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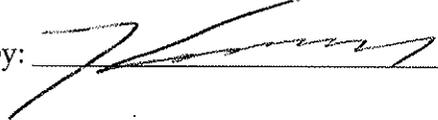


**Denali Training Fund - Youth Program
 Quarterly Progress Report**

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 Exploration
Reporting Period:	9/30/10 - 10/15/10
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 10-15-2010

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:

CEO 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 videoconferencing. 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 CEO 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 the Career Project, ALEXsys survey, resume writing and interview skills.

CEO will focus on the rural communities of Takotna, McGrath, Shageluk, Scammon Bay, Alakanuk, Sheldon Point, Pelican, Southeast Island Schools, Kodiak, Nome, Tuluksak, AVAIL and offer services to Dillingham, Valdez, Juneau, Yukon Flats, Bristol Bay Schools, Cordova, Craig and the Bering Strait School District.

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. As part of the regular curriculum content and message to all CEO students is the consequence of their actions and what happens when they do things that are unlawful with an emphasis on drugs and alcohol. CEO will also have a code of conduct that infers these issues and promotes discussion. All students must sign this document and have on record to be enrolled in CEO.

TARGET POPULATION: 100 (6 to 24 year olds)

Number of participants served to date: 24

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 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	23	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	22	Participant attendance roster.

NARRATIVE OF SERVICES:

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

The Career Explorations Program began a number of services this quarter, some are still in the beginning stages while others have started to meet their Goal/Objective. Throughout the course of the program, Goals and Objectives will be revisited, and we will continue to strive to meet our participant target numbers.

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. 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 that can connect readers to web pages and pdf versions of lesson plans. Teacher evaluations were collected, which report that all teachers and all students have participated in these lesson plans. The lesson plans were first shared through Constant Contact, but are being posted to the Moodle Website. Our newly created Moodle page (or course shell) has been started, though is still in its design and development stages. Each video teleconferencing (VTC) session has also been aligned with state education curriculum under the Employability Content Standard. There have been two VTCs this quarter.

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

Several lesson plans were designed to meet this need, and all involved participants have met this goal. The lesson plans will be posted to the Moodle site so teachers can utilize them in the future, and current participants will revisit this goal throughout the program. As the program moves forward into the next quarter, we will add more teachers and students to meet our target numbers. The services rendered will also be repeated throughout the year long program, ensuring that all participants receive the services and benefit from them. The most recent Constant Contact was designed specifically around the topic of resume writing and interviewing. Students and teachers have also been working with Alaska Computer Information Systems (AKCIS), which is a web-based education and career-planning resource designed for Alaskans. A representative of AKCIS came as a VTC guest speaker. During this VTC she spoke about resume writing and interview skills and demonstrated how students could use AKCIS as a tool to enhance these.

PARTICIPANTS WILL TAKE PART IN A JOB SHADOW EVENT-

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

PARTICIPANTS WILL COMPLETE ASSESSMENT AND EVALUATION WORKSHEET-

Students have been given several types of assessments. The results of the assessments have been communicated to Avant-Garde directly through the teachers. The assessment results are highly important and have been playing into the direction of the program. For example, prior to a VTC meeting/session, a student assessment is given, the teacher then shares the result with us so we can decide together which topic is best to move forward on. After the first AKCIS VTC, through student assessment and teacher conversations, it was decided that the next VTC topics should be focused on *School and Scholarship Searches* and *Occupation Searches*. Giving assessments and receiving results helps Avant-Garde meet the direct needs of the students.

ON-SITE TEACHERS WILL COMPLETE ASSESSMENT AND EVALUATION WORKSHEET-

Teachers were given assessments and evaluations. One participating teacher lauded "I pleased with the communication and responsiveness from Avant-Garde for this class." Amy McDonald from Southeast Island School District "really appreciates it and looks forward to the lessons." It has been a great learning experience for all. The students "really enjoy having class with you," said Segue Grant from Qugcuun Memorial High School in Oscarville, AK.

PARTICIPANTS WILL TAKE PART IN BARRIER TO EMPLOYMENT TRAINING-

The Barrier to Employment Training was included in CJ Allison's AKCIS presentation on September 30, 2010. Content addressing this topic will also reoccur throughout the year. Each semester there will be a speaker who gives a Barrier to Employment Training through VTC.

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 to get ready for them. Part of this process included building e-portfolios on AKCIS. 100% of our participants created a portfolio on AKCIS and began to build their personal information in the system. By building a personal portfolio on AKCIS, students can track their education; custom search information on colleges, universities, technical schools, etc; find occupations; and search for scholarships, grants, and loans. They can also save references, write resumes, save writing samples and documents; and take/save personal assessment tests. Information and portfolios on AKCIS can be saved indefinitely and accessed from anywhere, as long as there is an internet connection. Avant-Garde is supporting our participants in the journey of becoming life-long learners by exposing them to a free tool that can travel with them throughout their post-secondary school and/or into their career. Learning how to effectively and efficiently use AKCIS as a tool is a great success, and 100% of our participants have completed this.

