

COLLEGE ACCESS CHALLENGE GRANT PROGRAM

PART 1 -- ANNUAL PERFORMANCE REPORT

SECTION I: EXECUTIVE SUMMARY

1. Please provide a brief description (3-4 pages) of the current status of your project. Describe the extent to which you have implemented all program activities and components planned for this reporting period. Highlight your major outcomes, successes, and challenges.

Building on the success of its peer-mentoring program established during the first three years of the College Access Challenge Grant Program (CACG), Alaska in year four expanded to a remote rural location and laid the foundation for expansion of the Alaska College & Career Advising Corps (ACAC) to other regions of the state. The Alaska Commission on Postsecondary Education (ACPE) also focused on continuous improvement of the existing ACAC program structure and created new content to ensure minimum standards are met in delivering information that will encourage greater access and success and foster long-term sustainability. The growth of Alaska's CACG program will increasingly raise awareness of postsecondary options for low-income and first-generation students and continue to build a college-going culture throughout the state.

After a 2007 report from the Institute for Higher Education Policy recommended the establishment of a peer mentor program in the state as one strategy to increase college access, ACPE established the pilot College/Career Guide Program in conjunction with state and national partners. Since March of 2009, recent college graduates have provided "near peer" one-on-one advising to over 2,000 students at Service and Bartlett High Schools in the Anchorage School District (ASD) and Bethel High School in the Lower Kuskokwim School District (LKSD). During the 2011-2012 program year, ACAC "College & Career Guides" facilitated 219 classroom presentations and other school-wide events attended by 6,447 students and family members and conducted 1,314 face-to-face meetings with students at all three locations. *Please note this number represents total attendance at events, not individual students and family members. Students may have attended more than one workshop or events during the year.* Individual activities include career exploration, higher education preparation, and provision of resources on the full spectrum of college/training application and financial aid processes. The program design and implementation was guided by a workgroup of 15 key national and state partners convened by ACPE: Alaska's College Access Advisory Team. Original membership of the CAAT was comprised of key business, community, education, and government leaders to provide a comprehensive view on Alaska's college access initiatives, facilitate dialogue on critical policy issues, and provide ongoing feedback to continuously improve the CACG program's effectiveness. The workgroup's composition is currently under review to ensure it is reflective of Alaska's geographic and cultural diversity and represents areas the Advising Corps and other ACPE programs and services impact. During the summer of 2012, a new statewide college access network – the College Access and Success Team (CAST - Alaska) – will have its initial convening with a goal of sharing best practices and coordinate postsecondary access, persistence, and completion projects and activities across the state.

In early 2010, Alaska officially became a member of the National College Advising Corps (NCAC) and accordingly changed its program name from the Alaska College/Career Guide Program to the

Alaska College & Career Advising Corps (ACAC). The benefits of national membership include access to high impact models of near-peer college and career advising, a network of college access practitioners across the country, and technical assistance related to program implementation and administration which will enhance long-term sustainability.

Also in 2010, with extensive input from CAAT and national partners, ACPE identified the LKSD as a rural site for program expansion. Following the creation of a list of preferred school characteristics and a “capacity assessment” answered by school district leadership, Bethel Regional High School was chosen as the next program location because of its predominantly low-income/first-generation student body, its infrastructure capacity to launch the program, and its positive working relationship with ACPE. Located on the far western edge of the state, Bethel is a remote location, accessible only by air or river, with a traditionally underserved student population and large Alaska Native community. After meeting with district and school leadership, and based on previously established relationships with counseling staff and community partners in December of 2010, the process of expanding the ACAC began in early 2011, with direct services to students starting during the fall semester of the 2011-2012 school year.

While opening and operating a program in such a remote location was a challenge, the solid program foundation created during the first three years of the grant made the transition from urban to rural high schools much easier. This foundation will also help Alaska expand into four more regions of the state during the 2012-2013 school year. Four new locations – the Kenai Peninsula and Kodiak Island in the south and Fairbanks and North Pole in the north – have been identified and selected as expansion locations. A total of four new guides will assist students at a total of 13 new schools – one high school in Fairbanks, one high school in North Pole, two high schools in the Kenai Peninsula, and one high school and eight surrounding rural island schools in Kodiak. As with the selection of Bethel, the capacity assessment created by the ACAC program allowed ACPE to identify locations with both the greatest need and the greatest chance of success. Determining core environmental characteristics (student demographics, ongoing access efforts, counseling staff commitment, ability to track student data) and the organizational background and structure of the school (per-pupil spending, staff-to-student-ratio, counseling staff resources, current targeted interventions) ensures a school’s readiness and capacity to benefit from participation in the ACAC. ACPE’s careful planning of project details will continue to inform and shape the program as it continues to reach more students in traditionally underserved areas.

