

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 # S299A160051

Grants.gov Tracking#: GRANT12175175

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

Closing Date: May 31, 2016

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e198

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e199

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.).

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

5a. Federal Entity Identifier: <input type="text" value="81-0645819"/>	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="81-0645819"/>	* c. Organizational DUNS: <input type="text" value="1459131040000"/>
--	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="N/A"/>	Division Name: <input type="text" value="N/A"/>
--	--

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: <input type="text" value="907-790-1424"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

K: Indian/Native American Tribally Designated Organization

Type of Applicant 3: Select Applicant Type:

V: Alaska Native and Native Hawaiian Serving Institutions

*** 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:**

I Kusteeyi Shakaadei eelgen-Looking to Your Future

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.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="998,696.00"/>
* 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="998,696.00"/>

*** 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

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 Andrea Cadiente-Laiti	TITLE President
APPLICANT ORGANIZATION Goldbelt Heritage Foundation	DATE SUBMITTED 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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Goldbelt Heritage Foundation * Street 1: 3200 Hospital Drive Ste. 203 Street 2: * City: Juneau State: AK: Alaska Zip: 99801 Congressional District, if known:		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name: N/A Middle Name: * Last Name: N/A 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: Andrea Cadiante-Laiti * Name: Prefix * First Name: Andrea Middle Name: * Last Name: Cadiante-Laiti Suffix: Title: President Telephone No.: (907) 790-1424 Date: 05/30/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160051

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.

GEPA_2016_DEMO_NYCP.pdf

Add Attachment

Delete Attachment

View Attachment

Instructions for Meeting the General Education Provisions Act (GEPA) Section 427

Requirements

All applicants for new awards **must** include information in their applications to address this new provision in order to receive funding under this program.

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.

A general statement of an applicant's nondiscriminatory hiring policy is **not** sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Please review the Notice to all Applicants (included in the electronic application package in Grants.gov) for further information on meeting the provisions in the Department of Education's General Education Provisions Act (GEPA).

Applicants are **required** to address this provision by attaching a statement (not to exceed three pages) to the **ED GEPA427 form** that is included in the electronic application package in Grants.gov

Goldbelt Heritage Foundation will meet the requirements of GEPA. The ***I Kusteeyi Shakaadei eelgen—Looking to Your Future*** project will provide equity to Alaska Native students, teachers, elders, parents and community. GHF has fair hiring practices that assure non-

discrimination. Additionally, throughout the project, we will strive to assure that all individuals feel welcome and make it possible for participation in all activities by individuals of every age with special needs. All activities and meetings will take place in locations that are handicapped accessible. Coursework activities will be held in locations that are handicapped accessible. Where activities are outdoors, project staff will assure that youth, teachers, parents, elders and community members who wish to participate are able to gain access to activity locations.

Curriculum and educational materials will be developed to address varied learning styles additionally taking into consideration the needs of students with special needs. For example, the project will work towards accessibility and where possible complete auditory recording for learners at different ages and those participants who require this method of delivery due to special needs including early learning needs. Additionally, curriculum materials developed will seek to affirm all student and family identities. The project activities as outlined seek to empower and strengthen students, teachers, elders, parents and community.

We seek equity and to establish venues to make accessibility possible and to include those who have felt excluded. As noted in the statute, barriers to be overcome include discriminatory practices based on: gender, race, national origin, color, disability and age. We recognize that equity is about assuring equal opportunities for those individuals who may experience discrimination based on these barriers. Our goal through this project is to establish inclusion for youth, teachers, elders, parents and community members.

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 Goldbelt Heritage Foundation	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Andrea Middle Name:
* Last Name: Cadiente-Laiti	Suffix:
* Title: President	
* SIGNATURE: Andrea Cadiente-Laiti	* DATE: 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:

Goldbelt Heritage Foundation, *I Kusteeyi Shakaadei eelgen*—Looking to Your Future

Project Abstract

Goldbelt Heritage Foundation (Indian Organization and TEA) in partnership with the Juneau School District (LEA), the Chatham School District (LEA), Douglas Indian Association (Tribe), CCTHITA (Tribe), and the Alaska Learning Network proposes to ensure that Alaska Native and American Indian students are prepared for college and careers by carrying out the *I Kusteeyi Shakaadei eelgen*— Looking to Your Future—grant initiative. The program will concretely provide culturally-relevant strategies, designed to improve the educational and life outcomes for youth within SE Alaska tribal communities.

The overall project goal is to increase the number of graduates, among Southeast Alaska Native/American Indian students, who finish high school in four years and enroll in colleges or pursue career-ready training opportunities. Toward that end we propose to carry out program objectives and report yearly regarding GPRA Performance Measure 1, (the percentage of the annual measurable objectives, as described in the applications that are met by grantees) and GPRA Performance measure 2, (the percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children).

Southeast Alaska, a narrow strip of land and islands, is home to 71,616 inhabitants, 40% of which are Alaska Native. Nearly half the population of southeast Alaska lives in one city, Juneau. The Juneau School District, (JSD), has an enrollment of 4863 students of which 21%, (1021) are Alaska Native. The Chatham School District, with a student population of 151 is clustered in communities separated by water and islands

Eligible Applicant: Goldbelt Heritage Foundation, (GHF), an Indian (Native) organization with 501 (c)(3) status meets the Absolute Priority for funding a native Youth Community Project. The project meets all five competitive preferences (see Optional Other Attachments). It includes 1. An LEA, which is eligible under the Small Rural School Achievement, (SRSA), program; 2. It is submitted by an Indian organization; 3. It is submitted by a partnership in which the lead applicant has received a grant, (2014), under the Alaska Native Education Program, (title VII, part C); 4. The partnership includes an Indian organization, and; the project will combine more than two of the activities described in section 7121 (c) of the ESEA over a period of more than one year.

Barriers to postsecondary success for Native students have been determined as low graduation and high dropout rate, limited achievement, lack of equity, lack of 21st Century skills, limited college and career ready topics, limited college and career-ready role models, lack of leadership opportunities, limited credit recovery, limited pathways to career and college ready programs and disconnectedness to place, governance, and history.

Throughout time the Tlingit Native people of Southeast Alaska learned to turn barriers into opportunities by varying the strategies of their approach to education. Through this project and with the strong partnership of Goldbelt Heritage Foundation, the Juneau School District, Chatham School District, the Alaska Learning Network/University of Alaska Southeast, CCTHITA and the support of the Douglas Indian Association, *I Kusteeyi Shakaadei eelgen-* Looking to Your Future-will embrace the opportunity to carry out community and educational self-determination utilizing the wise counsel of the past.

Looking to your Future will serve a minimum of 1095 students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Need for Project

Evidence informing the project

Persistent low achievement for Alaska Native students across all areas indicates a need for more meaningful inclusion in the school community and a clear motivational direction for students that must be informed by inclusion and opportunities in the local community. Culturally-relevant strategies need to be utilized and designed to integrate youth leadership into academic rigor to improve the educational and life outcomes for children and youth in our tribal communities. (Absolute Priority)

The Juneau School District's (JSD) enrollment is 4863 students of whom 21% (1021) are Native. Alaska Native students are historically the most academically at risk in the JSD, scoring the lowest in achievement among all ethnic categories. The Alaska State Standards-Based Assessment (SBA) test shows a persistent and increasing gap between Alaska Native and Caucasian students, (Table 1).

Table 1: Achievement on the AMP and SBA in % (2015 Juneau School District Report)

Juneau School District	2015
AN/AI English Language Arts	55.85
Caucasian Writing Proficiency	84.37
Gap in Writing Proficiency	28.52
AN/AI Math Proficiency	66.73
Caucasian Math Proficiency	85.04

Gap in Math Proficiency	18.31
AN/AI Science Proficiency	71.2
Caucasian Science Proficiency	91.65
Gap in Science Proficiency	20.45

Academic proficiency in reading, writing and math, for incoming students, are leading indicators of future success across all subjects in high school, graduation and postsecondary success (Allensworth & Easton, 2007, 2005). Consequently we also see a proportionately lower graduation rate for AN/AI students compared to their Caucasian peers.

The average Alaska Native graduation rate, (Table 2), over the past four years was 56%, 24.8% lower than the graduation rate for non-Native students (2010-2015 JSD Report Cards).

Table 2: Alaska Native/American Indian and Caucasian Graduation Rates, in %

Graduation Rate Juneau Schools	2010	2011	2012	2013	2014	2015
Alaska Native/ Native American Students	47.45	50.00	54.87	68.63	59.79	54.55
Caucasian Students	75.37	79.79	75.40	83.56	88.52	84.90
Gap	27.92	29.79	20.53	14.93	28.73	30.35

The Chatham School District, (SRSA and RLIS eligible), graduation rate has averaged 50% for the past few years, lower than the rate in Juneau. Achievement scores on SBAs, (Table 3), are also lower than those in Juneau, (2010-2015 Chatham School District Report Cards).

Table 3: Achievement on the SBA in %

Chatham School District	2015
AN/AI English Language Arts	56.25

Caucasian Writing Proficiency	94.44
Gap in Writing Proficiency	38.19
AN/AI Math Proficiency	41.67
Caucasian Math Proficiency	94.45
Gap in Math Proficiency	52.78
AN/AI Science Proficiency	63.17
Caucasian Science Proficiency	100%
Gap in Science Proficiency	36.83

Barriers

In the seminal report “Indian Nations at Risk: Listening to the People”, commissioned by the Indian Nations at Risk Task Force of the U.S. Department of Education, (ERIC, 2011), the researchers state that the barriers to American Indian/Alaska Native student success are clear. Some of these barriers in Southeast Alaska include: 1. Curriculum presented from a predominantly European perspective—ignoring the geographically situated and historical perspective of American Indians and Alaska Natives; 2. Low expectations and relegation to remedial curriculum—characterized by “dumbing down”—which perpetuates poor academic achievement; 3. Loss of Native language ability and the wisdom encoded within from past generations; 4. High dropout rates, especially in schools where Natives are in the minority and where the school climate does not support Native students; 5) Lack of Native educators as role models; 6) A shift away from spiritual values that are critical to the well-being of individuals and society as a whole; and, 7) A lack of opportunity for parents and communities to develop a real sense of participation.

Juneau School District Native Student Success Coordinator Barbara Cadiente (May, 2015) identified the greatest barriers to Southeast Alaska Native student readiness for college and careers as measured by District data and community participation as follows: The high dropout rate (10.54% or 99 AN/AI High School students dropped out in 2015); The low graduation rate; Low achievement in classes (as reflected by attrition and standardized tests); Lack of equity in opportunities in education; Lack of 21st Century skills, especially in terms of technology related to careers and academics; Limited college and career ready topics for Native students offered throughout the K-12 curriculum; Limited college and career-ready role models for Native students; Loss of a sense of place for Native students; Lack of pursuit of social justice leadership opportunities such as Alaska Native Brotherhood/Alaska Native Sisterhood (ANB/ANS); Loss of credit recovery possibilities; Limited pathways to career and college preparatory programs, resources and opportunities for Native students; Lack of focus on leadership as integral to Native student success; Disconnectedness to: place, governance structures, spiritual structures, and historical structures.

For the most rural Native students at Chatham school sites in Angoon and Klukwan, barriers to success in achievement are often amplified. Native Educator Jennifer Scott and the Alaska Learning Network Director Frank Coenraad, (May, 2015), identified barriers in addition to those previously mentioned, that are brought on by village isolation. These include: Navigating in a larger town; handling money; going to government offices, including Division of Motor Vehicles and Job Service; interviewing for a job; comparative shopping; applying for and pursuing post-secondary education and training.

The greatest barriers both in and out of school to the readiness of local Indian students for college and careers is the lack of high quality culturally relevant educational and civic

programming which connects students to a focus on leadership—integral to Native student success—and which connects students to place, governance structures, spiritual structures, and historical structures.

Opportunities

High quality culturally-relevant education programs that have resulted in increased Native student engagement and success include six critical elements: 1. Recognition and use of Native American languages; 2. Pedagogy that stresses the importance of traditional cultural characteristics and adult-child interactions; 3. Pedagogy in which teaching strategies are congruent with the traditional culture and ways of knowing and learning; 4. Curriculum based on traditional culture that recognizes the importance of Native spirituality; 5. Strong Native community participation (including parents, elders and other community members) in activities. 6. Knowledge and the application of the social and political mores of the community, (Demmert & Towner, 2003).

In the Spring of 2016, representatives from a number of Alaska Native organizations met to discuss educational strategies required to better support and streamline efforts for our youth to be successful and to also have opportunity to learn in culturally responsive educational programs wherein heritage language is additionally valued and taught. This project seeks to streamline these efforts with innovative strategies that enable all partners to provide mentorship to youth, to have better connectivity with our schools and district administrators, and to affect leadership, career and college readiness strategies at all grade levels that assure our youth have clear pathways towards achievement and improving educational outcomes.

Given the importance of tribal self-determination toward program success, the initiative will support coordinated intervention strategies carried out in **16** schools, and in the community which will be developed in collaboration with our partnered tribal communities and situated within the context of a shared and place-based comprehensive approach toward youth development. It will address the social, cross cultural, educational and language barriers, which have diminished achievement for Native students.

Existing Programs

This project will foster collaboration representative of varied areas of expertise. Existing local policies, programs, practices and service providers entail education and curricular support from: Goldbelt Heritage Foundation; The Juneau School District, which includes the Tlingit Culture, Literacy and Language Program at one of Juneau's Pre-K and elementary schools—with which GHF has a longstanding involvement; Indian Studies support at each school (through Johnson O'Malley); Native language classes from Pre-K to the high school level; Early Scholars college readiness at Juneau-Douglas High School; Heritage Honors endorsement at Thunder Mountain High School; AVID college preparation courses at middle and high schools; and, scholarship assistance from Native Corporations for descendants of shareholders. The District provides a Native Student Success Coordinator, who will collaborate closely with the project.

Chatham School District, with a student population 3% the size of Juneau's, has limited opportunities for career and college preparation (AET, 2015). Angoon, the largest school in the district, has no career and technical offerings, no wood shop, and no means of training or preparing students for the types of jobs and opportunities in today's Alaska, especially in mining, natural resources, social services and government. The program will provide a greatly needed

Juneau connection with inclusion into the larger community and its available opportunities, and exposure to employment and career preparation for the rural village youth.

South East Alaska Regional Health Consortium (SEARHC) provides health science work experience opportunities for Native students; Douglas Indian Association supports mentoring and provides youth school readiness support through their JOM and higher education programs, the Central Council of Tlingit and Haida Indian Tribes of Alaska (CCTHITA) has a key role in service employment and its Vocational Training & Resource Center serves as a training center for vocational, technology and technical careers.

Quality of Project Design

Geographic Area to be served

I Kusteeyi Shakaadei eelgen serves the Juneau and Chatham school district students. Juneau is the very heart of Tlingit country, which extends from the Copper River in Northern Southeast Alaska to Dixon Entrance in Southern Southeast Alaska. The Tlingit population numbers 16,771. The project is focused in the city of Juneau and the villages of Angoon and Klukwan.

Chatham School District, with a student population of 151, comprises a geographic area larger than the State of Tennessee with 151 mostly Native students clustered in four communities separated by water and islands. As a rural district with a Locale Code of 7 for all schools, and a population lower than 10 persons per square mile, the Chatham School District Local Education Agency (LEA) is Small Rural School Achievement (SRSA) eligible. This application is therefore eligible for Competitive Preference Priority One.

Goals, Objectives, Outcomes connected to Scientific Research

I Kusteeyi Shakaadei eelgen— Looking to your Future- is based on scientific research and current professional literature which states that classroom curriculum and teaching methods that support the cultural/tribal background of AN/AI students gives students the resilience and persistence needed to be successful in school and life. In American Indian Education – “Plans for Dropout Prevention and Special School Support Services for American Indian and Alaska Native Students, Dr. Reyhner examines how teachers, school administrators and parents can get in-touch with native education and information about the language, history, and culture of their Native students with the goal to provide for meaningful engagement and education.

The overall project goal is to increase the number of graduates, among Southeast Alaska Native/American Indian students, who finish high school in four years and enroll in colleges or pursue career-ready training opportunities. Toward that end we propose to carry out program objectives and report yearly regarding GPRA Performance Measure 1, (the percentage of the annual measurable objectives, as described in the applications that are met by grantees) and GPRA Performance measure 2, (the percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children).

Our proposed program objectives, and the Tribal values, which they endorse, cultivate college and career readiness of Alaska Native and American Indian children through the following objectives.

Southeast Alaska Tribal Value 1: Ldakat at a vaa avaduwanei (All things are respected)

PROGRAM Objective 1 Develop Youth Success, Cultural Leadership and Heritage Language Academic Toolkits —as a coordinated college and career readiness developmental strategy— interweaving literacy and skill-building to prepare youth for advancement at all grades Pre-K-12.

The project incorporates Competency Based Education wherein objectives are tied to “measurable learning outcomes” and “competencies” and “learning is demonstrated through assessments of student’s knowledge skills and abilities. (Soldner and Parsons, 2016),

Objectives: 1 includes the completion of Youth Success and Heritage Language Toolkits to serve all grade levels. This Pre-K-12 curriculum will be based on a well-defined framework that is connected to assessments and providing students guided feedback towards developing leadership and career readiness competencies.

