

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160048

Grants.gov Tracking#: GRANT12175151

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="05/30/2016"/>	4. Applicant Identifier: <input type="text" value="Project A-CHILL"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="920058369"/>	* c. Organizational DUNS: <input type="text" value="0638644250000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="School District"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

84-299A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

This project, A-CHILL proposes a Medical Prep CTE program for Alaska Native students who attend school in a remote area of Alaska, by providing training in veterinary science.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,483,331.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,483,331.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Scott MacManus"/>	TITLE <input type="text" value="Assistant Superintendent"/>
APPLICANT ORGANIZATION <input type="text" value="Alaska Gateway School District"/>	DATE SUBMITTED <input type="text" value="05/30/2016"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>
---	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S299A160048

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

AGSD FY16 GEPA Statement.doc

Add Attachment

Delete Attachment

View Attachment

PR/Award # S299A160048

Page e9

General Education Provisions Act Applicant Statement

Alaska Gateway School District (AGSD) ensures equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs or special considerations. AGSD is required by Board policies to provide equal access and opportunity for all students, employees and program beneficiaries. These mandates prohibit discrimination on the basis of gender, race, national origin, color, disability, and age.

Accordingly, AGSD pledges full compliances with the requirements of GEPA Section 427, ensuring equitable access to, and participation in, programs by persons with special needs and Section 504 of the Rehabilitation Act. The following six types of barriers, as highlighted by statute, have been considered in the development of this proposal.

1. Gender – program components are designed to appeal to both males and females.
2. Race – program components will be customized to appeal to Alaska Natives. The majority of participants are Alaska Native, but the opportunities are open to all residents in the affected communities.
3. National Origin – This program is available to all partner school participants, regardless of national origin.
4. Color – This program is open and available to all partner school and entity participants, regardless of skin color.
5. Disability – This application is open and available to all participants, regardless of disabilities. The program will be made accessible for partner school participants with special needs. Students with special needs will receive supplementary assistance in accordance with individual education plans. Students with physical handicaps are provided access to facilities in compliance with federal and state laws.

The proposed A-CHILL program specifically targets and will serve students, Teachers and Administrators who directly come from traditionally under represented and underserved populations and who are at risk of poverty, academic failure, and school dropout. The A-CHILL program sites proposed in this application will - by design - serve low-income, impoverished, and disadvantaged Alaska Native populations. To increase awareness and participation in the A-CHILL program, the applicant will recruit (through one-on-one solicitation by AGSD and District Admin) students and families who fit this high-needs criteria. Curriculum materials – as well as instructional and support services - will be culturally sensitive to the needs of all learners to be served. The program will further be delivered based on the specific needs and challenges of program participants. The Board of Directors of AGSD and its co-applicants all serve an academically, culturally, and racially diverse student population and are committed to equal access and treatment for all students, employees, and the general public. With respect to this commitment, the lead applicant’s board policy of nondiscrimination guides and governs decision making at all levels. The Board is committed to the provision of equal access in all student, employment and business programs, activities, services and operations that are deployed or provided directly by the Board, as well as those operated or provided by another entity on behalf of the Board under contractual or other arrangements. The applicant will monitors, coordinates, and recommends action to ensure compliance with these policies. In accordance with the Americans with Disabilities Act, the applicant will provide appropriate accommodations so that the proposed program is accessible to students and staff with disabilities.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Alaska Gateway School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Scott"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="MacManus"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Assistant Superintendent"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Scott MacManus"/>	* DATE: <input style="width: 150px;" type="text" value="05/30/2016"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract: Alaska - Care and Husbandry Instruction for Lifelong Living (A-CHILL)

Description of the purpose and expected outcomes of the project: Geographic area to be served - Alaska Gateway School District (AGSD) and Yukon-Koyukuk School Districts (YKSD) covering an area of approximately 93,000 square miles. Alaska Gateway School District (AGSD), Yukon-Koyukuk School District (YKSD), Hughes Village Council (Hudotl'eekkaakk' e Tribe), Kaltag Tribal Council, Manley Hot Spring Traditional Council, Koyukuk Tribal Council, Ruby Tribal Council, Chiefs Conference (TCC) –(Indian Organizations), Mushers Association, Brightways Learning, and the University of Alaska Fairbanks- (UAF). AGSD/YKSD and Partners seek to create a systemic, sustainable change for Alaska Native youth by addressing Career and Post-Secondary Educational needs for students in grades 7 – 12. **The barrier(s) and**

opportunities to be addressed by the project: The barriers identified by community survey and through analysis of the youth data are: Graduation Rates below 50% for Alaska Native students, Lack of Career Readiness upon leaving school, Lack of Exposure to employment opportunities in the community, Lack of Exposure to Higher Education Opportunities, and the need for greater exposure to Cultural Heritage. A -CHILL proposes to make changes through the development of career educational program involving veterinary sciences and animal husbandry and Cultural Training. Through leveraging expertise from high school developed programs, UAF programs, and Tribal Council Elders related to the Dog Sledding industry, students will have opportunities to take dual credit college courses, be exposed to relevant career opportunities, be incentivized to stay in school, and consider further Post-Secondary education opportunities. This project will weave together the regions rich cultural heritage involving mushing and the myriad of learning and employment opportunities that surround the industry. This project expands the existing pilot Frank Atlla Youth & Dog Care Mushing program that now exists at the Jimmy Huntington

School in Huslia. **Expected Outcomes;** **1-** Volunteer logs will reflect a 25% increase in participation with the Dog Sledding program from baseline data. **2-** A 10% increase in College enrollment numbers over baseline data for AN students ea. year of the project. **3 –** A 10% increase in number of AN students who graduate from high school. **4 –** An 10% per year growth in the number of students participating in career and or college level courses **5 –** Teachers will increase 20% per year knowledge concerning AN Cultural as measured by Standards.

The community-based strategies and measurable objectives of the project:

Project A-CHILL will leverage community volunteers and Tribal Elders to expand students’ knowledge of Mushing, Animal Husbandry, related economic connected businesses, and cultural heritage. The following will be accomplished through this incentivized program:

<u>Measurable Community Objectives</u>
1.1– Community will show an increase in input into the instructional process for AN students
1.2– Community and school district will show an increase in direct involvement in Mushing and Cultural PD program.
2.1– AN students will increase Dual Credit Courses enrollment through participation in A-CHILL
2.2– AN students will show a 10% increase in the percent of students enrolling in College each year through participation in A-CHILL
3.1– Students will show a 10% per year increase in graduation rates
4.1 – AN students will show a 10% per year growth in the number of students participating in career and or college level courses (High School only)
5.1 – Teachers will increase know-ledge concerning AN Cultural Standards for by 20% each yr.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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Competitive Preference Priority One

Priority One: *Small Rural Remote* – both LEAs AGSD and YKSD **Qualify as Small Rural**

School Achievement (SRSA) Schools participating and all qualify as Rural: Remote (43) by

Census

Competitive Preference Priority Three

AGSD and YKSD both qualifies for **Competitive Preference Priority Three**

Under the category of:

(b) Submitted by a partnership or consortium in which the lead applicant or one of its partners has received a grant in the last four years under one or more of the following grant programs:

Recent Grant – Alaska Native Education Program (Title VII, part C)

Description of Continuing Activities

Long-term sustainability for project Alaska - Care and Husbandry Instruction for Lifelong Living (**A-CHILL**) has always been the goal for AGSD and YKSD and all participating partners. The Community, Tribal Councils, University of Alaska and school district are all strongly committed to the concept that the rich heritage, instructional motivation from student participation, the possible higher education and employment possibilities from this program make this program critical to community survival and youth development.

Once the framework is in place for the program including the curriculum, schedules, partnerships, dual college credit, cultural heritage knowledge for staff, and business apprenticeships; this critical cultural and community program will be sustainable.

Additionally, all partners, in the Memorandum Of Understanding, all contain agreements to the following:

- Provide assistance with FAFSA, scholarships
- Provide assistance with resumes
- Assistance with competing college and job applications
- Provide Leadership opportunities to our youth
- Commitment for volunteers from Community and Elders to facilitate the program, mentor students in cultural and career-specific endeavors
- Continued input into AGSD/YKSD committees, related to curriculum, dual credit programs, and community programs

AGSD/YKSD is committed to provide long-term space, counseling, scheduling assistance, coordination of partners (including the University dual credit program) and to the provision of instructional supports for the program.

In addition to the above, to assist with ancillary cost of the program, AGSD/YKSD and Tribal Councils have informal agreements to locate additional financial contributions from foundations, Councils, communities, and nonprofit organizations.

Finally, the Tanana Chiefs Council has agreed to provide support for an on-line resource library of the curriculum, lessons, and elder training. This support would also involve private sector support to program such as; sponsoring village races for youth & adults, fund youth and dog teams to travel to participating program villages.

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5.1 – Teachers will increase know-ledge concerning AN Cultural Standards for by 20% each yr.

Alaska - Care and Husbandry Instruction for Lifelong Living (A-CHILL)

Need for Project: (i) *The extent to which the project is informed by evidence*

Alaska Gateway School District (AGSD), Yukon-Koyukuk School District (YKSD), Hughes Village Council (Hudotl'eekkaakk'e Tribe), Kaltag Tribal Council, Manley Hot Spring Traditional Council, Koyukuk Tribal Council, Ruby Tribal Council, Chiefs Conference (TCC) – (Indian Organizations), Musers Association, Brightways Learning, and the University of Alaska Fairbanks- (UAF), seek to create a systemic, sustainable change for Alaska Native (AN) youth by ensuring that they are prepared for Post-Secondary Education and/or Careers. A-CHILL proposes to do this through the development of a career educational program involving veterinary sciences and animal husbandry in the context of AN cultural heritage for students and increased culturally responsive teaching by teachers. The program will leverage and expand on expertise from the *Frank Attila Youth & Sled Dog Care-Mushing Program*, an existing high school developed program involving UAF and Tribal Elders related to Dog Sledding and Cultural Heritage. The pilot program was funded through limited school resources and community volunteers. Lack of funding is a significant barrier to expanding this program. A-CHILL would provide students with opportunities to take college courses, exposure to relevant community based career opportunities, and teachers would be provided with in-depth knowledge about regional AN Cultural Heritage. This exposure and involvement will provide motivation and personal interest that will assist in keeping students in school, and expose them to opportunities for Post-Secondary education and careers. This project will weave together the region's rich cultural heritage including dog sledding and associated business and activities.

AGSD project A-CHILL meets the following Competitive Priorities:

- Priority One: Small Rural Remote** –LEA Districts Qualify as Small Rural School Achievement (SRSA) Schools participating and all qualify as **Rural: Remote (43) by Census**
- Priority Three: Recent Grant** – *Alaska Native Education Program (Title VII, part C)*

A-CHILL Project Goals for Alaska Native (AN) youth would be; **Goal 1:** Increase in community collaborative efforts that promote college, career readiness, and cultural heritage **Goal 2:** Increase College Enrollment **Goal 3:** Increase Graduation Rates, **Goal 4:** Improve Student's Career and Technical Skills related to Animal Husbandry & Veterinary Sciences and other Health and Science related fields, **Goal 5:** Improve Teacher Cultural Heritage Knowledge. Developing the above goals required the analysis of a large body of data related to our students in terms of achievement, community surveys, graduation rates, post-secondary education opportunities, and career opportunities. This data yielded the community barriers that are addressed in project A-CHILL.

(1) Greatest barriers in and out of school to the readiness of students for college/careers;

For AN students, the first identified barrier to post-secondary education and employment is geography. The sheer magnitude and remoteness of AGSD and YKSD creates limited employment and post-secondary educational opportunities. The school districts encompass over *93,000 square miles of territory*, an area larger than the state of Minnesota. Even though some vocational jobs do exist in this vast region, given the geographical distances, it is extremely challenging to provide real life career exploration that will result in further postsecondary studies or regional employment opportunities. Community statistical data show that a lack of educational attainment by adults in many of the AN homes also presents obstacles to graduation. According to (Barbara Wasik (2004) (Note: research citations can be found in Appendix), there is a strong correlation between (a) career skills and poverty associated with parental education levels; (b) also there is a growing body of evidence demonstrating a strong relation between the home environment and graduation. Connecting these influences is the concern that, when students do not see the need for education, they are at risk for school failure and becoming adults who are not able to reach economic self-sufficiency or to promote educational attainment to their own children. Further, research shows (Kemple, 2001) that students without exposure to real life

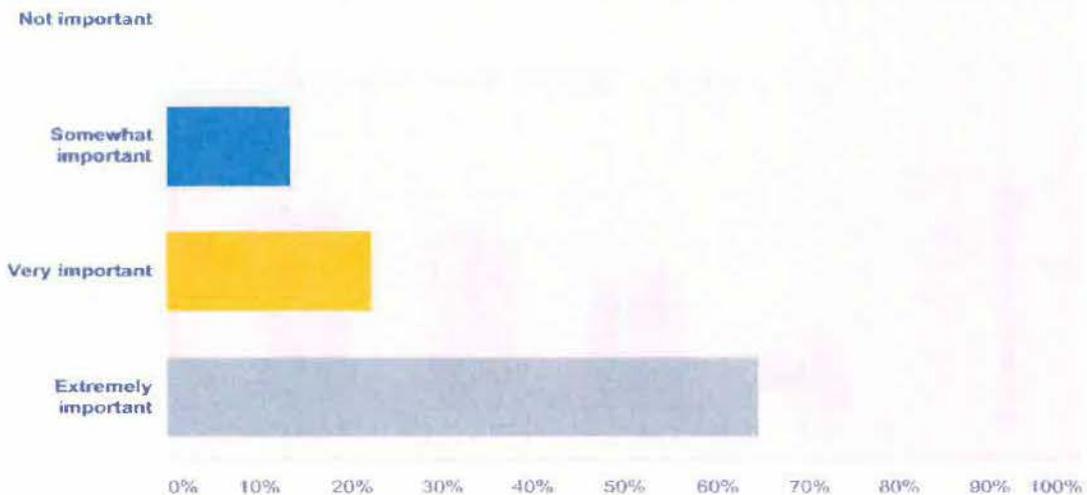
career opportunities or learned skills that might lead to gainful employment after graduation often have no incentive for academic achievement and even less reason to graduate.

The results of the community survey conducted in 2015 and recent educational data further corroborated the school districts priorities. The community listed the greatest barrier to college and employment was the lack of a diploma. Further the community survey rated the following as extremely important; graduating from college and teaching cultural heritage in our k-12 schools. Most in the community survey strongly believed that teaching academics and cultural heritage and academics through a “Dog Care and Mushing” program would be very beneficial.

Example: Community response to the questions about importance of Culture and about the benefits of a Community Youth Dog Care Mushing program. **(full survey in Appendix)**

Q2 How important is teaching Alaskan Native Culture to our children?

Approved 52 | Skipped 0



The following represents analysis of educational data related to district AN students. The tables and analysis provide evidence of need based on academic and nonacademic data. The first table provides significant objective data regarding school graduation rates:

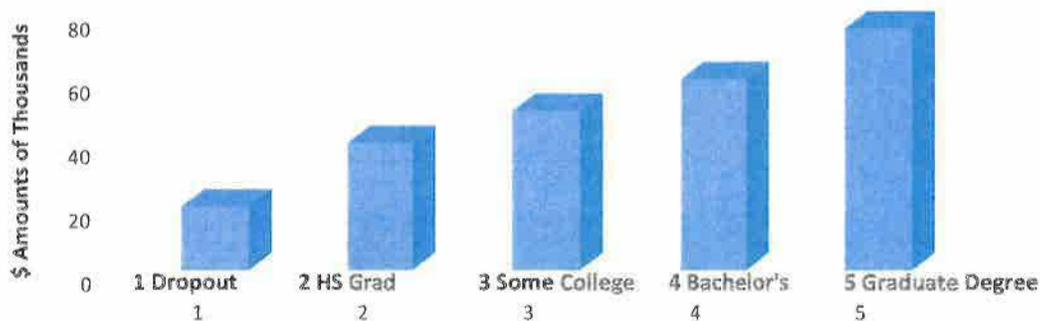
2015 Alaska Native Students	% Graduation Rate
Yukon-Koyukuk District (4 yr rate)	36
Alaska Gateway District (4 yr rate)	42.9
Alaska Average AN students	55
Alaska Overall Rate (all races)	71.8
National Average (all races)	82.3

In addition to the very low graduation rate for AN students, a large portion are also economically disadvantaged as evidenced by the following Title I School Wide chart. Students qualified on the basis of Free and Reduced Lunch. This ratio is higher than most districts in the United States:

Schools to Be Served by A-CHILL	Title I School-Wide Program
Tok, Jimmy Huntington, Gladys Dart, Johnny Oldman, Allakaket, Merrelaine, A Kangas, and Minto	Yes - ALL

The chart below shows the significant economic impact that students and community bear when students do not obtain a high school diploma. The graph below shows that students who do not graduate will be economically challenged their entire life.

Alaska Earnings by Educational Attainment



In addition to the low graduation rates, Academic Achievement for our Targeted Students is significantly below the State Proficiency Level. AN students did **not** meet their academic targets (because of change in state assessment in 2015, scores from 2014 were used):

<i>State Assessment Data</i>						
Standards Based Assessment (SBA) Proficiency Data for 10th Alaska Native Students						
Percent of Students falling <i>Below/Far Below</i> Proficiency (2014)						
	Reading		Math		Writing	
	All Students	Alaska Native Students	All Students	Alaska Native Students	All Students	Alaska Native Students
YKSD District	79.67%	56.46%	60%	57.17%	74.5%	61%
AGSD District	73.08%	61.33%	64.5%	54.17%	61%	48.75%

When viewed in conjunction with academic challenges displayed in the assessment chart and the low graduation rate, the significant academic and nonacademic issues clearly depict a large portion of the Alaska Native population will meet tremendous barriers to becoming successful productive community members. Although many students will eventually enter the labor force, research shows that those who do not have a high school diploma have greatly diminished opportunities. Students without a degree are dropping out unprepared to work or participate in postsecondary education. (Bangser, Aug, 2008). With an AN average graduation rate of only 38.8 for the region, the majority of students in AGSD and YKSD are unprepared for a postsecondary life. Preparing for college and/or for a career should not be a mutually exclusive course of studies but should include multiple post-secondary options in addition to four-year degree programs, (Litow 2011). The economic value attached to completion of ever-greater levels of education is well documented. In 2009, adults ages 25 and older who had dropped out of school or had not acquired a GED earned up to 41 percent less than those who had completed high school. The gap widened when comparing the incomes of high school dropouts with people with bachelor's degrees. In 2009, male and female college graduates earned \$57,714 and \$39,263 respectively, while male and female high school dropouts earned \$21,629 and \$13,943 respectively (U.S. Census Bureau, 2011).

(2) Opportunities in the local community to support Indian students;

Community-driven from its beginning, Huslia's existing *Frank Atlla Youth & Sled Dog Care-Mushing Program* (George Atlla being a founder of this unique youth program) has been strongly endorsed by the Huslia community, school boards, and parents. The Elders have shared that teaching youth their cultural heritage and how to survive off the land is important knowledge for them to pass on. Sled dogs have been an integral part of the survival of Interior Alaska Athabascan families for centuries. There was great pride in having good dogs, and dog trainers were revered as they shared many skills and used their dogs to feed people. Local sled dog kennel owners have partnered with the schools so the program will be effective in teaching these skills to our students.

Linking to cultural heritage appears to be one of the reasons the *Youth & Sled Dog Care-Mushing Program* has had a profoundly positive affect on the youth and their community. Many of the Tribal Communities such as Huslia enjoy a rich cultural heritage, a strong cohesiveness of working well together, and historic tradition of dog mushing. Because of these factors, the Huslia program has produced exceptionally good results with community youth. In fact some of the observed positive results, in youth engaged in the pilot program, have been borne out by research which shows that improvement in positive self-esteem is one of the benefits of caring for dogs, (Morrison, 2007) and (Berry and Cirulli, 2011). George Atlla believed "*youth naturally feel more at ease with themselves when in a dog yard because a dog accepts any person without judgment*". The positive self-esteem impact cannot be minimized in a culture that has the highest suicide rate. The Suicide Prevention Council 2010 report stated "suicide rates among Alaska Native peoples are higher than for any other ethnicity in the state, and are the highest of any ethnicity in the country". There is another saying by Atlla that can be related to the above research- "*sled dogs offer a positive and enriching emotional experience to any individual without human judgment*". The immediate 'acceptance' that happy and healthy sled dogs offer by their behavior, helps youth feel naturally good about themselves. Atlla established the mushing program believing that the

interaction with dogs would lead to a healthier home and community environment. Additionally, teaching of dog care, mushing, and tribal culture will help students gain specific **life skills**.

Dog Sledding Teaches life Skills – Perseverance -Pride in Heritage- Confidence- Partnership- Community Spirit...For a full list Please see Appendix #3.

Dog Mushing Skill	Mushing Spirit Applied
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For a real life example of elder-student mentoring, please link to Stanford University Documentary Film, by Catherine Axley: a 22-minute film entitled “In Atlla’s Tracks” at <https://vimeo.com/148921304> with password: **attla**. This prior Huslia student participated in the first year pilot mushing program and is currently enrolled at University of Alaska-Fairbanks with education as a declared major. Axley also produced a short film that highlights the *Frank Atlla Youth & Sled Dog Care- Mushing Program*. In addition to the cultural heritage exposure through Dog Mushing, the program also seeks to provide teachers more in-depth professional development (PD) in the area of AN Cultural Heritage to increase culturally responsive learning opportunities. The cultural heritage PD would be in collaboration with Districts and the Alaska Native Knowledge Network (ANKN) of the University of Alaska-Fairbanks using a series of cultural based professional development sessions and an annual Summer Cultural Immersion Colloquium.

(3) Existing local policies, programs, practices service, providers, and funding sources.

The existing school policies, programs, administration, and financial departments were developed to support the implementation of evidenced-based programs and practices that will bring effective positive systemic change to an underserved population. From policies and procedures to supervision, the infrastructure exists to readily implement project A-CHILL. Research demonstrates that implementation of core components with high fidelity will result in significantly better outcomes (Henggeler, Melton, & Hanley, 1997). This study states that a strong infrastructure is critical to efficient and effective implementation. Additionally, the program is well within the mission of the LEAs and the districts have the resources and partner

agreements to facilitate successful implementation and management of project A-CHILL. Having the experience of a model pilot program will provide the districts with a guide to implementation. The long standing district model policies exist to cover personnel, procurement, community engagement, student behavior, student learning, audits, and other operational issues.

Quality of the project design

(i) The extent to which the project is focused on a defined local geographic area.

Project A-CHILL's geographic area will be restricted to the district boundaries of AGSD /YKSD. There are seven participating schools. For YKSD they are located along the Yukon, Koyukuk and Tanana river system. The AGSD schools are located in the eastern interior of Alaska, extending north from the Alaska Range to the Yukon River and the Canadian border and encompasses about *93,000 square miles of territory*. Overall, the districts' school population is 1,807 with 694 being Alaska Native students. Most of YKSD travel is by boat or plane during the summer months, and snow machine or dog sleds in the winter. In AGSD there is a limited road system that allows travel between some communities. These remote communities have few resources and limited exposure to college/career opportunities. This project weaves together this region's rich cultural heritage, mushing, and associated business activities related to dog sledding and project expansion will provide many more students with the successful hands on experiential learning opportunities.

(ii) The extent to which the proposed project is based on scientific research, where applicable, or *an existing program that has been modified to be culturally appropriate*

A-CHILL's Dog Sled/Cultural Heritage instruction will rely heavily on the Experiential Learning Theory related to Career and Technical Education (CTE), (Marlow, M.P. 2011) which states that Learning is a holistic process of adaptation to the world and not just the result of cognition. Learning involves the integrated functioning of the total person's thinking, feeling, perceiving, and behaving, and that learning results from synergetic transactions between the person and the environment. In other words "Experiential Learning" (Guthrie, Kathy and Jones,

Tamara, B. 2012) helps students explore career areas, prepare for employment, and independent living. The research further states that curriculum should include a focus on the development of foundational skills such as: basic skills, thinking skills, personal qualities, workplace competencies, and specific skills required for each occupational area. This research shows that most career and technical education programs are real-life in nature and should be experiential with students writing about what they learned, how they applied it and how they can become a better employee (Kolb and Kolb 2005). Experiential learning theory also aligns with Scott in that experiential learning and real life learning are mutually supportive. While career programs are similar throughout the country, the inclusion of community based experiential learning techniques throughout a student's learning experience can provide significant benefit (Kolb and Kolb 2005). Students' choice of career was impacted by the opportunity to participate in a learning experience related to careers, which further supports experiential learning (Esters and Bowen 2004). *Experiential Problem Solving* is an important part of education, (Andreasen 2004) and is the capstone in career courses that will be offered in A-CHILL.

Evaluations of career experiential learning courses have shown a positive impact on academic outcomes such as high school attendance, credits earned, GPA, and graduation rates. Research also suggests that career academies have a positive effect on students' postsecondary opportunities including increased college attendance and increased earnings. These findings provide important evidence that participation in career courses increased post-high school graduation employment rates and earnings, without reducing college preparedness or postsecondary credential completion.

The web site, High Schools That Work (Darling-Hammond, LaPointe, and Cohen HSTW – 2007), states the following: “professional/technical coursework for all students, that is well-grounded in academic and professional standards and contains the following- field-based learning opportunities that expose students to real-world and workplace environments where

they can learn from adults outside the school through mentorships, job-shadowing, virtual apprenticeships, and project-based learning, provides the greatest academic success”. Cultural understanding, relevance, and tribal involvement, are also critical to the success of AN students.