Program expansion and sustainability was further enhanced by the hiring of a dedicated ACAC Program Manager and a Completions Coordinator. Greg Monrad, the Program Manager, oversees the day-to-day activities and supervision of the guides from ACPE’s Anchorage office and works closely with representatives from across the state in planning for program expansion. Misty Klodt, the Completions Coordinator, provides the necessary tools, skills, and knowledge students need to stay on track and graduate once they enter a postsecondary program of study. In the initial year of the postsecondary completions program, 299 students from ACAC high schools received services targeted at transition to and persistence in their postsecondary programs. These services included one-on-one assistance with accepting financial aid awards, phone and e-mail communication to ensure class registration and large group transition success programs for graduates from ACAC High Schools. The Completion Coordinator will continue to track and assist these students, and future ACAC high school graduates into and through postsecondary programs.

In addition to hiring a new College & Career Guide, Nathaniel Betz, to serve students at Bethel High, ACPE hired two new Guides to continue services to students at Service and Bartlett High during the third year of CACG. Sarah Hill took over duties at Service while Deanna Blackburn now works with students at Bartlett. The staff transitions at Service and Bartlett High Schools are consistent with the NCAC/ACAC characteristic that guides serve no more than two years in order to truly maintain a near-peer model.

ACPE also hired a new Alaska Career Information Systems (AKCIS) Trainer. Judy Papineau, who previously worked for the Alaska State Department of Labor and the University of Alaska Anchorage, will facilitate greater understanding and use of the database among the Guides, counselors, teachers, and other key stakeholders. This “train-the-trainer” model should dramatically increase usage of AKCIS throughout the state. Through use of AKCIS students are able to create interactive postsecondary and career planning portfolios that allow tracking of career interest and skill inventories, career exploration and research activities, information on financial aid (including FAFSA and a scholarship search), as well as research into specific colleges, universities and postsecondary training programs. The database provides an online record of key activities that lead to postsecondary preparation and success. The program created will increase the knowledge of guides, counselors, teachers and other key stakeholders to more effectively use AKCIS in their environment.

ACPE also enhanced and formalized several aspects of its CACG program through an internal program evaluation. The resulting improved set of policies and procedures will make the program more productive and accountable as service delivery keeps expanding in the years to come. In addition to new internal agency policies and procedures, the ACAC program created a comprehensive toolkit of structured content designed to ensure guides connect with students on topics ranging from financial aid, the college application process, and career exploration. Through short and long-form presentation formats, the toolkit also helps to dispel common myths (perceived as barriers to access) about college and provides Guides with strategies for working with low-income and first-generation students.

To allow Alaska’s CACG project to no longer rely on bi-monthly student data updates provided by individual program sites, a comprehensive ACAC database was created to allow program managers and coordinators to track real-time student data from any location in the state, something that will become increasingly important as the ACAC program expands into remote locations like Bethel and Kodiak. By measuring the increase in the number of students who are planning to attend postsecondary education, who have a college and career plan, who have completed the FAFSA, and who graduate and enroll in college, Alaska will be able to improve both the performance of the College & Career Guides and the overall program outcomes. In use since October of 2011, the database will be undergoing enhancements to increase tracking and reporting capabilities and more closely reflect staff workflows.

The ACAC Program also has the potential to create a statewide practitioner network devoted to college access programming through convening and sharing best practice methodologies of state and national partners. Now in the planning phase, in summer of 2012, Alaska’s CACG leadership will convene the College Access and Success Team – Alaska (CAST Alaska) for an initial meeting of 15 representative organizations from across the state with the National College Access Network providing technical advising. The goal of the convening is to engage players who influence postsecondary attendance, persistence and completion and foster a statewide partnership to positively affect postsecondary participation and completion.

In addition, Alaska will continue as a member of the Western Interstate Commission for Higher Education's (WICHE) CACG Consortium, Alaska will also be able to share information and keep abreast of the latest developments related to college access and completion strategies and service delivery trends in other western states.

Even with three solid years of program success, Alaska continues to face significant challenges. The state's college-going rate remains among the lowest in the nation and policymakers face significant obstacles as they attempt to address the needs of first generation or low-income students and families. The ACAC is an effective model in addressing the cultural and geographical challenges found in Alaska while simultaneously creating a college-going culture in all areas of the state.

SECTION II: GOALS AND OBJECTIVES

1. Describe the progress that your project has made towards accomplishing the objectives of your project for this reporting period as outlined in your grant application. Please list your objectives in the table below, and indicate what activities have taken place, the quantitative results of those activities, and actions required (what, if any, changes do you intend to make in response to the results that you have seen). You may extend this table on to another page as needed.