Activities: This curriculum will involve a partnership of three Southeast Alaska communities—Angoon, Juneau and Klukwan with a cohort of educators representative of the Juneau and Chatham School District schools resulting in toolkits related to traditional Native values, which will be organized by the following strands:

Woocheen—Working Together—Because We Cherish You; **Wooch yáx**—Balance, Respect, Reciprocity—Rooted in People, Place, Purpose; **Haa Shuka**—Past, Present, Future—Time Immemorial—Perpetuating Enduring Understandings and Knowledge; **Haa Aani**—Our Land— People, Place and Environmental Stewardship; **Haa Latseen /Yakoosge Daakahidi**—Our Strength and Leadership—Our House of Knowledge, Our Heritage, Our Language

These strands will be further organized by units—preschool lessons will emphasize school readiness; elementary lessons will emphasize literacy, leadership and cultural integration; middle school lessons will include career and academic exploration; and high school lessons will include culturally responsive Alaska Learning Network (AKLN) dual credit College, Career and Cultural Leadership I and II courses for high school youth, including language and traditional oratory.

The Youth Success Toolkits will be developed, field tested and disseminated to school sites in

both districts and finalized and published after field testing for program reproduction adapted for other communities.

This curriculum, focusing on student centered learning, connects career and college readiness to traditional tribal values and culturally responsive approaches resulting in a sustainable curriculum toolkit for each grade level. The design is in direct response to the need to establish equitable opportunities that increase Alaska Native youth's access to career and college pathways that are supported through meaningful community support.

Each toolkit will include a collaborative partner component—to be shared with community organizations—that includes strategies and guidance on: ways to support positive youth development through organizational participation in the instructional delivery of the toolkits; mentorship; and, establishing positive connections between youth, families and community organizations that heal fragmented communities.

Goldbelt Heritage Foundation over the last year has completed an extensive research project with Elders on the impacts of boarding schools. Elders have shared the profound sense of loss of connection to their language, community and family connections which the US assimilation mandate brought to bear. This historical impact of boarding schools was highlighted in the President's 2014 Native Youth report, "by removing children from the "corrupting" influences of their families and everyday reservation life for years at a time, these institutions usurped Indian parenting responsibilities, tore apart tribal kinship networks, and destroyed the fabric of Indian communities". Through this projects' implementation of the developed toolkits, we will help to remedy the negative impacts of historical trauma while at the same time building stronger support for our youth through the involvement within our schools of the community organizations and partners. Without collaborative and multi-tiered involvement, advocacy

initiatives to support Alaska Native Youth will not grow to the extent that they should in order to provide seamless pathways and support for all of our students to become college and career ready upon high school graduation.

I Kusteeyi Shakaadei eelgen— Looking to your Future will develop important connections to career and college preparedness and infuse Native knowledge, language and cultural leadership throughout the curriculum. The curriculum includes “heritage language learning” valued by the community as a factor for strong leadership ability and youth’s ability to play an important role in the preservation of language and culture for future generations. Additionally, heritage language teaches thoughtful communication to youth which is a success characteristic for college and career preparation.

The Project will result in the completion of sixteen (16) Pre-K to 12 Toolkits supporting students to be successful within schools and communities, and ultimately enhancing their preparedness for advancing educational and career opportunities.

Southeast Alaska Tribal Value 2 Tula.aan tin voo x’adutaan (People speak with care)

PROGRAM Objective 2. Strengthen college and career readiness for youth within a partnership of three Southeast Alaska communities—Angoon, Juneau and Klukwan—by collaborating with forty (40) educators to support their instruction and delivery of the comprehensive Youth Success, Cultural Leadership and Heritage Language Toolkit (described in Objective 1) that will serve 1095 students.

Activities: Educators will complete 4 workshops focused on leadership curriculum extension development per year and will earn Continuing Education Credits from the University of Alaska Southeast, which will enhance their ability to provide informed engaging instruction to students using the academically challenging inquiry and place based coursework in the toolkits. The

program will provide a .5 FTE Cultural Academician/Curriculum Lead who will work closely with the Native Student Success Coordinator in the Juneau School District and work with each participating school to provide leadership for the development and delivery of sponsored units. A series of workshops will be offered in the Fall and Spring to 4 cohorts of educators at each grade level (Preschool, Elementary, Middle and High School) focusing on the Toolkit strands. GHF will continue developing Tlingit leadership benchmarks with educators for K-12 teaching and learning connected to Cultural Leadership topics enhancing youth academic and future success.

Southeast Alaska Tribal Value 3: Dikéex' wooch gayilsháat (Hold each other up)

PROGRAM Objective 3. The project will support preschooler's through dual language instruction that focuses on school readiness. Instruction will be provided at each of the three, (3), sites. The preschool toolkits, as developed and delivered, will work towards enhancing learning for preschool youth enabling them to meet Kindergarten readiness and grade level goals. This will be an experiential place based dual language curriculum, which provides for engaging and interactive instruction between teachers, students and parents.

Current scientific research suggests that the development of two languages from a child's earliest years has specific impacts on a variety of cognitive functions discernable as early as seven months of age that are persistent throughout childhood and may even offer some protection from symptoms of Alzheimer's. Enhanced executive function abilities such as working memory, inhibitory control, attention to relevant vs. irrelevant task cues, and mental or cognitive flexibility, as well as improved language skills, have been linked to early bilingualism noting that a child does not have to be a balanced bilingual to benefit from this cognitive enrichment (Valdes, 1995). These cognitive abilities have been associated with a robust

foundation for school readiness, Research: Pre-K – 3rd: Challenging Common Myths about Dual Language Learners by Linda M. Espinosa Ph.D., (August 2013, Page 5).

Southeast Alaska Tribal Value 4. Tlél kútx i yáa wdawóodlik (Have patience)

PROGRAM Objective 4. In collaboration with the Juneau School District and the Chatham School District (CSD): Develop and support Future Leaders and Language Champions Program providing elementary instructional support at Juneau, Angoon and Klukwan schools (CSD) to serve 80 youth.

Activities: The program instruction will further youth knowledge in the area of leadership with the curriculum toolkits as a roadmap. Competency Based Skillsets to be addressed include knowledge of self and other, emerging leadership skills, advocacy, service and practice.

Instruction is connected to Tlingit culture, language and literacy efforts including youth being supported to tell their own stories, “The Heroes Journey”. The program is facilitated by two FTE Youth Education Specialists focusing on Tlingit Leadership and Language to serve Angoon, Klukwan and a .5 FTE Elementary Specialist in Juneau to serve elementary youth with Elder, Mentor and Cultural Knowledge Bearers support. The program supports remedying of historic community impacts such as the Bombardment of Angoon through a rich reconnection to meeting the community needs by creating viable solutions including strengthening of youth for future success and community vitality.

Southeast Alaska Tribal Value 5: Toowó klagé haa t’aakx’í, ka haa naax sateeyí, ka haa kusteeyí (Pride in our family and our clan and our traditions)

PROGRAM Objective 5. Develop a Cultural Leadership, Language and Academic Success class to be taught at Dzantik’ I Heeni, Floyd Dryden and Chatham School District Middle Schools.

The student drop-out rate among Alaska Native students in the Juneau School District begins at the 7th grade, demonstrating the clear need for culturally appropriate supports that do not presently exist—to the extent required—to prevent youth from disengaging from the school system. This project seeks to reestablish a clear pathway of success for 6th to 8th grade students by creating a stronger engagement with the community. It will provide youth meaningful opportunities to learn ways to positively communicate their needs, to advocate for themselves, to create positive strong peer networks and, will additionally provide early pathways to college and career readiness that help young people see for themselves a pathway to move forward.

The project will inform the instruction and support provided by three .5 FTE Tlingit Leadership teachers who provide instruction in a .25 credit class per quarter to equal 1.0 class credit per year; who work with project team on curriculum development and delivery; and who plan and facilitate a Junior Alaska Native Brotherhood and Sisterhood Youth Council designed to provide youth leadership opportunities, mentor and peer support.

**Southeast Alaska Tribal Value 6: K'idéin at sa.áx ka a yáa awuné wáa sá I daa yadukaayí
(Listen well and respect what people say to you)**

PROGRAM Objective 6. The project, in partnership with the Alaska Learning Network, (AKLN), affiliated with the University of Alaska Southeast, will deliver curricula to high school student cohorts from Angoon, Juneau, and Klukwan providing students opportunities to earn dual high school and college credit with 40 students benefiting per semester and connecting instruction to mentorship and service learning opportunities.

Early college experiences are not largely accessible and yet they have been shown to increase student success in higher education settings and increase the potential of student's completing

degreed programs. (Crouse, J. 2014) This project seeks to increase the availability of courses that will include a focus on College and Career Preparation in an array of fields including Health Science, Natural Resource Management and Education. It will also provide youth with: Early exposure to potential future career opportunities; Cultural Leadership and Elder Mentoring with the goal that youth will present with Elders at an annual Clan Conference; Tlingit Language and Technology which involves youth working with fluent speakers to create technology resources that advance language preservation and create community tools for learning, in addition to providing youth career exploration in the fields of technology and linguistics; Traditional Arts and Science that provide youth opportunities to learn arts that support their growth as artists or teachers; Contemporary Alaska Native Issues and Leadership providing youth with opportunities to give voice to the concerns of young people and to learn about representation; Community Connections and Mentoring providing youth with career introductions and workplace opportunities. The conceptual framework for the Mentoring and Service Learning Component is informed by a study titled “Work –Based Learning Opportunities for High School Students.” (Alfeld, 2013). The goal of this project component is to connect secondary curriculum with career exploration opportunities for youth resulting in their being able to make informed decisions about educational pathways and future careers as well as support their development of success characteristics. High School youth who complete the full series of coursework will complete 24 early college credits including Summer Academy instruction.

Southeast Alaska Tribal Value 7: Toowo kloage haa t aakx’I, ka haa naax sateeyi, ka haa kusteeyi (Pride in our family and our clan and our traditions)

PROGRAM Objective 7. Convene Parent, Family and Elder Gatherings each month of the school year, held alternately at different school sites, and each with a comprehensive theme

which will support enhanced connectivity between youth, family and schools through engaging educational activities that integrate heritage language, culture with college and career readiness opportunities and provide support for Youth Councils.

Activities: Provide families a venue for involvement in educational settings enhancing connectivity. Provide educational resources and information for enhancing parent's ability to support youth achievement; Provide educational language and cultural enrichment curriculum and activities for families. Include academic and career support and referrals for youth and families. Educators, partners, community members and Elders work with youth and the community to develop and implement Youth Councils and youth-facilitated Koo.eex' (celebration/gathering) focusing on cultural leadership and college/career readiness skill development in connection with Southeast Alaska tribal and Clan Conference

The program will: Coordinate youth involvement in Parent Family and Elder gatherings by giving them a prominent role in the celebratory Koo.eex'; Plan each biannual conference in monthly gatherings, each focusing on a potential conference topic; Involve parents, families and elders in planning and implementation of these youth gatherings; Include subsistence harvest and gathering as a regular theme and topic for each conference especially as related to Alaska Native health and well-being; Involve and include distant partner school districts meetings by distance and once per year face-to-face; Incorporate Native language, career, personal, academic and cultural focuses at each youth gathering; Collaborate with the Juneau School District Career and Technical Education Program, Juneau School District Counseling Department, and State of Alaska Job Service to enrich presentations at youth gatherings; Provide travel and per diem support for rural students to attend.

Strong theory-

The I Kusteeyi Shakaadei eelgen— Looking to your Future Logic Model and Theory of Action, located as an Optional Project Narrative file spells out our conceptual framework, identifying and describing the relationships among the key components and outcomes, theoretically and operationally which are critical to achieving our proposed outcomes. In addition, our research citations are fully referenced as an Optional Project Narrative File. Allowance for this option to submit the Logic Model as an attachment was verified with DOE Office of Indian Education Director Joyce Silverthorne in pre-proposal Webinars on May 19th and May 21, 2015.

Partnerships- The partners for this project are in understanding to collaborate fully to carry out the project activities for maximum effectiveness. The geographic reality of Southeast Alaska drives the program scope—the urban nature of Juneau juxtaposed with the vast isolation of regional Native villages Angoon and Klukwan pose diversity in community needs, this project will serve both.

Born out of a collaborative process with project partners Goldbelt, Juneau School District, the Alaska Learning Network, the University of Alaska Southeast, and the Chatham School District the program proposes language and cultural remedies to barriers to postsecondary success addressing seven areas of need: 1. The need to develop place-based indigenous models of conceptual curriculum at all levels PreK-12, each level including career and college preparedness, heritage language and cultural relevance. 2. The need to implement, field test and revise culturally relevant curriculum; The implementation of the aforementioned curricula will be in both districts with field testing supervised by the curriculum writers, project counselor and teachers. 3. The need for authentic experiences to prepare for college and careers. Service Learning and Mentoring placements will provide academic and real work experiences to solidify

students' sense of self as future professionals and members of the economic community and help them explore job and education options; 4. The need for Native youth to support each other in career and college exploration substantiated by heritage language and culture. Summer Boost with the Alaska Learning Network and the University of Alaska Southeast will provide this seasonal camp and career and academic strands and will be instituted at the University of Alaska Southeast. 5. The need for academic guidance including college preparation and college visits. In Alaska exposure to college is limited with few options other than the University of Alaska system. The University of Alaska is a solid and an enthusiastic partner—Early Scholars and Heritage Honors students will visit the campus monthly and also visit colleges out of state as opportunities arise; 6. The need to include families and extended families in academic and career preparation. This will be accomplished through Parent, Family and Elder Gatherings. These gatherings will include student families, enriched by heritage language and culture, strengthening family and community bonds among Natives to prepare for the future; and 7. The need for recognition and celebration. Not only is recognition and celebration a human need, it's central to Southeast Alaska traditional tribal values. The project will target that need with a traditional Koo.éex', (celebration/gathering) instituted and developed by youth. Aligning that Koo.éex' with the biannual Clan Conference will include youth in the intellectual community, assure alignment with presenters and provide a ready audience of conference attendees.

Quality of Project Personnel

Project Director: Dionne Cadiente-Laiti, M.A., MBA, will serve as the Project Director. She is a member of the Tlingit community, has an MBA from University of Alaska Southeast and BA in Cultural Anthropology/Sociology and Political Science from Lewis and Clark College in

Portland, Oregon. She has 24 years' experience with educational project design, implementation, federal grants management including financial and project management and reporting. She will provide financial and project management.

Preschool/Elementary Education Specialist: Elissa Borges. Ms. Borges, B.S. Psychology, Alaska Teacher Certificate K-8, taught in Juneau Schools for 11 years, and will develop the Pre-K and elementary curriculum units.

High School Education Specialist: Anya Nelson, an Alutiiq Alaska Native and a former certified teacher with the Juneau School District will develop the College courses, as well as, Career and Cultural Leadership I and II in conjunction with the Alaska Learning Network. She will also serve as the teacher of record for the courses.

Cultural Academician/Curriculum Lead: Dr. Norma Shorty, the third indigenous person from the Yukon to earn a PhD, Dr. Shorty is focused on indigenous studies. For this project she will work with the curriculum writers and help develop cultural content at each level. She will help to train and orient student mentors and collaborate on curriculum development with 40 educators.

Language and Technology Specialist: Marsha Hotch has nearly completed her B.A. in Anthropology, University of Alaska Southeast. She is an original speaker of Tlingit (one of 82 remaining), a Native of Klukwan, Alaska and the developer and teacher of the Beginning and Intermediate Tlingit AKLN language courses. She will consult with curriculum writers to ensure place-based elements are foundational. She will have a key role in the Parent, Family and Elder Gatherings which have a special focus on intergenerational language and culture, she will have a major role in helping youth plan and implement the *Koo.eex'*.

Cultural Leadership and Education Specialist: Lyle James, A.A./B.A. Liberal Arts, a Native Tlingit and speaker of Tlingit as a second language, James is a Native dance leader, a certified cultural (Type M) teacher, and has learned Tsimshian and Haida languages. Mr. James is currently pursuing a Masters of Arts in Teaching at the University of Alaska.

Native Student Success Coordinator: Barbara Cadiente-Nelson is Tlingit with an M.A.Ed. in Teaching and thirty years' experience in Education. Her expertise in cultural and place-based curriculum development and teaching will ensure that the project will be responsive to the needs of Native students, parents, teachers, and community. Her experience will be invaluable in coordinating the work of all partners and communicating student needs to school administrators.

Videographer/Web Specialist: Aurora Coronell, a Tlingit Native holds an A.A. and B.A. from Full Sail University and has 9 years' experience in video and sound production. She records and archives elders and youth chronicling the teaching and learning of Tlingit language and culture. She supports facilitation of e-learning communities between Angoon, Klukwan and Juneau.

Leadership Education Programs Assistant: Tiffany LaRue, a Tlingit Native has finished an A.S. in Business at the University of Alaska Southeast and is close to a B.S. Tiffany will assist the project with research and support.