Because of the importance of heritage, A-CHILL seeks to improve teacher’s knowledge of the regions tribal cultural heritage. Research on literature related to “Cultural Responsiveness” (CR) and academic success is well documented. A review of 36 studies on “CR” and achievement (Hanely and Noblit, June 2009) clearly shows that using CR pedagogy and student positive cultural identity can play a major role in promoting academic achievement. A-CHILL will facilitate the development of this pedagogy by providing high quality PD on AN culture. Original research-based source material, books, related in-depth reading and artifacts will be available from the University of Alaska Fairbanks, Alaska Native Knowledge Network (ANKN) to support A-CHILL participants. Two multi-day trainings will be coordinated by Brightways Learning and guided by professor Dr. Ray Barnhardt (University of Alaska Fairbanks professor emeritus -vita in Appendix), a foremost expert in indigenous cultures. Participants will examine the content of relevant research based documents via inquiry-based interactive discussions through this professional learning community. Each training will conclude with the teachers breaking into grade level teams to facilitate integration of the seminar's content into the creation of cultural based lessons. The lessons will define how Alaska Native learning modalities and cognitive styles are affected in order to draw conclusions that serve as indicators as to how educators may provide instruction/learning opportunities that are compatible with Alaskan Native learning styles. In the Cultural Training and Camps, teachers will delve into institutional challenges which create barriers and block students from being able to obtain a quality education due to a lack of understanding of culture and heritage. Also, PD on how to instruct students with barriers such as disabilities will be provided. According to the National Center for Culturally Responsive Education, Alaska Native students are 50% more likely to be placed in special education programs compared to

other students. Learning techniques such as discussion group activities, and debates will enhance lecturing and will be integrated into the session's agenda. Ongoing lesson planning support for integration of Alaska's Cultural Standards for Educators and Students will also be provided by Brightways Learning.

The aforementioned research studies provide evidence that strong educational theory exists for the development of project A -CHILL. Application of these studies through A-CHILL would strengthen academic programs, increase educational relevance to AN students, improve the low graduation rate for AN students, increase college attendance through dual college credit classes and to expose more students to their rich cultural heritage and career opportunities.

NOTE: Also see the logic model in Appendix - developed from needs assessment/ research

(iii) The extent to which the goals objectives and outcomes to be achieved by the proposed project are clearly specified and measurable.

<u>GOALS</u>	<u>OBJECTIVES</u>	<u>Measured by / Date Person Responsible (PR)</u>	<u>OUTCOMES</u>
Goal 1: In-crease in community collaborative efforts that promote college & career readiness of AN students(GPRA1)	1.1- Community participation in volunteer work with sled dog program 1.2- Community Support and participation for Cultural training	1.1 Participation Data from Sled Dog program and PD training 1.2 Evaluator Developed Survey of Community Involvement <i>Baseline Data May, 2015 May 2016 and ea. May of project</i> PR: Dir/Staff	1- Volunteer logs will reflect a 25% increase in participation with the Dog Sledding program from baseline data.
Goal 2: Increase College Enrollment of AN students (Project Goal)	2.1- AN students will increase Dual Credit Courses enrollment 2.2- AN students will show a 10% increase in the percent of students enrolling in	2.1 -Data from Course Enrollment: <i>Baseline 2014-15 May Data collection each year of project</i> PR: Course Instructor 2.2 Data from College enrollment – <i>Baseline 2014-15 - Data collec-</i>	2.- A 10% increase in College enrollment numbers over baseline data for AN students ea. year of the

	College each year.	<i>tion June each year (Dir.)</i>	project.
Goal 3: Increase Graduation Rates (Project Goal)	3.1 – Dropout rates will reduce for AN students 3.2 – AN students yearly Grad Rates will increase ea. year of the project	3.1 / 3.2 Graduation rates for AN students will increase: <i>Baseline 2014-2015. Data collection June each year (Counselors/ Project Dir.)</i>	3. –A 10% increase in number of AN students who graduate from high school
Goal 4: Improve Student’s Career and Technical Skills related to Animal Husbandry & Veterinary Sciences (Project Goal)	4.1 – AN students Enrolled in courses related Animal Husbandry/ Veterinary Sci. 4.2- Students successful completes prescribed course(s) 4.3 Students obtain apprenticeship for job experience	4.1, 4.2, 4.3 Enrollment Data and Course Credit <i>Baseline 2015-2016 Each Grading Period for duration of Grant Final Data collection June each year of project (Instructor / Project Dir)</i>	4. – An 10% per year growth in the number of students participating in career and or college level courses (High School only)
Goal 5: Improve Teach- er AN Cultural Heritage Know- ledge (Project Goal)	5.1- Develop PD schedule 5.2 Recruit Teachers to participate 5.3 Participants show growth in knowledge on pre/post assessment	5. -Cultural Assessment on Standards each Summer of grant. (Director/PD Coordinator)	5. –Teachers will increase knowledge about AN Culture as measured by Standards 20% each yr.

(iv) The extent to which the design of the proposed project is appropriate to and will successfully address the needs of the target population or other identified needs.

The design of project A-CHILL will significantly assist in meeting the community concerns over low graduation rates, low number of AN college enrollments, and high unemployment for the non-graduate. The project design will allow for middle school (MS) and high school (HS) students to participate in highly engaging and relevant courses that will increase student interest and success in school and the community. Teachers possessing greater

Cultural knowledge, introduction to college courses in HS, and exposure to meaningful regional career paths will lead to more students attending college and being employed in the community. To accomplish these objectives the project design will utilize teachers who will instruct students directly and by video conference (for students in the remotest regions). The district-wide teaching by videoconference position includes: Instruction for 1 hour daily *in* Veterinary Science class for HS and MS students. This modified crosswalk curriculum includes MS and HS levels (HS concurrent college credit courses will meet UAF requirements). In addition, the instructors duties will include collaboration with local kennels and local youth & kennel to coordinator and establish the field portion of class (i.e. kennel visits to learn the proper care, grooming, feeding, housing, dog mushing from elders, and learn from the elders how critical salmon fishing is in provision of food for the sled dogs, cultural heritage, and economic survival).

The program description is provided in much greater detail in the appendix.

Additionally, the following website has more detail about the Mushing program curriculum, veterinarian courses, and community involvement: <http://attlamakingofachampion.com/frank-attla-youth-sled-dog-care-mushing-program> . (SEE APPENDIX for more complete info.)

Overview of School/Community Program: Since 2008, a certified teacher has been developing curriculum and instructing in Animal Husbandry for the Jimmy Huntington School in Huslia. In 2010, the teacher worked with AGSD and's Career Technical Education Directors to develop a four-semester academic course for students to receive a general comprehensive education in veterinary technology. In 2012 - 2013, in collaboration with four local sled dog kennels, community volunteers taught veterinary science class I & II. Instruction is now ready to begin district-wide via videoconferencing. The district-wide teaching by videoconference position will now include: Instruction for 1 hour daily *in* Veterinary Science class for HS and MS students. This modified crosswalk curriculum includes MS and HS levels (HS concurrent college

credit courses will meet UAF requirements). In addition, the instructors duties will include collaboration with local kennels and local youth & kennel to coordinator and establish the field portion of class (i.e. kennel visits to learn the proper care, grooming, feeding, housing, dog mushing from elders, and learn from the elders how critical salmon fishing is in provision of food for the sled dogs, cultural heritage, and economic survival). The hands on part of the program and apprenticeships will rely heavily upon local Kennel owners. This part of the program is critical to student motivation. Commitments have been secured from tribal kennels. (Note 5 schools would be involved in year one with the remaining three being phased beginning in year two) Below is a partial list of the **Community Involvement in Youth Dog Sledding Program...The Full Community Involvement List can be found in Appendix**

YEAR ONE Mushing/Cultural Heritage (begin in Fall 2016) For more detailed description please see Appendix <u>A Sample of Community Involvement</u>
<u>Huslia:</u> Continue the <i>FRANK ATTLA YOUTH & SLED DOG CARE-MUSHING PROGRAM</i> as part of the MS school curriculum in fall of 2016.
- 3 Kennel owners will instruct up to 35 students (HS/MS) in how to care for sled dogs, how to train sled dogs, and how to properly use equipment associated with sled dogs.
- 1 Local Youth & Kennel Coordinator will work with kennels, community, and school
- 1 Local Sled Dog Handler Reading Tutor with dog will work closely with teachers

The in-class instructional lessons and local kennel structures necessary to expand the program to more schools are already in place. The program is designed as a working collaboration amongst communities/ local Tribes, schools, the University of Alaska-Fairbanks, TCC and Kennel owners. The LEAs/ Communities/ Tribes will be involved in finding dog kennel owners and handlers to work with its students.

Sled Dog Kennel Owners: In consistently working for the program since 2012, the Huslia kennels owners and their dog handlers are very practiced in working with MS & HS students.

They are pros at adapting to the conditions and working with their dogs in the best possible manner no matter how large or small the class. The accompanying teacher assists as necessary and is responsible for bringing students back and forth to school. Their work includes:

Sled Dog Kennel Owners Responsibilities:
• teaching students for the entire time they are at their kennels
• insuring safety of all students in; enforce school approved DOG YARD RULES
• communicate weekly with Youth, Coordinator, teachers and school
• communicate weekly with Youth & Kennel Coordinator about schedule and reporting
• other duties as developed or needed

Youth & Kennel Coordinator: Person chosen by Indian Council/ Community with vetting and approval by school district. Since 2012, the program has required a local tribal person to coordinate the schedules of the kennel owners, community volunteers, and school staff. This person works with youth, sled dogs, and manages paperwork. Work includes:

Youth & Kennel Coordinator Responsibilities:
• weekly communication with kennel owners and school staff to create schedule
• accompany students to kennels as needed; work with kennel owners about behavior issues with students and parent issues
• work closely with community, including CSC to be sure all concerns are addressed and any new ideas are addressed
• work with the “out-of-village” program manager concerning program needs
• keep records about program and communicate to village and program manager
• help junior dog mushers organize club meetings and rally community members for weekend races that youth request
• other duties as developed or needed

Mushing Coordinator: Work with communities implementing program, handles logistics, communicate and assist with youth & kennel coordinator/reporting to keep programs operating smoothly, - Involve private sector support such as; finding sponsors for; village races for youth,

youth and dog teams for travel to participating program villages, continued work with Native owned non-profits dedicated to supporting program, facilitate apprenticeships, Coordinate volunteers including parents & elders

Mushing Coordinator Trainee: Work with Mushing Coordinator in communities implementing program to learn to handle logistics, communications and private sector involvement.

Coordinate volunteers including parents & elders and other organizations in support of mushing activities.

University of Alaska at Fairbanks College Dual Credit: Plans have been made for the University of Alaska’s Department of Veterinary Medicine College to develop courses for high school students participating in the program. A-CHILL would combine career and college preparation with an opportunity to obtain college credit through UAF. Dual Credit Courses from the UAF will be heavily promoted so that students can experience exposure to college and success while still in the protected environment of high school. The guidelines for UAF course admissions are listed below (**Full List of Dual Enrollment Guidelines in the Appendix**):

Dual Enrollment guidelines for secondary school students are as follows:
Prerequisites for the courses requested must be met;
Courses must be at the 200 level or lower (exceptions must be approved by the course instructor, department chair, and dean, director or designee);

Currently many Dual Credit Courses exist at UAF, however, below courses which may be developed for Dual Credit that are more specific to veterinary sciences.

Potential Types of Courses/ Program to be Developed with UAF and					
Major Require	Course ID	Course Title	Semester Offered		Prerequisites
		VETT	INTRO TO VETEINARY	1	FALL/SPRING

A101	PROFESSION			
VETT A103	VETERINARY OFFICE PROCEDURES	3	FALL	VETT A101
VETT A122	BASIC HANDLING & BEHAVIOR SMALL ANIMALS	2	SPRING	VETT A101
VETT A123	BASIC HANDLING & BEHAVIOR SMALL ANIMALS	2	SPRING	VETT A101

The program would also concentrate on teaching Soft Career Skills in addition to job specific skills and preparation for college. After successfully completing initial coursework, apprenticeship placement would be sought so students would be able to experientially apply their skill/knowledge while gauging if the work would be a good career fit. Career Soft Skills to be covered: *Career Awareness, Job Seeking, Self-Awareness, Working with Coworkers, Pay Check Math, Attendance, Appearance/ Personal Hygiene, Character Traits, Communications, Money Management, Money Management, Work Behavior Training, and Time Management.*

Research shows that one way to improve college enrollment for our students is to allow them the opportunity to ***be enrolled in dual credit courses*** where students will participate in actual college courses. These concurrent enrollment partnerships allow students, still in high school, the opportunity for initial college success while still remaining in a nurturing environment. Success in this program will give students the confidence to know that they can do the required college coursework. National research on Dual Credit courses show that students who began post-secondary education in high school were 9% more likely to graduate from high school, 12% more likely to attend college and 10% more likely to complete a Bachelor's degree than the comparison group (Berger, Andrea 2013) and (An, Brian 2013).

It is important to note that the Tanana Chiefs Conference has expressed interest in the program with regard to their goal to organize current AN related curriculum within the Interior Athabascan Tribal College Library so teachers will have immediate access to Our Way of Learning. The existing “*Frank Atlla Youth & Dog Care Mushing*” has kept records and lesson plans since 2012, to contribute to the library for all to benefit. Additional culturally responsive lessons will be developed during the project. Each year, approximately 25 teachers and local Elders and Culture Bearers will be enrolled in two PD components led by partner Brightways Learning, Alaska Native Knowledge Network and staff consultants who are experienced content specialists in culturally based education. These leaders and partners have been selected because of their extensive experience with the Alaska Native culture, past instruction at a collegiate level, and past impact in schools. The two (2) project components will provide over 7 content-rich days of PD and on a web-based resource hub.

1)	Summer Cultural Colloquium Educators Institute (5 days)	50 Hours
2)	Cultural Immersion Field Institute (2 days)	12 Hours
Total Hours of Professional Development Per year of the grant		62 hours

Descriptors of high quality partner activities and benefits that they will add are imbedded in the project components listed below: (Note: Partner MOUs/Support Letters and resumes are found in appendix). Course of study charts can be found below outlining the following activities.

1) Summer Cultural Colloquium (50 Hours): The Brightways Learning, UAF ANKN, LEAs, and Tribal Councils will host five-day Summer Colloquium camps. Participants will experience ways in which culture including but not limited to Sled Dogs influences understanding of the world around their students and their role in it. Particular attention will be given to cultural processes associated with learning, especially as they are reflected in Alaska Native contexts. The Colloquium will utilize an experiential learning format and will rely primarily on participation in camp activities and group

discussions led by the instructor, students, elders, and guest speakers. The class includes **traditional fish camp activities, visits to cultural sites, sled dog/mushing and native arts.**

The “Alaskan Cultural Standards” have been developed by AN educators to provide a way for schools and communities to examine the extent to which they are attending to the educational and cultural well-being of the students in their care. These "cultural standards" are predicated on the belief that a firm grounding in the heritage language and culture indigenous to a particular place is a fundamental prerequisite for the development of culturally-healthy student communities associated with that place, and thus is an essential ingredient for identifying the appropriate qualities and practices associated with culturally responsive educators, curriculum and schools.

While the state standards stipulate what students and educators should know and be able to do, the cultural standards are oriented more toward providing guidance on how to get them there in such a way that they become responsible capable and whole human beings in the process. The emphasis fosters a strong connection between what students experience in school and their lives out of school by providing opportunities for students to engage in in-depth experiential learning in real-world contexts by shifting the focus in the curriculum from teaching/learning *about* cultural heritage to teaching/learning *through* local culture as a foundation for all education, (Barnhardt, R. 2005). Below is a sample reading list for Participants in Cultural Training:

Day 1	Napoleon - <i>Yuuyaraq: The Way of the Human Being</i> Kawagley— <i>A Yupiaq World View: A Pathway to Ecology and Spirit</i>
Day 2	Barnhardt/Kawagley—"Indigenous Knowledge Systems" Kawagley/Barnhardt, R.—"Education Indigenous to Place"
Day 3	Ongtooguk—"Their Silence About Us" (ANE) Barnhardt, R.—"Two Cultures, One School: St. Mary's, Alaska" Kawagley, et al—"The Indigenous Worldview of Yupiaq Culture" (ANE)

Day 4	ANKN—"Alaska Standards for Culturally Responsive Schools" » Barnhardt, R.— "Culture, Community and the Curriculum" » Effie Kokrine Charter School—"EKCS
Day 5	Stephens— <i>Handbook for Culturally Responsive Science Curriculum</i> Garza— <i>Alaska Native Science: A Curriculum Guide</i>

Participants will also be required to complete the following activities: Prepare a 1-2 page paper at the end of the first day of class to summarize participant views regarding the ways in which culture influences what goes on in schools. Maintain a journal during the colloquium to document the topics and activities that are of particular interest and relevance to them. These "class notes" should provide a running account of participant knowledge each day of the colloquium. Complete the rubrics associated with the *Guide to Implementing the Alaska Cultural Standards for Educators* as they apply to the participant's curriculum. Prepare a lesson plan which incorporates culturally relevant activities and understanding along with academic standards. Participants will submit the lessons to be posted on the *Resources4Alaska Educator's* web site. Graduate credit will be available.

2) Cultural Immersion Field Institute (12 Hours) Teacher participants alongside Elders and other Alaska Native community members will experience on-site field institutes to provide substantive cultural content and community collaboration efforts to increase teacher's understandings and to plan for cultural learning opportunities in their local community. Alaska Native students' distinct learning style creates a pressing need for teachers to employ culturally responsive teaching techniques based on the everyday lives of their students. When Alaska **Native students are** confronted with teachers who do not understand the Alaska Native students' learning style preferences and cultural values, the result is often "cultural discontinuity" between students and their teachers. The outcome of this pedagogy is miscommunication between students and teachers, resulting in hostility, alienation, diminished self-esteem, and eventual school failure (Pewewardy 2002). Future teachers must have experience with Alaska Native students during their teacher training

programs. They need to understand and respect the students' cultural knowledge base including the history and culture of AN students that incorporate their values, stories, music, and myths (Pewewardy, 2009). The chart below lists expected locations and project participant goals:

Cultural Immersion Field Institutes	<i>Goals: Teachers demonstrate increased knowledge pre/post test</i>
Visit to Mushing Club/Kennel	Participants will gain knowledge about Dog Sledding tradition and culture, how to leverage this Culture in the learning setting and curriculum, about races such as Iditarod and related careers.
UAF Museum of the North / Morris B. Thompson Center	Participants will experience cultural displays and information at Fairbanks resources. The trainings will involve Native elders as teachers in a real-world classroom when possible.
Anchorage Native Heritage Center Museum	The museum will support participant educators in their work through on-site/ outreach programs related to art/history /science. Working within Alaska education standards, the museum will provide exciting ways to reinforce lesson plans and make concepts come alive.

(v) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services

Without Tribal, UAF and Brightways Learning partnerships the accomplishments of goals/ objectives for the project would be impossible. The Elders involvement in teaching of the Tribal Heritage of dog Sledding and Cultural Heritage Camps and the use of primarily Tribal owned /operated dog sled Kennels are mission critical to the long term goals of improved numbers of students attending college, improved graduation rates, and the goal of providing employees for the regional dog sledding enterprise. Additionally, the school district is the lead in this project because most activities, including student apprenticeships, course instruction, career/ academic counseling and dual credit courses will happen during the instructional day. The project will leverage existing skills and knowledge from partners to make the project efficient, impactful, and sustainable.

Quality of project personnel who are members of groups that have been underrepresented

AGSD/ will follow all developed policy/procedures approved by the Board of Education and the State of Alaska for employment and will make every effort to recruit and employ underrepresented populations. Since the backbone of the project revolves around AN heritage, local positions and volunteers will primarily be from the Tribal organizations and communities.

policy related to nondiscriminatory employment practices: All Personnel BP 4030(a)

NONDISCRIMINATION IN EMPLOYMENT The district and its employees shall not unlawfully discriminate against or harass employees or job applicants on the basis of sex, race, color, religion, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, Vietnam era veteran status, genetic information, or good faith reporting to the board on a matter of public concern. (cf. 4161.4 – Family and Medical Leave) Note: The Americans with Disabilities Act sets forth an employers' duty to reasonably accommodate persons with disabilities. Equal opportunity shall be provided to all employees and applicants in every aspect of personnel policy and practice. The district shall not discriminate against persons with physical or mental disabilities who, with or without reasonable accommodation, can perform the essential functions of the job in question. (cf. 0411 - Service Animals) (cf. 4119.41 - Employees with Infectious Disease) Note: Federal Regulations (45 CFR, Section 86.9) require federal aid recipients to take "continuing steps" to notify applicants for employment that, in compliance with Title IX, they do not discriminate on the basis of sex. (cf. 1312.3 - Complaints Concerning Discrimination) (cf. 4111.1 - Affirmative Action) Legal Reference: ALASKA STATUTES 14.18.010 Discrimination based on sex and race prohibited 14.18.020

(i) The qualifications including relevant training and experience of the project director

The AGSD/ and partners anticipate the Project Director (**PrD**) being the first person selected for the project and to the extent feasible consideration will be given to employment of AN individuals. The PrD will serve as the principal liaison between the project's partners, instructional process, data collection, and in ensuring the cohesiveness of the project as a whole with management support provided by Brightways Learning.

Brief Overview of Training and Experience of Project Director

The Project Director will have knowledge of AN Cultural Heritage, experience with tribal organizations and school district leadership, experience with federal education grant oversight, evidence of leadership; understanding of legal requirements, experience in coordination of partnerships, strong interpersonal skill, experience with federal reporting and with budgets.

(ii) The qualifications including relevant training/ experience of key project personnel

Note: section 7(b) of the Indian Self-Determination and Education Assistance Act requires that to the greatest extent feasible, a grantee must give to Indians preference and opportunities in connection with the administration of the grant, and give Indian organizations and Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of contracts.

Position Title *Denotes Resume in Appendix	Responsibilities	Qualifications
Project Director (.2 FTE) * See Resume for Scott MacManus, AGSD in Appendix	Directs overall project, responsible for APR, financial compliance, and reports to Department and School Board, Assist in compiling support documents, directs programmatic implementation.	Experience with federal grant oversight, evidence of leadership; experience in coordination of partnerships, strong interpersonal skill, budget experience.
Project Management (.25) See *resume for Jennifer Lutey, Brightways Learning	This position is provided by Partner Brightways Learning to provide grant and fiscal management services, data collection, and partner collaboration coordination overseen by Jennifer Lutey, Brightways Learning.	Master's or higher degree, legal expertise, technical expertise, experience with federal grant oversight, evidence of leadership; experience in coordination of partnerships
Project Admin Assistant FTEs (.5) AGSD	Due to the vast distances, critical supervision of students, the large amount of data to be collected,	Technology skills, communication skills, data

	materials to order, and the PD Requirements an Assistant is needed.	collection experience, good organizational skills
Mushing Coordinator – position reduces each yr. FTEs (.75) yr 1, (.5) yr 2, (.25) yrs 3 - 4 See Resume for Kathy Turco*	Work with communities implementing program, handles logistics, communicate and assist with youth & kennel coordinator/reporting to keep programs operating smoothly, - Involve private sector support such as; finding sponsors for; village races for youth, youth and dog teams for travel to participating program villages, continued work with Native owned non-profits dedicated to supporting program, facilitate apprenticeships, Coordinate volunteers including parents & elders	Knowledge of AN Cultural Heritage, experience with Dog Sled Youth Program, prior experience working with youth. Need to note specialized degree or other qualifications if seeking substantial wage rate.
Mushing Coordinator Trainee* position increases each yr. FTEs (.25) yr 1, *(.5) yr. 2, (.75) yr 3, (1.0) yr. 4	Work with Mushing Coordinator in communities implementing program to learn to handle logistics, communications and private sector involvement. Coordinate volunteers including parents & elders and other organizations in support of mushing activities.	Knowledge of AN Cultural Heritage, experience with Dog Sled Youth Program, organizational skills
Local Youth & Kennel Coordinator (6) one for each Center (each 1.0 FTE position)	Ongoing communication with kennel owners and school staff to create schedules; accompany students to kennels; work with kennel owners on student behavior issues/parent issues; work closely with community to assure concerns are ad-dressed; keep records on program/ communicates to village & director; help Jr. dog mushers organize club meetings; rally community for races	Knowledge of Care & Maintenance of Sled Dogs, Understanding of Sled Dog Equipment, Experience working with Veterinary, Experience working with Youth
Professional Development Director provided by Brightways Learning (.25) FTE See * <i>Resume for Lisa Kerscher</i>	Coordinates, participates in, and facilitates PD implementation (Culturally responsive teaching, PLC facilitation training support), including the major coordination and data collection; Assists in managing events, and materials development and implementation; co-leads AT meetings.	Master's degree, proven communications skills; 3 yrs experience providing PD to education or other professionals; 3 years in technology/software development and/or

		training
Fiscal Manager provided by Brightways Learning (.4) FTE	Works directly with Project Director for budget administration and oversight; Manages procurements and other expenses, including travel, lodging, materials, allowances, etc.; Provides regular internal audit reports to Project Director; schedules independent audits	Degree in business accounting or related field; Prior experience with budgets and experience working with grant & contract directors
2 Certified Instructors staff/ .5 FTE each , one at AGSD and One at YKSD	Instructor/Coordinator with additional responsibility to insure adherence to core curriculum, obtain curriculum materials, direct student activities for credentialing & Dual Credit	Master's preferred; 3 years, experience in provision of Dual College instruction/ coordination of programs

(iii)The extent to which the applicant, or one of its partners, demonstrates capacity to improve outcomes through experience with programs funded through other sources.