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
<p>1. To increase awareness of college as an option</p>	<p>Continued to operate, improve, and expand the Alaska College & Career Advising Corps program:</p> <ul style="list-style-type: none"> • Services at both ASD locations continued as originally outlined, with increased success during year four of the grant. • Began services at first rural location in Bethel. • After conducting detailed capacity assessments and meeting with numerous district, school, and community contacts, ACAC program expansion continued, as four new locations were selected covering different geographic regions of the state: the Kenai Peninsula, Kodiak Island, North Pole and Fairbanks. Services to students at 13 schools in these regions will begin during the fall semester of the 	<p>Students at two high schools in the ASD and one in the LKSD continued receiving direct college access and success services:</p> <ul style="list-style-type: none"> • 1,314 one-on-one advising sessions to 770 students at Service, Bartlett, and Bethel High Schools. • College & Career Guides developed and conducted 219 classroom presentations or school-wide events which covered topics including assessment of all students' education/career plans; promotion of and registration for college entrance exams; filling out financial aid forms, and use of the Alaska Career Information System (AKCIS). A total of 6,447 (<i>students may have participated in more than one event</i>) students attended these events. <p>Initial results comparing school climate indicators</p>	<p>Three full years of activity in the ASD and almost one in the LKSD has allowed the program to collect baseline data measuring early program impacts. ACPE will analyze/evaluate program effectiveness at the Service, Bartlett, and Bethel High Schools, and modify services as needed.</p>

	<p>2012-2013 school year.</p> <ul style="list-style-type: none"> Created a comprehensive toolkit of structured content to aid the College & Career Guides in reaching students regarding a variety of postsecondary issues and challenges. Administration of ACAC surveys to 1846 students. The survey collects students' demographic information and measures their educational and career aspirations along with identifying key at-risk indicators for postsecondary education success. 	<p>from 2009-2010 to 2010-2011 (utilizing the End of Year Survey) are shown below:</p> <p><u>6 percentage point increase</u> in students taking the PLAN or the PSAT</p> <p><u>13 percentage point increase</u> in the number of high school juniors and seniors who have taken the SAT or ACT.</p> <p><u>8 percentage point increase</u> in students given guidance on qualifications needed to enter postsecondary education</p> <p><u>2 percentage point increase</u> in students forming a formal career or course plan for high school and beyond</p> <p><u>3 percentage point increase</u> in students who have taken a course in high school eligible for university/college credit.</p> <p><u>20 percentage point increase</u> in students who have visited a college campus.</p> <p><u>6 percentage point increase</u> in students filing a FAFSA</p> <p><u>14 percentage point increase</u> in students admitted into a college, university, or postsecondary program</p> <p><u>4 percentage point decrease</u> in students</p>	
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		expressing the need for more information to understand the options available to pay for college or training.	
2. To increase the rate of enrollment in postsecondary education for all Alaskans, emphasizing disadvantaged populations.	<p>Program activities continued at Service and Bartlett High schools and began at Bethel High with special emphasis on low-income/first generation students:</p> <ul style="list-style-type: none"> • Facilitated 219 college enrollment information sessions to 6,477 students and their families through classroom/ lunch hour presentations and other school wide events. (Students may have participated in more than one activity) • Hired an AKCIS trainer to increase understanding and usage of the online database among staff and students with the goal of getting more students to complete career plans and enroll in some form of postsecondary education. • Began development of a statewide College Access and Success Team (CAST) which will actively work with communities and statewide postsecondary access and support programs and 	<p>Postsecondary participation rates for Service High (first pilot) and Bartlett High (second pilot) had been steadily declining over the school years prior to program implementation:</p> <p>Service High School: Roughly 64 percent in 2004-2005 to 47 percent in 2007-2008.</p> <p>Bartlett High School: Roughly 46 percent in 2004-2005 to 38 percent in 2008-2009.</p> <p>Program data indicate continuing positive impacts:</p> <p>The number of students at Service High School who enrolled in postsecondary education directly from high school increased slightly, by .6 percentage points, from the year before.</p> <p>More impressively, data from Bartlett High School shows a 5% increase in postsecondary enrollment directly from high school from the year before.</p> <p>Baseline data for Bethel has been collected by ACAC staff. Initial</p>	Continue to collect program data, match it to national postsecondary enrollment data to better inform and enhance existing services and develop a successful/scalable model for Alaska.

	<p>organizations to change attitudes about postsecondary education and increase college participation and degree attainment across Alaska.</p> <ul style="list-style-type: none"> • College & Career Guides organized & participated in <u>10</u> financial aid nights/Career Fairs for students at Service High and Bartlett High. • College & Career Guides were site coordinators for <u>3</u> College Goal Sunday FAFSA Completion sites in the state. • College & Career Guides organized and participated in <u>5</u> campus visitation programs for students at their schools. • The Postsecondary Completions Coordinator coordinated <u>3</u> successful postsecondary transition events attended by <u>181</u> students in spring 2012. • <u>299</u> students received services and assistance from the Completions Coordinator during the initial 10 months of program services. 	<p>postsecondary application data from the class of 2012 predict an increase from a very low 34% of the class of 2011 who enroll in college the fall directly following high school graduation.</p>	
<p>3. To develop strategies for program sustainability</p>	<p>Several strategies to ensure program sustainability have</p>	<p>Secured consensus from key leaders and partner organizations on the</p>	<p>Identify next expansion sites. Implement program model and monitor</p>