Program Evaluator: Clara Martinez, Ph.D. has been identified to serve as the expert Evaluator of the program. She is Native American (Yaqui), a Stanford graduate, a mentor and has extensive experience evaluating and reporting for Federal programs. Dr. Martinez will schedule to monitor the District program sites quarterly, attend key Grant Program meetings. Dr. Martinez has been an educator for 35 years, is involved, informed and delivers accurate and on-time reports that have assisted us in maintaining consistent, clear and timely communication with Grantor Agencies of other projects she has evaluated.

Career, Academic and Student Counselor, Youth Education Specialists (Angoon and Klukwan): Highly qualified and appropriately credentialed professionals/educators will be identified and hired.

Capacity to Improve Outcomes-

Goldbelt Heritage Foundation staff and contractor's organizational capacity is robust. The Project Teams (Please see Management Plan for description of teams and Individual Resumes for Project Directors & Key Personnel found in the Mandatory Other Attachments file) will work collaboratively to assure the project is on task, the budget is maintained, project reports are thorough and submitted in a timely fashion, in addition to ensuring that the project meets all intended outcomes. Our GHF Board will meet quarterly in addition to the management meetings to guide the implementation of the project.

The administrative team has a strong background in financial management and has a depth of knowledge related to grants reporting and financial management, including working with the Grants Management System and completing quarterly financial management reports. The Executive Director has an MBA degree and over 20 years' experience managing federal, state and city non-profit projects. She will provide the executive and financial management for the project, which entails ensuring that the project is meeting program objectives and financial reporting on-time. GHF oversees currently an annual budget of \$1.9 million comprised of federal grants from the Department of Education and Office of Indian Education. The Finance Department will manage all other fiduciary transactions.

As Goldbelt Heritage is the non-profit arm of an ANCSA corporation, we additionally receive a general contribution to meet the match requirements and to ensure the successful outcomes of our grant programs and projects.

Adequacy of Resources

Partner Commitments: The partners in this project are Goldbelt Heritage Foundation, the Juneau School District, the Alaska Learning Network, the University of Alaska Southeast, Douglas Indian Association and Northern Southeast Alaska rural school districts Chatham.

All partners collaborated to envision this proposal and are committed to the careful implementation and success of the project. Please see the Memorandums of Understanding in the Mandatory Other Attachments file.

Goldbelt Heritage Foundation, (GHF), has a historical commitment to student success and close collaboration with the Juneau School District. GHF offers language and culture instruction in the local schools in regular classes and through the Johnson O'Malley program. GHF offers summer culture and language camps to elementary, middle and high school students at no cost to the student.

The Juneau School District, (JSD), is heavily invested in Native student success with a full-time Native Student Success Coordinator, Barbara Cadiente-Nelson, who will contribute considerably to this project. The District has also invested in college and career ready programs through the AVID program, Early Scholars college preparatory program, and Heritage Honors Native endorsement program. Native language and culture are offered at one preschool, one elementary school and at all three high schools.

The Alaska Learning Network, (AKLN), is a distance education program which offers high school credit and concurrent credit on line. AKLN offers specialized courses in Documenting Alaska Native Issues, Exploring Traditional Ecological Knowledge, as well as Beginning and Intermediate Tlingit language courses and offers welcoming support for both

urban and rural students—with proffered support for Alaska Native students. AKLN will be involved with the project year-round, including Summer Boost camp, which will extend educational and social support to Alaska Native students in the Juneau area and throughout Southeast Alaska.

The University of Alaska Southeast, (UASE), part of the University of Alaska System, is a public, four-year university. The main campus is located in Juneau, Alaska and the university has extended campuses in Sitka and Ketchikan. UASE dedicates itself to achieving distinction as a learning community, developing programs and services rooted in its unique historical setting, developing educated citizens with a sense of personal ethics, serving as a center for culture and arts with a focus on Alaska Native traditions. UASE contributes to the economic development of the region and the state through applied research and public service, using technology effectively in all programs and services and forging dynamic partnerships with other academic institutions, governmental agencies and private industry.

The Douglas Indian Association, (DIA), is a federally recognized Indian Tribe, organized pursuant to the Indian Reorganization Act of June 18, 1934, as amended by the Alaska Act of May 1, 1936. The Tribe's traditional territory includes all lands and waters customarily and traditionally occupied and used by ancestors of the T'aaku Kwaan, S'awdaan Kwaan and A'akw Kwaan Tlingit clans; therefore, its primary membership are descendants of those clans. DIA's role in this project is primarily to advise, from the wise counsel of elders, to help address some of the barriers to postsecondary success and to support youth to receive the opportunities offered.

Chatham School District, (CSD), comprises an area bigger than the State of Tennessee, its school population of 151 students is clustered in four remote separated sites: Angoon, Klukwan, Tenakee, and Gustavus, the first two being historic Tlingit villages.

Program Costs

The program costs are more than reasonable in relation to the large number of students to be served. I Kusteeyi Shakaadei eelgen— *Looking to your Future* will serve a minimum of 1095 students over the project in the Juneau School District's 3-high schools, 2-middle schools and 7-elementary schools and an additional 40 students per year in the two schools in the Chatham School District that serves four villages.

Quality of the Management Plan

Goldbelt Heritage Foundation, (GHF), staff and contractor's organizational capacity is robust. The Project Teams will work collaboratively to assure the project is on task, the budget is maintained, project reports are thorough and submitted in a timely fashion, in addition to ensuring that the project meets all intended outcomes (Please see Management Plan for description of teams and individual resumes for Project Directors & Key Personnel found in the Mandatory Other Attachments file). Our GHF Board will meet quarterly in addition to the management meetings to guide the implementation of the project.

The administrative team has a strong background in financial management and has a depth of knowledge related to grants reporting and financial management, including working with the Grants Management System and completing quarterly financial management reports. The Executive Director has an MBA degree and over 20 years' experience managing federal, state and city non-profit projects. She will provide the executive and financial management for the project, which entails ensuring that the project is meeting program objectives and financial

reporting on-time. GHF oversees currently an annual budget of \$1.9 million comprised of federal grants from the Department of Education and Office of Indian Education. The Finance Department will manage the financial interface with the USDE and all other fiduciary transactions. (GHF has been awarded an “Alaska Native Education Program (title VII, part C) grant in the past 4 years and therefore meets the requirements of Competitive Preference Priority Three).

As Goldbelt Heritage Foundation, (GHF), is the non-profit arm of an ANCSA corporation, we additionally receive a general contribution to ensure the successful outcomes of our grant programs and projects. A resolution from the Goldbelt Heritage Foundation board is attached to this proposal certifying that we can support the requirements for this project. Please see the resolution in the Mandatory Other Attachments file.

Performance Feedback and Assessment

Major program activities, time frames and the person responsible are delineated in the following table. Plans will be carefully reviewed each year to incorporate recommendations indicated by the results of systematic and explicit data feedback and program evaluation. The following abbreviations will be used inside of the Management Plan Table.

Timeframe	Activity	Responsibility
10/2016	Hire program staff:	Program Director
1/2017- 3/2017	Meeting of principle personnel to review program design/data collection protocols and schedule meetings/ activities for the year. Planning for the following Programs:	Program Director—Assistant, All Key Personnel Evaluator, Partner key personnel /Teachers, Juneau

<p>Youth Success and Heritage Language Toolkit for Pre-K-12; Juneau, Angoon, Klukwan Partnership to deliver Youth Success and Heritage Language Toolkit curricula; Classroom distance courses via Alaska Learning Network (AKLN) to include dual college credit courses; Career/cultural Service Learning and Mentorship Program; Summer Boost Career and College Ready Leadership Program; Expand Early Scholars and Choice Programs at Juneau-Douglas High School and Heritage Honors Program at Thunder Mountain High School; Convene Parent/Family/Elder Gatherings each month of school year that support academic & career success and incorporate Native language and culture; Develop/implement a youth-facilitated <i>Koo.eex</i>' In collaboration with the biannual Clan Conference in Juneau.</p> <p>All programs feature cultural activities and Heritage language enhancement for high school youth.</p>	<p>School District (JSD) Native Success Coordinator; Chatham School District (CSD); Doulas Indian Association (DIA); CCTHITA, Alaska Learning Network (AKLN) as a program in the University of Alaska Southeast.</p>
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<p>Weekly</p> <p>Beginning</p> <p>1/2017</p>	<p>Programs are implemented as described</p> <p>Director and Teams meet regarding program activities and activity coordination.</p> <p>Communication with Partners and Collaborators as needed.</p>	<p>Program Director, Assistant, Counselor, All Key Personnel</p> <p>Native Success Coordinator</p>
<p>Monthly</p>	<p>Convene Parent, Family and Elder Gatherings each month of the school year,</p>	<p>Program Director, Assistant, Counselor, All Key Personnel</p> <p>Native Success Coordinator</p>
<p>Quarterly</p>	<p>Evaluator quarterly site visit</p> <p>Student achievement tracking</p> <p>Meeting of principle personnel to review program and data, ensure feedback & continuous improvement, schedule meetings/events.</p> <p>Grant Performance Report preparation.</p>	<p>Program Director—</p> <p>Assistant, Native Success Coordinator,</p> <p>Evaluator, Partner key personnel from: JSD, CSD, AKLN/UAS, DIA, CCTHITA</p>
<p>Summer</p>	<p>Summer Boost College and Career Readiness Academy</p>	<p>Program Director—</p> <p>Assistant, Counselor, Curriculum Team, Language and Culture Team, Native Success Coordinator,</p> <p>Partner key personnel from:</p>

		JSD, CSD, AKLN, DIA, CCTHITA
Annually	End of Year Comprehensive Evaluation Meeting of principle personnel to review program, analyze data and make recommendations for next year.	Evaluator Program Director Principle Program Personnel

The subsequent years 2-4 will entail similar programming with modifications being made as a result of performance feedback and continuous improvement review.

Continuous improvement of the project

The Program Director will ensure feedback and continuous improvement in the operation of the proposed program through regular communication with program personnel as delineated in the above diagrammed management plan.

From the inception of the Grant Program, the Program Director, Teams and other program personnel providing services will meet and schedule regular meetings for communication, planning and continuous assessment of services delivery. During the weekly meetings, information will be shared and appropriate modifications and delegation of services—which will be data and need driven—will be made.

The Program Director will serve in a full time position with GHF providing .50 FTE of in-kind funding and .50 FTE being paid for from the grant, allowing adequate time to attend to the complex workings of the program. The grant will pay for the following positions: 1.0 FTE Counselor; Three (3) .30FTE Curriculum Writers; .30 FTE Cultural Academician; .30 FTE Language Specialist; .30 Cultural Specialist; .30 FTE graphics/videographer/web designer; .30

FTE Project Assistant and, an expert Ph.D. program Evaluator. Barbara Cadiente Nelson, the Native Success Coordinator, will serve the project in-kind as she is an employee of the Juneau School District, the projects biggest collaborator.

The grant personnel, working in collaboration with program partners will effect and deliver high quality products and services to all named communities, serving a minimum of 1095 students over the project period and adding high quality methodologies and material to the growing body of place-based indigenous college preparatory coursework as well as Tlingit language and culture curricula.

Involvement of Indian tribes and families-

The I Kusteyi Shakaadei eelgen— Looking to your Future Grant Program will ensure that a diversity of perspectives are considered in operating the program through the planning meetings which include: Program Director; *Partner* Principle Program Personnel; Goldbelt Heritage Foundation Team; Community members—Parents and Elders; and, the Douglas Indian Association.

Students, parents, and teachers will also be included to provide input throughout the evaluation process. Additionally, the Grant Program will consult with and report to the JSD Indian Education Parent Committee, a parent organization representing the interests of Indian parents district-wide. Results, suggestions, and comments from these parent and community groups will be collected, considered and acted upon in the quarterly evaluations.

Quality of the Project Evaluation

Evaluation, which is co-constructed with cultural, contextual and scientific validity and rigor, will be an integral part of the management and operation of the Grant Program. Clara Martinez, Ph.D. Stanford graduate and a Native American (Yaqui) has been identified to serve as

the expert Evaluator of the program. She will conduct a responsive evaluation, which includes mentoring and a Tribal community based and participatory framework focused on Tribal Self-Determination and youth empowerment.

The methods of evaluation will be process-based, goal-based and outcome-based and include mixed methods of quantitative and qualitative data collection and analysis. The data will be collected weekly monthly and quarterly with performance reports prepared yearly. The evaluator and key program personnel will develop the instruments and protocols for collecting data. The reports will be available quarterly and compiled for the yearly performance report. The information collected through the evaluation will be used to monitor program progress, ensure feedback and continuous data driven improvement in the operation of the proposed program and provide accountability information both about success at the initial site and effective strategies for replication in other settings. The following are the performance objectives and the performance indicators for I Kusteeyi Shakaadei eelgen—Looking to your Future grant initiative.

PROGRAM Objective 1. Develop Youth Success and Heritage Language Academic Toolkit for advancement at all grades Pre-K-12. This curriculum will include traditional tribal values.

Performance Indicators: Quality and quantity of curricula produced; Number of unit topics and grade levels served. Quality and quantity of field-tested and published curricula for program reproduction adapted for other AN/AI communities.

PROGRAM Objective 2. Strengthen college and career readiness for youth within a partnership of three Southeast Alaska communities, Angoon, Juneau and Klukwan , by collaborating with 40 educators to support their instruction and delivery of the comprehensive Youth Success, Cultural Leadership and Heritage Language Toolkit to serve 1095 students. **Performance Indicators:**

Number of educators completing workshops; Quality and quantity of program delivery; Number of youth served.

PROGRAM Objective 3. (NYCP Priority One) The project will support preschooler's through dual language instruction that focuses on school readiness. Instruction will be provided at each of the three, (5), sites. **Performance Indicators:** Number of preschool youth participating in program; Quality and quantity of partnership collaboration teaching sessions; Quality and quantity of lessons taught.

PROGRAM Objective 4. In collaboration with the Juneau School District and the Chatham School District (CSD); Develop and support Future Leaders and Language Champions Program providing elementary instructional support at Juneau, Angoon and Klukwan schools (CSD) to serve 80 youth. **Performance Indicators:** Number of elementary youth participating in program; Quality and quantity of partnership collaboration teaching sessions; Quality and quantity of lessons taught.

PROGRAM Objective 5: Develop a Cultural Leadership, Language and Academic Success class to be taught at Dzantik' I Heeni, Floyd Dryden and Chatham School District Middle Schools. **Performance Indicators:** Quality and quantity of curriculum delivered, number of middle school students receiving instruction, number and type of community participants, mentors.

PROGRAM Objective 6: The project, in partnership with the Alaska Learning Network, (AKLN), affiliated with the University of Alaska Southeast, will deliver curricula to high school student cohorts from Angoon, Juneau, and Klukwan providing students opportunities to earn 24 dual high school and college credits including Summer Academy. **Performance Indicators:** Number of students earning dual credit, quality and quantity of programming prepared and

provided; Quality and quantity of Service Learning and Mentorship Program opportunities provided to youth.

PROGRAM Objective 7: Convene Parent, Family and Elder Gatherings each month of the school year, held alternately at different school sites, and each with a comprehensive theme which will support enhanced connectivity between youth, family and schools through engaging educational activities that integrate heritage language culture with college and career readiness opportunities and support Youth Councils **Performance Indicators:** Number of youth attending; Quality and Quantity of programming and activities planned and carried out by youth; Quality and quantity of partnership and community collaboration, including Elders attending;

The Evaluator will work closely with the Partner’s Information and Technology (IT) Directors to run data queries for the performance measures and supply student transcript data, student enrollment records and school coursework records for processing. In addition, GHF will keep records of class and program participant rosters. The Evaluator and Program Director will collaborate with the Key Personnel to create the data queries and evaluation protocols for the quality and quantity of Youth Success and Heritage Language Toolkit Curriculum produced and implemented. Baselines of all measures will be established during the first program year.

The table below identifies the evaluation instruments to be utilized, and the instrumentation to be created for the program, as well as, the timeline in which they will be used and the benchmarks for monitoring progress.

