating teachers to create these opportunities. We are therefore learning new ways to support teachers, which has been slow going.

However, we plan to use travel monies to help us meet this objective in the 3<sup>rd</sup> or 4<sup>th</sup> quarter, perhaps with summer youth programs.

We continue to gather information and seek contact with new partners to help achieve this goal.

**DEMOGRAPHIC DATA:**  
 List the number of participants, the age groups, the school the activities took place at (list community if not at a school), number of the participants in school, and the number of participants that are not in school and the training dates.

| # OF YOUTH                                        | # OF 16 - 18 YEAR OLDS | # OF 19 - 24 YEAR OLDS | SCHOOL OR COMMUNITY | # YOUTH IN SCHOOL | # YOUTH OUT OF SCHOOL | TRAINING DATES |
|---------------------------------------------------|------------------------|------------------------|---------------------|-------------------|-----------------------|----------------|
| <b>VTC#1 AKCIS Career and Occupation Searches</b> |                        |                        |                     |                   |                       |                |
| 7                                                 | 7                      | 0                      | Oscarville          | 8                 | 0                     | 10/12/10       |
| 6                                                 | 6                      | 0                      | Kipnuk              | 6                 | 0                     | 10/12/10       |
| <b>VTC#2 School and Scholarship Searches</b>      |                        |                        |                     |                   |                       |                |
| 5                                                 | 5                      | 0                      | Thorne Bay          | 6                 | 0                     | 10/14/10       |
| 2                                                 | 2                      | 0                      | Port Alexander      | 2                 | 0                     | 10/14/10       |
| 1                                                 | 1                      | 0                      | Kasaan              | 1                 | 0                     | 10/14/10       |
| 1                                                 | 1                      | 0                      | Edna Bay            | 1                 | 0                     | 10/14/10       |

|                                                                    |   |   |                |   |   |          |
|--------------------------------------------------------------------|---|---|----------------|---|---|----------|
| 5                                                                  | 5 | 0 | Kipnuk         | 6 | 0 | 10/14/10 |
| <b>VTC#3 Preparing for Content Providers and Projects</b>          |   |   |                |   |   |          |
| 7                                                                  | 7 | 0 | Oscarville     | 8 | 0 | 10/28/10 |
| 5                                                                  | 5 | 0 | Thorne Bay     | 6 | 0 | 10/28/10 |
| 2                                                                  | 2 | 0 | Port Alexander | 2 | 0 | 10/28/10 |
| 1                                                                  | 1 | 0 | Kasaan         | 1 | 0 | 10/28/10 |
| 1                                                                  | 1 | 0 | Edna Bay       | 1 | 0 | 10/28/10 |
| 6                                                                  | 6 | 0 | Kipnuk         | 6 | 0 | 10/28/10 |
| <b>VTC#4 Careers in Performing Arts</b>                            |   |   |                |   |   |          |
| 6                                                                  | 6 | 0 | Thorne Bay     | 6 | 0 | 11/03/10 |
| 2                                                                  | 2 | 0 | Port Alexander | 2 | 0 | 11/03/10 |
| 1                                                                  | 1 | 0 | Kasaan         | 1 | 0 | 11/03/10 |
| 1                                                                  | 1 | 0 | Edna Bay       | 1 | 0 | 11/03/10 |
| <b>VTC#5 Nursing</b>                                               |   |   |                |   |   |          |
| 6                                                                  | 6 | 0 | Kipnuk         | 6 | 0 | 11/09/10 |
| <b>VTC#6 CSI: Forensic Science</b>                                 |   |   |                |   |   |          |
| 8                                                                  | 8 | 0 | Oscarville     | 8 | 0 | 11/11/10 |
| <b>VTC#7 Classrooms Present Multimedia Projects to One Another</b> |   |   |                |   |   |          |
| 8                                                                  | 8 | 0 | Oscarville     | 8 | 0 | 12/02/10 |
| 6                                                                  | 6 | 0 | Thorne Bay     | 6 | 0 | 12/02/10 |
| 2                                                                  | 2 | 0 | Port Alexander | 2 | 0 | 12/02/10 |
| 1                                                                  | 1 | 0 | Kasaan         | 1 | 0 | 12/02/10 |
| 0                                                                  | 0 | 0 | Edna Bay       | 1 | 0 | 12/02/10 |
| 6                                                                  | 6 | 0 | Kipnuk         | 6 | 0 | 12/02/10 |

**STATISTICAL DATA:**  
Please complete the table below as applicable.

| By Quarter   | Career Guides Activities & Exploration | Youth Employment Skills | Work Experiences | Academic Training | Apprenticeship and Pre-Apprenticeship |
|--------------|----------------------------------------|-------------------------|------------------|-------------------|---------------------------------------|
| 01/1 - 03/31 |                                        |                         |                  |                   |                                       |
| 04/1 - 06/30 |                                        |                         |                  |                   |                                       |
| 07/1 - 09/30 | 24                                     | 24                      | 0                | 24                | 0                                     |
| 10/1 - 12/31 | 24                                     | 24                      | 0                | 24                | 0                                     |

**Please note:** The data collected in your Quarterly Progress Report provides vital information that can have a direct impact on future funding for our grant programs. Forwarding your

success stories and photos as part of our requests is further evidence of how rural youth training is crucial to building a strong workforce for Alaska. Thank you in advance for your cooperation.