	<p>already been undertaken :</p> <ul style="list-style-type: none"> • Refined program expansion criteria and site selection materials outlining levels of service, key indicators, and a district capacity assessment for readiness and capacity to benefit from ACAC participation. • Conducted an internal program audit which improved and formalized the policies and procedures governing the ACAC program. • Continued to convene internal workgroup meetings on an as-needed basis to discuss and guide the development, implementation, and expansion of the program. • Review and reconfigure the College Access Advisory Team (CAAT) to better represent the unique geographic and ethnic diversity of the state and 2012 expansion sites to reconvene in the upcoming year. • Continued as an official member of the National College Advising Corps (NCAC). • Continued development and 	<p>program expansion plan, which led to the implementation of services in the LKSD and the continuation of services at Bartlett and Service High Schools. The planned expansion into four new areas in the state follows the model created by ACPE during Year 2 of the grant where specific school characteristics were identified to create long-term sustainability.</p>	<p>local/community feedback. Continue to evaluate program effectiveness. Modify activities and strategies as needed to meet local needs.</p>
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	<p>began enhancement of the ACAC database for longitudinal tracking. This will allow program staff to remotely access centralized data and measure program outcomes from any location. The enhancements will increase reporting abilities and improve the interface to more closely represent the workflow and needs of the College & Career Guides.</p>		
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2. Describe any significant changes in your project design since the approval of your grant application (e.g., changing from individual tutoring to group tutoring or placing more emphasis on enrichment activities rather than remediation). Do you anticipate making changes to your project design in the coming year? If so, please describe. How have any changes or anticipated changes affected your budget? How will these changes impact quantitative outcomes and your ability to meet the project’s goals.

Alaska’s CACG program implementation has progressed as outlined in the original grant proposal. ACPE has and will continue to extend near-peer mentoring support and services to regions throughout the state to increase student success and statewide capacity for delivering college access services. In addition to continuing mentoring activities at Service High and Bartlett High and starting a new program at Bethel Regional High School, four new locations and thirteen schools were identified and selected for further expansion during the 2011-2012 grant year – Skyview and Nikiski High Schools in the Kenai Peninsula, North Pole High School in North Pole, Lathrop High School in Fairbanks, and Kodiak High School on Kodiak Island. While the base of operations will be in the high school, the Kodiak Guide will also service the eight surrounding village schools through both teleconference and on site meetings.

SECTION III: ADMINISTRATION

1. Organizational Structure/Capacity

a. How does CACG fit into your organizational structure?

The CACG program compliments existing statewide initiatives offered through ACPE and builds on current efforts to foster a college-going culture. The release of CACG funds coincided with Alaska's college access blueprint formulated from the findings of the 2007 *Making Alaska More Competitive* report. The alignment of CACG and ACPE college access goals has the potential to positively influence the public's attitudes towards education beyond high school.

ACPE is uniquely positioned to coordinate CACG program efforts because of its mission of promoting and supporting higher education for all Alaskans. Established in 1974 by the Alaska State Legislature, ACPE has a long history of helping students achieve their postsecondary education goals. Particularly in 2002, the Legislature took significant steps toward addressing higher education access issues by authorizing ACPE to put into place the AlaskAdvantage Programs, which comprise a suite of outreach and educational financial aid products and services designed to increase access to the benefits of postsecondary education. Specific areas of focus include (1) early awareness programs for children, teens, and parents; (2) tailored statewide outreach programs, with specific focus on underserved, rural and Native communities; (3) support programs for adult learners and the workforce; (4) financial aid programs; (5) promotion and support of Alaska postsecondary education institutions; and (6) postsecondary education consumer protection.

Because of the CACG program's alignment with its goals of college access and success for everyone, it is housed in ACPE's outreach division. As a result, CACG activities have gained statewide support from key partners, including the superintendent of the ASD, the superintendent of the LKSD, the University of Alaska Statewide System, the Alaska Department of Labor and Workforce Development, the Alaska Department of Education and Early Development, the Alaska State Chamber of Commerce, the CIRI Foundation, and the Foraker Group. The CIRI Foundation encourages education and career development of Alaska Native beneficiaries through scholarship and grant programs. In addition the Foraker Group is a not-for-profit organization that works with public services organizations to develop a strong mission and build capacity toward program sustainability.

ACPE is also in the process of enhancing their comprehensive, online database to track student outcome data and program success. This data will allow the program to evaluate successful strategies and interventions from those which are less impactful. In addition, ACPE has created a comprehensive toolkit of structured content designed to help current and future College & Career Guides assist students with college and career choices. The content consists of information and pre-designed presentations on a variety of topics including, working with low-income and first-generation students, meeting college application deadlines, filling out financial aid forms, exploring different careers, and debunking myths about attending college.

Increased ACAC staffing has also bolstered Alaska's CACG efforts. Along with three new College & Career Guides, a full-time Program Manager and a Completions Coordinator have been able to carefully supervise all program activity, track student data statewide, and improve Alaska's educational system outcomes through evidence-based interventions.

ACPE is also a member of WICHE’s CACG Network, a group representing eight western states – Alaska, Idaho, Nevada, North Dakota, Utah, Texas, Washington, and Wyoming -- that share best practices and receive technical assistance and guidance related to college access and success throughout the grant period. As Network members, states have the opportunity to learn from each other through an interactive CACG listserv and participation in two WICHE-sponsored Network meetings featuring experts in the field and discussions about challenges and opportunities associated with administering the CACG program as well as strategies for success.