Evaluation Instrument/Methodology	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Quality and quantity of Youth Success and	X	X	X	X

Heritage Language Toolkit curricula produced				
Quality and quantity of field-tested and published curricula for program reproduction adapted for other AN/AI communities.				X
Participating District, School and GBF student enrollment records	X	X	X	X
District School Participation Data	X	X	X	X
AKLN Coursework Data		X		X
UASE Dual College Coursework data	X	X	X	X
Native Youth Council Data	X	X	X	X
Service Learning and Mentorship Program Data	X	X	X	X
Summer Boost Programming Data				X
Summer Boost Attendance and Participant Demographic Data				X
Early Scholars, Choice and Heritage Honors Programming and Participation Data	X	X	X	X
Elders in the Schools	X	X	X	X
Event Attendance Rosters	X	X	X	X
Partnership Collaboration Data	X	X	X	X
Quarterly Site Visits by Evaluator	X	X	X	X
Comprehensive Review of Program	X	X	X	X
Grant Performance Report for OIE				X

Strategies for Replication

The methods to be employed in the Grant Program evaluation model will yield sufficient quantitative and qualitative data to evaluate the effectiveness of the program implementation strategies as follows: **1. Quality and quantity of Youth Success and Heritage Language Toolkit curricula produced** will be used to measure the development of the Youth Success and Heritage Language Toolkit **2. Quality and quantity of field-tested and published curricula** will reflect the overall program preparation for program reproduction adapted for other AN/AI communities. **3. Participating District, School and GBF student enrollment records** will be used to measure the numbers and grades levels of students participating in programming, and their progress in participation. **4. District School Participation Data** will be used to measure the quantity and quality of partnered collaboration. **5. AKLN Coursework Data** will be used to measure the quality and quantity of coursework developed and delivered and the number of participants receiving instruction. **6. UASE Dual College Coursework Data** will be used to measure the quality and quantity of coursework available, developed and delivered, and the number of participants receiving instruction and earning credit. **7. Native Youth Council Data** will be used to measure the number of participants and the issues addressed and projects accomplished. **8. Service Learning and Mentorship Program Data** will be used to measure the number of participants and the mentorships carried out. **9. Summer Boost Programming Data** will be used to document the programs and the collaborations carried out. **10. Summer Boost Attendance and Participant Demographic Data** will measure the number of students, grade levels, and the amount of family and community members and Elders participating. **11. Early Scholars, Choice and Heritage Honors Programming and Participation Data** will measure the number and grade levels of participants and programming carried out. **12. Elders in the**

Schools will measure the number of Elders participating in school programming. **13. Event Attendance Rosters** will indicate participation of family and community members in project programming. **14. Partnership Collaboration Data** will measure the amount and types of collaborations carried out for the program implementation. **15. The Evaluator will make quarterly site visits** to work with the principle program personnel to monitor, mentor, encourage, and help trouble-shoot programmatic issues, which arise as the program is instituted and implemented. The program data will be collected and made accessible via internal agency quarterly Grant Performance reports. **16. The Evaluator will organize the cumulative quarterly data** into the OIE format to be submitted for yearly review. **17. The yearly Comprehensive Review of the Program** will entail the documentation of all quantitative and qualitative measures of program workings and the improvements made for increase in effectiveness of the program implementation.

The program models and implementation and the adjustments made for improvement will be carefully studied and articulated in the quarterly and yearly performance reports over the four years of the grant, and the final report will be a complete document, which describes in detail a replicable demonstration of the grant program components and guidance about effective strategies suitable for replication or testing in other settings.

Goldbelt Heritage Foundation, *I Kusteeyi Shakaadei eelgen*—Looking to Your Future

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Goldbelt Heritage Foundation Eligibility:

Goldbelt Heritage Foundation (GHF) administers cultural and language programs and qualifies as an Indian Organization and is a former recipient of an Office of Indian Education Demonstration Grant. GHF as an Indian organization provides culturally responsive education and heritage language instruction to youth preschool through to high school interwoven with core content. GHFs staff includes a majority of cultural specialists/educators, fluent speakers and language teachers. Our Elders Council is comprised of a majority of fluent Tlingit speakers.

Goldbelt Heritage Foundation additionally has been identified as a Tribally Sanctioned Educational Authority (Resolution from federally recognized Tribe, Douglas Indian Association attached). GHF has operated as the TSEA for DIA since 2011 providing educational services to Alaska Native children and families. Douglas Indian Association is additionally our Tribal partner as is the Central Council Tlingit and Haida Indian Tribes of Alaska (MOA attached). We additionally have as our partners both the Juneau School District and Chatham School Districts (LEAs). Chatham School District, (SRSA and RLIS eligible).

Through the partnerships established, we do meet the absolute priority for:

Competitive Preference Priority One and request awarding of 2 points.

Competitive Preference Priority Two as an Eligible Indian Organization and request awarding of 4 points.

Competitive Preference Priority Three as the lead applicant in receipt of and project implementation for an Alaska Native Education Program (title VII, part C).

GHF meets all the criteria for “Indian organization” as outlined in 34 CFR 263.20.

Proof of Eligibility: Goldbelt Heritage Foundation is a Native organization legally established that has 501(c)(3) status and is a **Native regional nonprofit organization. Goldbelt Heritage**

Foundation is an Alaska Native/Indian organization located in Juneau, Alaska with non-profit 501(C)(3) status to serve and meet the needs of Southeast Alaska communities.

Goldbelt Heritage Foundation is (1) legally established according to (i) State law with (ii) appropriate By Laws and Articles of Incorporation; (2) GHF has as its primary purpose the promotion of the education of Native Americans (Indians); (3) GHF is controlled by a governing board of whom all are Alaska Native, enrolled in the federally recognized Tlingit Tribe.

(4) Is located in Juneau, Alaska; (5) and (6) GHF was established in 2001 as the non-profit arm of Goldbelt, a southeast Alaska Native Claims Settlement Act Corporation established in 1974 pursuant to the Alaska Native Claims Settlement Act (ANCSA).

The Goldbelt Heritage Foundation Board is comprised of all Alaska Native members of Tlingit descent who are responsible to 3,000 Alaska Natives whose lineage originates from Juneau, Alaska, the Aakw and Taakw Kwaan area. The GHF Board brings with them a breadth of experience in supporting education, economic development and community programs that will be advantageous towards assuring the success of this project proposal.

GHF is devoted to advancing cultural, academic and language knowledge and skills, educating youth, supporting parents and elders. GHF seeks to instill pride in community and children by providing the proven strategies for educational transformation, economic development and self-sufficiency, preservation of language and culture. GHF has a reputation for supporting culturally responsive education and language restoration for teachers and students in Southeast Alaska which includes partnerships with other Native organizations and schools to make possible systemic change that meets the needs of youth, families, elders and the communities served.



OGDEN UT 84201-0038

In reply refer to: 0441730232
Mar. 10, 2009 LTR 4168C EO
81-0645819 000000 00 000
00049180
BODC: TE

GOLDBELT HERITAGE FOUNDATION
% DIONNE CADIENTE-LAITI
3075 VINTAGE BLVD STE 200
JUNEAU AK 99801-7109



022700

Employer Identification Number: 81-0645819
Person to Contact: R. Burnitt
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Feb. 27, 2009, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in December 2004, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(03) of the Internal Revenue Code.

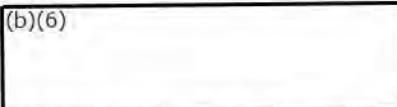
Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

(b)(6)



Deborah Bingham
Accounts Management I

Goldbelt, Incorporated

Internal Revenue Service

OCT 23 2007

Department of the Treasury
P. O. Box 2038
Cincinnati, OH 45201

Date: October 11, 2007

RECEIVED

**GOLDBELT HERITAGE FOUNDATION
% DIONNE CADIENTE-LATTI
3075 VINTAGE BLVD STE 200
JUNEAU AK 99801**

Person to Contact:
Mr. Schatz ID 17-57104
Customer Service Representative
Toll Free Telephone Number:
877-829-6500
Federal Identification Number:
81-0846818
Advance Ruling Period Ends:
June 30, 2008

Dear Sir or Madam:

This is in response to your request of October 11, 2007, regarding an address change to your organization. We have updated our records to reflect the address change as indicated above.

In December 2004 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

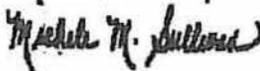
Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code until the Advance Ruling Period Ending date indicated in the header above.

Within 90 days from the end of the advance ruling period, your organization must submit to us information needed to determine whether it has met the requirements of the applicable support test during the advance ruling period. This information is currently supplied on the Form 8734, *Support Schedule for Advance Ruling Period*.

Contributions to your organization are deductible under section 170 of the Code. Grantors and contributors may rely on the determination that your organization is not a private foundation until 90 days after the end of its advance ruling period. If the organization submits the required information within 90 days, grantors and contributors may continue to rely on the advance determination until the Service makes a final determination of your organization's foundation status.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Michele M. Sullivan, Oper. Mgr.
Account Management Operations 1

State of Alaska
Department of Commerce, Community, and
Economic Development

**CERTIFICATE
OF
AMENDMENT
NONPROFIT CORPORATION**

The undersigned, as Commissioner of Commerce, Community, and Economic Development of the State of Alaska, hereby certifies that Articles of Amendment to the Articles of Incorporation, duly signed and verified pursuant to the provisions of Alaska Statutes, have been received in this office and have been found to conform to law.

ACCORDINGLY, the undersigned, as Commissioner of Commerce, Community and Economic Development, and by virtue of the authority vested in me by law, hereby issues this certificate to:

HAA KUSTEYI

and attaches hereto the original copy of the Articles of Amendment changing the corporate name to:

GOLDBELT HERITAGE FOUNDATION.

IN TESTIMONY WHEREOF, I execute this certificate and
affix the Great Seal of the State of Alaska on
OCTOBER 21, 2004.

Edgar Blatchford

Edgar Blatchford
Commissioner

Filed for Record
State of Alaska

OCT 03 2001

Department of Community
And Economic Development

**Articles of Incorporation
Han Kusteeyi
(a not-for-profit Corporation)**

The undersigned, hereby assembled to form a not-for-profit, non-stock corporation under the applicable provisions of the Alaska Nonprofit Corporation Act (AS 10.20), do hereby adopt the following Articles of Incorporation.

Article I

Name, Duration and Location: This Corporation shall be organized under the laws of the State of Alaska, shall be of perpetual duration, and shall be called Han Kusteeyi. Its principal office shall be located in Juneau, Alaska.

Article II

Registered Agent and Office: The initial registered office of the Corporation shall be 9097 Glacier Hwy Suite 200, Juneau, Alaska 99801: the name of the initial registered agent of the Corporation is Joanne Wilha.

The registered agent shall be an agent of the Corporation upon whom any process, notice, or demand required or permitted by law to be served upon the Corporation may be served.

Article III

Statement of Purposes: The purposes for which the Corporation is organized are:

- A. The Corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code.
- B. To influence and develop products that benefit and enhance the Tlingit people and culture.
- C. Promote and advocate the protection of the Tlingit culture in both general and specific ways.
- D. Support the non-business education, culture, and advocacy goals of Goldbelt, Inc.
- E. Manage the awards of the Goldbelt, Inc. scholarship funds
- F. Develop and manage the Language and Culture Program
 - a. Language curriculum
 - b. Publication of cultural materials
 - c. Tourism training in Tlingit culture
- G. Generate public and private sector funds to support the programs identified above.
- H. Advocate on the behalf of Tlingit culture
- I. Preserving the legacy of Tlingit lands and culture.
- J. The preservation of culture through the support of programs that teach Tlingit.
- K. Participate in and encourage the practice and teaching of traditional ceremonies.
- L. Promote traditional art forms throughout all of Goldbelt venues.
- M. Maintain and expand a Cultural Resource library.
- N. To obtain income to support the charitable and educational purposes of Han Kusteeyi.
- O. To engage in other activities and functions as are proper, and in furtherance of the goals and purposes of the Corporation.

Article IV

Number, Name, and Addresses of Initial Directors: The number of initial directors of the Corporation shall be five. Their names and addresses are as follows:
Joanna White, 9097 Glacier Hwy Suite 200 Juneau AK 99801, Karen Livingston 9097 Glacier Hwy Suite 200 Juneau AK 99801, Catherine N. Edwards 9097 Glacier Hwy Suite 200 Juneau AK 99801

Article V

Name and Addresses of the Incorporators: The names and addresses of the incorporators of this corporation are:

1. Karen Livingston 9097 Glacier Hwy Suite 200 Juneau AK 99801
2. Todd Antiquia 9097 Glacier Hwy Suite 200 Juneau AK 99801
3. Catherine N. Edwards 9097 Glacier Hwy Suite 200 Juneau AK 99801

Article VI

Membership Provisions: The membership provisions of this Corporation shall be as stated in the Bylaws of this Corporation.

Article VII

Additional Provisions: The Corporation shall be organized exclusively for charitable purposes, as outlined under 501(c)(3) of the Internal Revenue Service Code (or the corresponding provision of any future U.S. Internal Revenue Law), and, therefore, it shall be subject to the following provisions:

- A.) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions for services rendered in furtherance of the purposes set forth in these Articles.
- B.) No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise provided by Section 501(b) of the Internal Revenue Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.
- C.) Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on:

1. by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code 1954 (or the corresponding provisions of any future U.S. Internal Revenue Law); or
 2. by a corporation, contributions to which are deductible under Section 170(e)(2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future U.S. Internal Revenue Law).
- D.) Upon the dissolution of this Corporation, the assets remaining after payment, or provision of payment, of all debts and liabilities of this Corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government for a public purpose.

Article VIII

Indemnification Clause: The directors, incorporators, and employees of the Corporation shall not, in their capacities as directors, incorporators, and employees, be liable for the corporate obligations. The Corporation shall indemnify and hold harmless each director for any and all liability which may be imposed upon him as director of this Corporation, provided, however, that this right of indemnification shall not operate to require the Corporation to indemnify any director for the commission of any unlawful act.

The Corporation may, to the extent that the Board of Directors deem necessary, purchase and maintain liability insurance, a surety bond, or other appropriate protection on behalf of any person whom is or was a director of the Corporation.

The Undersigned Incorporators hereby declare under penalty of perjury that the statements made in the foregoing Articles of Incorporation are true.

We the Incorporators of _____ as this 28 day of September, 2001

(b)(6)

9-28-01
Date

Karol Livingston
9097 Glacier Hwy Suite 200, Juneau AK 99801

(b)(6)

9-28-2001
Date

Todd Antiquin
9097 Glacier Hwy Suite 200, Juneau AK 99801

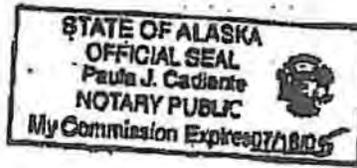
(b)(6)

9-28-01
Date

Catherine N. Edwards
9097 Glacier Hwy Suite 200, Juneau AK 99801

(b)(6)

State of Alaska; Borough of Juneau I
A Notary Public in and for the State of Alaska, DO HEREBY CERTIFY THAT the foregoing instrument was acknowledged before me this 28 day of September, 2001.



GOLDBELT, INCORPORATED

RESOLUTION 01-17

DATE: September 29, 2001

RESOLUTION REGARDING THE ESTABLISHMENT OF A NOT-FOR-PROFIT CORPORATION.

WHEREAS, the Board of Directors has encouraged the establishment of a not-for-profit arm for Goldbelt, Incorporated to promote cultural activities and to administer the Goldbelt scholarship program;

NOW, THEREFORE be it **RESOLVED**, that management is directed to pursue the establishment of a not-for-profit corporation under the laws of the State of Alaska and the Internal Revenue Service.

CERTIFICATION

I hereby certify that the above resolution was duly adopted by the Board of Directors of Goldbelt, Incorporated in accordance with its Articles and Bylaws on this 29th day of September, 2001.

(b)(6)

Chairman

Attest:

(b)(6)

Secretary

Alaska Native Board Representation on Goldbelt Heritage Foundation Board 2016

MICALYN KUNZ, DIRECTOR ~ Cultural Knowledge Presenter **Community**

Service/Affiliations: Alaska Native Sisterhood Former President. Educator on Tlingit traditions and culture. Member of the steering committee for the Juneau Youth Suicide Prevention Coalition. Tribal Enrolled Tlingit. Tlingit, Raven, Coho Clan, Clan House "The House in Front." Her Tlingit name is Kintoow

ANDREA CADIENTE-LAITI, DIRECTOR~ **Currently:** Tribal Administrator, DIA (Tribe) Tlingit & Haida Indian Tribes of AK Delegate; AK Native Sisterhood Member. **Formerly:** Patient Advocate, SEARHC; CCTHITA Human Services Director/ Indian Child Welfare Act Specialist/ Consultant for other tribes; Supervisory Social Worker; SE Rural Social Services (State BRU) Program Coord. **Education:** Univ. of Washington; Univ. of AK SE; NW Indian College; Univ. of Arizona. Tribal Enrolled Tlingit. Teikweidei. Tlingit name Kasaanat.oow.

DEREK DUNCAN, DIRECTOR ~ **Currently:** VPO, Goldbelt Inc. **Education:** Masters Business Administration, University San Francisco. Bachelor Business Pepperdine. Tribal Enrolled Tlingit. Eagle. Dakl'aweidi of the Yaa Ayaanasnak Keet Hit.

KAREN TAUG, DIRECTOR ~ **Currently:** Finance Officer, SEARHC; Goldbelt Inc. Director; AK Native Sisterhood Member. Tribal Enrolled Tlingit.

JOHN MORRIS, DIRECTOR ~ **Currently:** DIA Tribal Council Member; SEARHC Rep., Alaska Native Artist/Teacher. Tribal Enrolled Tlingit. Eagle. Yanyeidei of the Taaku Kwaan.

TODD ANTIOQUIA, DIRECTOR ~ **Currently:** Principal, CEDAR COMMUNICATIONS, LLC. Tribal Enrolled Tlingit.

Request for Competitive Preference Priority Three

Goldbelt Heritage Foundation requests award of 4 points

Competitive Preference Priority Three as the lead applicant in receipt of and project implementation for an Alaska Native Education Program (title VII, part C).