AGSD has successfully implemented, completed, and sustained a number of Federal Grants during the last 5 years such as the ANE preschool grant. AGSD/ has the capacity to: hire, supervise, and evaluate personnel; and give appropriate oversight to financial management; they have existing developed policies and procedures in place to successfully implement and complete the goals and objectives enumerated in the project narrative; and they have intrinsic desire and objective to improve college and career opportunities for AN students. AGSD/ will follow all developed policy/procedures approved by the BOE and the State of Alaska for curriculum, employment, purchasing, personnel, and travel. The following partners/contributors have also successfully implemented federal and state grants; YKSD, Advanced Evaluations, Brightways Learning, Tanana Chiefs Conference and the University of Alaska Fairbanks. Additionally, the Native Tribe of Huslia, Community of Huslia, Sled Dog Kennels, and the University of Alaska (with other dual credit classes) have successfully piloted many of the recommended components of project A-CHILL during the past three years. This success includes but is not limited to: demonstrating that the capacity and infrastructure exist to support

the program, students improving attendance, students expressing an interest in obtaining dual credit college courses and exhibiting a more positive attitude about school. These positives encouraged the partners to plan the expansion of the project to 5 additional communities, 6 new schools, and 6 new Kennels. The district and partners already have agreements in place to successfully expand this already proven program to a greater range of students who currently have a bleak future if engaging interventions are not forth coming. Project A-CHILL would not only give greater opportunities for success to additional students and communities, but would also increase exposure to college through increased dual credit college courses and increase the possibilities for work apprentices in the area of animal husbandry and veterinary assistance.

Adequacy of resources: (i) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

In respect to budget, with AGSD, partner commitments, and community volunteers the resources are adequate to support the project. There are sufficient personnel to provide grant direction and accomplish the goals and objectives, to obtain and analyze data, conduct PD, perform evaluations, monitoring, perform data collection, provide dual credit courses, and monitor activities related to post-graduation goals.

Partners	Commitment and Rational for Selection - *Memorandums of Agreements (MOUs) for the partners can be found in the <i>attachments</i>.
Alaska Gateway School District	Administrative oversight, curriculum development, contractual partner/ instructor arrangements, policy/ procedures, fiscal oversight, sustainability. Schools Involved: Tok, Eagle, Northway...other schools will join after yr 1
Yukon-Koyukuk School District	Provide administrative oversight, instructor arrangements, policy/ procedures, facilities, sustainability. Schools: Allakaket, Johnny Oldham, Ella B. Verneti, Gladys Dart, & Minto-other school will join after year one.
Ruby Tribal Council Alaska Native Org.	The Ruby Tribal Council has agreed to provide Alaska Native elders and skilled community members to act as career, and cultural mentors for student participating in programs. Also will assist with sustainability.

Koyukuk AN Tribal Council	The Koyukuk Tribal Council has agreed to provide Alaska Native elders and skilled community members to act as career, and cultural mentors.
Hughes Village Council Alaska Native Org.	The Hughes Village Council has agreed to provide Alaska Native elders and skilled community members to act as career, and cultural mentors for student participating in programs. Also will assist with sustainability.
Tanana Chiefs Conference- AN Org.	The program will provide information to TCC staff working to include Alaska Native related curriculum within the Interior Athabascan Tribal College Library. Also will assist with sustainability.
Musher Associations	Hughes Dog Mushers Assoc., Ruby Musher, Francis Captain, Huslia Mushers of Floyd Vent (Sam/ Henry), Minto Musher (Lloyd Charlie),
Advanced Evaluations, LLC	Member of American Evaluation Association – staff of AE, LLC have successfully provided evaluation service on federal projects for 20+ years
Kennel Owners	Nine (9) Kennel owners will participate in the A-CHILL project
Brightways Learning	Provide program management oversite and fiscal management, expertise and programs experience in previously implemented cultural heritage training to teachers and administrators
UAF-Supporting Agency	Dual credit courses, renowned cultural staff, provide leadership, knowledge, direct training, and ANKN curriculum

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The project will impact a total of 694 AN students overall. Given the significant impact of the project and the enormous challenges of at-risk population residing in extremely remote locations, the cost of the program is considered reasonable. In addition, when the objectives and goals of this project are met, the realized improved quality of life for the AN students, the significantly expanded income during a life time, and the strong likelihood of these benefits improving the educational attainment of their children makes this project very cost effective. The 2011 census tells us that average dropout makes \$19,000 less per year than a graduate. If this project positively impacts AN students that are likely dropouts based upon current AN student rates in these districts, then the programs cost are again very reasonable. Statistics on

earnings also tell us that each graduate will earn over \$570,000 more during a 30 year career than someone dropping out of school and college graduates will earn \$1 million more than a high school graduate over a lifetime (Carnevale and Neil 2016). This program is extremely cost effective. In addition to the aforementioned benefits, a **sustainability** endeavor involving district, community and Tribes is already being planned so that project will continue after the conclusion of the grant.

Quality of the management plan.

(i) The adequacy of the management plan - achieve the objectives, timelines, and milestones...

To assure that the stated goals, objectives and outcomes for the proposed project are met, A-CHILL will operate under a shared stakeholder management plan with clearly defined roles, responsibilities, and timelines. The lead applicant, AGSD along with YKSD and Brightways Learning (facilitating grant management), will follow all developed policy and procedures approved by the Boards of Education and the State of Alaska for employment, instruction and finances. The project will devote the needed time of the Project Director and staff to assure successful implementation. The foundation of the management plan pertaining to project goals, objective, and outcomes lies with the Advisory Council (AC). The staff will initially meet weekly or more frequently if needed and then monthly. The project AC will include representatives from: AGSD, YKSD, Alaska Native Organizations, Community Leaders and Kennel Owners, Brightways Learning, University of Alaska, External Evaluators, Parents, and Students. The purpose of the AC is to assure fidelity of implementation, monitor the grant for ongoing modification/improvement that may be needed, budget oversight, evaluate progress, develop needed PD activities, and establish any new policies/procedures. The AC will meet initially monthly or more frequently if needed. Meetings will generally utilize electronic methods with in-person meetings at least once/year. The staff along with the AC will also assure that the necessary resources are provided to meet the goals and objectives. AGSD will follow standard

accounting procedures, conduct independent yearly audits, and has the internal capacity needed to implement the project. AGSD and Brightways Learning pledges full compliance with GEPA Section 427, ensuring equitable access to, and participation in, programs by persons with special needs and Section 504 of the Rehabilitation Act. To further ensure equitable access, grant goals and outreach efforts will target students who are continually under-represented based on race including those with perceived or identified disabilities. The project will recruit and when possible employ underrepresented populations. AGSD and Brightways Learning do not discriminate on the basis of race, color, national origin, gender, age, or disability.

Project A-CHILL Timelines and Milestones		
Project Period Month	Timelines, Continuous Improvement Strategies and Milestones	Responsible Partners
Fall 2016	Inform partners and staff of award. First meeting of (<i>A-CHILL</i>) Advisory Council. Work with Tribal Council input for Employment of grant personnel.	Superintendents / designee, Partner leaders & PD MOU's in APPENDIX
Fall 2016	First joint meeting of (<i>A-CHILL</i>) Advisory Council (AC) . Determine dates for participant recruitment. Establish linkages with partners, finalize contracts, begin purchasing materials, begin development of evaluation instruments (surveys, PD eval, & training).	Project Director, Superintendents (or designee), AC with support from External Evaluator AE, LLC.
Oct 2016	Identify AN students. Develop: transportation/student schedules – PD training -staff, Partners, Community Leaders/ Parents, Tribal Council & school admin.	Project Director, Advisory Council (AC), Mushing Coordinator
Late Oct 2016	Finalize Curriculum Courses and materials- AC meeting to monitor implementation progress. update report on timelines/ objectives, make adjustments	Project Director – AC
Late Nov 2016	AC meeting in communication with Evaluator; review implementation status & plan for 2 nd semester / 2 nd yr. using lessons learned from first phase of implementation	Director, AC, External Evaluator

Dec 2016	Identify students for Dual College Credit, obtain approval from Parents, Enroll students in College Courses, Obtain needed instructional material	Director and Certified Teacher
Jan 2017	Implement Dual College Credit Courses. 2 nd PD session conducted for Partners, Community, staff, and administration on implementation, curriculum, objectives, begin second semester courses.	Project Director, UAF and staff
Feb 2016	AC meeting for formative process evaluation – update data reports/implementation timelines.	Project Director, Advisory Council (AC)
Mar-17	<i>Preparation</i> for second year; courses, contracts, etc.	PD, Instructors, and Staff
Apr 2016	Status reports on; APR report, successful course completers, college courses, number of Apprenticeships, surveys, GPAs, instructional overview, etc.	Director and AC
May 2017	Debrief Year 1 implementation- collect data: reflections /discussions regarding considerations for 2 nd yr.	Director, AC, Staff
June/ July-17	Data for Graduation Rates, College Enrollment, Employment, Attendance Data, data and summer program for student apprenticeships	Director, staff, and AC
August 2017	Begin Second year of Program with continued courses and new additional courses. Annual Performance Report (APR) is completed in August of 2015	Project Director, Advisory Council, External Evaluator and partner participants
Oct 2017-2020	Cycle begins again for program implementation and review. Note: modification to project A-CHILL are made based upon APR review & formative assessment.	Project Director, Advisory Council, External Evaluator and partner participants
ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.		

Project A-CHILL organizational structure and procedures will provide for ongoing feedback to the AC and will assure a continuous improvement process. The graphical organizational structure, shown below, sets up a process for that continual feedback from participants and staff to the AC that provides continual modifications and improvements.

Additional AC input from formative assessments, status reports, and APR will allow for continuous improvement.

The monthly, quarterly, and annual reporting will assist with continuous improvement.

A-CHILL Continuous Improvement Feedback Flow Chart



(iii) The extent to which Indian tribes and parents of Indian children have been involved

A pilot Musher program was developed with Tribal community member’s involvement and has been operating successfully for the past year. Additionally, the numerous AN Tribal organizations and members assisted UAF and Brightways Learning as a program manager to develop a pilot Cultural Heritage training program. During these developmental periods Tribal community members have had an opportunity to give ongoing input in the operation and direction of the program. Those community members and partners who are volunteering in the program, giving resources, or financially supporting this experimental cultural program have provided great feedback concerning the positive impact, need for modifications, or changes in direction. Parents and community members have had an opportunity to participate in surveys and speak at public meeting concerning the need for modification or direction of this culturally

rich program. Parents and Tribal members have been greatly supportive of the schools partnering to instruct youth in this singularly unique area of their Cultural Heritage.

(iv) The extent to which the proposed project is designed to build long term capacity.

From the initial development of the pilot program the underpinning of the A-CHILL project has been community capacity building, replication, and sustainability. The involvement of so many community partners in the development and implementation of the project has created community volunteerism, linkages between community organizations, and commitments that will assist with sustainability of the project long after the funding has ceased. The community, including schools, tribal councils, higher education partners, kennels, and mushing clubs will be even more supportive of the continuation and replication of this project after a more comprehensive program is implemented and after the anticipated positive results are realized and made public. In the attached MOUs are not only statements of current support but also long term commitments of resources to maintain the program after funds are gone.

Quality of the project evaluation.

(i) The extent to which the evaluation will provide guidance replication

A - CHILL's is based on meta-research related to "Cultural Responsiveness" and academic success (Hanely and Noblit, June 2009). This evidenced based study provides a framework for the collection of formative and summative evaluative data that will allow for replication in other settings. The Advanced Evaluation, LLC's External Evaluator will meet with the AC utilizing multiple communications methods to discuss implementation, formative and summative data using a decision-focused model Thompson Greg and Niska (2004) objective data are provided and recommendations made regarding each component.

The summative evaluation will be consistent with the standards of the Coalition for Evidence-Based Policy "What Constitutes Strong Evidence of Program Effectiveness", Jon Baron (2012). The External Evaluator will work with the PD and AC to ensure that the project is

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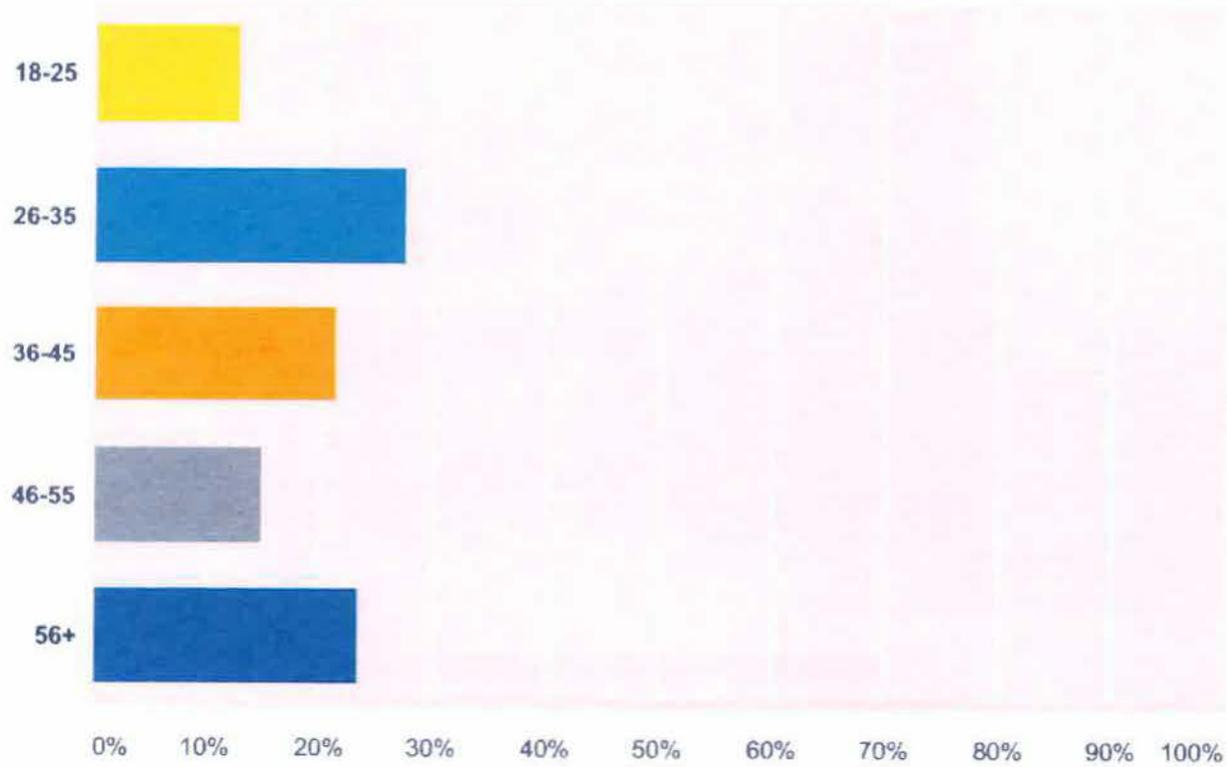
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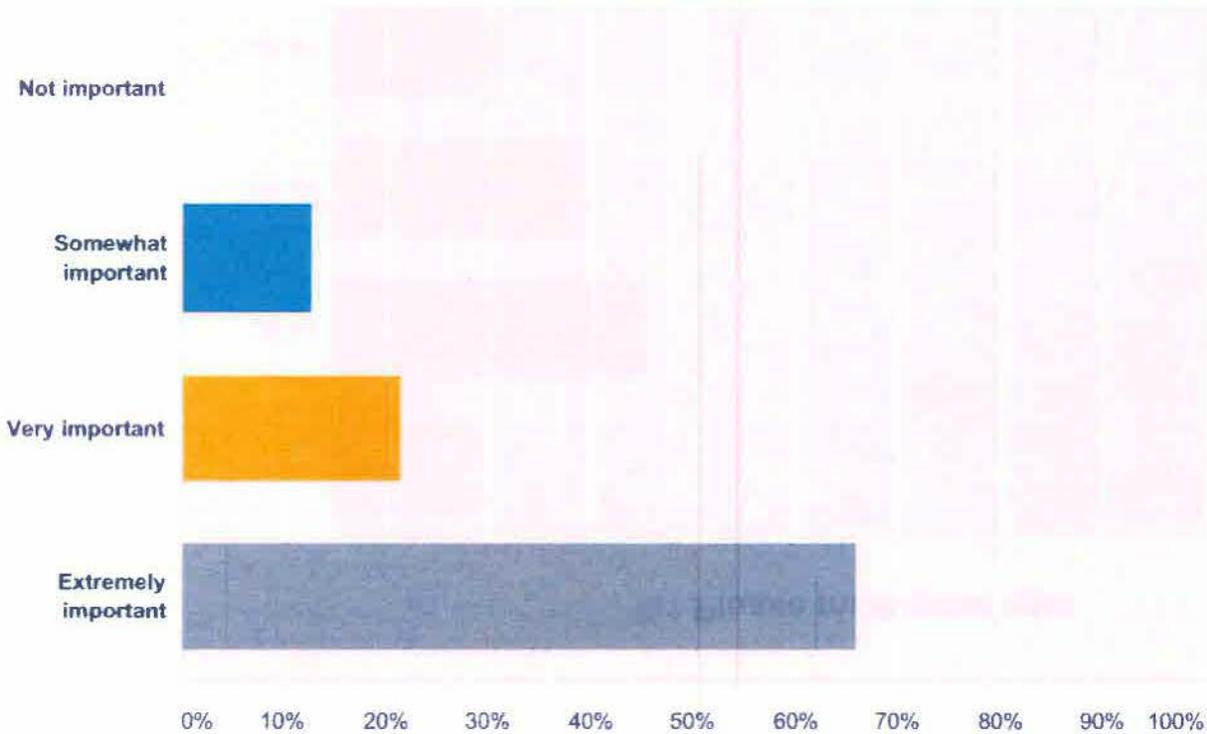
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Community Survey for A-CHILL

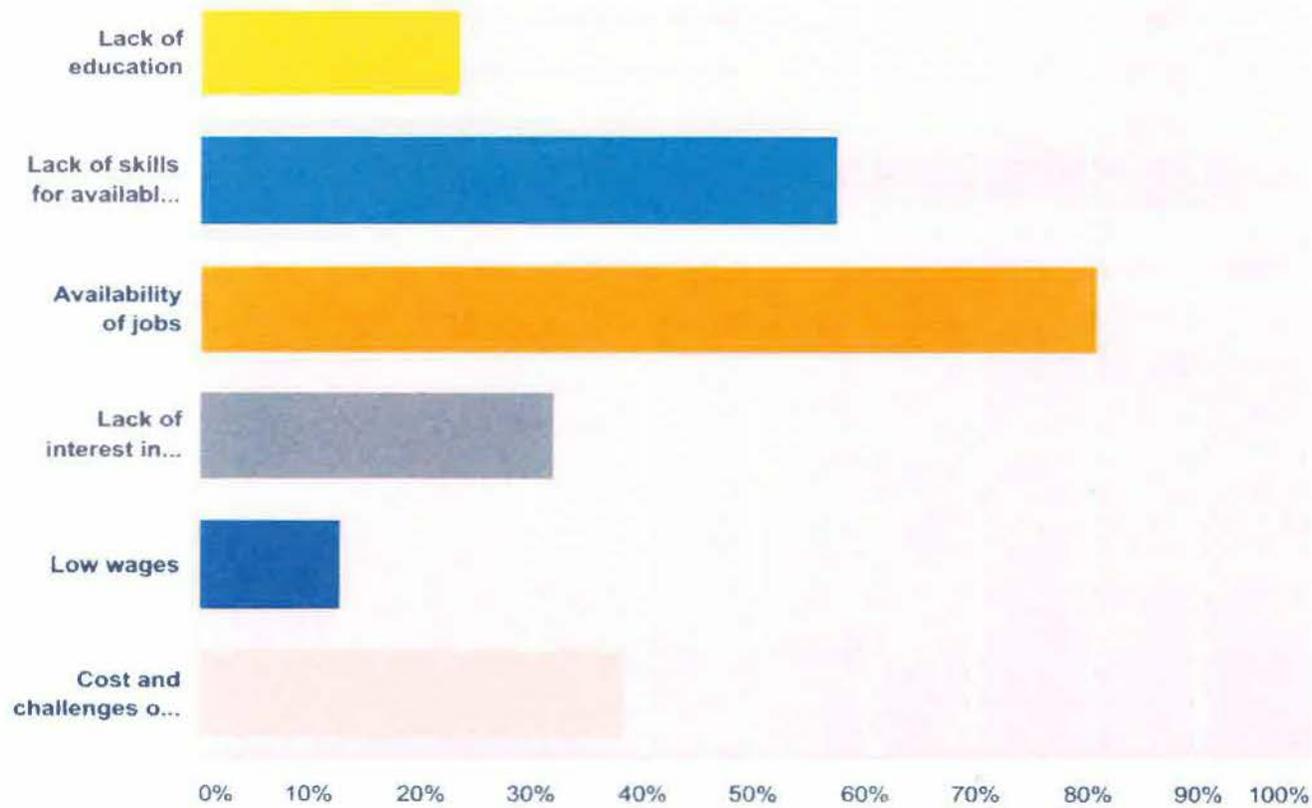
Q1 Please mark your age:



Q2 How important is teaching Alaskan Native Culture to our children?

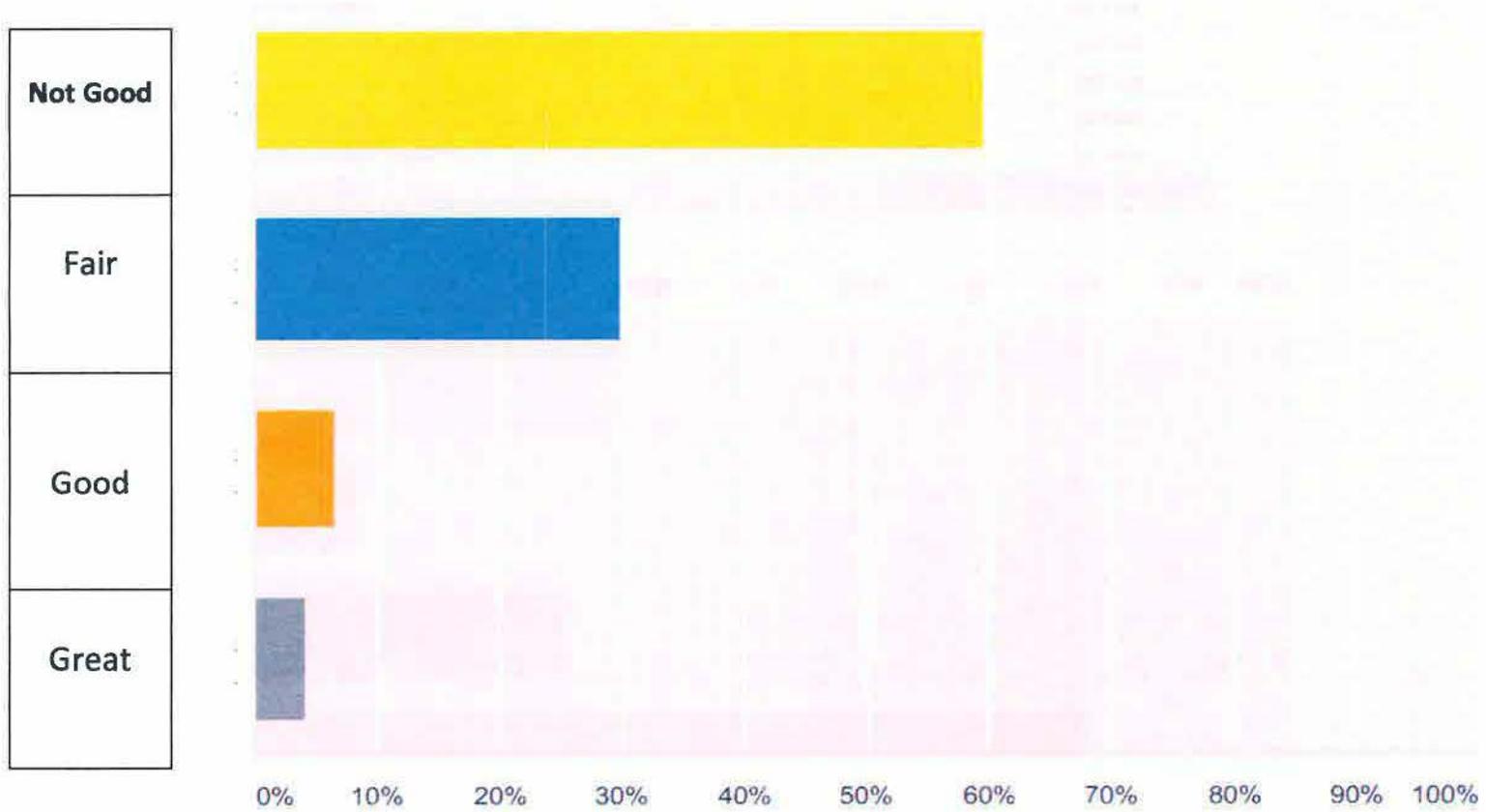


Q3 What are the major barriers to youth employment in our area? (Mark all that apply.)