Over the past year, WICHE has convened CACG Network members in Utah and Colorado. At both meetings ACPE staff have interacted with project directors from other member states and participated in numerous presentations and discussions about peer mentor programs, college access marketing campaigns, effective counselor training, state web portals, the future of college access programs, and college access and success in difficult economic times. The next CACG Network meeting will take place June 26-27, 2012 in Boise, Idaho.

- b. What barriers or problems have you encountered in administering your grant, and how have you addressed these problems?

Alaska has not encountered any barriers or problems with the implementation of its CACG program to date.

- c. Please list the names and titles of key personnel that are paid by CACG Federal or matching funds, and indicate the percentage of time each individual spends working on the grant. If the percentage of time is not available, you may indicate the number of hours for which the individual was paid.

Name	Title	% of Time	Federal	Non-Federal
Kenneth Dodson	Director of Information Support Services and Outreach and Early Awareness	40	X	\$
Greg Monrad	Program Manager	100	X	
Misty Klodt	Completions Coordinator	100	X	
Nathaniel Betz	College & Career Guide	100	X	
Sarah Hill	College & Career Guide	100	X	
Deanna Blackburn	College & Career Guide	100	X	
Judy Papineau	Procedures and Training Specialist (AKCIS)	100	X	

- d. Describe any changes to key personnel of this grant over the past year, including changes in titles, changes in percentage of time that a person is devoting to the project, hiring of a key staff person, departure of a key staff person, or addition or elimination of a position. Discuss any significant changes to key personnel proposed or anticipated for the coming year.

During the 2010-2011 grant year, Lora Jorgensen, Alaska's CACG Project Director and Director of ACPE's Outreach and Early Awareness unit, left the agency to pursue new opportunities in the state. Her leadership duties were assumed by Kenneth Dodson, ACPE Director of Information Support Services, who became CACG Project Director in September of 2011. Nathaniel Betz was hired as the College & Career Guide at Bethel High School. Sarah Hill and Deanna Blackburn succeeded Misty Klodt and Connor Williams as the College & Career Guides at Service High School and Bartlett High School, respectively. Misty Klodt now serves as the ACAC Completions Coordinator. An AKCIS trainer position was created and filled in April of 2012 by Judy Papineu. Four new College & Career Guides will be hired over the summer of 2012 to fill the positions created by the addition of new ACAC locations. There are no other personnel changes expected in the coming year

2. Coordination

- a. How did you coordinate CACG activities and services with other programs in your state that assist students in preparing for and graduating from postsecondary education?

ACPE's coordination of Alaska's college access services has been underway for approximately ten years and has been substantially strengthened by the addition of the CACG initiative. ACPE established and convened a College Access Advisory Team in 2007 for the purpose of identifying gaps in Alaska's college pipeline and formulating and executing strategies for creating a college-going culture. Once Alaska was awarded CACG funds, an internal workgroup comprised of key stakeholders was established to guide the CACG program development and implementation. From its inception, this internal workgroup met regularly to outline key programmatic elements and ensure the successful implementation of project goals.

Once the pilot location and expansion site were selected, local coordination of existing programs and activities has been crucial to ensure the structure and services provided complement Service, Bartlett, and Bethel High counseling efforts. Prior to implementation at program locations, ACPE met with school leadership, as well as the counseling staff of all three schools to establish how to best integrate CACG project activities with existing services. Once the College & Career Guides were in place, they were able to supplement and enhance college access efforts throughout the school with the aid of key school personnel. The same process will be followed with the program's expansion into new regions and schools and the same integration of activities is expected.

In addition to the partnership with ASD, LKSD and Service, Bartlett, and Bethel High leadership, ACPE has continued to work with the University of Alaska system, which represents 62 percent of college campuses in the state, to coordinate the training of the College & Career Guides as well as assist with the development of program infrastructure. The University of Alaska system will also play an increasingly important role in creating capacity and sustainability as the program expands into other parts of the state. Additionally ACPE maintains active communication with the Alaska Department of Labor and Workforce Development, which offers similar but not overlapping career and technical education outreach services in the state and which assists ACPE in ensuring that the AKCIS contains current, relevant information about Alaska careers and workforce needs.

3. Sub-Grants

Not applicable

If sub-grants were issued to non-profit organizations, please answer the following questions:

- a. How many sub-grants did you issue?
- b. Briefly describe any changes that were made to the grant award-making process from what was outlined in your application.
- c. Did you develop written guidelines for sub-grantees to use in implementing grants?
- d. How do you monitor the sub-grants?

4. Financial Aid

Not applicable

- a. If your project has obligated funds for future distribution of scholarships, loan cancellation or repayment, or interest rate reductions, please specify: (a) the purpose; (b) the amount of funds that were obligated; (c) whether the funds are Federal or matching contributions; and (d) the place where funds are being held pending distribution (*e.g.*, are the funds in a trust account?)