GHF meets all the criteria for “Indian organization” as outlined in 34 CFR 263.20.



**US Department of Education
Washington, D.C. 20202
GRANT AWARD NOTIFICATION**

1 RECIPIENT NAME Goldbelt Heritage Foundation 3200 Hospital Drive Suite 203 Juneau, AK 99801 - 7829	2 AWARD INFORMATION PR/AWARD NUMBER S356A140024 - 15 ACTION NUMBER 2 ACTION TYPE Continuation AWARD TYPE Discretionary										
3 PROJECT STAFF RECIPIENT PROJECT DIRECTOR Dionne Cadiente-Laiti (907) 790-1424 (b)(6) EDUCATION PROGRAM CONTACT Gay Ojughana (202) 260-1461 gay.ojughana@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE 888-336-8930 HELPDESK edcaps.user@ed.gov	4 PROJECT TITLE 84.356A Haa Tlaagu Haa Yoo Xatangi Our Stories and Our Language for Our Children										
5 KEY PERSONNEL <table border="0"> <thead> <tr> <th><u>NAME</u></th> <th><u>TITLE</u></th> <th><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>Dionne Cadiente Lati</td> <td>Project Director</td> <td>2 %</td> </tr> </tbody> </table>		<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	Dionne Cadiente Lati	Project Director	2 %				
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9 LEGISLATIVE AND FISCAL DATA <table border="0"> <tr> <td>AUTHORITY:</td> <td>PL 103-382 X DEPARTMENT OF EDUCATION APPROPRIATIONS ACT</td> </tr> <tr> <td>PROGRAM TITLE:</td> <td>ALASKA NATIVE EDUCATIONAL PROGRAM</td> </tr> <tr> <td>CFDA/SUBPROGRAM NO:</td> <td>84.356A</td> </tr> </table>		AUTHORITY:	PL 103-382 X DEPARTMENT OF EDUCATION APPROPRIATIONS ACT	PROGRAM TITLE:	ALASKA NATIVE EDUCATIONAL PROGRAM	CFDA/SUBPROGRAM NO:	84.356A				
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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

MAR 02 2016

Ms. Dionne Cadiente-Laiti
Executive Director
Goldbelt Heritage Foundation
3200 Hospital Drive, Suite 203
Juneau, AK 99801

Reference: Agreement No. 2015-217

Dear Ms. Cadiente-Laiti:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIO / ICG
Attention: Frances Outland, Rm. 6059
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Catherine Hull at (202) 245-7784 or Catherine.Hull@ed.gov.

The next indirect cost rate proposal based on actual data for the year ended December 31, 2015 is due by June 30, 2016. This proposal should be sent to the above address.

Sincerely,

(b)(6)

Frances Outland
Director, Indirect Cost Group
Financial Improvement Operations

Enclosures

INDIRECT COST RATE AGREEMENT
NONPROFIT ORGANIZATION

Organization

Goldbelt Heritage Foundation
3200 Hospital Drive, Suite 203
Juneau, AK 99801

Date: MAR 02 2016

Agreement No: 2015-217

Filing Reference: Replaces previous
Agreement No. 2014-201

Dated: 9/5/2014

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Final	01/01/2014	12/31/2014	14.9%	MTDC	All Programs
Provisional	01/01/2015	12/31/2015	9.1%	MTDC	All Programs
Provisional	01/01/2016	12/31/2016	14.9%	MTDC	All Programs

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

All Programs The rates herein are applicable to All Programs.

Treatment of Fringe Benefits:

Fringe benefits applicable to salaries and wages are treated appropriately as direct or indirect costs. Vacation, holiday, sick leave and other paid absences are included in salaries claimed on awards. Separate claims for paid absences are not made.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$500.

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to expiration dates of the rates in this agreement.**

Section IV - Approvals

For the Organization:

Goldbelt Heritage Foundation
3200 Hospital Drive, Suite 203
Juneau, AK 99801

(b)(6)

Signature

Dionne D. Cadiente-Carti

Name

Executive Director

Title

March 11, 2016

Date

For the Federal Government:

U.S. Department of Education
OCFO / FIO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Signature

Frances Outland

Name

Director, Indirect Cost Group

Title

MAR 02 2016

Date

Negotiator: Catherine Hull
Telephone Number: (202) 245-7784

Geographic Area:



Description of the Defined Geographic Area to be Served by the project, which could be a map, written description, or some other document.

Juneau, though the state capital, has no road connection to the outside. Its population of 33000 is 12% Alaska Native (3960 in number), mostly Tlingit (Source: 2010 US Census). The small town of Douglas lies on Douglas Island directly across Gastineau Channel from Juneau. Juneau and Douglas once competed as major gold mining communities. The Douglas Indian Village stood between Douglas and Treadwell, two gold mining towns on Douglas Island, where the Douglas Native people lived until the village was burned. The Douglas Indian Association today represents the descendants of the village, Taaku Kwaan descendants. This project serves the community members of both Douglas and Juneau.

One hundred and twenty-five years ago , the United States Navy - then the only governmental authority in Alaska - shelled and burned the village of Angoon after a dispute. In the attack, Tlingit canoes, clan houses and storehouses of food were burned or shelled, artifacts were looted and six children were killed. The entire town of Angoon, on Admiralty Island, was left homeless. (Gange-Hawes, Genevieve, “1882 :Letter Sheds Light on Angoon Tragedy”, Juneau Empire 1999)



Angoon, Alaska. View of houses along shore. 1945, Garfield, Viola Edmundson, 1899, Photograph courtesy Library of Congress. The project serves the youth and community of Angoon which is a rural community that can be reached only by

small planes or ferries.

Klukwan is located on the bank of the Chilkat River, about 22 miles north of Haines, off the Haines Highway. It lies at approximately 59° 24' N Latitude, 135° 53' W Longitude (Sec. 33, T028S, R056E, Copper River Meridian). The community is located in the Haines Recording District. The area encompasses 2 sq. miles of land and 0 sq. miles of water. This project will serve the youth in the community of Klukwan which is also a small rural community.

Sociologists talk about multigenerational historical trauma inflicted on Alaska Natives. Historical trauma is defined as collective emotional and psychological injury over an individual's lifetime and across generations (Brave Heart, 2003) and as caused by some of the historical impacts upon the communities served. This project aims to serve our youth, Elders and Tlingit community members including youth, who in the 2000 US census numbered 9,340 and in the 2010 US census numbered 8,547—a loss of 800 people including the elders knowledgeable of our heritage (US Census, 2010). Our **major concern and need to be addressed** is the imminent loss of all our Elders to transmit our history to new generations, a history that has been largely submerged by a dominant culture. The Tlingit community considers this a critical problem of historical proportion. Between 2008-2011, alone, we sadly lost 80 elders. Our time is running out to work with our dear Elders who hold the last vestiges of precious cultural knowledge.

Goldbelt Heritage Foundation

Evidence of Involvement of Indian Tribes and Parents: *A description* of how Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities.

GHF Project staff is engaged on a weekly with parents through educational programs. When advocacy is needed for youth services, GHF collaborates and works with community partners to support the necessary programs for youth success. There is a continuous dialogue between all of GHF's staff and the community, families and youth. GHF staff attend the Juneau School District monthly parent meetings, School Board meetings, the Native Education Advisory Committee to JSD, the University of Alaska Southeast Chancellor Advisory Committee on Alaska Native Education. This active representation and dialogue is in addition to the regular weekly and monthly youth educational events facilitated by staff and with partners in addition to staff providing regular weekly classroom instruction. Staff consistently provides for family involvement throughout all education activities facilitated.

The activities outlined within this project are in direct response to the recent School Board presentations as provided by families and students regarding the need for increased culturally responsive education efforts that benefit our youth. The components of this project involve Parents, Families, Elders and Community Engagement throughout each objective. Specifically, the curriculum toolkits will be designed to have a community engagement piece to assure that this invitation to families and communities continues beyond the scope of this project. Objective 7 assures that the continuous involvement of parents/families and elders with youth will be planned, facilitated and the activities will be reported to the Department of Education.

The Douglas Indian Association, federally recognized Tribe, and Central Council Tlingit and Haida Indian Tribes of Alaska are partners in both the planning and delivery of services as outlined in this project. It is anticipated that the service learning and mentorship opportunities as provided through the project will also ensure youth placement with both Tribes for youth to gain experience of tribal programs and leadership. Youth Councils are additionally supported through community engagement and mentorship wherein both Tribes will provide mentorship alongside other partnering and community organizations. (MOA and Resolutions Attached).

Needs Assessment of other Data Analysis: Evidence of need, drawn from a needs assessment or other analysis of data, showing -- Data Analysis is of the Equity Report (Attachment)

- (1) The greatest barriers, both in and out of school, to the readiness of local Indian students for college and careers;
- (2) Opportunities in the local community to support Indian students; and
- (3) Existing local policies, programs, practices, service providers, and funding sources.

Academically, Native students in the Juneau School District have the lowest achievement among all ethnic categories. The data within the Equity Report reveals that of all the different ethnic groups, the Alaska Native student performance is the least proficient. Alaska Native youth Kindergarten scores reveal a 30% disparity with Caucasian youth, a trend that continues up into higher grade levels. This project addresses all grade levels to help remedy this disparity.

Problem Statement: Historically, Alaska Natives were damaged by disease, language and cultural suppression, appropriation and displacement. Entire generations were subjected. Native elders discuss a time when they were harshly treated or beaten if they spoke their native language or practiced their culture. This too contributed to a silence regarding history due to the fear instilled upon our elders.

Many elders believe that today's social and educational ills among Alaska Natives derive from being forced to accept what happened historically without challenge. We believe as a community that it is important to research, explore and communicate this history and to empower our youth to overcome barriers, be strengthened through their identity and to be given the necessary skillsets to have successful fulfilling futures.

The local community, especially Native Organizations, the Tribes, Community Councils and the Alaska Native Brotherhood and Sisterhood have a very strong commitment to youth. Most

recently, when one of the Native Education programs was in danger of being cut by the School Board, each organization sent representatives to advocate for our children and to additionally relay the importance of culturally responsive education and language instructional efforts that make the difference not only our children's academic success; but also in their sense of well-being in a world that can often be very difficult to navigate especially for young people. The same representatives who advocated for the youth will also serve as mentors and be invited to support this project's efforts to provide youth strategic opportunities towards assuring stronger pathways to achievement that are systemic and not simply pocket opportunities.

Existing local policies, programs, practices and service providers entail education and curricular support from: Goldbelt Heritage Foundation; The Juneau School District, which includes the Tlingit Culture, Literacy and Language Program at one of Juneau's Pre-K and elementary schools, with which GHF has a longstanding involvement; Indian Studies support at each school (through Johnson O'Malley); Native language classes from Pre-K to the high school level; Early Scholars college readiness at Juneau-Douglas High School; Heritage Honors endorsement at Thunder Mountain High School; AVID college preparation courses at middle and high schools; and, modest scholarship assistance from Native Corporations for descendants of shareholders. The District provides a Native Student Success Coordinator, who will collaborate closely with the proposed project.

Funding sources include the U.S. Department of Education, Office of Indian Education, the Alaska Native Education Program (ANEP), U.S. Office of Health and Human Services, Administration for Native Americans (ANA), as well as support from the Chatham School District, Juneau School District and School Board.

Ethnicity by Special Population

	SWD	ELL	FRL	Number
Caucasian	319 (13%)	10 (<1%)	310 (13%)	2382
African Am.	11 (16%)	1 (1%)	25 (36%)	70
Hispanic	31 (12%)	45 (17%)	73 (28%)	265
Asian	16 (5%)	74 (22%)	66 (19%)	340
Am. Indian	8 (16%)	1 (2%)	16 (32%)	50
AK Native	265 (30%)	84 (9%)	481 (54%)	894
Multi-ethnic	107 (17%)	34 (5%)	211 (33%)	636
Pacific Is.	6 (5%)	34 (30%)	77 (68%)	114
Total	763 (16%)	283 (6%)	1259 (26%)	4751

Ethnicity by Special Population

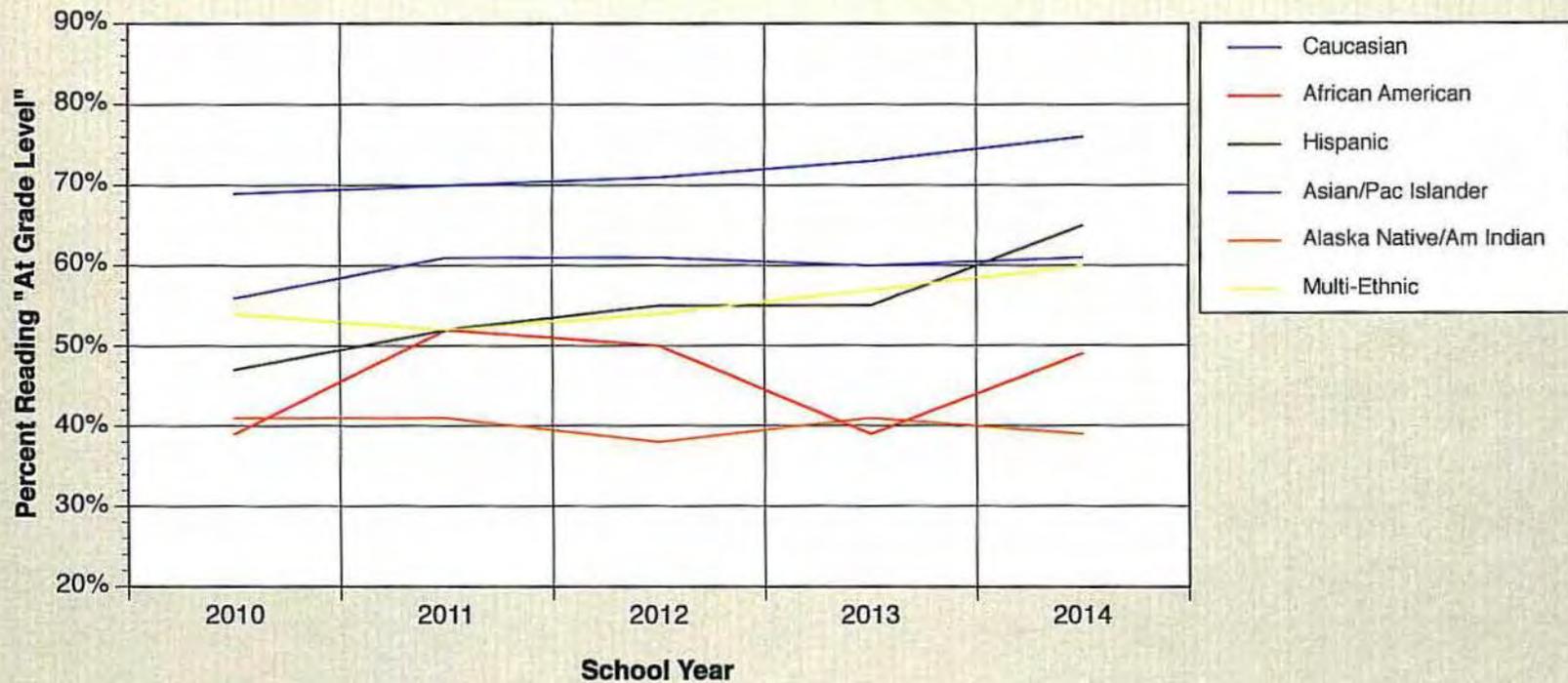
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Demographics of K-10 Students Below 40th Percentile on Fall 2014 MAP: Rdg

Count	1388	100%	White	489	35%
Female	604	44%	Black	25	2%
Male	784	56%	Hispanic	82	6%
ELL	<u>180</u>	13%	Asian	87	6%
FRL	<u>603</u>	43%	Am. Indian	12	1%
SpEd	<u>416</u>	30%	AK Native	<u>413</u>	30%
ExLrn	<u>0</u>	0%	Pacific Is.	49	4%
Count Special	<u>974</u>	70%	Multi.	231	17%