All of our participating teachers have used state education aligned curriculum. This is another success story. 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. Building upon the responsiveness we can provide based on on-going needs assessment information, this group participation—a new feature of the program—speaks to the demonstrated feeling of community our plan encourages between the teachers participating in the Career Explorations program and Avant-Garde.

PLANNED ACTIVITIES FOR NEXT REPORTING PERIOD:

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

During the next quarter we will first have another VTC on using AKCIS. This lesson will focus on *Occupations Sorts* and *School and Scholarship Searches*. Next we will give all participants an assessment and/or evaluation worksheet. This is a crucial step in determining our effectiveness.

After the conclusion of the AKCIS VTC, we will move on to the next phase of our project which will occur during this next quarter. This phase will include three to four VTCs and several supporting state aligned lesson plans.

For each individual school, we will bring in a Content Provider focused on a different career path from the Center for Interactive Learning and Collaboration (CILC). This content will be provided on the second VTC, out of a series of three (possibly four if needed). The first VTC will be used to prepare the students for the content. This might include getting them ready to ask interview questions, teaching them how to research the professional guest speaker, discussing a technology project, etc. How we prepare the class will depend on which Content Provider they choose. We will work with the on-site teachers to determine the Content Providers within the next week based on the need and interests of the students.

After the Content Provider VTC, there will be a period of two-four weeks where the students will create presentations about what they learned from the guest speaker. Presentations will focus on the development of 21st Century Skills and support student understanding of the career path presented. The next, and final, VTC will be an opportunity for the students to give their presentations about the content learned to each other. This method will enhance learning because students get to teach each other the information they learned from the Content Provider, and the students get to develop their presentation skills in front of the VTC.

Avant-Garde will be able to support teachers and students in any area where they might need assistance during this process. Lesson plans and any required classroom resources (books, programs, etc) will be designed and shared/provided to develop presentation styles, 21st Century Skills, and technology awareness. If students want to practice their presentations prior to the official VTC presentation, a time will be set up with Avant-Garde. There will also be time for a fourth VTC if presentations run too long.

During this quarter we will also 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.

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?

Work started on this grant project—and accounting procedures were set in place—prior to the grant's official start date, September 8, 2010. Due to the delay in the start date of the grant, this first quarter represents a 17 day window, a timeframe too short for us to officially fully transfer our accounting procedures to reflect spending on this grant this quarter. Consequently, there is no reported spending during this quarter, though grant activity has occurred.

This will of course change for the second quarterly report. Therefore, no additional budget reports have been attached.

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
						VTC#1
7	7	0	Oscarville	8	0	09/16/10
6	6	0	Thorne Bay	6	0	09/16/10
1	1	0	Port Alexander	2	0	09/16/10
1	1	0	Kasaan	1	0	09/16/10
1	1	0	Edna Bay	1	0	09/16/10
6	6	0	Kipnuk	6	0	09/16/10
						VTC#2
8	8	0	Oscarville	8	0	09/30/10
6	6	0	Thorne Bay	6	0	09/30/10
2	2	0	Port Alexander	2	0	09/30/10
1	1	0	Kasaan	1	0	09/30/10
1	1	0	Edna Bay	1	0	09/30/10
4	4	0	Kipnuk	6	0	09/30/10

STATISTICAL DATA:

Please complete the table below as applicable.

By Quarter	Career Guides Activities & Exploration	Youth Employ-ability 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					

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.

	16-Sep-10	30-Sep-10	12-Oct-10	14-Oct-10
Thorne Bay School:				
Steven Taylor	1	1	n/a	1
Meghan Cook	1	1	n/a	1
Joseph Kelly	1	1	n/a	1
Cassi Redding	1	1	n/a	1
Soiyor Fitzpatrick	1	1	n/a	1
Shiloh Huestis	1	1	n/a	1
Port Alexander School:				
Mike Luedke	1	1	n/a	1
Shelsea Luedke	0	1	n/a	1
Kasaan School:				
Robert Shedlowsky	1	1	n/a	1
Edna Bay School:				
Teran Poelstra	1	1	n/a	1
Oscarville:				
William Henry	1	1	1	n/a
Kalila Berezkin	1	1	1	n/a
Patrick Waska	1	1	1	n/a
Nick Joekay	1	1	1	n/a
Anissum Henry	1	1	1	n/a
Nicole Stevens	1	1	0	n/a
Jackie Joekay	1	1	1	n/a
Chinace Egoak	0	1	1	n/a
Kipnuk:				
Rachel Ayaprun	1	1	1	1
Victoria Lomack	1	0	1	1
Emmet Paul	1	1	1	1
Roxann Paul	1	1	1	0
Kiera Mesak	1	1	1	1
Adrian Mukluk	1	0	1	1
Total	22	22	13	15