	Purpose	Amount Obligated	Federal or Matching	Placement of Funds
1				
2				

- b. If any funds have been disbursed to students for scholarships, loan cancellation or repayment, or interest rate reductions, please specify: (a) the purpose; (b) the amount of money disbursed; (c) whether the funds are Federal or matching contributions; and (d) the number of students who benefited.

	Purpose	Amount Disbursed	Federal or Matching	Number of Students
1				
2				

5. Certifications

Grant recipients must provide certification for the following two requirements. Please indicate 'yes' (if the requirement was met) or 'no' (if the requirement was not met) by placing an "X" in the appropriate box.

- a. Indirect Cost Rate Agreement *

***No indirect expenses were charged to this grant**

Requirement: CACG grantees are required to have a current indirect cost rate agreement that is approved by the Federal government in order to charge indirect costs to the grant.

Yes	No	Certification
X		The fiscal agency of the CACG grant has a current indirect cost rate agreement.

If this requirement has not been met, please explain below.

Indirect costs were charged to the grant only if there was a current indirect cost rate agreement.

b. Maintenance of Effort

Requirement: For any academic year beginning on or after July 1, 2008, States are required to:

- (1) Provide for public institutions of higher education an amount which is equal to or greater than the average amount provided for non-capital and non-direct research and development expenses or costs by the State to such institutions during the five most recent preceding academic years; and
- (2) Provide for private institutions of higher education an amount which is equal to or greater than the average amount provided for student financial aid for paying costs associated with postsecondary education by the State to such institutions during the five most recent preceding academic years.

Provide the following State fiscal data with a certification of its accuracy by the State budget office or an authorized representative thereof. Amounts should be shown in whole dollars.

Total State Appropriations for Public Institutions of Higher Education (IHEs) - excluding capital expenditures and research and development	
2006	\$229,353,300
2007	\$260,866,100
2008	\$274,329,100
2009	\$291,243,900
2010	\$304,140,000
2011	\$323,900,000

If your State appropriates funds separately for use at private IHEs:

Total State Appropriations for Financial Aid for Students Attending Private IHEs	
2006	\$0
2007	\$0
2008	\$0
2009	\$0
2010	\$0
2011	\$0

If your State **does not** have control over the types of institutions (e.g., public, private) at which student aid is used:

Total State Appropriations for Student Financial Aid	
2006	\$0
2007	\$0
2008	\$0
2009	\$0
2010	\$0
2011	\$0

Total State Expenditures for Financial Aid for Students Attending Private IHEs	
2006	\$0
2007	\$0
2008	\$0
2009	\$0
2010	\$0
2011	\$0

No state operating budget appropriations for student financial aid were made during the period from FY06 through FY11

Yes	No	
X		The State certifies that, in State fiscal year 2011, it provided for public institutions of higher education in the State an amount of funding which was equal to or greater than the average amount provided for non-capital and non-direct research and development expenses or costs by the State to such institutions of higher education during the five most recent preceding academic years for which satisfactory data are available.
X		The State certifies that, in State fiscal year 2011, it provided for private institutions of higher education in the State an amount of funding which was equal to or greater than the average amount provided for student financial aid for paying costs associated with postsecondary education by the State to such institutions during the five most recent preceding academic years for which satisfactory data are available.

If you answered “NO” to either certification above:

Yes	No	
	X	The State is requesting a waiver of its statutory maintenance of effort requirements pursuant to 20 U.S.C. §1015f. The State understands that: (a) without the granting of a waiver, the State will be unable to receive its FY 2012 CACG award; and (b) the submission of a waiver request does not indicate that such a request will be granted.

If you answered “YES” to the question above and are requesting a waiver of the statutory maintenance of effort requirements, provide the following data, with a certification of its accuracy by the State budget officer or an authorized representative thereof. Amounts should be shown in whole dollars.

	2006	2007	2008	2009	2010	2011
Total State revenues	N/A	N/A	N/A	N/A	N/A	N/A
Total State appropriations	N/A	N/A	N/A	N/A	N/A	N/A
Total State expenditures	N/A	N/A	N/A	N/A	N/A	N/A

By signing below, the State Budget Officer or authorized representative certifies that the fiscal data included in this section regarding the State’s appropriations, expenditures and revenues is complete and accurate.

State Budget Officer or Authorized Representative (Printed Name)

Signature of State Budget Officer or Authorized Representative

Date

SECTION IV – BUDGETARY INFORMATION

1. In the following table, please provide information about your actual and anticipated Federal expenditures for the grant awarded in 2011 (*current budget*) period. You do not need to fill in the shaded boxes, but please indicate total amounts in line D for all columns.

If your grant was awarded on August 14, 2011, the reporting period is from 4/16/11 to 4/15/12. The outline of expenditures should represent actual expenditures from 8/14/11 to 4/15/12, anticipated expenditures from 4/16/12 to 8/13/12 as well any carryover beyond 8/13/12.