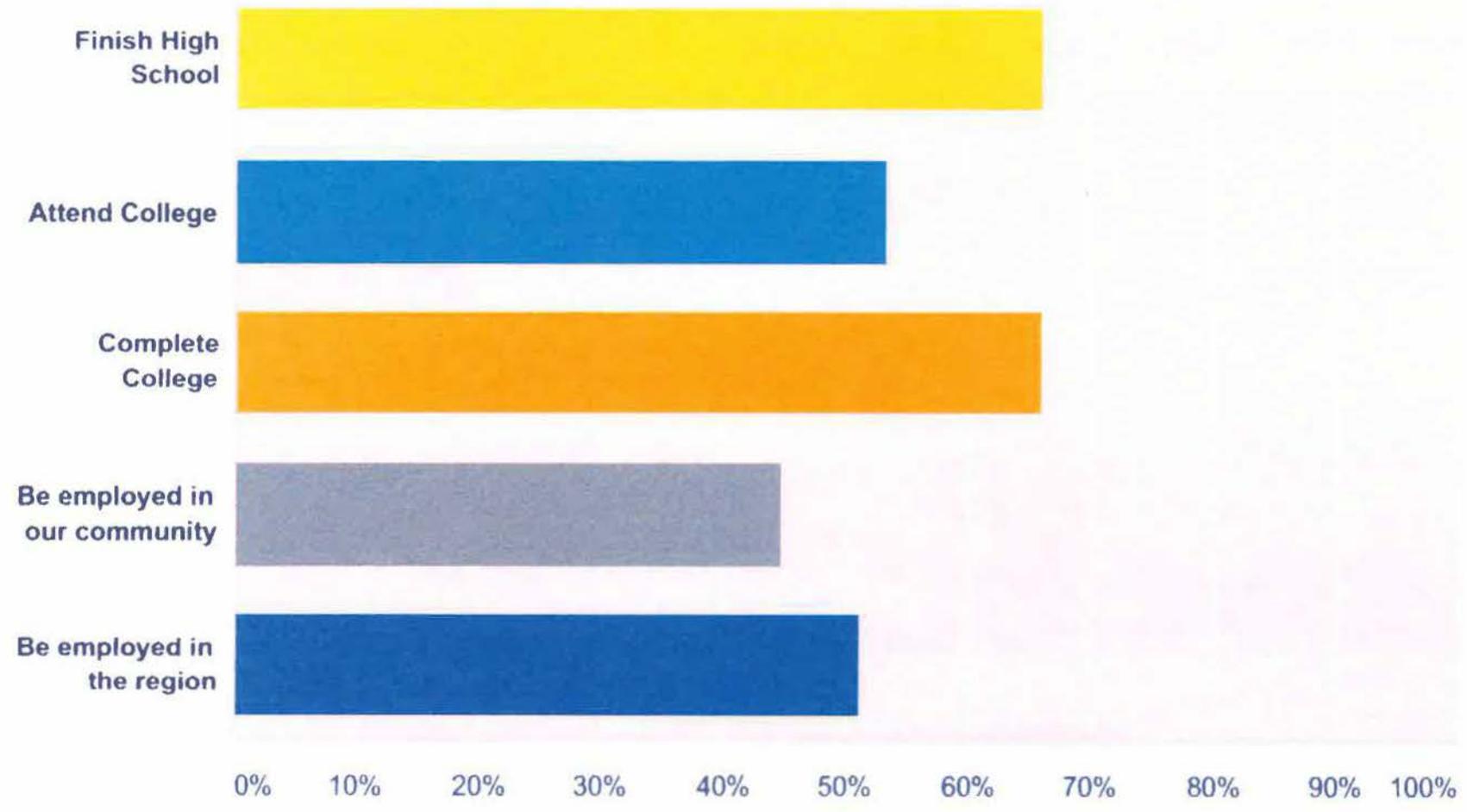
Answer Choices	Responses
Lack of education	23.40%
Lack of skills for available jobs	57.45%
Availability of jobs	80.85%
Lack of interest in employment	31.91%
Low wages	12.77%
Cost and challenges of transportation	38.30%

Q4 Please rate the opportunities for employment in the community.



Answer Choices	Responses
Employment opportunities for our youth are not good	59.57%
Employment opportunities for our youth are fair	29.79%
Employment opportunities for our youth are good	6.38%
Employment opportunities for our youth are great	4.26%

Q5 What would be your greatest desire for our school age youth? (Choose all that apply.)



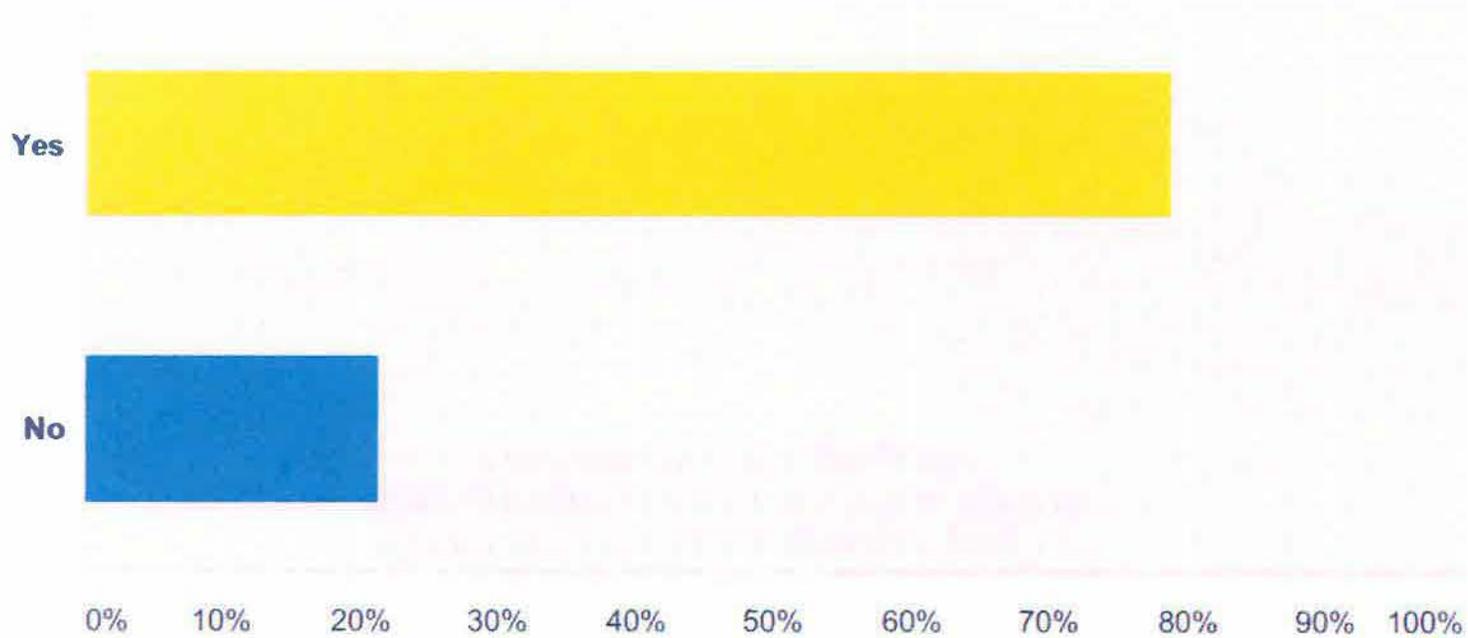
Q6 Do the current youth understand the heritage and cultural connection with Dog Sledding?



Q7 Have you heard of the Frank Attla Youth & Sled Dog Care-Mushing Program?

Q7 Have you heard of the Frank Attla Youth & Sled Dog Care-Mushing Program?

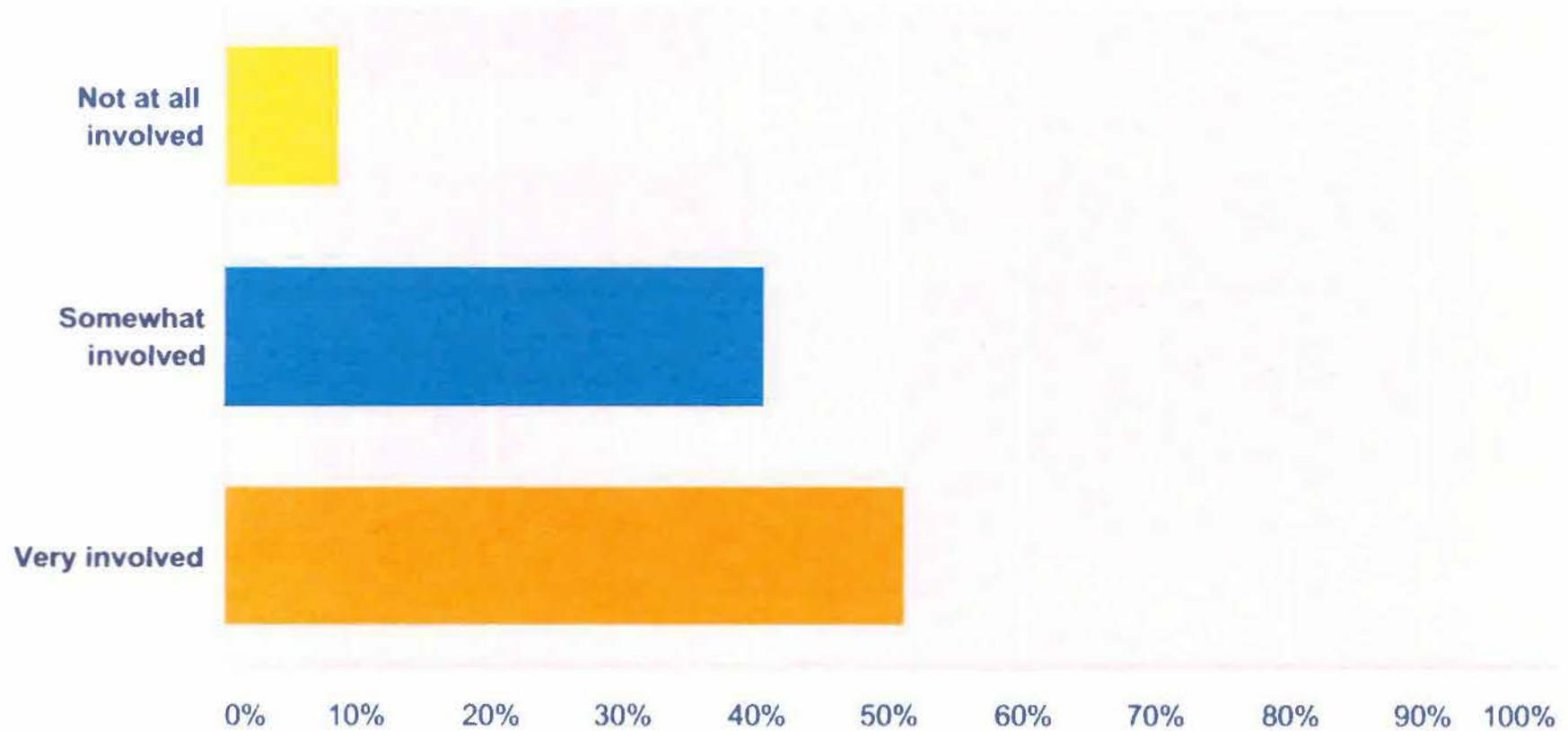
Answered: 47 Skipped: 0



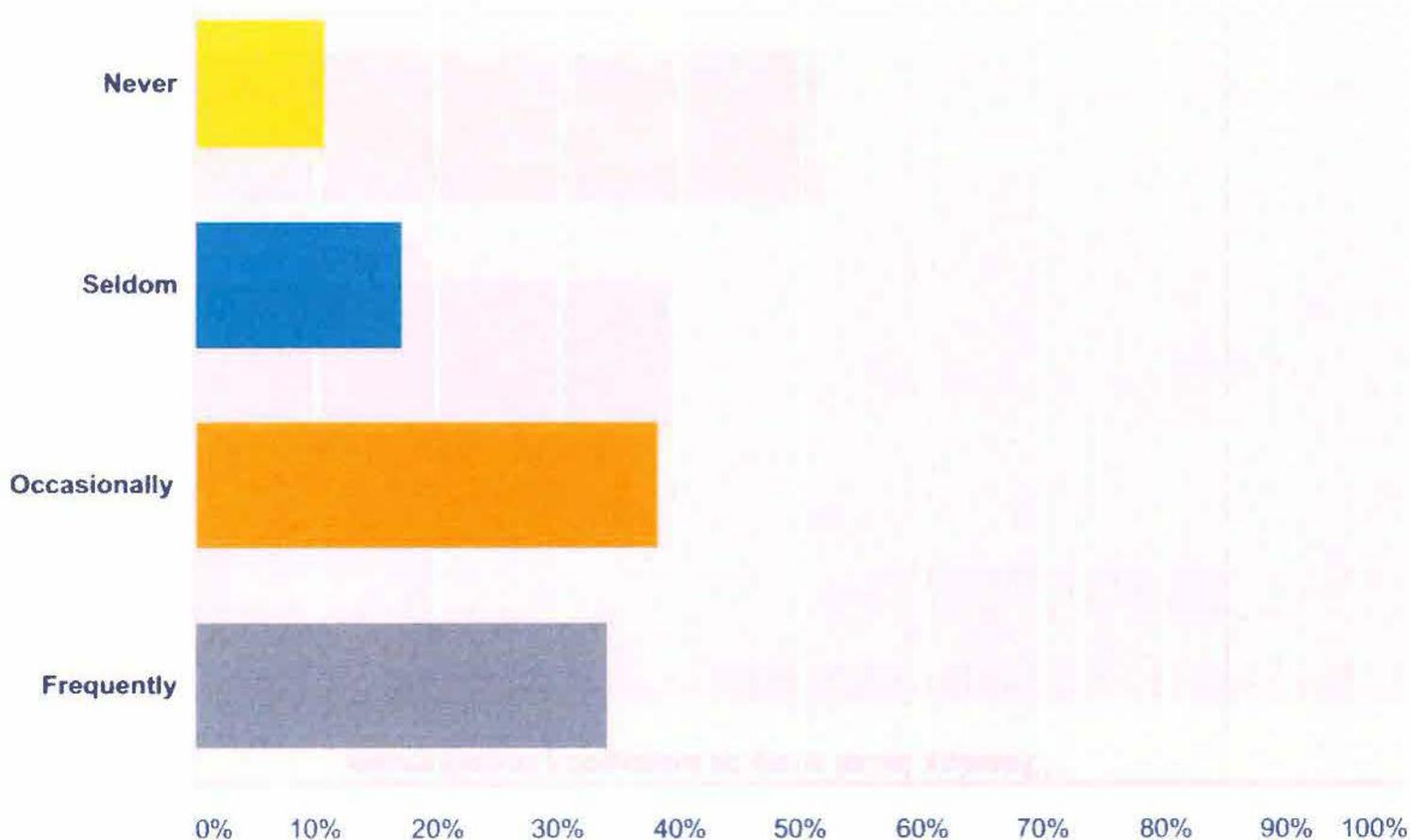
Q8 If Yes to the above question, do you think community youth would benefit from involvement in this program?



Q9 Have you taken advantage of opportunities to be directly involved in the educational programs at your local school?



Q10 Have you taken advantage of opportunities to give input into planning activities at the local school (surveys, committee meetings, public forums, PTA meetings, other)?



Q11 Please list any additional barriers to careers or higher education that exist in the community:

1. Date

- 1 Societal Issues 6/6/2015 4:42 PM
- 2 apprenticeships locally would help 6/5/2015 5:50 PM
- 3 Info on opportunities. 6/5/2015 2:28 PM
- 4 Lack of Parent encouragement. 6/4/2015 2:13 AM
- 5 Alcohol 6/3/2015 5:14 PM
- 6 costly 6/3/2015 6:43 AM
- 7 Lack of funds 6/3/2015 2:01 AM
- 8 The kids need good romodels around them, they need access to them. More opportunities to work on projects with community member. For example building dog sleds and houses, caring for dogs. 6/3/2015 1:01 AM
- 9 Alcohol abuse 6/3/2015 12:58 AM
- 10 lack of transportation to and from city 6/2/2015 8:20 PM
- 11 Lack of access to job training (not just college) 6/2/2015 5:19 PM
- 12 Failure to pass drug tests 6/2/2015 4:20 PM
- 13 no jobs 6/2/2015 4:06 PM
- 14 vocational employment 6/2/2015 4:03 PM
- 15 Lack of understanding of living in the city 6/2/2015 3:36 PM
- 16 Smoking Marijuana 6/2/2015 2:00 PM
- 17 Lack of interest on both parents and students on education. 6/2/2015 1:40 PM
- 18 Substance abuse - alcohol and drugs 6/2/2015 1:28 PM
- 19 parents who don't care one way or the other 6/2/2015 12:47 PM
- 20 substance abuse 6/2/2015 12:37 PM

2. Date

- 1 Family Problems 6/6/2015 4:42 PM
- 2 teachers offering job oriented education 6/5/2015 5:50 PM
- 3 encouragement to youth to take advantage 6/5/2015 2:28 PM
- 4 Lack of interest by child. 6/4/2015 2:13 AM
- 5 drugs 6/3/2015 5:14 PM
- 6 low ambition 6/3/2015 6:43 AM
- 7 Drug abuse 6/3/2015 12:58 AM
- 8 high price of fuel 6/2/2015 8:20 PM
- 9 lack of jobs for students who are attending colleges 6/2/2015 4:20 PM
- 10 lack of motivation 6/2/2015 4:06 PM
- 11 union employment 6/2/2015 4:03 PM
- 12 lack of knowledge on scholarships 6/2/2015 3:36 PM

- 13 Teen Pregnancy 6/2/2015 2:00 PM
- 14 No hands on activities available to students. 6/2/2015 1:40 PM
- 15 parental guidance 6/2/2015 12:37 PM

3. Date

- 1 creating interest in a higher education 6/5/2015 5:50 PM
- 2 Lack of bond between youth and elders. 6/4/2015 2:13 AM
- 3 Video game addiction 6/3/2015 12:58 AM
- 4 lack of industry 6/2/2015 8:20 PM
- 5 scared to leave home 6/2/2015 4:06 PM
- 6 doyon universal employment 6/2/2015 4:03 PM
- 7 not understanding applications 6/2/2015 3:36 PM
- 8 Parental Guidance 6/2/2015 2:00 PM
- 9 Teachers are not all qualified to teach hands on activities. 6/2/2015 1:40 PM
- 10 exposure to the oppurtunities that are available 6/2/2015 12:37 PM

Thank you for your participation! Date

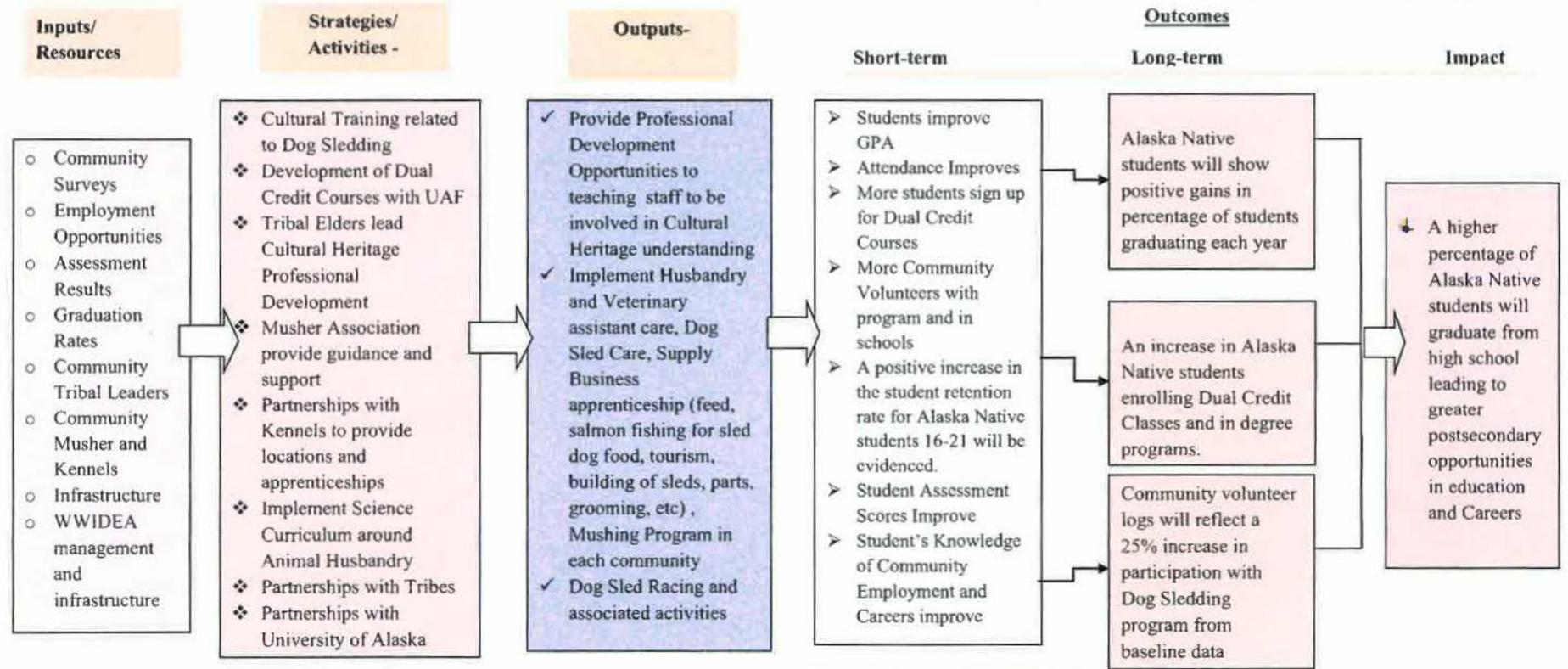
- 1 Lack of community involvement. 6/4/2015 2:13 AM
- 2 lack of libraries, parks, construction. .. 6/2/2015 8:20 PM
- 3 heavy equipment operators 6/2/2015 4:03 PM

Dog Sledding Teaches the Following Life Skills

Dog Sledding Teaches the Following Life Skills – the Mushing Spirit...<i>For a full list please see Appendix.</i>	
Student Benefits from program: - Altruism by Helping Dogs and People - Perseverance - Pride in Heritage - Confidence - Partnership - Self Pride - and Community Spirit	
Dog Mushing Skill	Mushing Spirit Applied
Regular care of dogs and equipment	Be responsible - honor commitments
Caring for dogs and yourself	Care for yourself and be physically fit
Train dogs and communicate	Set goals, develop & communicate strategies to achieve
Acquire/ maintain your equipment	Be prepared and know to use resources
Know the trail & variable factors	Anticipate challenges & how to adapt
Recognize and solve problems	All problems have solutions
Enjoy the ride	Have fun & appreciate beauty / wonder of nature
Other possible lessons or qualities- Know you are a winner - Trust your instincts -Cultivate a strong will- Learn to handle yourself - Trust your instincts	

A-CHILL - Logic Model - Problem Statement: The low rate of achievement and graduation for Alaska Native students leads to fewer opportunities for employment and postsecondary education.

The Alaska Native (AN) student population has an overall graduation rate that is 14.8 percent below the state average and for non-English speaking homes it is 32.2 percent lower. Overall graduating seniors have a reading proficient achievement of 51.9% and 57% for math. For Alaskan Native students had only 39.6 % for reading and 24.7 for math. The rate for Alaskan Native students is lower than those graduating with a disability (graduating students with disabilities scores reading 45.7% - math 25.1%).



ASSUMPTIONS: The provision of a Dog Sled Program and Cultural Heritage Training for staff will lead to increased Graduation rates for Alaska Native Students.

General Education Provisions Act Applicant Statement

Alaska Gateway School District (AGSD) ensures equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs or special considerations. AGSD is required by Board policies to provide equal access and opportunity for all students, employees and program beneficiaries. These mandates prohibit discrimination on the basis of gender, race, national origin, color, disability, and age.

Accordingly, AGSD pledges full compliances with the requirements of GEPA Section 427, ensuring equitable access to, and participation in, programs by persons with special needs and Section 504 of the Rehabilitation Act. The following six types of barriers, as highlighted by statute, have been considered in the development of this proposal.

1. Gender – program components are designed to appeal to both males and females.
2. Race – program components will be customized to appeal to Alaska Natives. The majority of participants are Alaska Native, but the opportunities are open to all residents in the affected communities.
3. National Origin – This program is available to all partner school participants, regardless of national origin.
4. Color – This program is open and available to all partner school and entity participants, regardless of skin color.
5. Disability – This application is open and available to all participants, regardless of disabilities. The program will be made accessible for partner school participants with special needs. Students with special needs will receive supplementary assistance in accordance with individual education plans. Students with physical handicaps are provided access to facilities in compliance with federal and state laws.

Alaska Gateway School District
427 GEPA Statement

The proposed A-CHILL program specifically targets and will serve students, Teachers and Administrators who directly come from traditionally under represented and underserved populations and who are at risk of poverty, academic failure, and school dropout. The A-CHILL program sites proposed in this application will - by design - serve low-income, impoverished, and disadvantaged Alaska Native populations. To increase awareness and participation in the A-CHILL program, the applicant will recruit (through one-on-one solicitation by AGSD and District Admin) students and families who fit this high-needs criteria. Curriculum materials – as well as instructional and support services - will be culturally sensitive to the needs of all learners to be served. The program will further be delivered based on the specific needs and challenges of program participants. The Board of Directors of AGSD and its co-applicants all serve an academically, culturally, and racially diverse student population and are committed to equal access and treatment for all students, employees, and the general public. With respect to this commitment, the lead applicant’s board policy of nondiscrimination guides and governs decision making at all levels. The Board is committed to the provision of equal access in all student, employment and business programs, activities, services and operations that are deployed or provided directly by the Board, as well as those operated or provided by another entity on behalf of the Board under contractual or other arrangements. The applicant will monitors, coordinates, and recommends action to ensure compliance with these policies. In accordance with the Americans with Disabilities Act, the applicant will provide appropriate accommodations so that the proposed program is accessible to students and staff with disabilities.

Alaska Gateway School District
427 GEPA Statement



George Attla - Making of a Champion **54 Years of Competitive Sled Dog Racing: 1958-2011**



<http://atlamakingofachampion.com/youth-sled-dog-program>

Youth Dog Sledding Curriculum

HOW TO START AND RUN A YOUTH AND SLED DOG PROGRAM

INTRODUCTION

Simply stated, dogs can touch and teach children in ways our technology driven world cannot. Legendary sprint sled dog racer George Attla, in collaboration with the community of Huslia, Alaska, established the Frank Attla Youth & Sled Dog Care-Mushing Program in 2012. He believed that sled dogs, mushing, and dog racing are deeply rooted in Native Alaskan culture and can empower youth and strengthen communities. In her article "Big Dreams", published in Mushing Magazine, Bridget Schwafel wrote: "He [George Attla] spoke about how today's youth did not know their own history, their family connections, or the places they came from and how important it was that they knew and had pride in who they are as people. He believed that if kids were involved with dogs, the connection with historical pride and traditional knowledge could strengthen and help them become stronger physically and mentally."