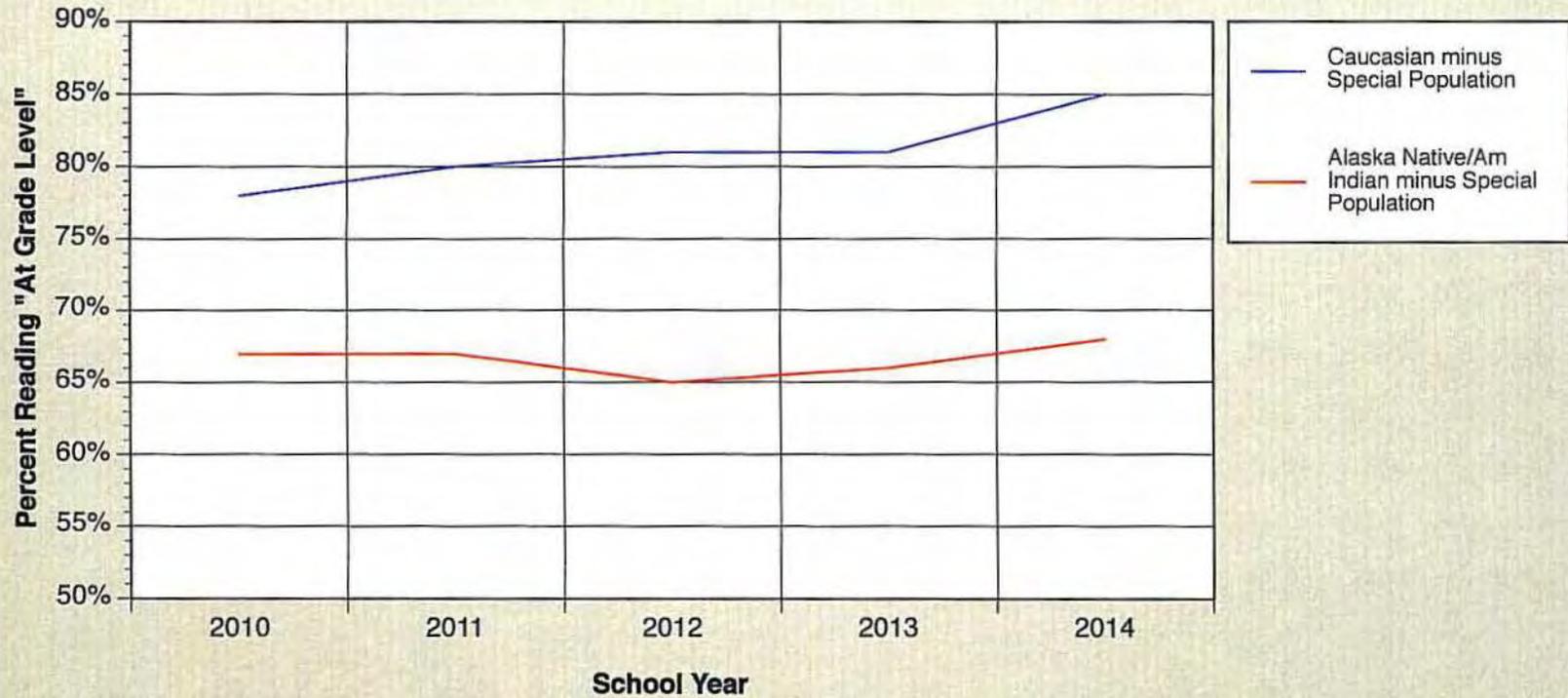
Performance Differences by Race/Ethnicity

Percent of Students Reading "At Grade Level" by Ethnicity as Measured by Spring MAP

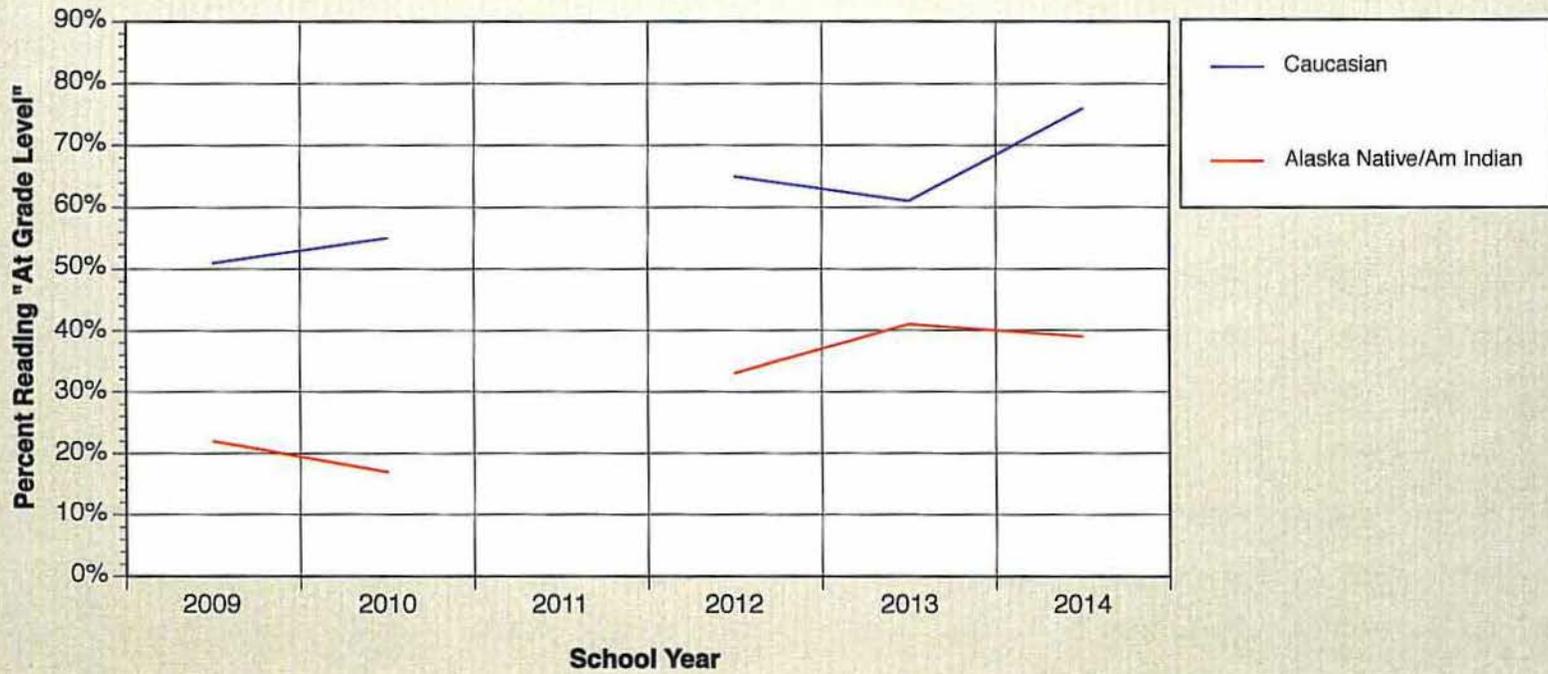


Remove Impact of Special Population Membership

Percent of Students Reading "At Grade Level" as Measured by Spring MAP

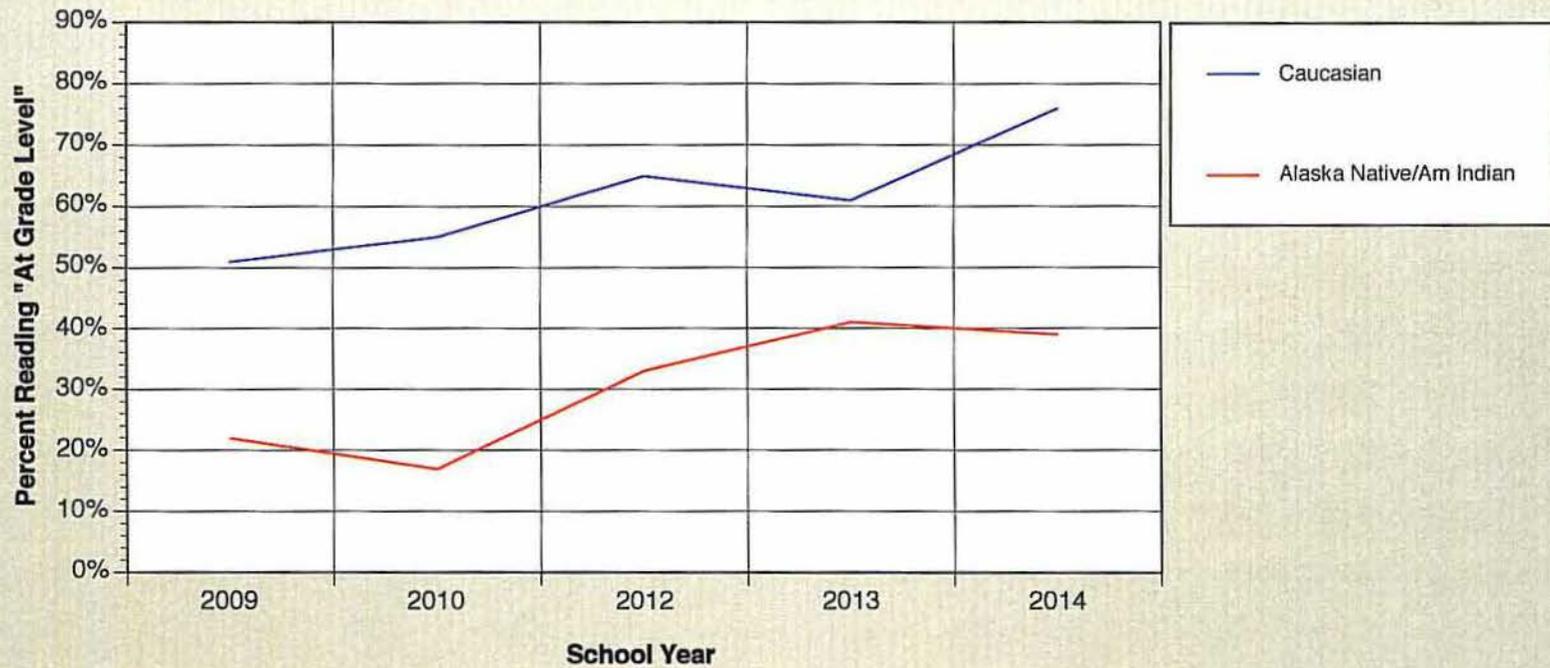


Percent of Students Reading "At Grade Level" on Entry to Kindergarten as Measured by Fall MAP



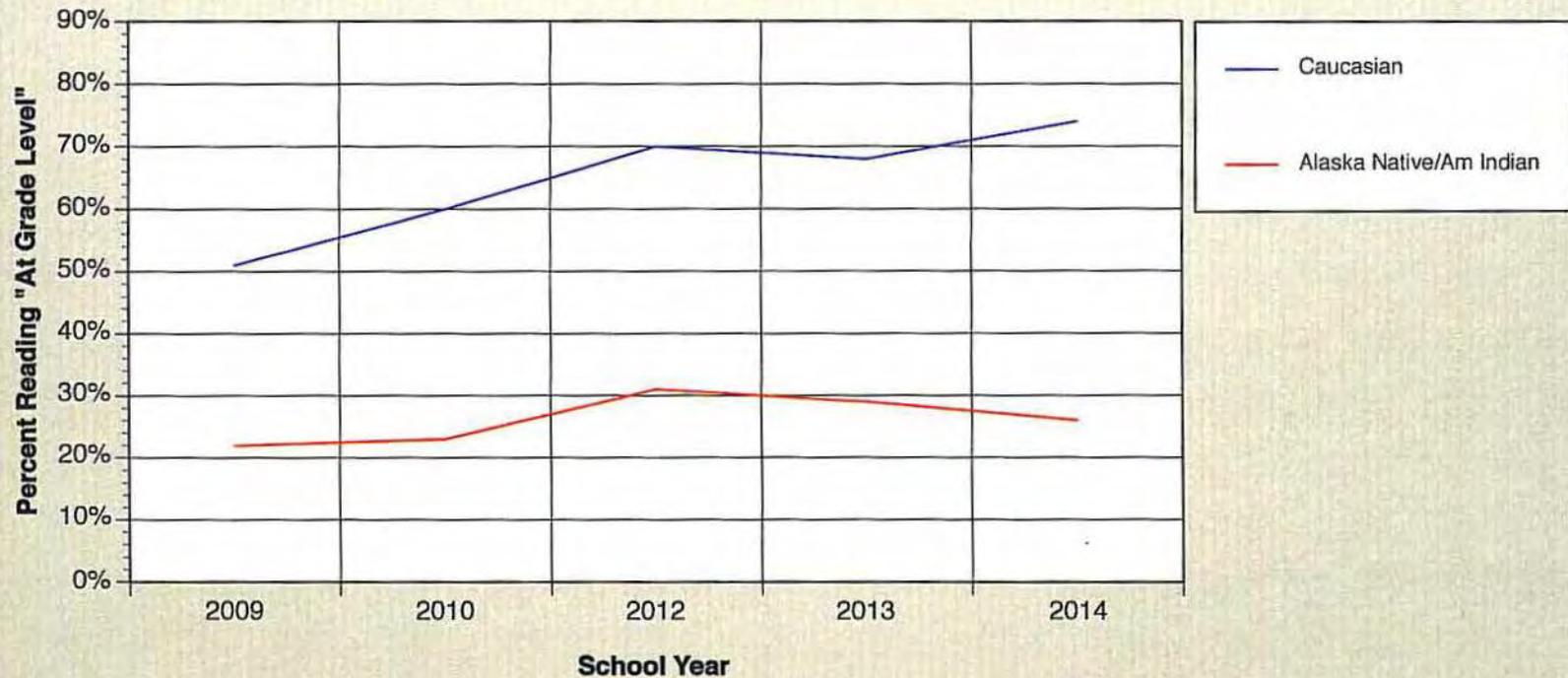
Fall 2011 Removed

Percent of Students Reading "At Grade Level" on Entry to Kindergarten as Measured by Fall MAP



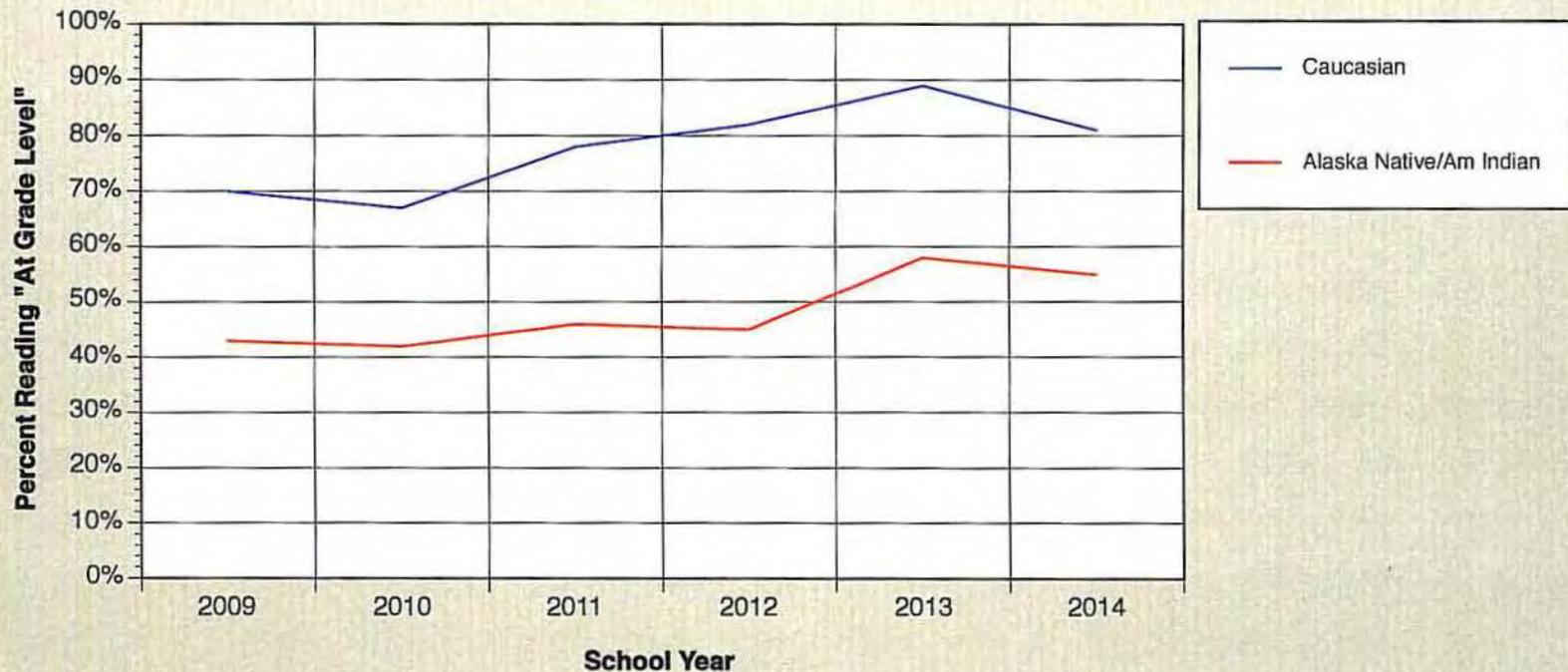
Quasi-cohort Progress in Reading: Kindergarten to Fifth Grade

Percent of Quasi-cohort of Students Reading "At Grade Level" as Measured by Fall MAP



Quasi-cohort Progress in Reading: Fifth Grade to Tenth Grade

Percent of Grades 5-10 Quasi-cohort of Students Reading "At Grade Level" as Measured by Fall MAP



REFERENCES

ACT, "Using Dual Enrollment"

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AKLN | UNIVERSITY OF ALASKA SOUTHEAST
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Tel: (907) 796-6099 | Fax: (907) 796-6166
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WWW.AKLEARN.NET

Dear OIE Principals:

Alaska's Learning Network (AKLN) is pleased, as part of this Demonstration Grant proposal, to partner with Goldbelt Heritage Foundation (GHF) in offering three important classes, Introduction to Tlingit Language, College and Career Preparation and Contemporary Alaska Native Issues. The combination of these courses will infuse career and college readiness with cultural and indigenous language lessons to be offered through AKLN starting fall, 2016. These three asynchronous online courses delivered to Alaska students statewide can also be used by those seeking an AKLN Indigenous Studies endorsement. I am thrilled that both the Contemporary Alaska Native Issues course and the Introduction to Tlingit Language course are developed and will be taught by Alaska Native Goldbelt instructors with the help and assistance of GHF cultural specialists and staff. In order to maintain the quality and integrity of AKLN courses, these will be field tested primarily in the Juneau and Chatham School Districts, with the possibility that students from other locations may be enrolled as well.