If your grant was awarded on September 30 2011, your reporting period is from 9/30/11 to 4/15/12. The outline of expenditures should represent actual expenditures from 9/30/11 to 4/15/12, anticipated expenditures from 4/16/12 to 9/30/12, and any carryover beyond 9/30/12.

* Since ACPE is currently using Year 3 carry-over funds, the budget and actual expenditures listed below are Year 3 CACG dollars (FY10 funding). With pending expenditures in Consultants and Contracts, Equipment and Materials and Supplies that had not cleared as of 4/15/2012 we anticipate beginning to expend Year 4 CACG funding on or about 7/1/2012.

Federal Budget Summary

YEAR 3 PROPOSED BUDGET –

Revised budget with actual and anticipated expenditures and Year 4 carryover is in the table below

	Proposed Federal Expenditures for FY 2011 *YEAR 3 BUDGET *	Actual Federal Expenditures for FY 2011 *YEAR 3 BUDGET *	Anticipated Federal Expenditures for FY 2011 *YEAR 3 BUDGET *	Anticipated Carryover (with extension)
1. Salaries and Wages	\$ 384,456.00			
2. Employee Benefits	\$ 173,005.00			
3. Travel	\$ 89,539.00			
4. Materials & Supplies	\$ 140,000.00			
5. Consultants & Contracts	\$ 685,000.00			
6. Other				
A. Total Direct Costs: (Lines 1 – 6)	\$1,472,000.00			
B. Total Indirect Costs:				
C. Equipment	\$ 28,000.00			
D. *Scholarships/ Tuition Assistance				
D. Total Costs (A+B+C+D)	\$1,500,000.00			YEAR 3 - \$0.00

YEAR 3 REVISED with Actual & Anticipated Expenditures and carryover of Year 4 funds

	Proposed Federal Expenditures for FY 2011 *YEAR 3 BUDGET *	Actual Federal Expenditures for FY 2011 *YEAR 3 BUDGET *	Anticipated Federal Expenditures for FY 2011 *YEAR 3 BUDGET *	Anticipated Carryover (with extension) *YEAR 4 BUDGET w/ REVISIONS*
7. Salaries and Wages	\$ 326,456.00	\$ 212,989.48	\$ 113,466.52	\$625,500.00
8. Employee Benefits	\$ 181,005.00	\$ 118,579.70	\$ 62,425.30	\$350,000.00
9. Travel	\$ 109,539.00	\$ 37,780.47	\$ 71,758.53	\$100,000.00
10. Materials & Supplies	\$ 238,978.00	\$ 66,813.75	\$ 172,164.25	\$100,000.00
11. Consultants & Contracts	\$ 526,022.00	\$ 94,412.67	\$ 431,609.33	\$296,500.00
12. Other				
D. Total Direct Costs: (Lines 1 – 6)	\$1,382,000.00	\$ 530,576.07	\$ 851,423.93	\$1,472,000.00
E. Total Indirect Costs:				
F. Equipment	\$ 118,000.00	\$ 10,765.75	\$ 107,234.25	\$28,000
D. *Scholarships/ Tuition Assistance				
D. Total Costs (A+B+C+D)	\$1,500,000.00	\$ 541,341.82	\$ 958,658.18	YEAR 3 - \$0.00 YEAR 4 - \$1,500,000.00

* The scholarships/tuition assistance line item also includes loan cancellation, loan repayment, and interest rate reduction.

2. In the following table, provide information about your actual and anticipated non-Federal matching contributions for the grant awarded in fiscal year (FY) 2011:

Non-Federal Budget Summary

	Proposed Matching Contributions for FY 2011	Actual Matching Contributions for FY 2011	Anticipated Matching Contributions for FY 2011	Anticipated Carryover (with extension)
1. Salaries and Wages				
2. Employee Benefits				
3. Travel	\$ 45,000.00	\$ 37,448.33	\$ 7,511.67	\$ 45,000.00
4. Materials & Supplies	\$520,000.00	\$368,249.21	\$151,750.79	\$520,000.00
5. Consultants & Contracts	\$185,000.00	\$185,000.00	\$ 0.00	\$185,000.00
6. Other				
A. Total Direct Costs: (Lines 1 – 6)	\$750,000.00	\$590,697.54	\$159,302.46	\$750,000.00
B. Total Indirect Costs:				
C. Equipment				
D. *Scholarships/ Tuition Assistance				
E. TOTAL COSTS (A+B+C+D)	\$750,000.00		\$750,000.000	\$750,000.00

* The scholarships/tuition assistance line item also includes loan cancellation, loan repayment, and interest rate reduction.

3. Please fill out the table below representing “actual” federal and matching expenditures for the grant awarded in fiscal year (FY) 2010.

If your grant was awarded in August 2010 and the grant performance period is from 8/14/10 to 8/13/12, the actual expenditures should cover the period from 8/14/10 to 4/15/12. For grants awarded in September 2010 and the grant performance period is from 9/30/10 to 9/29/12, actual expenditures should cover 9/30/10 to 4/15/12. Please note that the aforementioned grant performance periods include a one-year extension.