The Frank Attla Youth & Sled Dog Care-Mushing Program was developed as a pilot project in the remote Interior Alaskan village of Huslia to provide an opportunity for local students to learn about a traditional means of transport and competition that is central to their cultural heritage. This grassroots program was developed to revitalize and strengthen the community's sled dog tradition by increasing awareness and knowledge of sled dog care, training, and racing. Not only does the program revitalize the Alaskan Native tradition of dog mushing, it also helps to strengthen community bonds and enhance self-respect. Since it is a school and community based program, it also supports academic learning through the team building efforts of youth, teachers, dog mushers, elders and other community members. It was George Attla's dream that this program would serve as an example for other Alaskan communities.

This manual is divided into eight chapters that provide instruction on how to startup and maintain a community based youth and sled dog program. Chapter 1 provides basic information on starting the program while Chapters 2-7 give information on how to maintain the program after it begins, including how to obtain academic credit for these classes through the local school district. Chapter 8 offers the manual in its entirety as a PDF file. It is hoped that this manual will provide sufficient information to persons interested in developing sustainable youth and sled dog programs in their communities.

Six Steps to Start and Run a Youth and Sled Dog Program

1. Find an Elder and a local Sled Dog Kennel Owner(s) interested in working with Youth.

The first step in starting a local youth and sled dog program is to identify at least one Elder in the community with a history of dog mushing who might be interested in mentoring youth. The elder(s) may already be mentoring an adult who could also assist in starting the program. The Elder(s) may know of at least one sled dog kennel owner willing to work with youth. Generally, the kennel owners choose with whom they are most comfortable working. The number of kennel owners available in a particular community combined with the number and age range of participating students will determine if separate classes can be formed based on student age. The in-kennel field class component of this program is essentially the same for all ages, but is modified by grade level.

2. Evaluate the number of Youth in your Community who are likely to participate.

Determine how many youth are interested in participating. Once you have identified the number of youth, categorize them by class standing (i.e., elementary, middle or high school level). High school students simultaneously taking a class in veterinary science may be given academic credit toward graduation. This link between the participant's school curriculum and activities with sled dogs helps to validate the program and provide it with greater credibility. Additionally, this high school course can provide dual high school/university credit. Elementary and middle school students may not receive formal academic credit, their experiences in a sled dog program will help prepare them for high school education.

3. Gather Community Leaders, Parents, Community School Committee (CSC) Chairman, and a Regional School Board District Representative.

Hold a community meeting to introduce the youth and sled dog program. Begin by explaining the benefits of the program to the health of the community as shown in Huslia (i.e., the demonstrated success of the *FAYSDP*). The positive impact of the program on the community will increase with more community member participation and support. The community meeting provides an opportunity for attendees to learn and volunteer for the roles that best suit them. The success of the academic portion of the program lies with the parents, community school committee, and local school board representative. Without their support and the support of the local school district it will be impossible to incorporate the program into the school curriculum. It is essential to have a local kennel owner involved in this meeting and who is willing to commit his dogs to the program. Without sled dogs and a participating dog musher there can be no program.

4. Select a Program Coordinator.

The program coordinator functions as a liaison, communicating with student participants, parents, Elders, dog mushers and school staff to ensure that the program runs smoothly. The responsibilities of this essential position include creating and distributing a master kennel field

class schedule. The regularly updated schedule needs to specify which students will participate in various program activities on a particular day. The schedule organizes both the student's field experiences and in-school based activities related to the sled dog program. Finally, the program schedule pairs each student with a particular kennel, teacher, and class time taking into consideration the available daylight hours during the school year.

The program coordinator also maintains contact with kennel owners to discuss and document weekly activities and student performance. He or she monitors and obtains information on any dog health issues and takes appropriate action. The coordinator also helps to organize and direct community member volunteers. These volunteers assist with classes and field experiences, help the student participants start a junior dog mushing club, assist with weekend sled dog activities, assist with youth sled dog races, and help raise funds for sled dog related trips outside the local community.

5. Approach the local School Principal and teachers.

The program coordinator needs to schedule a meeting with local school principals, teachers and other school officials. This meeting should include at least one community Elder; the kennel owners; parent representatives from the elementary, middle and high schools included in the program; and at least one member of the CSC and a regional school board representative. This meeting should be open to the community. During this meeting, the dog kennel owners present a list of dog yard rules for all students who will be placed at their kennels. Parents and students must agree to and sign a form that outlines these rules. It is the principals' responsibility to coordinate with the district superintendent and obtain final approval for the youth and sled dog program's presence in their schools.

6. Funding the program.

Some potential funding sources include district and tribal funds, state and federal grants, and/or private donations. While a youth and sled dog program can start with volunteers, it is very difficult if not impossible to sustain such a program with an all volunteer staff. Dog care is of primary importance to the success of this program. Mandatory program expenses include dog food, medicines, and vaccinations. Dog yard supplies (tools, dog houses, chains, etc.) and dog mushing equipment (collars, harnesses, gang lines, sleds, etc.) must be regularly repaired or replaced. In addition to these expenses, the shipping costs for these items in addition to the dog care supplies (dry dog food, rice, straw, meat, etc.) add another major expense.

School Commitment to integrating a Community Driven Youth and Sled Dog Program into the Curriculum

1. An important administrative consideration:

When establishing sled dog based classes with a local in-kennel component for high school, middle school, and elementary school students, it is important to follow already established district approved guidelines with regard to parental permission and liability insurance. The program startup guidelines proposed in this manual can be altered to better fit each school's educational policies and procedures.

Example permission forms by category include:

~ [Example of a Sled Dog Yard Rules Permission Form](#)

~ [Examples of Sled Dog Related Activity Permission Form](#)

~ [Examples of Intra-Village Field Trip Permission Forms](#)

~ Examples of Out-of-Village Field Trip Permission Form (**To be added**)

2. Consideration of course for high school elective credit, science credit and/or college credit.

For high school students, the youth and sled dog program can be part of the curriculum as an elective course, as a science course, or as a course with dual high school and college level credit for the student participant. See CHAPTER FOUR for examples of curriculum and lesson plans for the following:

- For elective credit, veterinary science classes with a kennel workshop component can be taught by any teacher.
- For credit in science toward high school graduation, only an Alaska Board of Education approved class, taught by a certified animal husbandry teacher or science teacher with extensive animal experience will qualify.
- For dual high school/college credit, the University of Alaska Veterinary Medicine Department needs to certify the course.

3. Consideration of middle school and elementary school student program participation.

Elementary and middle school students do not take classes for credit toward graduation, however, a curriculum design based on sled dog care and training offers an opportunity for the younger student to learn about dog feeding and general care, dog anatomy, exercise, and the history of dog mushing in Alaska and in their local community. This educational experience could be combined with the youth and sled dog students learning more about human mental and physical health from community elders and, in this way, developing greater pride in their Native heritage. Additionally, these elementary and middle school classes can facilitate the learning of other subjects such as English by way of journal writing and math by way of studying the relationship of time and distance in sled dog racing. These elementary and middle school classes can be a required prerequisite for a subsequent high school veterinary science class taken for graduation and college credit.

4. Adapting the student's school schedule to support the in-kennel workshop portion of sled dog education.

To safely learn about sled dogs in a dog yard, the student needs to pay considerable attention to detail and become comfortable working outdoors. With the academic school year spanning all of the winter months in an extreme Northern state like Alaska, the class scheduling criteria needs to make maximum use of daylight hours and the highest ambient temperature for scheduled outdoor activities. This can best be accomplished by scheduling kennel class times immediately before or after lunch. The ideal amount of time for outdoor classes is 80–90 minutes with an allowance of travel time to and from the kennel. For schools with scheduled class times that are less than 1 hour, the school might extend this time by overlapping the outdoor class with a class in physical education or Native cultural heritage.

5. Assigning teachers to teach high school, middle school, and elementary school classes including possible video- conference teaching by other professionals

Local teachers need to be evaluated in terms of their qualifications to teach youth and sled dog program courses that will be eligible for science and/or college credit. Animal husbandry and science teachers with animal care experience are likely to be qualified to teach the class for science credit. If available teachers lack this qualification, the course may only qualify as an elective credit. If there are no teachers available who have these qualifications, another option is to contract with qualified professionals outside the school to teach by way of videoconferencing. Using this option, someone with a background in animal husbandry, such as a veterinary medicine technology certified teacher, could be hired to teach in multiple schools at same time via videoconferencing (*see details in CHAPTER THREE*). Lastly, the best teachers for this program need to like the outdoors, like working with animals, and be comfortable working with local kennel owners and other people involved in sled dog care and racing.

6. Important Essential Outcome Reporting

There are many methods to evaluate the successes and failures of a program but it is critical that an outcome-reporting plan is in place within the program design. The most accepted way to evaluate a program is by using surveys. The first survey would be to identify interest in the community. Then, in order to evaluate the effectiveness of a program, it is important to conduct a pre-, mid-, and post- survey of the community, students, and parent. All surveys should be written by mental health-researchers. A survey of students, parents, and teachers can reveal best practices that can be tracked and measured. Over time, you can identify which evidence-based best practices provide most positive outcomes. Post-surveys can reveal program effectiveness. Ultimately, adjustments can be made to improve the outcome.

Example of surveys:

– *Examples of Surveys to Identify Youth Program Interest*

– *Examples of Surveys to measure Program effectiveness*

7. Seeking Funding

Identifying an appropriate potential grant writer has been one of the most challenging parts of supporting a youth & sled dog program. Funding for program essentials, namely dog care supplies, can come from private donors interested in supporting grassroots youth programs, however, it is often difficult to insure funds for more than one year. A consideration in accepting private donations is a programs ability to obtain and sustain a non-profit status. Other funding sources are available with federal organizations with a mission to support grassroots rural community health and welfare development. There are many specialized grants only available to tribal governments including long-term funding sources aiming to support youth education and mental health to which a youth & sled dog program aligns perfectly. No matter what the method of seeking funding, it is important to define the program mission and a clear budget.

Examples of a youth & sled dog program summary, and an operation budget with budget narrative:

CHAPTER THREE-In-School Culture/Health

In-School Culture/Health Classes for Elementary School (ES) and Middle School (MS)

1. Teaching Elementary School Students using sled dogs by Mari Hoe-Raitto (Salcha)

Teaching young students about sled dogs is a great way to learn about caring and learning responsibilities in life. Sled dogs can teach us so much, from every aspect like husbandry, feeding and nutrition, nursing and injuries, managing and being a leader, learning to do practical projects, social work and psychology, being motivated, loving and caring, showing empathy and just having them as your best friends. Dogs give unconditional love. Students learn about great teamwork, and not to mention sportsmanship and great social skills. Sled dogs can teach us so many life lessons!

~Example lesson plans

2. Teaching Middle School Students using sled dogsby Sam Barney (Huslia)

Students had experience with and participated in lessons related to: veterinary care of sled dogs; assisting in giving shots; giving an I.V.; feeding and general care; anatomy of race dogs; details of training and importance of keeping good records; time keeping and the physics behind dog sleds. The students helped build a dog sled and repaired several others. They learned how to tie various knots, went snowshoeing and learned the science behind weight distribution over an area. The students learned the history of dog mushing, and the history of Huslia. They read, discussed, and wrote about the native stories specific to Huslia. They were taught by elders how to live a healthy life, how to show respect, and to be proud of their native heritage. They gave service to elders in the community. The students wrote dozens of “thank you” letters to sponsors, and journal entries about their participation in the program.

~ Example lesson plans (*TO BE ADDED*)

3. A *Sled Dog Camp* week including elementary student sled dog race

After the FAYS PD was a part of the curriculum in both MS and HS, it was natural for ES students to ask about the sled dogs classes. In April when MS and HS students had their annual spring culture class camping trip down-river, students who were unable to attend culture class were recruited to mentor younger students at an in-village *Sled Dog Camp*. In the past these students were disheartened at being left behind. The idea for these MS/HS students to mentor youngsters came naturally. By being given mentorship responsibilities in this alternate program, the students left behind flourished. The community organized a list of adult volunteers and the school provided the names elementary students anxious to participate in the *Sled Dog Camp*. The culminating event of the camp was to have a elementary student sled dog race organized by the MS/HS students. The entire community participated in the event.

[~Example of In-Village sled dog camp schedule](#)

4. REFERENCES for ES and MS teachers

CHAPTER FOUR: In-School Veterinary Science Classes for High School (HS)

In-School Veterinary Science

1. HS and University-level Veterinary Science Class

For high school students, the youth and sled dog program can be part of the curriculum as an elective course, as a science course, or as a course with dual high school and University-level credit for the student participant.

- For an elective credit, veterinary science classes with a kennel workshop component can be taught by any teacher.
- For credit in science toward high school graduation, only an Alaska Board of Education-approved class, taught by a certified animal husbandry teacher or science teacher with extensive animal experience will qualify.
- For dual high school/college credit, the University of Alaska Veterinary Medicine Department needs to certify the course.

2. HS Veterinary Science State of Alaska Board of Education-approved curriculum for dual high school and/or college credit

[~ King Career Center's Veterinary Science I & II curriculum by Leesa Wingo](#)

~YKSD 's Veterinary Science I, II, III, & IV curriculum by Peggy Bruno [Part 1](#) [Part 2](#)

3. **HS Veterinary Science lesson plans**

[~YKSD's Veterinary Science lesson plans by Peggy Bruno](#)

[~HS Math Science ideas](#)

[~GPS use](#)

4. **University-level Veterinary Science & Dog Mushing curriculum & lesson plans**

[~University of Alaska Anchorage's Dog Mushing curriculum/lesson plans by Libet Norris](#)

[~Alaska Pacific University's Dog Mushing curriculum/lesson plans by Annie Grenier](#)

5. **University of Alaska-Fairbanks Department of Veterinary Medicine Involvement**

The Department of Veterinary Medicine has offered assistance in developing curriculum and lesson plans including dog health, nutrition, and exercise physiology and performance. Classroom lectures may be provided by video, live video-conferencing, and/or on-campus class. Tours of the veterinary student facilities can be scheduled. Visits to the University give students the opportunity to see campus life and to talk to administrators and educators about degree programs before they graduate from high school. Student trips to UAF during the winter can be potentially combined with students' shadowing veterinarians at local sled dog kennels. Trips made during the spring allow students to shadow veterinarians and dog mushers at the adult championship sprint sled dog races.

[~Example of Student Trip to UAF/ONAC in March 2016](#)

Dog Health and Kennel Manuals for teaching HS

[~ Mushing with Pride](#)

[~Ravenwood Veterinary Kennel Management Handout](#) Large file; smaller sections of this file may be downloaded below

[Part 1](#), [Part 2](#), [Part 3](#), [Part 4](#), [Part 5](#), [Part 6](#) [Part 7](#) [Part 8](#) [Part 9](#) [Part 10](#) [Part 11](#)

References for HS teachers

[~Curriculum and References about Culture/Dog Mushing](#)

CHAPTER FIVE: Kennel part

Kennel part of Veterinary Science and Culture/Health Classes for Middle School (MS) and High School (HS)

1. Quarter, Weekly Lesson Plan at Kennels for HS and MS

The hands-on kennel portion of the youth & sled dog program was the brainchild of George Atla. His knowledge of sled dogs and his love and concern for youth were reflected in the spirit of his dog yard. On the first day of class, the first thing he told students who gathered in his cabin was that they must have a good attitude in his dog yard. He emphasized learning about dogs started by being respectful of their space. Being with dogs was a special opportunity for students to learn and experience the history of their people. This requires the students to be aware, work together, and get along. Every kennel owner/dog musher knows his/her dogs by developing a keen ability to observe. The effectiveness of the program is how well the kennel owner can engage students and the dogs. Chores associated with care and handling of dogs builds great confidence and trust. The dog yard activities require problem solving, which can be applied to nearly every subject in the classroom.

[~Example of a kennel class teaching map for one semester](#)

[~Example of kennel class schedules in Huslia and Tanacross](#)

2. Kennel Class Schedules and Collaboration with Elders and Community Members

After the program coordinator consults with the school about class availability and number of students, kennel owners can meet and talk about the kennel schedule for the entire month. It is best to adhere to a schedule so that students learn how to work in each kennel including getting to know all the dogs. It is good to regularly invite Elders to visit classes and share stories especially if there are class discipline issues. The presence of Elders generally has a positive impact on student behavior. Kennel owners communicating with each other regularly about the weather conditions and health of their dogs can adapt classes accordingly. Seeking suggestions from community members is an important early step in planning all sled dog related activities. Students encouraged to observe and learn skills from a variety of people became more confident.

3. Ways to Work with Students and Teachers in a Dog yard

An important first step in working with students and teachers in a dog yard is to go over the rules and encourage questions. If mistakes are made, they need to be corrected immediately and the entire class made aware of the importance of the rule. In every class, remind students that the awareness of their surroundings is the key to hands-on learning in a dog yard. Encourage students to communicate with each other, the dogs, and the kennel owner. Design tasks so that students can work in pairs to problem solve. Never ask a student or dog to do something that they can't do. This will work to build confidence with even simple accomplishments, and reassures conscious and careful decision-making.

3. Tips on Reporting about Youth and Sled Dog Activities

It is important that Kennel owners keep a log of their classes. Notes should include the number of students and their grade level, subjects taught each week, and the effectiveness of the lesson. It is best to critique or evaluate the class on the day of, or soon after the class. Log all student and dog behavior problems and address them in the next class. If bad student behavior problem persists, contact the principal and request an assistant to give one-on-one help. Notes can be reported to the program coordinator over phone and they will compile notes from all kennels so a good record is established. Kennel owners should communicate frequently and meet to problem solve as necessary.

5. References for Kennel Owners

[~ Mushing with Pride](#)

~ [Ravenwood Veterinary Kennel Management Handout](#) Large file; smaller sections of this file may be downloaded below

[Part 1](#), [Part 2](#), [Part 3](#), [Part 4](#), [Part 5](#), [Part 6](#) [Part 7](#) [Part 8](#) [Part 9](#) [Part 10](#) [Part 11](#)

CHAPTER SIX- Grassroots Community Involvement

Grassroots Community Involvement

1. Ideas on How to Start and Run a Junior Dog Mushing Club.

Establishing a Junior Dog Mushing Club gives youth a great way to learn about working together outside the structure of school. Additionally, it gives youth the opportunity to learn about turning ideas into reality with the casual support of adults. One of the important considerations is a meeting place. Ideally, a youth center can offer a neutral space with a sense of responsibility; the club “belongs” to the youth and they make the decisions. It is best that one adult volunteer commits to attending all club meetings so youth can feel the security of an adult advocate. The meetings are open to any age but make sure parents know they must accompany toddlers. Adult volunteers, including dog mushers, are encouraged to attend. At a minimum, youth should vote on a president, vice-president, secretary, and treasurer. Try to meet at least once a week around mid-week especially for planning weekend gatherings as it allows addition time to call another meeting to further organize for the event if needed. Create a poster to announce club meetings every Monday and obtain permission to post it in a consistent place at school and in high traffic places like the post office and store.

[~Example of Huslia Junior Dog Mushing Club Posters](#)

~Examples of Activity Ideas for a Junior Dog Mushing Club

2. Ideas on How to Help Youth Plan Meetings and Sled Dog Activities at the Kennels

Work with the club secretary to keep a meeting attendance list and notes for each meeting. Encourage youth to invite Elders to help them discuss good meeting topics and a club logo. Help youth make lists of weekly and monthly goals. Encourage youth to contact community leaders for help on identifying potential advisors to present at club meeting(s). Have youth decide who and when calls will be made to community members. Make a calendar so there is information to add to a poster every week. Invite kennel owners/dog mushers to meeting to discuss weekend events at their kennels. Have youth decide the pairing of middle and high school age-youth with elementary age-youth for weekend visits to the kennels. Invite kennel owners, adult dog race organizers, timers, and trail support to help youth plan a youth race. Encourage youth to request adult mentors in areas of interest.

~Examples of Other Junior Mushing Clubs, Camps and Alaska 4-H

~Examples of Weekend Activities at Kennels (To Be Added)

~Examples of Weekend Youth Day Races and Community Sled Dog Racing Events (To Be Added)

3. Ideas on How to Involve Youth in Fund Raising for Racing Trips with Dog Teams

Empower youth to take charge on reaching goals they set including traveling with dog teams to race in other villages or the city. Discuss all costs involved and hold brainstorming meetings about ways to support such trips. Have youth select a fund raising committee and lead person to communicate with community about their goals. Encourage youth to keep asking advice from Elders and community members on how to have bake sales, raffles, and work parties to raise funds. Encourage youth to stay involved in all decision-making.

4. **References for Communities**

~About Cultural Teaching

~Culturally Responsive Instruction

~“Self Determination through Self-education”

~Culturally Responsive Teaching Methods

~Alaska Standards for Culturally Responsive Schools

~Creating Culturally Responsive Schools

~Ideas for Youth & Sled Dog logos, banners, drawings, and calen

Community Commitments to A-CHILL

YEAR ONE Mushing/Cultural Heritage (begin in Fall 2016)

Huslia- Continue the *FRANK ATTLA YOUTH & SLED DOG CARE-MUSHING* PROGRAM as part of the MS school curriculum in fall of 2016. *Program responsibility:*

- 3 Kennel owners will instruct up to **35 students** (HS/MS) in how to care for sled dogs, how to train sled dogs, and how to properly use equipment associated with sled dogs.

- 1 Local Youth & Kennel Coordinator will work with kennels, community, and school

- 1 Local Sled Dog Handler Reading Tutor with dog will work closely with teachers

Hughes- The *FRANK ATTLA YOUTH & SLED DOG CARE-MUSHING* PROGRAM as part of the school curriculum in fall will start in fall of 2016. *Program responsibility:*

- 1 Kennel owner will instruct **student(s)** (HS) in how to care for sled dogs, how to train sled dogs, and how to properly use equipment associated with sled dogs.

- 1 Local Youth & Kennel Coordinator will work closely with kennels, community, and school

- 1 Local Sled Dog Handler Reading Tutor with dog will work closely with teachers

Allakaket- The *FRANK ATTLA YOUTH & SLED DOG CARE-MUSHING* PROGRAM as part of the school curriculum will start in fall of 2016. *Program responsibility:*

- 2 Kennel owners will instruct up to **20 students** (HS/MS) in how to care for sled dogs, how to train sled dogs, and how to properly use equipment associated with sled dogs.

- 1 Local Youth & Kennel Coordinator will work closely with kennels, community, and school

- 1 Local Sled Dog Handler Reading Tutor with dog will work closely with teachers

Ruby- The *FRANK ATTLA YOUTH & SLED DOG CARE-MUSHING* PROGRAM as part of

the school curriculum will start in fall of 2016. *Program responsibility:*

- 1 Kennel owner will instruct up to **10 students** (HS/MS) in how to care for sled dogs, how to train sled dogs, and how to properly use equipment associated with sled dogs.

- 1 Local Youth & Kennel Coordinator will work closely with kennels, community and school

- 1 Local Sled Dog Handler Reading Tutor with dog will work closely with teachers

Minto & Manley: The *FRANK ATTLA YOUTH & SLED DOG CARE-MUSHING PROGRAM* as part of the school curriculum will start in fall of 2016. Manley kennel owner will offer some classes to small number of students, but mostly will work to support program in Minto.

Program responsibility:

- 1.5 Kennel owners in Minto and Manley will instruct up to **28 students** (high and middle school) in how to care for sled dogs, how to train sled dogs, and how to properly use equipment associated with sled dogs.

- 1 Local Youth & Kennel Coordinator will work closely with kennels, community and school

- 1 Part-time Local Sled Dog Handler Reading Tutor with dog will work closely with teachers

-1 Part-time Job Coach to assist with on the job training, coordination, and issues

Tok/Eagle- The *FRANK ATTLA YOUTH & SLED DOG CARE-MUSHING PROGRAM* as part of the school curriculum will start in fall of 2016. *Program responsibility:*

- 1 Local Sled Dog Handler Reading Tutor w/dog work closely with teachers and 17 students

Total Students - 120 per year

Begin University Dual Credit Courses in Spring 2016 (see above descriptions)

YEAR 2, 3, 4

Continue with program with needed modifications based on ongoing review and evaluation.

Dual Credit Enrollment guidelines

Corresponds to A-CHILL page 19

Enrollment guidelines for qualified secondary school students are as follows:
Prerequisites for the courses requested must be met;
Courses must be at the 200 level or lower (exceptions must be approved by the course instructor, department chair, and dean, director or designee);
Pay all tuition, course and student fees – <i>AGSD and Project will offset cost for courses</i>
Attain a grade of at least C (2.00 on a 4.00 scale) from each UAF course to receive permission to register for future semesters;
Student and Parent/Guardian Agreement
Student and Parent/Guardian Agreement-The registration process at UAF requires all secondary school student applicants and their parents/guardians to complete a Secondary School Student and Parent/Guardian Statement of Understanding

Scott MacManus

Professional Vitae

(b)(6)

Philosophy Statement:

Public Education is a process that prepares students to succeed within a personal and social context, in an increasingly complex society. An educational leader facilitates a collective vision and will toward that end, ensuring that their staff have the skills, resources and motivation needed to create a learning environment where that vision can be realized.

Professional Education Work Experience

Alaska Gateway School District – Assistant Superintendent

Supervise certified and classified staff. Federal Programs/Technology Director ('98-'03), Executive Director ('03-'10), Assistant Superintendent ('10-Present). Responsibilities included oversight of School Improvement sites, Curriculum Director, Personnel & PD, and project design and management (eg: Biomass CHP Project), Grantsmanship, (over \$20m in competitive funds received), Technology, including E-rate, and managing successful FCC E-rate appeals.

Alaska Gateway School District – High School Social Studies/English 1997-1998:

Yukon Koyukuk School District – High School Social Studies/Vocational Teacher, 1996-1997:

Technology, Woods, History, Government, English. Did site technology, and wrote for CTE funding.