AKLN courses are developed and taught by Alaska highly qualified teachers and courses, such as College and Career Preparation, are delivered through APEX Virtual Learning School. In the development of the aforementioned courses, Goldbelt Heritage Foundation will use materials adapted with permission.

Equity and equal access is at the core of Alaska's Learning Network (AKLN). It is what grounds me as its director, and what was at the heart of my work as a long time high school teacher and counselor. In order to prepare all Alaska's students for a highly competitive world, it is critical that we provide them with quality and relevant high school courses. Our students must be ready, and not merely eligible for their future college and career pursuits. AKLN is therefore elated that the Demonstration Grant proposal will help to solidify and strengthen this collaboration which is part of the commitment to helping Alaska Native students become college ready.

The proposal title: *I Kusteeyi Shakaadei eelgén*— Looking to your Future sums up the solid and optimistic direction which AKLN views this proposal.

(b)(6)

Frank Coenraad, Director
Alaska's Learning Network (AKLN)
University of Alaska Southeast
907-796-6098 fcoenraad@uas.alaska.edu

Description of continuing activities Goldbelt Heritage Foundation, *I Kusteeyi Shakaadei eelgén*—

Looking to Your Future

Goldbelt Heritage Foundation by objective, will continue the activities in this grant in the following ways: The Youth Success Toolkits (Objectives 1 and 2) will become a part of the Juneau School District and Chatham School District curriculum. Since teachers are partially evaluated using cultural standards, use of the Toolkits will be expected as part of all regular teachers' activities. These Toolkits will be offered to other school districts in the area at cost. The Service Learning and Mentorship program will be supported by community partners as we build a network and plan for this through the project and informed by the study titled "Work –Based Learning Opportunities for High School Students." Summer Boost, as an excellent recruitment tool for AKLN/University of Alaska is anticipated to continue with U of A funding or with ensuing grant support. Youth Councils will be developed throughout the project and by Project Year 4, there should be a clear defined strategic effort for continuation as guided by partner organizations, the community and Elders. It is expected that with enrichment support from this project the programs will be strengthened and systemic by Project Year 4. Finally, it is anticipated that by including a formidable youth presence at the biannual Clan Conference, that youth leadership will continue to be a feature at ensuing conferences. This project fully anticipates meeting its goal of helping Alaska Native students become college and career ready by increasing the number of participating Native students in Southeast Alaska who finish high school in four years and enroll in accredited four-year colleges or pursue career-ready training opportunities by 25% by project close. In the long run, the project would like to bring that percentage to parity with students' non-Native peers. The project sees the barriers to success as opportunities to look to the future. The overall benefit of this project is sustainable as it creates a strong network of community partners vested in youth achievement and assuring that Alaska Native/Native American youth receive culturally responsive education and strategic support which will result in brighter futures for our youth.

Goldbelt Heritage Foundation, *I Kusteeyi Shakaadei eelgen*—Looking to Your Future

GHF Demonstration of Research Basis

This project is based upon a number of different approaches which will enhance youth academic achievement. First and foremost is the research as outlined by Dr. Demmert which indicates that there are six critical elements which are necessary to provide for youth academic achievement: 1. Recognition and use of Native American languages; 2. Pedagogy that stresses the importance of traditional cultural characteristics and adult-child interactions; 3. Pedagogy in which teaching strategies are congruent with the traditional culture and ways of knowing and learning; 4. Curriculum based on traditional culture that recognizes the importance of Native spirituality; 5. Strong Native community participation (including parents, elders and other community members) in activities. 6. Knowledge and the application of the social and political mores of the community, (Demmert & Towner, 2003).

The project additionally includes a language component which is requested by our community and Elders. Dual language programs are proven to be successful in enhancing academic achievement for youth wherein cognitive abilities have been associated with a robust foundation for school readiness, (Research: Pre-K – 3rd: Challenging Common Myths about Dual Language Learners by Linda M. Espinosa Ph.D., (August 2013, Page 5). The inclusion of language is demonstrating our commitment to an integrated strategy to education which is holistic and does not fragment learning for our youth.

The project also as a part of our implementation and evaluation process include Competency Based Education approaches. Assessments do not typically tell the whole story about youth achievement and skills / competencies mastered. The utilization of the

Competency Based Education for both measuring learning outcomes and assessing enhancements in students knowledge, skills and abilities will be interwoven throughout this project. (Research: Soldner, Matthes and Parsons, Kelle, “Making the Case for Competency-Based Education: Early Lessons from the Field”, American Institutes of Research, May 2016) Early College High Schools are becoming more of the norm and while in Southeast Alaska, we are only now beginning to see this becoming a realized pathway for students, the partnership with AKLN helps us to further establish clear defined pathways that are accessible to Alaska Native/Native American youth. This strategy is effective for creating early college pathways and assuring youth are work towards higher education as real goals. (Research: Crouse, Jill and Jeff Allen, “College Course Grades for Dual Enrollment Students,” *Community College Journal of Research and Practice* 38 (2014))

The difficulty as encountered in Alaska communities is that schools do not necessarily adhere to the research and strategies that make a difference for Alaska Native youth. For this reason, we have included a collaborative partnership component within this project which assures that educators have a voice in creating the resource and are well prepared to deliver the instruction as a partner effort.

Job Description for *I Kusteeyi Shakaadei eelgén*— Looking to Your Future Academic Youth Counselor, to be hired.

PURPOSE: Utilizing leadership, advocacy, and collaboration, promotes student success, provides preventive services, and respond to identified student needs by implementing a comprehensive academic counseling program that addresses academic, career, and personal/social development for all students.

Essential Functions:

- Provides direct support service to individual students, small groups, and classrooms. Completes assessments, referrals, and academic guidance counseling /collaboration with parents/guardians and educators to assist students with educational, career, and life planning.
- Consults with other professional staff and outside agencies and other organizations.
- Develops and maintains family outreach programs and community partnerships.
- Serves as a member of the family support team and other school based teams.
- Interview students and families.
- Make oral presentations of assessments, diagnostics, home visits, and observations.
- Implements developmentally appropriate and healthy pathways-oriented group activities to meet student needs and school goals. Incorporates into their programs the life skills that students need to be successful in the twenty-first century.

Education: Master’s Degree or Ph.D. in counseling or associated field

Experience: 10 years’ experience working with youth, preferably Alaska Native youth.

Interest in or knowledge of college and career-ready counseling. Work in an educational counseling environment.

Goldbelt Heritage Foundation

Native Youth Community Project Cultural Relevance LOGIC MODEL

NYCP Goal: Improve the college and career readiness of Alaska Native and American Indian students in the local community

Geographical Area Served by the Project: City and Borough of Juneau and villages in northern Southeast Alaska

Needs Assessment Local Barriers	Resources and Assets Opportunities	Project Objectives	Place Based Strategy	Activities to Meet Intended Objectives	Participation
<p>Southeast Alaska Tribal Value 1: <i>Kaa wudujeeyí ka kaa x'èix dus.aaxí ch'áagu haa shagóonx'ich kussteeyí (Discipline and obedience to the traditions of our ancestors)</i></p>					
<p>Limited college and career ready topics for Native students offered throughout the curriculum (K-12)</p> <p>Lack of pursuit of social justice leadership opportunities such as Alaska Native Brotherhood/ Alaska Native Sisterhood (ANB/ANS)</p>	<p>Developed with Goldbelt Heritage Foundation resources and in-house cultural specialists.</p> <p>Will include Juneau School District collaboration and input from teachers.</p> <p>Will articulate with existing curriculum; social studies is currently in the revision cycle; GHF is participating in that development effort.</p> <p>A recent controversy about adopted curriculum called for the need for adaptation and localization of curriculum. This effort will provide an opportunity to develop culturally-appropriate lessons from the start.</p>	<p>1. Develop Student Success Toolkit—as a coordinated intervention strategy—interweaving language, literacy, skills-building and traditional tribal values to be prepared for grades Pre-K-12.</p>	<p>Curriculum development will involve the Juneau School District curriculum committee, Goldbelt Cultural Specialists, local teachers, Career and Technical Education supervisor, and the K-12 Native Student Success Coordinator along with input from elders, Native professionals and the Juneau Job Service Units will include place-based inclusion, Native and other local references.</p> <p>The leveled</p>	<p>This Toolkits will involve a partnership of three Southeast Alaska communities—Angoon, Juneau and Klukwan.</p> <p>Develop units, classes and deliver curriculum including: Woocheen—Working Together—Because We Cherish You Wooch yáx—Balance, Respect, Reciprocity—Rooted in People, Place, Purpose Haa Shuka—Past, Present, Future—Time Immemorial—Perpetuating Enduring Understandings and Knowledge</p>	<p>Development of units will be in-house with field testing in Juneau and partner school districts.</p> <p>Participation will include teachers and staff of partner districts, particularly those with deep local connections.</p> <p>Units will be field tested in all sites, with potential involvement of all students.</p> <p>Preschool curriculum will be dual language and school readiness focused.</p> <p>Elementary</p>

Needs Assessment Local Barriers	Resources and Assets Opportunities	Project Objectives	Place Based Strategy	Activities to Meet Intended Objectives	Participation
<p>Disconnectedness— -to place. -to governance structure -to spiritual structure -to historical structure</p> <p>Loss of a sense of place for Native students</p>	<p>The focus areas for the curriculum are vertical and will address themes at levels K-12.</p>		<p>curriculum and units derive from place-based traditional values..</p> <p>The vertical strands tie curricular areas to Native values; horizontal values to leveled focus areas.</p>	<p><i>Haa Aani</i>—Our Land— People, Place and Environmental Stewardship <i>Haa Latsee /Yakoosge</i> <i>Daakahidi</i>—Our Strength and Leadership—Our House of Knowledge, Our Heritage, Our Language: preschool lessons will emphasize school readiness, elementary lessons will emphasize literacy and cultural integration, middle school lessons will emphasize career and academic exploration, and high school lessons will include development and integration of culturally-appropriate Alaska Learning Network</p>	<p>curriculum will place career-oriented lessons, emphasizing literacy and cultural integration.</p> <p>Middle school curriculum will have a career focus.</p> <p>High school curriculum will develop and promote Alaska Learning Network courses and Career Tech Prep for high school credit.</p>

Needs Assessment Local Barriers	Resources and Assets Opportunities	Project Objectives	Place Based Strategy	Activities to Meet Intended Objectives	Participation
				(AKLN) classroom and distance courses College, Career and Cultural Leadership I and II for high school youth including oratory.	
Southeast Alaska Tribal Value 2: <i>Yee toowú klatseen (Be strong)</i>					
<p>Loss of a sense of place for Native students</p> <p>Disconnected ness—</p> <ul style="list-style-type: none"> • to place. • to governance structure • to spiritual structure • to historical structure 	<p>Juneau’s role as both an academic center with the University and a government center with state government and a center for skilled labor with fishing, tourism, and marine endeavors provides many opportunities for career and college readiness.</p> <p>Language and culture inclusion will address the sense of self so important to identify for youth.</p>	<p>2. Strengthen college and career readiness for youth within the partnership and extended to other predominantly Alaska Native communities in Southeast Alaska including—to deliver the comprehensive Student Success Toolkit Student Success Toolkit to serve 1,095 students annually.</p>	<p>Student Success Toolkit will address differing needs of students in rural and urban sites.</p> <p>Urban Native students and rural Native students have different barriers and opportunities which will be addressed by Toolkits development and delivery</p>	<p>Assemble participants into three cohorts including students from Angoon, Juneau, and Klukwan. Deliver curriculum including:</p> <p><i>Woocheen</i>— Working Together—Because We Cherish You; <i>Wooch yáx</i>— Balance, Respect, Reciprocity— Rooted in People, Place, Purpose; <i>Haa Shuka</i>—Past, Present, Future— Time Immemorial— Perpetuating Enduring Understandings</p>	<p>Juneau has by far the largest school population in Southeast Alaska, but participation of rural villages has important historical and political importance.</p> <p>Other villages in Southeast Alaska will also be invited to participate in curriculum implementation and field testing.</p> <p>Developed units will pertain to levels K-12, but will be organized</p>

Needs Assessment Local Barriers	Resources and Assets Opportunities	Project Objectives	Place Based Strategy	Activities to Meet Intended Objectives	Participation
				and Knowledge; <i>Haa Aani</i> —Our Land— People, Place and Environmental Stewardship <i>Haa Latsee /Yakoosge</i> <i>Daakahidi</i> — Our Strength and Leadership—Our House of Knowledge, Our Heritage, Our Language:	vertically by traditional theme.
Southeast Alaska Tribal Value 3: <i>Dikéex’ wooch gayilsháat (Hold each other up)</i>					
Limited college and career-ready role models for Native students		3. In collaboration with project partners Juneau School District, Chatham School District, the Alaska Learning Network/University of Alaska Southeast, develop a comprehensive career and cultural Service Learning and Mentorship Program for youth ages 14 to 18, serving 90 students annually.	Native academic and career mentors will be sought out especially in Cultural Leadership Language and Technology Career Readiness College Readiness Mentoring	Cultural Leadership Mentoring Language and Technology Mentoring Career Readiness Mentoring College Readiness Mentoring Community and region-wide mentors will provide service learning opportunities to youth in vocational, technical and professional fields	Mentorships will center around cultural leadership, language and technology, career readiness (focusing on Southeast Alaska professional and technical careers) and college readiness with placements in a wide range of vocations.

Needs Assessment Local Barriers	Resources and Assets Opportunities	Project Objectives	Place Based Strategy	Activities to Meet Intended Objectives	Participation
				<p>Career guidance and counseling will help youth establish educational plans for advancement in college, career and educational pathways as related to their fields of interest.</p> <p>Base service learning and mentorship activities on those indicated on (youth.gov).</p>	<p>Placements will vary, from five-day job shadows to drop-in after school sessions, depending on the needs and availability of mentors and mentees.</p>
Southeast Alaska Tribal Value 4: <i>Tlél kútx i yáa wdawóodlik (Have patience--don't be in a hurry)</i>					
<p>Lack of pursuit of social justice leadership opportunities such as Alaska Native Brotherhood/ Alaska Native Sisterhood (ANB/ANS)</p>	<p>This event brings all the principals together to assist youth.</p>	<p>4. In collaboration with Juneau School District, Chatham School District, the Alaska Learning Network/University of Alaska Southeast provide Summer Boost Career and College Ready Leadership Program, to include pre and post session academic and career counseling, cultural activities, and heritage language enhancement for 40</p>	<p>The Summer Boost is both local and regional, both vocational and academic in focus.</p> <p>Summer Boost is partner-driven and will meet the needs of rural and urban Native students, bringing out the strengths of UAS, GHF, JSD, and the</p>	<p>Inform and recruit 40 students from Southeast Alaska communities to participate in the Summer Career and College Ready Leadership Program</p> <p>Students earn dual college and high school credit for courses required for graduation</p>	<p>Partners will collectively facilitate the Summer Leadership Program.</p>

Needs Assessment Local Barriers	Resources and Assets Opportunities	Project Objectives	Place Based Strategy	Activities to Meet Intended Objectives	Participation
		high school youth.	partner district.		
Southeast Alaska Tribal Value 5: Southeast Alaska Tribal Value 5: <i>Toowó klagé haa t'aakx'i, ka haa naax sateeyí, ka haa kusteeyí (Pride in our family and our clan and our traditions)</i>					
<p>The low graduation rate</p> <p>Low achievement in classes (as reflected on standardized tests)</p> <p>Lack of equity in opportunities in education</p> <p>Limited college and career ready topics for Native students offered throughout the curriculum (K-12)</p>	<p>Early Scholars has promoted college readiness for Native students for 15 years; Heritage Honors for 7.</p> <p>Programs weave cultural integration with college visits and a rigorous curriculum. Includes local and out-of-state college visits.</p>	<p>5. Expand the academic achievement pathway for college and career readiness—that supports the successful transition of Native students to higher education programs—by collaborating with the Alaska Learning Network, University of Alaska Southeast and Juneau School District to expand the Early Scholars Program at Juneau-Douglas High School and the Heritage Honors Program at Thunder Mountain High School to serve 45 high school students and extend Early Scholars to Chatham.</p>	<p>Early Scholars and Heritage Honors prepare Native students for application, admission, and success in four-year college by integrating place-based instruction with college-ready materials.</p> <p>Students monthly visit the campus of the University of Alaska Southeast</p>	<p>Provide college visits for youth serving 40 students annually with planned visits to college level courses. Support Cultural Leadership, career and academic presentations which are culturally responsive and inclusive of heritage language serving 40 students annually and 80 attending family members and friends.</p> <p>Provide academic support in language arts, math and science, geography, heritage language, art, history/social studies serving 120 students annually</p>	<p>Programs provide support and preparation for college admission and coursework, welcoming primarily Native, but not excluding other interested students.</p>