* Since ACPE is currently using Year 3 carry-over funds, the budget and actual expenditures listed below are Year 3 CACG dollars (FY10 funding) spent so far this year. We anticipate beginning to expend Year 4 CACG funding on or about 7/1/2012.

	Actual Federal Expenditures FY 2010	Actual Matching Contributions FY 2010 grant
1. Salaries and Wages	\$ 212,989.48	
2. Employee Benefits	\$ 118,579.70	
3. Travel	\$ 37,780.47	\$ 30,000.00
4. Materials & Supplies	\$ 66,813.75	\$535,000.00
5. Consultants & Contracts	\$ 94,412.67	\$185,000.00
6. Other		
A. Total Direct Costs: (Add lines 1-6)	\$ 530,576.07	\$750,000.00
B. Total Indirect Costs		
C. Equipment Purchase	\$ 10,765.75	
D. *Scholarships/ Tuition Assistance		
E. TOTAL COSTS (A+B+C+D)	\$ 541,341.82	

* The scholarships/tuition assistance line item also includes loan cancellation, loan repayment, and interest rate reduction.

4. Please describe any changes made to your budget with respect to either Federal or matching funds.

Because of ongoing program expansion, Alaska has made some modifications to its CACG budget to account for additional staff salaries and benefits at new program locations. These modifications have already been submitted for approval by the CACG program manager.

In addition to continued operations at Anchorage’s Service and Bartlett High Schools, the Alaska College & Career Advising Corps program added staff at Bethel Regional High School. The program will add four new College & Career Guides when it expands in July of 2012. In addition an AKCIS Procedures and Training Specialist was hired in Spring 2012. The revised budgets that have been submitted to the CACG program manager are below:

Year 3 Budget as of July 1, 2009:

Salary -	\$ 326,456.00
Benefits –	\$ 181,005.00
Travel -	\$ 109,539.00
Supplies –	\$ 238,978.00
Contractual -	\$ 526,022.00
Other -	\$ 0
Equipment –	<u>\$ 118,000.00</u>
Total =	\$1,500,000.00

YEAR 4 –includes expansion of the College & Career Advising Corps by 4 new guides providing service to 13 new schools, a total of 7 guides serving 16 schools.

Year 4 Budget:

Salary –	\$ 625,500.00
Benefits -	\$ 350,000.00
Travel –	\$ 100,000.00
Supplies -	\$ 100,000.00
Contractual -	\$ 296,500.00
Other –	\$ 0
Equipment -	<u>\$ 28,000.00</u>
Total =	\$1,500,000.00

5. Please describe how you plan to expend any carryover funds.

The dollars being carried over from Year 4 to Year 5 will continue to enhance program activities and facilitate further program expansion in the state. In addition, carryover funds will be used to develop statewide capacity for college access programming, enhancements to the ACAC online database to provide for better reporting of outcomes and to more closely align with staff workflow, convene a statewide practitioner network devoted to improving college access and success, and the development of a “distance guide” delivery model to serve geographically remote, rural areas of Alaska

6. Please provide a list of matching sources, such as State appropriations, non-profit organizations, local government entities, institutions of higher education, other public or private organizations.

	Source	Amount contributed	Briefly describe the type of contribution
1	Alaska Commission on Postsecondary Education	\$1,424,000.00	in-kind match
2	University of Alaska Statewide System	\$76,000.00	Production and mailing of Statewide postsecondary awareness materials
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SECTION V: SERVICES/ACTIVITIES

1. Please enter the number of students who participated in CACG activities or received services.

Number of Students: 770 through one on one advising sessions
6,447 through classroom presentations and school wide events. (*Number represents all event attendees and includes students who have attended multiple activities*)

2. **Services Provided to Students:** In the following table, place an “X” in the first column next to the types of services or activities provided by your project with Federal or matching funds. For each type of service provided, indicate the number of students who received the service during the reporting period.

Place an “X” in this column if your project provides this type of service	Type of Service/Activities	Number of Students
X	Information for students and families (i.e., postsecondary education benefits, opportunities, planning, financial options, and college preparation)	7,217
X	Outreach activities <ul style="list-style-type: none"> • College/Career Advising • Events (workshops, classroom presentations, school wide events, financial aid night) 	770 6,447
X	Assistance in completion of FAFSA or other financial reporting forms	719
N/A	Need-based grant aid	
N/A	Academic enrichment	
N/A	Loan cancellation, repayment, or interest rate reduction	
	Other (please specify) <ul style="list-style-type: none"> • Postsecondary Retention and Completion • Assessment of student body to compare year 3 to year 4 data 	299 1846

3. Professional Development

a. Please enter the number of guidance counselors at middle and secondary schools, financial aid administrators, and/or college admissions counselors at an institution of higher education that participated in professional development activities.

Category	Number of Participants
Middle or High School Counselors	
Financial Aid Administrators	
College Admissions Counselors	

b. Please describe briefly the type of professional development activities that were implemented (e.g., workshops and/or materials).