University of Alaska Fairbanks -TechPrep Project Director, 1991-1994:

Directed development of Interior Alaska TechPrep Articulated programs. Responsibilities included project management, grants writing, curriculum review and development, staff training, and policy development. Wrote successful \$1.3 million proposal Multi-Media Eco-mapping NSF grant.

St. Mary's School District - High School Teacher 7- 12- grade, 1988-1990:

Taught Computer Tech, History, Government, English, Photography.

McKinley Alternative Middle School FNBSD – Middle School, 1987–1988: Year long combined practicum and student teaching in the content areas of English and Social Studies.

Education

University of Alaska Fairbanks – Beginning coursework toward Interdisciplinary Ph.D

University of Alaska Anchorage: 2014, Superintendent's Certification Program

University of Phoenix: 2008, rec'd MA in Educational Leadership & Administration

University of Alaska Fairbanks: 1988, rec'd BA in Political Science, Minor: Education

Zweibrücken Institut für Fotografische Kunst: 1981-82, Photographic Institute

University of Chicago (European Extension): 1980, International Politics

University of Maryland (European Extension): 1979, International Law

Other Work Experience

Yukon River Tours – Dawson City, YT. Managing Owner: Summers, 1990–2000: Manager/owner of a restaurant, gift-shop, and Yukon River 50 passenger paddlewheel tour-boat. 15+ employees.

M&M Cement Contracting– Fairbanks, AK. Owner, 1984–1996: Partner in commercial/residential concrete construction business in Interior Alaska.

Fairbanks Mental Health – Fairbanks, AK. Youth & Family Counselor: 1995-1996

Booked Master Mason – Statewide: Completed 4 year apprenticeship and spent 10 years in the trade, to include: Foreman-VECO, Deadhorse Alaska. Oversaw concrete construction of 120,000sf containment warehouse on "C" Pad, completed concrete three weeks ahead of schedule

Journeyman - Kewit/Groves, Terror Lake Hyrdo Project, Kodiak.

Journeyman - M&M Contractors, Anchorage, Alaska; Projects: Hunt, Sullivan, BP.

Other work: Carpenter, Operator, Commercial Riverboat Pilot, US Army Military Police Corps.

Certifications

Alaska type "B" Superintendents Certificate: To be issued 2015

Alaska type "B" Administrative Endorsement: Issued 2008

Alaska type "A" Professional Teaching Certification: Issued 1988

Master of Minor Waters: 50-ton limit, Captain/Chief Engineer's certifications: Issued 1991

Certified Master Journeyman Cement Mason: Issued 1985

Professional Publications and Reports

"Tech Prep: A Catalyst for Systemic Change in Alaska" Alaska Vocational Council

"Implementing Educational Change in Rural Alaska" Report to the Governors Council

John C. Beardasley

Experience

2008 – present Federal Grants Evaluator

2004 - 2012

Executive Director of Central Kentucky Special Education Cooperative (CKSEC) serves 23 school districts with enrollments of 112,000 students

1985 -2014 Federal Grants Evaluator

2008 – 2012

Program Coordinator and Instructor – University of Kentucky of Graduate Program for Director of Special Education Program and Masters Redesign Committee UK

1977 – 2004 Bourbon County Board of Education

- Assistant to the Superintendent
- Director of Federal Programs/ Acting Assistant Superintendent (2003-2004)
- Supervision of Special Education (Federal Programs Grant Development (1978-2003)
- Director of Bluegrass Cooperative Program for Exceptional Student Services (5 County Program until 1998)
- Supervision of Preschool/Head Start Services (1988 – 2003)
- Chief Information Officer (1996 – 2004)
- Director of Extended School Services (1991 – 2004)
- Supervision of budgets exceeding 6 million dollars (2000 – 2004)
- Supervision of 1.5 million dollar 21st Century Program and \$987,000 dollar Teaching American History grant (2002 –2005)
- Supervision of Community Education /Adult Education (2001 –2003)
- Director of Colonel Scholars Program (1991 – 2004)
- Director of School Guidance and Safety (1980 –1997)
Total Budget of Programs \$6.25 million
- Coordination of all county services to Exceptional Education students
- Directed Psychological Staff Services
Direct Comprehensive System of Personnel Development (CSPD)
School Psychologist 1977-1978

Dayton Independent School System

- School Psychologist 1976-1977
- Exceptional Education Teacher 1975-1976

Evaluator Experience

Member in good standing – American Evaluation Association
 External Evaluator with three ANE Federal Grants
 Evaluator for Federal Counselor Grant
 Evaluator for Federal Carol White Grant
 External Evaluator Safe Schools Grant
 External Evaluator for Safe Schools Drug Prevention Grant
 External Evaluator for Safe Schools Alcohol Abuse Prevention Grant
 External Evaluator for three Federal Teaching American History Grants
 External Evaluator for Federal Counselor Grant
 Evaluator Federal 21st Century Grant

Evaluator for Exceptional Children's Cooperative Grant
Evaluator for School Psychology Grant
Evaluator facilitator for STEM Grant
Federal Head Start Evaluator 2001 – 2004

Grant Developer for over Federally funded Projects

Education

1974-1976 University of Kentucky - Lexington, Kentucky

- *Graduate school*
- *School Psychology program 60 graduate hours*

1974-1975 Xavier University - Cincinnati, Ohio

- *Graduate school*

1969-1973 Asbury College - Wilmore, Kentucky

- *Undergraduate studies*
BA degree

**Professional
Memberships**

Professional Memberships:

- American Evaluation Association (current)
- Association for Supervision and Curriculum Development (Former Member)
- Council of Exceptional Children (Former Member)
- National C.A.S.E (Former Member)
- Kentucky Association of School Administrators (Former Member)
- American Society for Training & Development (Former Member)
- International Society for Technology in Education (Former Member)
- National Head Start Association (Former Member)
- Kentucky Head Start Association – Life time member

JENNIFER L. LUTEY

(b)(6)

EDUCATION

University of Montana School of Law: Juris Doctorate, May 2004

Admitted to the Montana State Bar

Montana State University: Northern Bachelor of Arts-Interdisciplinary Studies, May 1996

Majors: History and Social Science

WORK and LEADERSHIP EXPERIENCE

2/2004-Present: Executive and Grant Director of Brightways Learning (previously WW IDEA), an education nonprofit committed to improving learning and achievement through collaborative engagement and innovative technology solutions. Brightways Learning specializes in services to rural schools serving indigenous and other students. Brightways Learning provides custom education training and technology design, school improvement and youth development programs and an accredited K-12 distance education program and hosts Alaska Native Education Program grants serving Alaska Native students. Technology and training offered includes standards-based teaching and culturally responsive learning opportunities developing and implementing data systems to inform instruction. My role includes providing training for schools, staff and parents and community members. Experience also includes coordinating and implementing native and non-native education support services between schools, administration, and professional development providers to execute reform efforts. Whole school intervention experience includes successfully writing and assisting the district with implementation of a multi-school intervention model for reform and student transfer options through the Voluntary Public School Choice Program. Experience also includes executing and marketing the organization's charitable mission and services, networking, hosting state-wide education conferences, client relationship management, human resources, budgeting and fiscal management. Responsibilities include maintaining nonprofit compliance, financial management, program development and advocacy and grant/contract writing, evaluation, reporting and compliance.

Specific experience includes:

- 10/2013-Present: Project Director for federal Alaska Native Education Program grants: Alaska's Cultural Heritage In Education is Vital for Excellence (ACHIEVE) grant which provides professional development for teachers serving native students in Alaska to implement culturally responsive learning opportunities.
- 10/2013-Present: Project Director for federal Alaska Native Education Program grants providing student support and school and community training in integrative youth development to six Alaska school districts.
- Multi-year, ongoing attendance at Professional Development training by Performance Education for All Kids (PEAK) model to better understand brain based research and evidence based strategies for successful student learning. I also have repeatedly attended PEAK Teaching for Excellence and Leading for Excellence institutes to better understand strategies to successfully implement and coordinate effective learning, school reform, student engagement and relationship-based strategies.
- Current Legal Associations: Admitted to the Montana Bar, member of the Legal Education and State Bar Technology committees, and member of the Western Montana Bar Association (WMBA); ongoing participant in the WMBA Pro Bono program.

- 8/2003-5/2004: University of Montana ASUM Legal Services Office, Legal Intern. Clinical assignment serving the legal needs of university students. Legal areas include criminal law, family law, landlord-tenant law, consumer protection and limited personal injury/insurance conflicts.
 - 6/2003-8/2003: Montana Attorney General's Office, Legal Intern. In this position I worked in both the criminal appellate and the civil divisions in addition to providing research for the Solicitor.
 - 10/2000- 6/2003: Galena IDEA International Chief of Staff for organization serving homeschooled military students in Southeast Asia in partnership with the Department of Defense Schools. This accredited international program provided necessary educational consistency for families with inconsistent education options. We provided high quality, accountable, individualized education support for each enrolled student through distance education support.
 - 11/1997-6/2003: Galena City School District Superintendent's Executive Assistant: assisting in the operation, leadership and promotion of three programs serving Native Alaskan students: Galena City School (traditional PreK-12 grades), Project Education Residential School (boarding home for 9-12 grades) and the Interior Distance Education of Alaska. Also involved in the management of the residential dormitory serving indigenous Athabaskan Indian students. Responsible for student welfare. This work included extensive coordination of school reform and individualized education practices between schools, programs and the district Superintendent.
 - 4/1996-11/1997: Havre Area Chamber of Commerce Executive Director; employment, business and tourism promotion, public relations, event and committee organization, fundraising, and development of the Havre Business Area. Responsible for communications with media, business and the community. Spokesperson for the Chamber and responsible for budget preparation and fiscal management. Various committees served on include: Native American Affairs, Tourism Promotion Committee, Agri-Business relations, Chamber Ambassadors, Athletic Promotion, Economic Development, Crimestoppers, Retail Promotion, Community Transportation, Havre High School Community Concerns, and City/County/Chamber planning committee.
 - 9/1992-4/1996: President: Montana Associated Students: practicing knowledge of higher education structure, political structure, and leadership skills. President, Vice President, Senator: ASUN.
 - 1996: MSU Northern Collaborative Negotiations Team; trained in interest based, non-threatening negotiations.
-

COMMUNITY INVOLVEMENT

Member : ASCD and Montana ASCD

Member: State Bar of Montana Legal Education Committee

Member: State Bar of Montana Technology Committee

Member: University of Montana Client Counseling Team

Member: U of M Law School Faculty-Student Relations Committee

Member: Women's Law Caucus

Volunteer: Conducted fundraising calls to Law School Alumni and firms for Law School donations

Member: Galena Breakfast Club, community development group

Lifeguard: Volunteer for local swimming pool activities

Board Member: Showcase Fine Arts Board

Board Member: Charlie Russell Country Tourism Region Board

Steering Committee Member: Boys mentoring program

Mentor: Reach for Tomorrow: program designed to help middle school aged girls discover their potential, encourage success and build self-esteem

Volunteer: Northern Montana Youth Ranch; group home for troubled /delinquent boys

Tutor: Paid and volunteer for underprivileged/emotionally troubled youth

JENNIFER L. (OBIE) LUTEY

HONORS

National Collegiate Student Government Awards
Student Excellence Award
Who's Who in American Colleges and Universities
History Award (scholarship)
Leadership Award (scholarship)
Young Woman of the Year Award (scholarship)

REFERENCES

Kerry Boyd

Superintendent
Yukon Koyukuk School District
4762 Old Airport Way
Fairbanks, AK 99709

(b)(6)

Carl Knudsen

Founder and Past President of Brightways Learning-W WIDEA/ Retired Superintendent, Montana and Alaska

(b)(6)

Hillary Wandler

Professor of Law
University of Montana School of Law
32 Campus Drive
Missoula, MT 59812

(b)(6)

Email: hillary.wandler@umontana.edu

Scott Pederson

Assistant Attorney General
Child Protection Unit

(b)(6)

ABBREVIATED VITAE

KATHY TURCO

(b)(6)

Education:

- 1991: M.S., Marine Biology; University of Alaska-Fairbanks
- 1982: B.S., Zoology & Oceanography; University of Montana (included studies at Humboldt State University, and University of Rhode Island)

Professional Experience:

- 2015-present- Substitute Teacher
- 2013- 2015- AMERICORPS Service Member in Huslia, Alaska
- 1992 - present: Founder and sole owner of *Alaska's Spirit Speaks: Sound & Science*
- 1985- 1992: University of Alaska-Fairbanks School of Fisheries & Ocean Sciences
Research Assistant & Graduate Student

•**Substitute Teacher** over the 2015-2016 school year in the Alaska Gateway School District, Fairbanks North Star Borough School District, and the Anchorage School District. I taught 2nd – 12th graders and also aide for elementary special education students. I helped Tanacross school start their own youth and sled dog program involving a local kennel owner.

•**AMERICORPS Service Member** in Huslia consisted of developing a youth & sled dog program under the direction of Program Director and Elder, George Attla. The program was made possible with the support of dozens of volunteers and works with over 30 youth between the ages of 12- 18. The program allows youth receive credit by in-school and in-kennel classes.

• ***Alaska's Spirit Speaks: Sound & Science*** is an audio production company dedicated to creation of creative and compelling educational audio programs using voices of Native Alaskans, scientists, and natural sounds. To view programs and detailed sound vitae, go to www.alaskaspirit.com; under AUDIO PRODUCTION see all & under PROFILE & HISTORY see *Sound Vitae*.

-**Alaska village, youth, and sled dog experience:** Media work in Huslia started in 2002 with recording climate change meetings for the Tribe followed by work with high school students on audio and audio-visual programs about climate change. Most recent work go to www.attlamakingofachampion.com; under YOUTH PROGRAM see all.

-**Audio Production Experience:** Writer, voice talent, sound designer, and producer of education outreach for web sites. Also, a sound person and sound designer for film.

-**Marine Science Lab and Field Technician:** Lab work involved analysis and reporting of seabird diet composition, including identification of zooplankton, invertebrates, fish, including its otoliths, and data management.

•**UAF School of Fisheries and Ocean Science Research Assistant & Graduate Student**
Oceanography-related duties included at-sea collection of samples and in the laboratory, identification of zooplankton, invertebrates, and fish. During this time also studied physiology of Pacific walrus to obtain a master's degree. Fieldwork was conducted in collaboration with the people of Little Diomedede Island, and also on Round Island located in southwestern Alaska. Contributing author of 15 scientific publications. For detailed science vitae, go to www.alaskaspirit.com; under PROFILE & HISTORY see *Science Vita*.

4/01/12

Curriculum Vitae

Raymond J. Barnhardt

(b)(6)

Date of Birth: September 14, 1939

Place of Birth: Mandan, North Dakota

Marital Status: Married, 3 children

Education: B.S. (Mathematics) - North Dakota State University, 1965
M.Ed. (Educational Foundations) - Johns Hopkins University, 1967
Ph.D. (Anthropology and Educ. Admin.) - University of Oregon, 1970

Positions Held and Experience:

- 1980-present - Professor of Cross-Cultural Studies
Director, Center for Cross-Cultural Studies
Director, Alaska Native Knowledge Network
University of Alaska Fairbanks
- 1994-2006 - Co-Director, Alaska Rural Systemic Initiative
University of Alaska/Alaska Federation of Natives
- 1996 (spring) - Fulbright Lectureship (Small Schools), University of Akureyri, Iceland
- 1990-91 - Sabbatical Leave, University of British Columbia, Vancouver
- 1987-94 - Director, Cross-Cultural Education Programs
College of Rural Alaska, University of Alaska Fairbanks
- 1992 (summer)- Fulbright-Hays Travel Study Group Leader, Rural India
- 1983-90 - Professor, Department of Rural Development
University of Alaska Fairbanks
- 1984-85 - Sabbatical Leave, University of Waikato, Hamilton, New Zealand
- 1982-83 - Acting Dean, College of Human and Rural Development,
University of Alaska Fairbanks
- 1978-83 - Director, Center for Cross-Cultural Studies,
University of Alaska Fairbanks
- 1977-79 - Director, Small High Schools Project,
University of Alaska Fairbanks
- 1976-77 - Sabbatical Leave, University of Arizona, Tucson

- 1970-76 - Academic Coordinator of Alaska Rural Teacher Training Corps and Cross-Cultural Education Development Program, UAF
- 1967-70 - Graduate Student, University of Oregon
- 1968-69 - Field Researcher, National Study of American Indian Education University of Chicago/San Francisco State University
- 1965-67 - High School Mathematics Teacher, Baltimore City Public Schools

Membership in Professional Organizations:

World Indigenous Nations Higher Education Consortium (Executive Board)
 Rural School and Community Trust (Board of Directors)
 International Rural Education Association (Executive Board)
 Council on Anthropology and Education (Board of Directors)
 American Anthropological Association (Fellow)
 American Educational Research Association
 Alaska Science Teachers Association
 National Rural Education Association
 Society for Applied Anthropology (Fellow)
 National Indian Education Association
 Alaska Anthropological Association
 Alaska Native Education Association

Honors, Recognitions and Appointments:

WAISC Award for Distinguished Contributions in Science, 2012
 Governor's Award for the Humanities, 2011
 Emma Walton Distinguished Service Award, AK Science Teachers Association, 2011
 Bill Demmert Lifetime Leadership Award (UAA School of Education), 2011
 Appointed to Editorial Board of the *Journal of American Indian Education*, 2010–2013
 Member of NWREL/ENW Technical Working Group, 2005-2011
 World Indigenous Nations Higher Ed Consortium, Distinguished Service Honors Award
 Founding Chair, World Indigenous Nations Higher Ed Consortium Accreditation Board
 Appointed to OIE/NCES Technical Advisory Committee, Indian Education Study, 2005
 Appointed to NW Regional Lab Technical/Research Working Group, 2005-10
 Alaska Federation of Natives Distinguished Service Award, 2005
 Excellence in Teaching Award, College of Liberal Arts, 2003-2004, 2006-2007
 Distinguished Educator Award, Association of Interior Native Educators, Aug., 2001
 President's Outstanding Distance Educator Award, University of Alaska, May, 2001
 Distinguished Service Award, Alaska Assoc. of Secondary School Principals, Oct., 2000
 Distinguished Service Award, Cultural Heritage and Education Institute, June, 2000
 George and Louise Spindler Award for Distinguished Service, Anth. & Ed., Nov., 1999
 Appointed to Board of Directors, National Rural School and Community Trust, 1999-2005
 Guest Lecturer on Distance Education, Hokkaido University of Education, Japan, Mar., 1999
 Dennis Demmert Appreciation and Recognition Award, UAF Rural Student Services, 1997
 Fulbright Lectureship on Small School Curriculum Design, Akureyri, Iceland, Spr., 1996
 Alaska Federation of Natives Award for Distinguished Service in Native Education, 1993

Fulbright-Hays Award, Rural Education and Development in India, Summer, 1992
National Rural Education Association Distinguished Service Award, 1990
Elected Member-at-large, Council on Anth. and Education Board of Directors, 1987-90

University Courses Taught:

Education and Cultural Processes
Small Schools Curriculum Design
Educational Administration in Cultural Perspective
Small High School Program Design
Anthropology and Educational Administration
Field Study Methods in Educational Research
Curriculum Development in Cultural Perspective
Alaska Standards for Culturally Responsive Schools
Community Research and Planning
Managing Community Development Programs
Cultural Impact Analysis
Education and Socio-economic Change
Instructional Design for Distance Education
Learning, Thinking and Perception in Cultural Perspective
Culture, Cognition and Knowledge Acquisition
Cultivating Native Cultural Well-being Through Education
Seminar in Cross-Cultural Studies
Culture, Chaos and Complexity
Indigenous Knowledge Systems

PhD Dissertation Advisees:

Kathy Bertram, University of Alaska Fairbanks
Christine Cook, University of Alaska Fairbanks
Maryanne Allan, University of Alaska Fairbanks
Alisha Drabek, University of Alaska Fairbanks (Alutiiq)
Roy Roehl, University of Alaska Fairbanks (Alutiiq)
Theresa John, University of Alaska Fairbanks (Yup'ik)
Laura Henry-Stone, University of Alaska Fairbanks
Vivian Martindale, University of Alaska Fairbanks (Saami)
Beth Leonard, University of Alaska Fairbanks (Athabascan)
Bernice Tetpon, University of Alaska Fairbanks (Inupiaq)
Raymund Maunde, University of Alaska Fairbanks/University of Zimbabwe (Shona)
Joyce Shales, University of Alaska Fairbanks/University of British Columbia (Tlingit)
Oscar Kawagley University of Alaska Fairbanks/University of British Columbia (Yup-ik)

Publications:

Barnhardt, R. (2011). WINHEC Board Awards Accreditation to Haskell. *Tribal College Journal of American Indian Higher Education*.

Barnhardt, R. (2011). Bill Demmert and Native Education in Alaska. *Journal of American Indian Education, forthcoming*.

- Barnhardt, R., & Kawagley, A. O. (2011). *Sharing Our Pathways: Native Perspectives on Education in Alaska*. Fairbanks, AK: Alaska Native Knowledge Network.
- Barnhardt, R., & Kawagley, A. O. (Eds.). (2010). *Alaska Native Education: Views From Within*. Fairbanks, AK: Alaska Native Knowledge Network.
- Barnhardt, R. (2010). Indigenous Contributions to Sustainability. In A. Lovcraft, H. Eiken (Eds.), *Perspectives on a Changing Arctic: Indigenous Knowledge, Climate Change and Sustainability*. Fairbanks, AK: University of Alaska Press.
- Barnhardt, R. (2010). Alaska Native Science Fairs. In *Polar Science and Global Climate: An International Resource for Education and Outreach*, Pearson Custom Publishing.
- Barnhardt, R. (2009). Place-based Education and Indigenous Knowledge in Alaska. In F. Kanda, D. Ubukata & P. Ohmori (Eds.), *Education for a Sustainable Society*. Kushiro, Japan: Hokkaido University of Education.
- Barnhardt, R. (2009). Indigenous Knowledge Systems and Higher Education: Preparing Alaska Native PhD's for Leadership Roles in Research. *Canadian Journal of Native Education*. Vol. 31, No. 2 (Winter Issue).
- Barnhardt, R. (2009). The Implementation of a World Indigenous Accreditation Authority. In L. S. Warner & G. Gipp (Eds.), *Tradition and Culture in the Millennium: Tribal Colleges and Universities*. Charlotte, NC: Information Age Publishing.
- Barnhardt, R. (2009). Alaska Native Knowledge Network: Connecting Education to Place. *Connect: Sense of Place*, Fall issue.
- Barnhardt, R. (2009). Education for Sustainability in Alaska Native Communities. In Y. Himiyama (Ed.), *Glocal Environmental Education: A Prescription for Tomorrow*. Sapporo: Hokkaido University of Education.
- Barnhardt, R. (2009). Culturally Responsive Schools for Alaska Native Students: A Model for Social Justice, Peace and Environmental Education (Chapter 3). In J. Andrzejewski, M. Baltodano & L. Symcox (Eds.), *Social Justice, Peace and Environmental Education: Transformative Standards*. New York: Routledge.
- Andrzejewski, J., Baltodano, M. P., Barnhardt, R., & Symcox, L. (2009). Towards a Collective Vision for Social Justice, Peace and Environmental Education (Chapter 18). In J. Andrzejewski, M. P. Baltodano & L. Symcox (Eds.), *Social Justice, Peace and Environmental Education: Transformative Standards*. New York: Routledge.
- Barnhardt, R., O.R. Rasmussen and J.H. Keskitalo (2008). Arctic Social Indicators: Education. In J.N. Larsen & P. Schweitzer (Eds.), *Arctic Social Indicators*. Copenhagen: Arctic Council.
- Barnhardt, R. (2008). Theory Z + N: The Role of Alaska Natives in Administration. *Democracy and Education*, 17(2), pg. 15-22.

- Barnhardt, R., & Kawagley, A. O. (2008). Indigenous Knowledge Systems and Education. In G. Fenstermacher, J. Wiens & D. Coulter (Eds.), *Why Do We Educate?* National Society for the Study of Education.
- Barnhardt, R., Tippins, D., & Brandt, C. (2008). Locations of possibilities in tertiary science education: Responding to the voices of Navajo women. *Cultural Studies and Science Education*. (2)4.
- Barnhardt, R., Archibald, J., Cajete, G., Cochran, P., McKinley, E., & Mercurieff, L. (2007). The Work of Angayuqaq Oscar Kawagley. *Cultural Studies and Science Education*, 2(1).
- "Bilingualism, Culture and Identity" (co-authored with Maria Brisk and Courtney Clayton) in Culturally Responsive Teacher Education: Language, Culture and Community, Maria Brisk, Ed., Lawrence Erlbaum, New York (2007).
- "Creating a Place for Indigenous Knowledge in Education: The Alaska Native Knowledge Network" in Place-Based Education in the Global Age: Local Diversity, Greg Smith and David Gruenewald, Eds., Lawrence Erlbaum, New York (2007).
- Barnhardt, R., & Kawagley, A. O. (2007). Culture, Chaos and Complexity: Catalysts for Change in Indigenous Education. In B. Despres (Ed.), *System Thinkers in Action: A Field Guide for Effective Change Leadership in Education*. New York, NY: Rowan & Littlefield Education.
- "Culture, Community and Place in Alaska Native Education" Democracy and Education, Spring, 2006, 16(2), pp. 44-51.
- "Indigenous Knowledge Systems and Alaska Native Ways of Knowing" (co-authored with Oscar Kawagley), Anthropology and Education Quarterly, March, 2005 (Vol. 36, No. 1) pp. 8-23.
- "Culture, Chaos and Complexity: Catalysts for Change in Indigenous Education" (co-authored with Oscar Kawagley), Cultural Survival Quarterly, Winter, 2004 (Vol. 27, No. 4) pp. 59-64.
- "Domestication of the Ivory Tower: Institutional Adaptation to Cultural Distance" in Anthropology and Education Quarterly, June, 2002 (Vol. 33, No. 2) pp. 238-249.
- "First Nations and Higher Education: The Four R's – Respect, Relevance, Reciprocity, Responsibility" (co-authored with Verna Kirkness). In Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations. R. Hayhoe and J. Pan (Eds). Hong Kong, Comparative Education Research Centre, The University of Hong Kong, 2001.
- "Reforming Education From the Inside-Out in Rural Alaska: A Study of Community Engagement and Systemic Reform" (co-authored with Jim Kushman), Journal of Research in Rural Education, Fall, 2001 (Vol. 17, No. 1).

“Educational Renewal in Rural Alaska.”(co-authored with Oscar Kawagley and Frank Hill) In Montgomery J C and Kitchenham AD (eds) Proceedings of the Rural Communities & Identities in the Global Millennium International Conference¹, Malaspino University College, Rural Communities Research & Development Centre. British Columbia, 2000.

Barnhardt, R. (2000). Teaching/Learning Across Cultures: Strategies for Success. In R. Neil (Ed.), *Voice of the Drum* (pp. 167-176). Brandon, Manitoba: Kingfisher Publications.

Book review of Indigenous Educational Models for Contemporary Practice: In Our Mother's Voice, edited by Maenette Kape'ahiokalani Padeken Ah Nee-Benham with Joanne Elisabeth Cooper. New York: Lawrence Erlbaum Associates, 2000 (Published in Anthropology and Education Quarterly, Fall, 2000).

Book review of Escaping Education: Living as Learning within Grassroots Cultures, by Madhu Suri Prakash and Gustavo Esteva. New York: Peter Lang Publishing, Inc., 1998 (Published in Australian Journal of Education, Fall, 2000).

Study of Alaska Rural Systemic Reform (co-edited with Jim Kushman), Northwest Regional Educational Laboratory, Portland, Oregon, 1999.

“Educational Renewal in Rural Alaska: The Alaska Rural Systemic Initiative,” Rural Educator, Winter, 1999.

“Education Indigenous to Place: Western Science Meets Indigenous Reality” (co-authored with Oscar Kawagley) in Ecological Education in Action, Greg Smith and Dilafruz Williams, eds., SUNY Press, New York (1999).

“Alaska Onward to Excellence in the Yupiit Schools: A Long Journey” (co-authored with Oscar Kawagley) in AOTE Case Studies, Northwest Regional Educational Laboratory, Portland, Oregon, 1999.

Indigenous Education Around the World (editor) Center for Cross-Cultural Studies, University of Alaska Fairbanks, Fairbanks, Alaska, 1999.

“John Collier, Jr.: Anthropology, Education and the Quest for Diversity” in Foundations of Anthropology and Education: Critical Perspectives, Richard Blot, et al, ed., Bergin and Garvey, New York (forthcoming, 1999).

“Indigenous Perspectives on Marine Mammals as a Sustainable Resource: The Case of Alaska” in Sustainable Use of Marine Mammals in the North, Niels Einarsson, ed., University of Akureyri, Iceland, 1997.

“It Takes the Whole Village to Educate a Child: Onward to Excellence in the Yupiit Schools,” Alaska Staff Development Network, Juneau, 1995.

- "The Four R's in First Nations Higher Education" in Knowledge Across Cultures: Universities East and West, R. Hayhoe, ed., Hubei/OISE Press, Toronto, 1994.
- "Administration Across Cultures" in Education and Development: Lessons From the Third World, V. D'Oyley, A. Blount and R. Barnhardt, eds., Detselig Publishers, Toronto, 1994.
- "Developing Tribal Education Strategies" (co-authored with Barbara Harrison) Discourse: The Australian Journal of Educational Studies, October, 1993.
- "Education and Cultural Minorities," Institute of Pedagogical Research, University of Oslo, Oslo, Norway, 1993.
- "Teaching/Learning Across Cultures: Strategies for Success" in Cross-Cultural Teaching Strategies, Council of Yukon Indians, Whitehorse, Yukon, 1993.
- "Rural Education and Minorities" in Education in the Rural American Community, Michael Galbraith, ed., Krieger Publishing Co., Melbourne, Florida, 1992.
- "First Nations Teachers and Teaching: A Research Bibliography" Mokakit Newsletter, Winter, 1991.
- "Higher Education in the Fourth World: Indigenous People Take Control" Journal of American Indian Higher Education, Winter, 1991, and Canadian Journal of Native Education, Winter, 1991.
- "First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity and Responsibility" (co-authored with Verna J. Kirkness) Journal of American Indian Education, May, 1991.
- Rural Schools in Times of Crisis: A Case Study Analysis Northwest Regional Educational Laboratory, Portland, Oregon, 1991.
- Lessons Taught / Lessons Learned: Teacher's Reflections on Schooling in Rural Alaska: Volume II (co-edited with Kelly Tonsmeire) Alaska Staff Development Network/ University of Alaska Fairbanks, 1991.
- "Two Cultures, One School: St. Mary's Alaska" Canadian Journal of Native Education, Winter, 1990.
- Cross-Cultural Issues in Alaskan Education: Vol. III (editor) Center for Cross-Cultural Studies, University of Alaska Fairbanks, 1990.
- Cross-Cultural Issues in Alaskan Higher Education (editor) Center for Cross-Cultural Studies, University of Alaska Fairbanks, 1990.
- Toward the Decolonization of Rural Alaska (editor) Center for Cross-Cultural Studies, University of Alaska, Fairbanks, 1990.

- "Educational Technology in Rural Alaska" (co-authored with Carol Barnhardt) Rural Adult Education Forum, Kansas State University, 1989.
- Lessons Taught / Lessons Learned: Teacher's Reflections on Schooling in Rural Alaska (co-edited with Kelly Tonsmeire) Alaska Department of Education/University of Alaska Fairbanks, 1988.
- Maori Makes a Difference: Human Resources for Maori Development Centre for Maori Studies and Research, University of Waikato, Hamilton, New Zealand, 1985.
- "Anthropology Needs No Apology" Anthropology and Education Quarterly, Summer, 1984.
- "Chipping Away at Rural School Problems: Alaska's Experience with Technology in Education" (co-authored with Carol Barnhardt) Phi-Delta Kappan, December, 1983, and in Literacy for Teachers, J.H. Tashner, ed., Oryx Press: Phoenix, Arizona, 1985.
- "A Field-Based Fieldwork Course" Anthropology and Education Quarterly, Fall, 1983.
- Cross-Cultural Issues in Alaskan Education: Vol. II (editor) Center for Cross-Cultural Studies, University of Alaska Fairbanks, 1982.
- "Anthropology and Cross-Cultural Education in Alaska" Practicing Anthropology, Winter, 1982.
- "The Log School: A Case for Appropriate Design" (co-authored with Pat Dubbs) The Northern Community: A Search for a Quality Environment, edited by Ted Vinson, American Society of Civil Engineers, New York, 1981.
- "A Cross-Cultural Approach to Education" in Method: Alaskan Perspectives (served as guest editor of issue devoted to Cross-Cultural Education) Spring, 1980.
- "Alaska's Commitment to Provide a 'Neighborhood School' for Every Child" PTA Today, January, 1980.
- Small High School Programs for Rural Alaska Center for Cross-Cultural Studies, University of Alaska Fairbanks, 1979.
- Anthropology and Educational Administration (senior editor with John Chilcott and Harry Wolcott) Impresora Sahuaro, Tucson, 1979.
- Cross-Cultural Issues in Alaskan Education (editor) Center for Northern Educational Research, University of Alaska Fairbanks, 1977.
- "Being a Native and Becoming a Teacher" Anthropology and Education Quarterly, November, 1974.
- Cultural Influences in Alaska Native Education (co-edited with James Orvik) Center for Northern Educational Research, University of Alaska Fairbanks, 1974.

"Experiencing Education Across Cultures" Northian, Winter, 1974.

Qualitative Dimensions in the Teaching of American Indian Children: A Case Study
Analysis of Schooling in Three Northwest Coast Indian Communities (Doctoral
Dissertation) University of Oregon, 1970 .

Lisa A. Kerscher

Experience

***Education Director, Brightways Learning* — 2005-present**

Responsible for coordinating and leading Professional Development opportunities for educators, generally integrating pedagogy and technology; includes developing and aligning lessons and resources to education standards and working directly with classroom educators and curriculum leaders in school districts. Also, work with in-house software engineers to develop software application features and User Experience design; serve as on-site trainer for teachers, administrators, and students for our software products, including our standards-driven lesson-planning and performance evaluation software; communicate directly with our communities of educators, educational staff, clients, and families, including both virtual and on-site, specializing in rural, Native American and Alaska Native schools and communities; coordinate with Executive Director and partners to write grant and other project proposals and reports, as well as assist Project Directors with program management; lead presentations and workshops at various education conferences.

***Professional Development/Education Consultant, Suttle Freeman, LLC* — 2016-present**

Currently developing an eight-session module to be used in the Kansas City Teacher Residency program, beginning School Year 2016-17. Working with a team of four consultants developing complete courses for Elementary Teachers and Middle School Teachers, my specific focus is on Middle School Life Sciences content aligned to the Missouri Content Standards, NGSS, and the Teacher Residency rubric for certification. My module will not only teach Residents the related content topics, but it will also lead them to practice developing 5E model lessons plans and implementing a variety of high-impact instructional strategies. The module will also include Professional Learning Community (PLC) activities and prompt Residents to explore and analyze external locally/culturally relevant resources and programs that could be used in their classrooms. I will also be training a Master Teacher in the Residency Program to deliver this module during the Spring Semester.

***Education Media & Curriculum Consultant, Rice University/Accelerated Learning* — 2010-2016**

During the first two years of the STEMscopes.com project, which relies heavily on the 5E Instructional Model, I performed as group leader for Organisms and Environments area of Middle School development, writing many of the *Explore* and *Elaborate*, hands-on components and also coordinating and editing components produced by other consultants. Also, directly assisted the high school development manager in a similar capacity, as well as responsible for writing the Web Surfing Science components for all science content areas (Biology, Chemistry, and Physics). Later, I wrote content for and co-designed some of the more interactive components of the curriculum, including several ebooks. I also authored episodic development for an interactive game aligned to science standards spanning grades 6-12. Working in collaboration with the project manager, and consultant graphic and game designers, I helped co-create the overall development of several episodes and wrote the detailed content for them.

***Website Designer, Writer & Software Trainer* — 2001-2013**

As an independent consultant, I worked with clients to build and maintain websites; provide various software training to individuals and groups. Programs primarily included Adobe Suite products and Mac OS.

***Content Writer, eLearning Systems International, Inc.* — 1999-2012**

Wrote feature articles/lessons that are published for distribution to K-12 schools and Newspapers in Education (NIE) programs at several major daily newspapers. Relied on researching and identifying high-quality, intuitive, Web-based educational resources. Lessons led teachers and students through interesting topics supported by education standards and connected to real-world applications in their local and broader communities. Topics covered various content areas, but especially science, technology, and social studies.

***International Wildlife Film Festival & Media Center (IWFF)* — 2003-2005**

Managed hundreds of film festival entries, and also coordinated and facilitated the dozen judging sessions and multiple film festival events for both the IWFF and MontanaCINE International Film Festival. Also created most of the organization's media products, and managed our local computers and provided technology training to staff.

Team Leader, Institutes for Journalism & Natural Resources (IJNR) — 2001-2003

Responsible for co-leading a small team for IJNR's Wallace Stegner Initiative, which spent about two years researching all 285 daily newspapers in the North American West, scrutinizing the overall quality of their news coverage pertaining to natural resources and environmental issues. The team produced a comprehensive report of our findings, which also included descriptions of the conditions and capacities of these newsrooms. As a culmination of this project, we awarded prizes of excellence to nine newsrooms.

Online Assistant, *The Missoulian* — 2000-2001

Updated weekday editions of Missoulian.com, partially maintained e-commerce section for the Web site, and created special sections and graphics.

Education

- M.A. in Journalism — University of Montana, May 1999. Specializing in online media, technical research, and science.
- B.S. in Wildlife Biology — University of Montana, May 1992. Minor in Zoology.
- Kenyon College, 1985-88, Major in Chemistry.

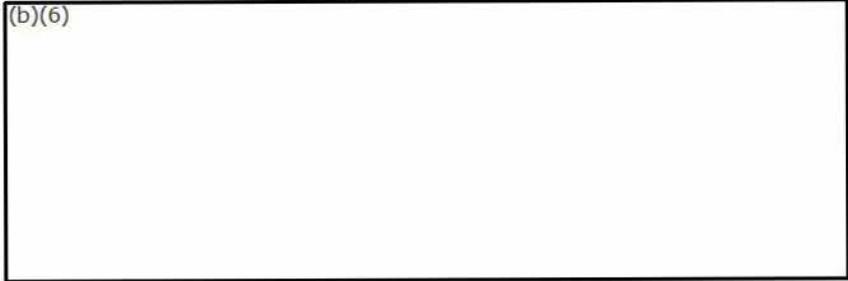
Memberships

- National Science Teachers Association
- Behavioral Health Committee — Graduation Matters Missoula, Missoula County Public Schools
- Missoula Forum for Children & Youth's Youth Development Network
- Women for the Web (Missoula-based Community Group)
- Montana Web Designers & Developers Association
- Montana State Reading Council

Other Activities

- Served on the TEDxUMontana 2015 speaker selection committee; also worked directly with two speakers on script development

Peggy J. Bruno



EDUCATION:

MS in Education	Southwest Baptist University, Bolivar, MO	2006
BS in Elementary Education	William Jewell College, Liberty, MO	1993
AS in Animal Health	Maple Woods Community College, Kansas City, MO	1986
Alaska Certification Courses	Alaska Pacific University	2009
Missouri Writing Project	Missouri State University	2009
AK-SCI	University of Alaska- Fairbanks , AK	2013
Special Ed Certification Courses	University of Central Arkansas, Conway, AR	1999
MO and AK Special Ed Courses	Missouri/Alaska Certification	1999

CURRENT TEACHING CERTIFICATION:

MO and AK Special Education		1999
MO and AK Elementary Education 1-8		1994
AK Highly Qualified—Secondary English		2008
AK Highly Qualified—Middle School Content		2008

TEACHING EXPERIENCE:

Distance Learning Instructor	Yukon-Koyukuk School District, Fbks, Alaska	2013-present
Secondary English Teacher 6-12	Jimmy Huntington School, Huslia, YKSD	2008-2013
~Veterinary Science Program	JHS	2010-2013
~Culinary Arts Program	JHS	2009-2013
~STEM	JHS	2010-2013

Awards/Member

Certified Teacher of the Quarter	2012
ASCD member	present
NCTE member	present
YKSD Language Arts Curriculum Committee Member	present
Teacher Evaluation Document Committee Member	present

ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek

U.S. Department of Education, OESE

Office of Indian Education

400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.

Washington, DC 20202-6335

Dear Mr. Cheek,

The Tok School is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve students GPA, improve Graduation Rates as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Tok School	
Tok School will:	A-CHILL Project will:
1. Provide well-prepared students who graduate high school and go on to higher education or employment	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide videoconferencing equipment for communication and collaboration for distance learning opportunities.	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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3. Provide career-specific training through intensive hands-on courses.	3. Provide funding, coordination and oversight of the project.
4. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.	
5. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/ support students in program to graduate and go on to a career and/or college.	
6. Support the overall and specific endeavors of the A-CHILL project in the community.	

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Jason Roslansky, Principal
Tok School

5/25/16
Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/25/16
Date

ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780
 907-883-5151 x 115 Fax: 907.883.4352
 Assistant Superintendent

John Cheek
 U.S. Department of Education, OESE
 Office of Indian Education
 400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
 Washington, DC 20202-6335

Dear Mr. Cheek,

Eagle Community School is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve students GPA, improve Graduation Rates as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Eagle Community School	
will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job	2. Support the overall and specific endeavors of project A-CHILL in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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shadowing opportunities, and encourage/ support students in program to graduate	
3. Support the overall and specific endeavors of project A-CHILL in the community.	3. Provide funding, coordination and oversight of the project.

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Kristy Robbins
Eagle Community School Principal

5/25/16
Date



Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/25/16
Date



Tanana Chiefs Conference

MEMORANDUM OF AGREEMENT

Between

Tanana Chiefs Conference And Alaska Gateway School District

This Memorandum of Agreement is between Alaska Gateway School District (AGSD) and Tanana Chiefs Conference (TCC) for FY 17, FY 18, and FY 19

General Description

The goal of the project is to increase the quality of education for Alaska Natives/American Indian students within the state of Alaska. The following objectives will help us meet the goal:

1. Increase graduation rate
2. Decrease the drop-out rate
3. Build new and organize past Alaska Native cultural resources

Commitments of the Partners

The Alaska Gateway School District agrees to develop a career and technical education (CTE) program to raise the development of students' employability skills.

1. Ensure every high school student develops a personal learning and career plan (PLCP) specific to their CTE field of interest.
2. Provide professional development for school administration, counselors, CTE instructors on effective, research-supported assessment practices.
3. Develop a CTE instructional program aligned with employability and industry standards to accelerate the development of students' employability skills.
4. Provide opportunities for professional development in Alaskan Native-themed curricula, and cultural incorporation into school district curriculum currently in place.
5. Provide training for high school students through career specific short-term intensive courses focused on career areas in high need and high demand for Alaska, leading to industry specific certifications and/or post-secondary credit.
6. Provide stipends to elders and/or skilled Alaska native adults who act as mentors in culture and the specific career area.
7. Develop career specific short-term intensive courses based on the needs of the communities and state of Alaska through recommendations of the CTE Advisory Committee.
8. Provide and/or support teacher training opportunities and time for Alaska Gateway and Yukon Koyukuk School District teachers to implement culturally responsive learning opportunities in the classroom.



Tanana Chiefs Conference

The Tanana Chiefs Conference agrees to support Alaska Gateway School District's goals of aligning high school CTE programs with cultural/place based education.

1. Provide AGSD high school CTE students job shadowing experiences in the health sciences, computer technology, culinary arts, and construction trades fields in TCC programs in Fairbanks, Alaska.
2. Build awareness in high school CTE students' of the post-secondary training and education options for Alaska Native students interested in CTE related fields.
3. Provide educational opportunities and awareness for high school CTE students to accelerate the development of post-secondary and employability skills.
4. Highlight teacher's cultural resources in the TCC Council Newsletter and make the resources available through the Interior Athabaskan Tribal College online library.
5. Include teachers as presenters and/or participants in the annual TCC Interior Education Summit.
6. Identify and recommend elders or skilled Alaska Native adults to mentor students participating in career specific intensive courses.
7. Participate on the AGSD's CTE Advisory Committee by providing input on career areas of high need for the region.
8. Coordinate participation of Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.

Adoption and Amendment

This Memorandum of Agreement shall take effect upon the date of final signature by the respective parties. Should any party choose to withdraw from this memorandum of agreement, thirty (30) days written notice to all parties is expected. The parties shall consult from time to time regarding whether this Memorandum of Agreement should be amended and this Memorandum of Agreement shall be amended only upon the concurrence of all parties.

Adopted this 27th day of May, 2016

(b)(6)

(b)
(6)

Victor Joseph, TCC President



Scott MacManus, AGSD Assistant Superintendent

ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780
 907-883-5151 x 115 Fax: 907.883.4352
Assistant Superintendent

John Cheek
U.S. Department of Education, OESE
Office of Indian Education
400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
Washington, DC 20202-6335

Dear Mr. Cheek,

The Allakaket Musher, Harold David is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Harold David	
Harold David will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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shadowing opportunities, and encourage/support students in program to graduate.	
3. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Harold David
Allakaket Musher

5/24/16
Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/28/16
Date

ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek

U.S. Department of Education, OESE

Office of Indian Education

400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.

Washington, DC 20202-6335

Dear Mr. Cheek,

The Allakaket Musher, **Steven Bergman** is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Steven Bergman	
Steven Bergman will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

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shadowing opportunities, and encourage/support students in program to graduate.	
3. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.

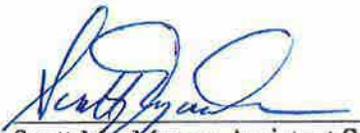
All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Steven Bergman
Allakaket Musher

5/24/16
Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/29/16
Date

ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780
 907-883-5151 x 115 Fax: 907.883.4352
 Assistant Superintendent

John Cheek
 U.S. Department of Education, OESE
 Office of Indian Education
 400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
 Washington, DC 20202-6335

Dear Mr. Cheek,

The Allakaket School is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve students GPA, improve Graduation Rates as well as increase culturally responsive learning opportunities.

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Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Allakaket School	
Allakaket School will:	A-CHILL Project will:
1. Provide well-prepared students who graduate high school and go on to higher education or employment	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide videoconferencing equipment for communication and collaboration for distance learning	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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opportunities.	
3. Provide career-specific training through intensive hands-on courses.	3. Provide funding, coordination and oversight of the project.
4. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.	
5. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/ support students in program to graduate and go on to a career and/or college.	
6. Support the overall and specific endeavors of the A-CHILL project in the community.	

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Laurie Beam, Principal
Allakaket School

5/24/16

Date

Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/28/16

Date

ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780
 907-883-5151 x 115 Fax: 907.883.4352
Assistant Superintendent

John Cheek
U.S. Department of Education, OESE
Office of Indian Education
400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
Washington, DC 20202-6335

Dear Mr. Cheek,

The Allakaket Traditional Council is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Allakaket Traditional Council	
Allakaket Traditional Council will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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shadowing opportunities, and encourage/support students in program to graduate.	
3. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Elisa Bergman, Tribal Administrator
Allakaket Traditional Council

5/24/16
Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780
 907-883-5151 x 115 Fax: 907-883-4352
 Assistant Superintendent

John Cheek
 U.S. Department of Education, OESE
 Office of Indian Education
 400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
 Washington, DC 20202-6335

Dear Mr. Cheek,

The Hughes Musher, **Hugh Bifelt** is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Hugh Bifelt	
Hugh Bifelt will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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encourage/support students in program to graduate.	
3. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Hugh Bifelt
Hughes Musher

5-25-2016
Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/28/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek
U.S. Department of Education, OESE
Office of Indian Education
400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
Washington, DC 20202-6335

Dear Mr. Cheek,

The Johnny Oldman School is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve students GPA, improve Graduation Rates as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Johnny Oldman School	
Johnny Oldman School will:	A-CHILL Project will:
1. Provide well-prepared students who graduate high school and go on to higher education or employment	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide videoconferencing equipment for communication and collaboration for distance learning opportunities.	2. Support the overall and specific endeavors of the A-CHILL project in the community.
3. Provide career-specific training	3. Provide funding, coordination and

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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through intensive hands-on courses.	oversight of the project.
4. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.	
5. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/ support students in program to graduate and go on to a career and/or college.	
6. Support the overall and specific endeavors of the A-CHILL project in the community.	

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

5-25-16

Patty White, Principal
Johnny Oldman School

Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/28/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780
 907-883-5151 x 115 Fax: 907.883.4352
 Assistant Superintendent

John Cheek
 U.S. Department of Education, OESE
 Office of Indian Education
 400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
 Washington, DC 20202-6335

Dear Mr. Cheek,

The Hughes Traditional Council is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

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Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Hughes Traditional Council	
Hughes Traditional Council will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/ support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/ support students in program to graduate.	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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3. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.
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All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Wilmer Beetus, First Chief
Hughes Traditional Council

5-26-16
Date



Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/29/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek

U.S. Department of Education, OESE

Office of Indian Education

400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.

Washington, DC 20202-6335

Dear Mr. Cheek,

The Huslia Musher, **Floyd Vent** is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

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Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Floyd Vent	
Floyd Vent will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate.	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

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encourage/support students in program to graduate.	
3. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.

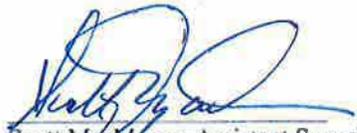
All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

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(b)(6)

Floyd Vent
Huslia Musher

5-24-16
Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/20/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780
 907-883-5151 x 115 Fax: 907.883.4352
 Assistant Superintendent

John Cheek
 U.S. Department of Education, OESE
 Office of Indian Education
 400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
 Washington, DC 20202-6335

Dear Mr. Cheek,

The Huslia Musher, James Henry is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & James Henry	
James Henry will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate.	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tellin 907-324-2104 Fax: 907-324-2114
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encourage/support students in program to graduate.	
3. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

James Henry
 Huslia Musher

5-24-16
 Date


 Scott MacManus, Assistant Superintendent
 Alaska Gateway School District

5/28/16
 Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek

U.S. Department of Education, OESE

Office of Indian Education

400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.

Washington, DC 20202-6335

Dear Mr. Cheek,

The Huslia Musher, **Wilson Sam** is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

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We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Wilson Sam	
Wilson Sam will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate.	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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encourage/support students in program to graduate.	
3. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.

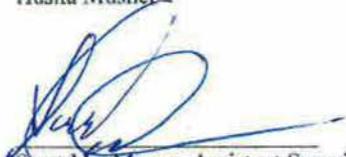
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(b)(6)

Wilson Sam
Huslia Musher

5-24-16
Date



Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/28/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780
 907-883-5151 x 115 Fax: 907.883.4352
 Assistant Superintendent

John Cheek
 U.S. Department of Education, OESE
 Office of Indian Education
 400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
 Washington, DC 20202-6335

Dear Mr. Cheek,

The **Jimmy Huntington School** is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve students GPA, improve Graduation Rates as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Jimmy Huntington School	
Jimmy Huntington School will:	A-CHILL Project will:
1. Provide well-prepared students who graduate high school and go on to higher education or employment	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide videoconferencing equipment for communication and collaboration for distance learning opportunities.	2. Support the overall and specific endeavors of the A-CHILL project in the community.
3. Provide career-specific training through intensive hands-on courses.	3. Provide funding, coordination and oversight of the project.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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4. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.	
5. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/ support students in program to graduate and go on to a career and/or college.	
6. Support the overall and specific endeavors of the A-CHILL project in the community.	

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Cassandra Weter, Principal
Jimmy Huntington School

5-24-16
Date



Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/29/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek
 U.S. Department of Education, OESE
 Office of Indian Education
 400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
 Washington, DC 20202-6335

Dear Mr. Cheek,

The Kaltag School is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve students GPA, improve Graduation Rates as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Kaltag School	
Kaltag School will:	A-CHILL Project will:
1. Provide well-prepared students who graduate high school and go on to higher education or employment	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide videoconferencing equipment for communication and collaboration for distance learning opportunities.	2. Support the overall and specific endeavors of the A-CHILL project in the community.
3. Provide career-specific training through intensive hands-on courses.	3. Provide funding, coordination and oversight of the project.

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907-883-5161
Fax: 907-883-5165

Tanacross
907-883-4391
Fax: 907-883-4390

Tetlin
907-324-2104
Fax: 907-324-2114

4. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.	
5. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/ support students in program to graduate and go on to a career and/or college.	
6. Support the overall and specific endeavors of the A-CHILL project in the community.	

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Luke Meinert, Principal Supervisor
Kaltag School

5/28/16

Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/28/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780
 907-883-5151 x 115 Fax: 907.883.4352
 Assistant Superintendent

John Cheek
 U.S. Department of Education, OESE
 Office of Indian Education
 400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
 Washington, DC 20202-6335

Dear Mr. Cheek,

The Koyukuk Traditional Council is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

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Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Koyukuk Traditional Council	
Koyukuk Traditional Council will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate.	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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3. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.
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All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Kathryn Kristi Folger, Tribal Administrator
Koyukuk Traditional Council

5/27/16

Date



Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/28/16

Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek

U.S. Department of Education, OESE

Office of Indian Education

400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.

Washington, DC 20202-6335

Dear Mr. Cheek,

The MHS Gladys Dart School is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve students GPA, improve Graduation Rates as well as increase culturally responsive learning opportunities.

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Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & MHS Gladys Dart School	
MHS Gladys Dart School will:	A-CHILL Project will:
1. Provide well-prepared students who graduate high school and go on to higher education or employment	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide videoconferencing equipment for communication and collaboration for distance learning opportunities.	2. Support the overall and specific endeavors of the A-CHILL project in the community.
3. Provide career-specific training through intensive hands-on courses.	3. Provide funding, coordination and oversight of the project.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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PR/Award # S299A160048

4. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.	
5. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/ support students in program to graduate and go on to a career and/or college.	
6. Support the overall and specific endeavors of the A-CHILL project in the community.	

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

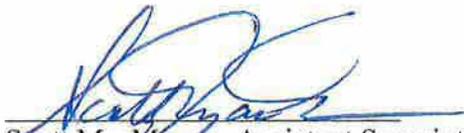
This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

5-25-16

Patty White, Principal
MHS Gladys Dart School

Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/28/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek
U.S. Department of Education, OESE
Office of Indian Education
400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
Washington, DC 20202-6335

Dear Mr. Cheek,

The Minto Musher, Lloyd Charlie is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

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*Partnership Commitment Between AGSD & Lloyd Charlie	
Lloyd Charlie will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

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encourage support students in program to graduate.	
2. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.

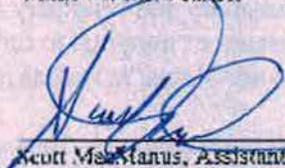
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(b)(6)

5-27-16
Date

Minto Musher, Member



Scott Mastanus, Assistant Superintendent
Alaska Gateway School District

5/28/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780
907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek
U.S. Department of Education, OESE
Office of Indian Education
400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
Washington, DC 20202-6335

Dear Mr. Cheek,

The Minto School is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve students GPA, improve Graduation Rates as well as increase culturally responsive learning opportunities.

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Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Minto School	
Minto School will:	A-CHILL Project will:
1. Provide well-prepared students who graduate high school and go on to higher education or employment	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide videoconferencing equipment for communication and collaboration for distance learning opportunities.	2. Support the overall and specific endeavors of the A-CHILL project in the community.
3. Provide career-specific training through intensive hands-on courses.	3. Provide funding, coordination and oversight of the project.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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through intensive hands-on courses.	oversight of the project.
4. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.	
5. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/ support students in program to graduate and go on to a career and/or college.	
6. Support the overall and specific endeavors of the A-CHILL project in the community.	

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(b)(6)

Vicky Chrlic, Principal
Minto School

5/22/13
Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/28/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek
U.S. Department of Education, OESE
Office of Indian Education
400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
Washington, DC 20202-6335

Dear Mr. Cheek,

The Andrew K. Demoski School is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve students GPA, improve Graduation Rates as well as increase culturally responsive learning opportunities.

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Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Andrew K. Demoski School	
Andrew K. Demoski School will:	A-CHILL Project will:
1. Provide well-prepared students who graduate high school and go on to higher education or employment	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide videoconferencing equipment for communication and collaboration for distance learning opportunities.	2. Support the overall and specific endeavors of the A-CHILL project in the community.
3. Provide career-specific training through intensive hands-on courses.	3. Provide funding, coordination and oversight of the project.

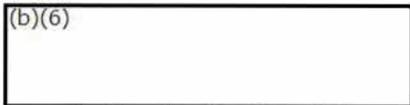
"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tellin 907-324-2104 Fax: 907-324-2114
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4. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.	
5. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/ support students in program to graduate and go on to a career and/or college.	
6. Support the overall and specific endeavors of the A-CHILL project in the community.	

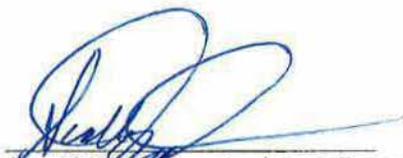
All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)


Jason Johnson, Principal
 Andrew K. Demoski School

5/28/16
 Date


 Scott MacManus, Assistant Superintendent
 Alaska Gateway School District

 Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek
U.S. Department of Education, OESE
Office of Indian Education
400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
Washington, DC 20202-6335

Dear Mr. Cheek,

The Ruby Musher, Francis Captain is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Francis Captain	
Francis Captain will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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encourage/support students in program to graduate.	
3. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

[Redacted Signature]

Francis Captain
Ruby Musher

5/24/16
Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/28/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780
 907-883-5151 x 115 Fax: 907.883.4352
 Assistant Superintendent

John Cheek
 U.S. Department of Education, OESE
 Office of Indian Education
 400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
 Washington, DC 20202-6335

Dear Mr. Cheek,

The Ruby Tribal Council is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve student GPAs and improve Graduation Rates, as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Ruby Tribal Council	
Ruby Tribal Council will:	A-CHILL Project will:
1. Provide Alaska Native Elders and/or skilled community members to act as cultural and career mentors for students participating in the Mushing program or other program training.	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate.	2. Support the overall and specific endeavors of the A-CHILL project in the community.

"Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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3. Support the overall and specific endeavors of the A-CHILL project in the community.	3. Provide funding, coordination and oversight of the project.
--	--

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Brenda Ambrose, Tribal Administrator
Ruby Tribal Council

5-24-16
Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/20/16
Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

John Cheek
U.S. Department of Education, OESE
Office of Indian Education
400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
Washington, DC 20202-6335

Dear Mr. Cheek,

The Merrelaine A. Kangas School is committed through this Partnership Memorandum Of Understanding to support the Alaska Gateway School District's Demonstration Grant For Indian Children project referred to as A-CHILL. We fully support the following goals and objectives of this project: provision of career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve students GPA, improve Graduation Rates as well as increase culturally responsive learning opportunities.

This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for our students, this Demonstration Grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in these efforts*.

We appreciate the opportunity to be part of this culturally enriching and innovative project. We are looking forward to working together with the Alaska Gateway School District (AGSD), our local schools, and the A-CHILL partners.

*Partnership Commitment Between AGSD & Merrelaine A. Kangas School	
Merrelaine A. Kangas School will:	A-CHILL Project will:
1. Provide well-prepared students who graduate high school and go on to higher education or employment	1. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/support students in program to graduate and go on to a career and/or college.
2. Provide videoconferencing equipment for communication and collaboration for distance learning opportunities.	2. Support the overall and specific endeavors of the A-CHILL project in the community.
3. Provide career-specific training through intensive hands-on courses.	3. Provide funding, coordination and oversight of the project.

"Where Teachers Are The Gateway To Learning"

Dołake 907882-2663 Fax: 907882-2112	Engle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tellin 907-324-2104 Fax: 907-324-2114
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4. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.	
5. Provide and/or support career exploration, career related courses, apprenticeships, coordinate transportation, coordinate job shadowing opportunities, and encourage/ support students in program to graduate and go on to a career and/or college.	
6. Support the overall and specific endeavors of the A-CHILL project in the community.	

All activities will be subject to the availability of funds and the approval of each organization's authorized representative.

This MOU shall be in effect from October 2016 through September 2020, a period of four school years. This commitment may be modified by mutual consent of both parties and may be terminated by either party with a thirty (30) day written notice.

(b)(6)

Aime Titus, Principal
Merrelene A. Kangas School

5/27/16
Date


Scott MacManus, Assistant Superintendent
Alaska Gateway School District

5/28/16
Date



College of Natural Science and Mathematics
Department of Veterinary Medicine

May 27, 2016

John Cheek
U.S. Department of Education, OESE
Office of Indian Education
400 Maryland Avenue, SW, Room 3W207, LBJ Bldg.
Washington, DC 20202-6335

Dear Mr. Cheek,

The University of Alaska Fairbanks Department of Veterinary Medicine is committed to support the Alaska Gateway School District's Demonstration Grant for Indian Children project referred to as A-CHILL. We fully support the goals and objectives of this project: career-specific training in animal husbandry and veterinary sciences as it pertains to "Mushing" or other regionally specific training such as fishing or trapping; to further college and career opportunities, improve students' GPA, improve graduation rates, as well as increase culturally responsive learning opportunities.

I knew George Attla for many years and in my current position as Associate Dean, I traveled to Huslia, met with the students and the village members (2015). The entire community seemed excited to have their children involved in the program. To have the opportunity to spread enthusiasm throughout the Alaska Gateway School District would be an accomplishment of great proportion.

I offer specific support from the University of Alaska Fairbanks, Department of Veterinary Medicine through development of career-specific training and higher education opportunities for participating students. This demonstration grant will better prepare students for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life.

We are committed to assist in these efforts. In my position as one of the principal investigators of the NIH funded BUILD grant, BLaST (www.alaska.edu/blast), is currently funding Mr. Joe Bifelt (UAF student aspiring to teach in his community) for this summer to develop the curriculum to be taught next academic year. In this way, Mr. Bifelt is acquiring professional development and assisting the community to continually enhance the program in preparation for expansion into the other Alaska Gateway schools. He is a great role model for the students in his community.

Through the Department of Veterinary Medicine and the BLaST program there are multiple opportunities to provide and/or support career exploration, develop career related courses, provide summer apprenticeships and job shadowing opportunities and to encourage/support students to graduate from High School and mentor them in their college experience.



This project will also provide support through the connection with Alaska Native Elders or skilled community members acting as mentors to the students and allowing the students to connect cultural understanding and native language skills through the regionally specific career training.

Through provision of career-specific training and higher education opportunities for the students, this grant will better prepare them for a career and/or post-secondary education and thereby increase the likelihood of a higher quality of life. We are committed to assist in this culturally enriching and innovative project.

If you have questions or need additional information, please do not hesitate to contact myself or my office manager for more details.

Sincerely,

(b)(6)

Arleigh J. Reynolds, DVM, Ph.D., DACVIM
Associate Dean
Associate Professor of Veterinary Nutrition





THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

**Department of Education
& Early Development**
SCHOOL FINANCE / FACILITIES

810 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.8683
Fax: 907.463.5279
Email: Meridith.Boman@alaska.gov

April 3, 2015

Robbie MacManus, Chief Finance Officer
Alaska Gateway School District
P.O. Box 226
Tok, AK 99780

Dear Ms. MacManus:

The Alaska Department of Education & Early Development has been delegated the authority, by the U.S. Department of Education, to approve *Restricted Federal Indirect Cost Rate Proposals* pursuant to delegation agreement number 2014-180, effective until June 30, 2015. The FY2014 approved Restricted Federal Indirect Cost Rate for Alaska Gateway School District is **5.20%**. The restricted Federal rate is effective from 7/1/2015 to 6/30/2016. If you have any questions regarding this rate or the rate approval process, please contact me at (907) 465-8683 or meridith.boman@alaska.gov.

Sincerely,

(b)(6)

Meridith Boman
School Finance Specialist

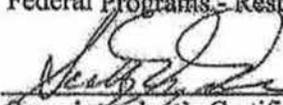
Enclosure

Alaska Gateway School District
School District Certification and Request for Authorized Indirect Rate
As submitted to the Department of Education & Early Development
FY2016 Federal Indirect Rate

I certify that the information contained herein has been prepared in accordance with the instructions issued by EED and conforms with the criteria in OMB Circular A-87, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for review and/or audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 5.44%



Superintendent's Certification
Assistant

12/30/14

Date

EED USE ONLY

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 5.20%

This rate becomes effective July 1, 2015 and remains in effect until June 30, 2016 and will apply to all eligible federally assisted programs as appropriate.

Federal law or grant conditions may limit the amount of indirect cost or the indirect cost rate. For example, if the approved restricted rate is five percent and the law allows only a three percent rate of recovery, then only indirect cost equal to three percent of the direct costs for that program may be recovered.

(b)(6)

Alaska Department of Education & Early Development

4/2/15

Date

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

<u>Alaskan - Care and Husbandry Instruction for Lifelong Living (A-CHILL) Budget Narrative</u>						
<u>Personnel</u>	<u>Description</u>	<u>Total Year 1</u>	<u>Total Year 2</u>	<u>Total Year 3</u>	<u>Total Year 4</u>	<u>Totals</u>
Project Director	.2 FTE based on \$130,000 annual salary = \$26,000 in year 1. Directs overall project, responsible for APR, financial compliance, and reports to Department and School Board, Assist in compiling support documents, directs programmatic implementation. Coordinates with project management to assist with duties. 1.5% raise calculated in years 2-4.	\$26,000	\$26,390	\$26,786	\$27,188	\$106,364
Project Admin Assist	.5 FTE based on \$27,000 annual salary = \$13,500 in year 1. Due to the vast distances, extensive communications, critical supervision of students, the large amount of data to be collected, materials to order, and the PD Requirements, an admin assistant is needed. 1.5% raise calculated in years 2-4.	\$13,500	\$13,703	\$13,908	\$14,117	\$55,228
2 Certified Instructors, one at AGSD and one at YKSD	CTE Instructor/Coordinators based on \$72,000 annual wage x 2 positions at .5 FTE each. Total in year 1 for both instructors is \$72,000. One .5 position at Alaska Gateway School District (AGSD) and one .5 position at Yukon Koyukuk School District (YKSD). Instructors are responsible to ensure adherence to core curriculum, obtain curriculum materials, direct student activities for CTE credentialing and Dual Credit. 1.5% raise calculated in years 2-4.	\$72,000	\$73,080	\$74,176	\$75,289	\$294,545

Mushing Coordinator Trainee	Mushing Coordinator Trainee position will be village resident based on \$34,000 annual salary with increasing FTE each year of the grant. Year 1: 25 FTE = \$8,500. Year 2: .50 FTE = \$16,240. Year 3: .75 FTE = \$24,360. Year 5: 1.0 FTE = \$33,462. Trainee to work under Mushing Coordinator in communities implementing program to learn to handle logistics, communications and private sector involvement. Coordinate volunteers including parents & elders and other organizations in support of mushing activities. Provides for trained staff when current coordinator retires. 1.5% raise calculated in years 2-4.	\$8,500	\$16,240	\$24,360	\$33,462	\$82,562
Youth Kennel Coordinators	6.0 Noncertified @ \$22,000 each - One for each program location. Organize and develop individual schedules, transportation, communication parents, communication community, communication with school and kennel, onsite supervision of apprenticeships, provide job coaching, sled dog handling. 1.5% raise calculated in years 2-4.	\$132,000	\$133,980	\$135,990	\$138,030	\$540,000
Staff Participation in PD Extra work days	\$250/day x 20 participants x 7 total training days/year = \$28,000.	\$28,000	\$28,000	\$28,000	\$28,000	\$112,000
Total Personnel		\$280,000	\$291,393	\$303,220	\$316,086	\$1,190,699

Total Fringe	Fixed Costs averaged at 38 % of wages. Average based on AGSD fringe rate of approximately 33% and YKSD fringe rate of approximately 46%. AGSD's rate will apply to more total wages than YKSD's rate. Average Fringe rate includes PERS/TRS retirement contributions, partial health coverage, Unemployment ; Worker's Comp; FICA/Medicare; and additional district-specific fringe benefits.	\$106,400	\$110,729	\$115,224	\$120,113	\$452,466
Travel						
Staff/manager travel	Mandatory travel to Directors Meeting x 4 attendees estimated at \$2,200/attendee for flights, lodging and per diem, professional Development trainings cost for teachers, counselors and administrators. Total staff/management travel estimated at \$29,000/year + 3% increase in travel cost in years	\$29,000	\$29,870	\$30,766	\$31,689	\$121,325
Advisory Council	Travel to at least 1 on-site, face to fact meeting each year of grant. Approximately 12 people will attend to represent project partners in planning and reviewing project impact. In-person meetings will last 2 days, with 2 additional travel days to and from the meeting at estimated cost of \$900/trip for transportation, lodging, and meals. 12 x \$900 = \$10,800/year. additional meetings will be held virtually via phone and video conference to conserve grant funds. 3% increase in expected travel cost/year.	\$10,800	\$11,124	\$11,458	\$11,801	\$45,183
Student travel	Student Travel to Kennels and job sites for training and hands-on learning opportunities. Usually inter-district and may include travel to Fairbanks for university studies and career exposure opportunities. 3% increase in expected travel cost/year.	\$12,000	\$12,360	\$12,731	\$13,113	\$50,204

Cultural Immersion Institute (5 day camp) Participant Travel /scholarships for participants from	20 participants attending each year at \$900 estimated travel cost for transport and lodging pre and post training per participant totaling \$18,000. Note: housing during camp included in other cost below. 3% increase in expected travel cost/year.	\$18,000	\$18,540	\$19,096	\$19,670	\$75,306
Cultural Immersion Field Institute (2 day)	To be held in Fairbanks or Anchorage or other central location with rich cultural museum resource. 30 participants each year at \$900 travel reimbursement per participant totaling \$27,000. 3% increase in expected travel cost/year.	\$27,000	\$27,810	\$28,644	\$29,504	\$112,958
Project Leaders travel to PD Institutes	3 staff x 2 trips in year 1 and 3 trips in Years 2 and 3. Total cost per trip is expected to be \$2200 per person for airfare, lodging and per diem. Total Year1 travel is \$13,200. Total Years 2 and 3 annual staff travel = \$19,800.	\$13,000	\$19,800	\$19,800	\$19,800	\$72,400
Total Travel		\$109,800	\$119,504	\$122,495	\$125,577	\$477,376
Equipment						
Total Equipment		\$0	\$0	\$0	\$0	\$0
Supplies						
Training Supplies	Printing of Course Material for Mushing and Materials for Courses (Animal Husbandry and Veterinary Sciences) and supplies for culturally responsive training opportunities to include native arts, mushing associated supplies, subsistence living materials/supplies such as fish net building supplies, etc.	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000

Mobile iPad Labs + networked Laptops	24 Student iPad s with 3 networked laps for 3 total mobile labs for video conferencing College Courses and Animal Husbandry classes. Additional 12 iPads and 2 networked laptops in Year 2 for additional sites. Replacement computing allowance for damaged devises in Year 3 at \$3000/year.	\$24,000	\$16,000	\$3,000	\$0	\$43,000
Laptops for Staff	Approximately 6 laptops needed each year for program staff estimated at \$1300/laptop = \$7800.	\$7,800	\$7,800	\$7,800	\$7,800	\$31,200
Supplies for Culture Trunk Development	Trunks or Kits to include artifacts, supplies, culturally responsive lessonplans and suggestions, and instruction delivery directions related to AN culture for teacher use and	\$4,500	\$4,500	\$4,500	\$4,500	\$18,000
Office Supplies	General office supplies for carrying out program.	\$2,600	\$2,000	\$1,800	\$1,000	\$7,400
Total Supplies		\$50,900	\$42,300	\$29,100	\$25,300	\$147,600
Contractual						
Kathy Turco Mushing Project Coordinator	Work with communities implementing program, handles logistics, communicate and assist with youth & kennel coordinator/reporting to keep programs operating smoothly, - Involve private sector support such as; finding sponsors for; village races for youth, youth and dog teams for travel to participating program villages, continued work with Native owned non-profits dedicated to supporting program, facilitate apprenticeships, Coordinate volunteers including parents & elders. Oversees trainee. Year 1 = approx 30 hrs/wk, Year 2 = approx 25 hrs/wk, Year 3 = approx 20 hrs/wk, Year 4 = approx 10 hrs/wk.	\$45,000	\$37,500	\$30,000	\$15,000	\$127,500

Brightways Learning partner and fiscal management and Professional Development (PD)	Planning, coordination and presentation of Cultural Heritage Camps. Co-leading Advisory Council meetings and general partner collaboration coordination. See resumes for Jennifer Lutey (management) and Lisa Kerscher (PD Director) in appendix. General grant project and fiscal management with assistance from Project Director and Project admin. Includes project manager, PD director, fiscal manager, supplies and travel booking and Cultural training experts for project support. 2% increase/year.	\$97,000	\$98,940	\$100,919	\$102,937	\$399,796
Evaluation Services/Reporting	Through Advanced Evaluation, LLC ; calculated rate for evaluation approx. 5% design and implementation developing APR; excludes <i>travel</i> .	\$45,527	\$45,527	\$45,527	\$45,527	\$182,108
Summer Culture Immersion Institutes (5 day camps)	PD for cultural immersion for teachers to understand Alaskan cultures, the value of culturally relevant curriculum, and how to implement and design culturally responsive learning resources. Each camp has a 20 teacher capacity and costs \$25,000 for facilities, instructors, materials, transportation, and Elders, plus tuition for 2-3 graduate credits. The training is coordinated by the Alaska Native Knowledge Network and will be held in June and/or August of each year at Old Minto camp or similar facility	\$28,000	\$28,000	\$28,000	\$28,000	\$112,000
Tribal Members	Elder and Culture Bearer onsite daily training and planning compensation at \$200/day x 40 days total	\$8,000	\$8,000	\$8,000	\$8,000	\$32,000
ANKN Professional Development design.	University of Alaska Fairbanks' Alaska Native Knowledge Network (ANKN) professor emeritus Ray Barnhardt to assist in guiding and writing curriculum and development of Culturally-based education sessions at \$7500/year for summer cultural immersion institute and spring 2-day cultural training. To be done in conjunction with Brightways Learning.	\$7,500.00	\$7,500.00	\$7,500.00	\$7,500.00	\$30,000

Carl Knudsen as district coordinator	Retired, experienced Alaska Native school district superintendent to support partner admin and to recruit teachers to trainings. Approx. 8hour/month x 10 months + attend 2 cultural trainings and 1 planning meeting at \$1200/month	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$48,000
Career Counseling	Assessment Material and Contractual Services	\$2,800	\$2,800	\$2,800	\$2,800	\$11,200
Total Contractual		\$245,827	\$240,267	\$234,746	\$221,764	\$942,604
Other						
College Course Credits and Credentialing Tests	College Course Credits and course books for Students taking Dual Credit Courses and Fees for Credentialing in Veterinary Science and Animal Husbandry. Cost of 618 per credit hour earned approximately 15 students x 3 hours credit per course = 30 hours plus fees and books. 3 % increase in Years 2-4.	\$24,000	\$24,720	\$25,462	\$26,225	\$100,407
Total Other		\$24,000	\$24,720	\$25,462	\$26,225	\$100,407
Total Direct Costs		\$816,927	\$828,913	\$830,246	\$835,065	\$3,311,151
Indirect Costs	AGSD 2016 approved Rate of 5.20%	\$42,480	\$43,103	\$43,173	\$43,423	\$172,180
Total Cost Program + Indirect		\$859,407	\$872,017	\$873,419	\$878,488	\$3,483,331
*Indirect Cost Information (To Be Completed by Your Business Office):						
If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:						
(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No						
(2) If yes, please provide the following information:						
Approving Federal agency: <input checked="" type="checkbox"/> ED <input type="checkbox"/> Other (please specify): _____ The Indirect Cost Rate is 5.20%						

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Scott	H.	MacManus	

Address:

Street1:	Box 226
Street2:	
City:	Tok
County:	
State:	AK: Alaska
Zip Code:	99780
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(907) 883-5151x115	

Email Address:

smacmanus@agsd.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Alaska Gateway School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	280,000.00	291,393.00	303,220.00	316,086.00		1,190,699.00
2. Fringe Benefits	106,400.00	110,729.00	115,224.00	120,113.00		452,466.00
3. Travel	109,800.00	119,504.00	122,495.00	125,577.00		477,376.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	50,900.00	42,300.00	29,100.00	25,300.00		147,600.00
6. Contractual	245,827.00	240,267.00	234,746.00	221,764.00		942,604.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	24,000.00	24,720.00	25,462.00	26,225.00		100,407.00
9. Total Direct Costs (lines 1-8)	816,927.00	828,913.00	830,247.00	835,065.00		3,311,152.00
10. Indirect Costs*	42,480.00	43,103.00	43,173.00	43,423.00		172,179.00
11. Training Stipends	0.00	0.00		0.00		0.00
12. Total Costs (lines 9-11)	859,407.00	872,016.00	873,420.00	878,488.00		3,483,331.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 5.20%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299A160048

Name of Institution/Organization Alaska Gateway School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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