Needs Assessment Local Barriers	Resources and Assets Opportunities	Project Objectives	Place Based Strategy	Activities to Meet Intended Objectives	Participation
Southeast Alaska Tribal Value 6: <i>K'idéin at sa.áx ka a yáa awuné wáa sá I daa yadukaayí (Listen well and respect what people say to you)</i>					
<p>Lack of focus on leadership as integral to Native student success</p> <p>Disconnectedness—</p> <ul style="list-style-type: none"> • to place. • to governance structure • to spiritual structure • to historical structure 	<p>Gatherings will complement community cultural events and extend language and culture focus to families.</p> <p>Gatherings will sign students up for mentorships and include testimony and presentations from participants.</p>	<p>6. Convene Parent, Family and Elder Gatherings each month of the school year, held alternately at different Juneau schools, and each with a comprehensive theme, which will support academic and career success and incorporate Native language and culture.</p>	<p>Alternating schools as locations for Gatherings will ensure to welcome families and students of all ages.</p>	<p>Provide families literacy resources for students enhancing summer school readiness support</p> <p>Provide language and cultural enrichment curriculum and activities</p> <p>Include academic and career support and referrals for youth and families to find career and academic support</p>	<p>Native foods and Native performers will draw Native families and friends.</p> <p>Combining career-ready promotion with cultural and language activities with literacy demonstrations will meet a wide range of family needs.</p>
Southeast Alaska Tribal Value 7: <i>Wóoch een kayéix yáx nagatee (Let there be peace and harmony among each other)</i>					
<p>Lack of pursuit of social justice leadership opportunities such as Alaska Native Brotherhood/ Alaska Native Sisterhood</p>	<p>The Clan Conference is a major resource bringing in cultural experts, linguists, officials, students, and scholars.</p> <p>Resources include attendees at the biannual Clan Conference, plus the varied presenters who can</p>	<p>7. In connection with the biannual Clan Conference in Juneau, develop and implement a youth-facilitated <i>Koo.éex'</i> (celebration/gathering) focusing on cultural leadership and college/career readiness.</p>	<p>Clan Conference itself is place-based with local presenters on a range of topics on Native-related issues.</p> <p><i>Koo.éex'</i> gives youth a forum and local recognition for</p>	<p>Plan each biannual conference in monthly gatherings 4 times per year, each focusing on a potential conference topic.</p> <p>Involve parents, families and elders in planning and implementation of these youth</p>	<p>Clan attendees and presenters will be welcome at the <i>Koo.éex'</i>, providing inter-generational sharing.</p> <p>Local high school</p>

Needs Assessment Local Barriers	Resources and Assets Opportunities	Project Objectives	Place Based Strategy	Activities to Meet Intended Objectives	Participation
<p>(ANB/ANS)</p> <p>Loss of a sense of place for Native students</p> <p>Substance abuse</p>	<p>and will mingle with the students.</p> <p>Other resources include elders and visitors from rural villages attending the conference as well as the wide range of conference attendees.</p> <p>The intention is to use the same facilities as the Clan Conference,</p>		<p>academic and career accomplishments as well as cultural celebration and leadership.</p> <p>The <i>Koo.éex'</i> will be student organized and student led, assuring place-based authenticity.</p>	<p>gatherings</p> <p>Include subsistence harvest and gathering as a regular theme and topic for each conference especially as related to Native health and well-being.</p> <p>Involve and include partner school districts by distance means each time and once per year face-to-face.</p> <p>Incorporate Native language, career, personal, academic and cultural focuses at each youth gathering</p> <p>Collaborate with the Juneau School District Career and Technical Education Program, Juneau School District Counseling Department, and State of Alaska Job Service to enrich presentations at</p>	<p>students will be welcomed and the schedule to make it easy for them to attend, individually, and in a class.</p> <p>Barriers to Native career and college success will typically include the topic of substance abuse.</p> <p>Career and college-ready opportunities will also be topics of the <i>Koo.éex'</i> which will celebrate youth successes.</p>

Needs Assessment Local Barriers	Resources and Assets Opportunities	Project Objectives	Place Based Strategy	Activities to Meet Intended Objectives	Participation
				youth gatherings. Provide travel and per diem support for rural students to attend.	

Goldbelt Heritage Institute

Mission

Goldbelt Heritage Institute (GHI) is a non-profit organization with a mission to support social economic development opportunities in addition to supporting preservation of Alaska Native culture, language and traditional arts. GHI further advocates and supports the culturally responsive education of Alaska Native youth. GHI will document and preserve knowledge with regards to our historic sites.

Objectives

The objectives of this organization shall be to serve Goldbelt shareholders and shareholder descendants. GHI seeks to work in collaboration with other programs to support the delivery of activities enhancing the Alaska Native community's economic well-being. In addition to this core mission, GHI seeks to document, enhance, and promote an understanding of the cultural and historical traditions and practices of Alaska Native People and to strengthen our cultural identity. This shall be accomplished through but not limited to the following:

Working in partnership with other organizations to support job training and leadership development activities.

Promoting of events and activities in collaboration with partner organizations to honor, educate, and preserve Alaska Native culture, history, and traditions.

Development of educational, language, art, cultural and scholarship programs and projects to enhance the teaching of Alaska Native culture.

Promotion in partnership with other Alaska Native organizations the identification and protection of areas, places or objects of cultural or historic significance to Alaska Native people such as but not limited to village sites, artifacts, burial sites and sacred sites.

Central to this mission is the recording and transmission of the cultural knowledge of our elders to our youth. Our goal is to partner with other Alaska organizations in support of development of culturally rich materials and programs which engage youth and instill a sense of pride in heritage and language.

Providing resources that will benefit our shareholders, our organization, and our communities.

Additionally, we seek to provide the cultural knowledge through our web-site as will serve as an archive of historical information, share and highlight GHI activities and partnerships, and establish an interactive tool that builds community.

RESUME OF DIONNE CADIENTE-LAITI

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EDUCATIONAL ACHIEVEMENTS

Bachelor of Arts Degrees: Cultural Anthropology/Sociology (June 1991)
Political Science (June 1991)
Lewis and Clark College, Portland, Oregon

Master's Business Administration (March 2012)
University of Phoenix (Distance Education, one year complete. 4.0 GPA)

PROFESSIONAL EXPERIENCE

Program Establishment and Design, Administration; Grant Writing; Project and Staff Supervision; Direct Services; Financial Management and Analysis, Financial Grant Reporting; Community Projects Management

Goldbelt Heritage Foundation Executive Director, June 2007 to Present

Goldbelt Heritage Foundation, Juneau, Alaska

Oversee organizational management, grants management including federal reporting, grant writing, project planning and management, monitoring and federal project and budget development, management, reporting and modification requests. Oversee organization development and organizational financial management. Coordinate project activities including youth education, cultural educational activities with elders and youth. Facilitate community programs and activities. Collaborate with other educators, educational and Native organizations.

Education Projects Manager, September 2004 to June 2007

Sealaska Heritage Institute, Juneau, Alaska

Oversee high school curriculum grants management including federal reporting, grant writing, project planning, monitoring and federal project and budget reports and modification requests. Coordinate Latseen Leadership Summer Camp, 10 day institute for high school students to include determination and scheduling of activity, budget development and monitoring, project management. Collaborate with other educators and educational organizations. Coordinate teacher / community trainings.

Finance and Administrative Director, June 2003 to September 2004

Sealaska Heritage Institute, Juneau, Alaska

Oversee grants financial management including federal reporting, grant projects management and directing project implementation. Audits, AP/AR, payroll, accounts management, drawdowns, financial projections, pension distributions.

Education Programs Administrator/Scholarship Program Administrator, July 2002 to June 2003

Sealaska Heritage Institute, Juneau, Alaska

Oversee scholarship program and distribution of grants. Projects management and financial grants management.

Finance/Operations Manager, June 2000 to July 12, 2002,

Cynergy Group, DuPen, Inc., Poulsbo, Washington

Manage finances of corporation, including: Creating Financials and projected budgets. Provide support to corporate board. Complete quarterly grant reporting for National Institute of Health federal funding. Prepare for audits. AP/AR, payroll, accounts management. Manage 401(k) plan.

Finance Manager, June 2000 to July 12, 2002,

Pacific Northwest Pain Management, Poulsbo, Washington

Manage finances for physician's medical office, payroll, AR, billing, taxes.

Family Support Worker; June 1997 to September 1998

Healthy Families Juneau, Catholic Community Services

Assist agency coordination in provision of services to clients. Provide direct services. Provide education and support for client's life goals including education and employment. Administer and utilize program assessment tools. Complete case documentation and file management. Complete monthly service reports.

Teen Family Center Coordinator, March 1998 to June 1998 (Contract Pilot Project)

Healthy Families Juneau, Catholic Community Services

Provide for implementation and design of new program. Collaborate with other agencies to provide flexible responsive services. Provide outreach, increased awareness of program services to clients. Complete case documentation.

Relief Advocate (on-call), September 1997 to January 1999

AWARE

Respond to client crisis calls, assist meeting needs of residents at the shelter, complete program forms/records.

Program Development/Administrative Specialist, June 1992 to March 1996

Central Council, Division of Employment and Training

- ◆ Develop program (federally funded) delivering services supporting small business development for child care providers including: organizing training opportunities;

monitoring health and safety in child care facilities; facility establishment and quality improvement; provide consultation. Compiled extensive handbook covering topics of early childhood education and business establishment.

- ◆ Implement coordination, e.g. working to establish MOA's with other federal and state partner funded programs. Assist rural community outreach through informational meetings.
- ◆ Prepared budgets, assisted monitoring/reporting of several federal/ state funded programs financial expenses. Complete annual service reports.
- ◆ Assure employment/ vocational training grants met federal/state regulations.
- ◆ Research and assist in grant applications.
- ◆ Supervise support and on-the-job training staff assuring quality client assistance. Develop Performance Standards supporting position development.

Intake Specialist, October 1991 to June 1992

Central Council, Division of Employment and Training

- ◆ Provide career counseling services, assisting clients with development of career/educational goals.
- ◆ Assist clients with financial assistance/ program applications / resume development. Determine program eligibility (meet federal regulations). Provide resource/ referral to supplemental programs. Provide statistical reporting of service delivery. Rural community outreach through informational meetings. Supervise support staff.

Temporary Contracts

Program Associate, October 1998 to January 1999

REACH, Juneau, Alaska

- ◆ Provide classroom assistance, support learning for children with special needs.

Affirmative Action Intern, Summer 1990 Internship

Equal Employment Opportunity, Office of the Governor, State of Alaska

Provide assistance to the Management Training Program. Reviewed and provided summaries of EEO resource materials (manuals, state laws, documented cases, training materials).

Clerk Intern, Summer 1988

Central Council Tlingit & Haida Indian Tribes of Alaska

Completed U.S. Dept. of Education Library Grant by establishing a library of Alaska Native Cultural, Historical and Legal books for CCTHITA. Completed final grant spending report for U.S. Dept. of Education.

ACADEMIC ACTIVITIES

Mentor-Mentee Program (Lewis & Clark College), September 1989 to May 1991

Participated as a Mentor orienting freshmen to college.

Students United for American Cultural Awareness (SUACA), September 1988 to May 1990
Member of student group organized to promote cultural awareness through activities.

Alaska Federation of Native Youth Conference, 1986 & 1988
Attended AFN to participate in youth discussion regarding Alaska Native issues and government.

PROFESSIONAL TRAINING COMPLETED

National Indian Education Conference Workshops October 2006

Office of Indian Education Conference Workshops, programs improvement for Native American students Fall 2004

"Educational Technology/Curriculum Design", October to December 2004

Great Plains Software and FRX reporting, June 2004 (Accounting)

OIE Federal Grant/Programs Management, November 2002 and August 2004

ANA Federal Grants/Programs Management, Winter 2004

ACCESS, Summer 2003(Database)

National Indian Education Association National Conference, November 2002 Workshops attended include curriculum and materials development, education and language projects implementation.

"Principles of Leadership/Management", "Marketing", "Client/Customer Relations", March to May 2000, Olympic College

"Early Head Start Program Implementation", "Curriculum Planning", "Learning Plans for Children with Disabilities", "Parent Involvement", July 1999, Head Start Quality Improvement Center, Norman, OK

Interagency Home Visiting: Cultural Diversity/Team Building, Spring 1998, Ric Ianolino & Samira Samimi

Cross-Cultural Training Video Series, January 1998, Father Oleska

Healthy Families America Core Training, July 1997, Maternal Child & Family Health (Home Visiting, Case Management, Building rapport with clients)

Grant Development and Proposal Workshop, October 1995, Alaska Funding Exchange

"Cross-Cultural Child Care Programs", "Establishing Centers", "Setting/Accomplishing Goals" (Program Establishment), July 1995, Child Care Conference, Seattle, WA

"Community Needs Assessments", "Ensuring Quality Programs", March 1995, Child Care Conf., Anchorage

"Honoring the Richness of Our Children in Today's World", February 1995, NAEYC~SEA 14th Annual Conference, Sitka, Alaska

"Cross-Cultural Skills in Child Welfare Casework", May 1994, Northwest Indian Child Welfare Assoc.

"Supervision II and III", September 1992, Productivity Improvement Center, State of Alaska

"Native American Women and Wellness", March 1994, University of Oklahoma, Portland, Oregon

"It Takes a Community to Raise a Child", March 1993, NAEYC~SEA 12th Annual Conference

"National Tribal Child Care Conference", December 1992, Admin. Children & Families, Washington D.C.

"The Shared Vision of Self-Sufficiency", August 1992, Admin. Children & Families, DHHS, Seattle, WA (Program Administration, federal regulations, budgeting/financial management)

"Corporate and Foundation Fundraising Seminar", August 3 to 4, 1992

"Improved Career Decision Making" (Providing client services), May 1992, Dept. of Labor, State of AK

"New Directors I and II", "Performance Standards Reporting", "Employability Development Plans", and "Case Management", "Quality Program Design I", March 1992, JTPA Grantee Conference, Phoenix, Arizona

Personnel Law Training, January 1992, State of Alaska

Elissa Borges

(b)(6)

Objective

To facilitate improvement in education for all students by providing leadership in culturally responsive curriculum design and best practices.

Qualifications

- Experienced with place-based curriculum design.
- Consistent use of instructional best practices in science, math, language and visual arts.
- Lifelong learner.
- Strong collaborator.
- Attentive listening skills.

Current Job Responsibilities

- Supervision of cultural specialists.
- Collaboration with staff on curriculum unit design and content.
- Facilitation of in-school elder/cultural specialist visits.
- Coordinator of in-school tutoring services.
- Use of Excel data base for curriculum mapping
- Curriculum writer

Teaching Experience

1996 -2010	Juneau Douglas School District	Juneau, Alaska
2006	University of Alaska Southeast Education Science Methods Adjunct	Juneau, Alaska

Curriculum Writing Experience

2006	Alaska Seas and Rivers Curriculum <ul style="list-style-type: none">• The Case of the Missing Sea Otter
2006	Sealaska Heritage Institute <ul style="list-style-type: none">• Earth and Rock Grades 4-6 <i>One in a series of Tlingit Culture and Thematic Units</i>

Elissa Borges

(b)(6)

- 2009 JDSD Science Committee
 - Heat Unit Grade 5

- 2010-Present Goldbelt Heritage Foundation
 - Lead Curriculum Specialist

Education

- | | | |
|------|--|------------------|
| 1989 | Lewis and Clark College
BS Psychology | Portland, Oregon |
| 1996 | University of Alaska Southeast
Teaching Certificate Grades K-8 | Juneau, Alaska |

Other Relevant Experiences

MEMTA

Recipient of Mickelson Exxonmobil Teachers Academy Award
New Jersey, 2009

Teacher Mentorship

Leader of inquiry-based science training for Juneau teachers.
2009-2010

Presenter:

2009 Alaska Math & Science Conference
Inquiry Science Unit

Alaska Science Consortium Participant

First Steps Reading and Writing Training Participant

Lyle James

Objective: To pass the knowledge that I have been taught in the Lingít, Xaad Kíhl, S'malgyáx languages, along with the style of dancing I was taught as I was growing up and which songs they went and its history.

Traditional Experience:

- Leader/ Instructor for Woosh.ji.een Dance Group fall 2003 to present
- I have learned Tlingit Language along with traditional songs, dance and Koo.éex' protocols since I could remember from the following:
- Haida Language Class Fall 2008 ~ Instructors Cherilyn Holter and Jordan Lachler
- Tsimshian Language Class summer 2004 ~ Learned from Donna May Roberts, Stan Marsdin and David Robert Boxley
- Kake's Culture Camp Summer 2010
- K'eex' Kwáan Dance Group Participant 1985-2001 ~ Learned from my father Owen James, David Carl James, Kelly James, Ruth Demmert
- Gaawt'akaan Dance Group Participant 1985-2002 ~ Instructor Carol Williams
- Gaaxw waayee Dance Group Participant 1987-2000 ~ Learned from dance group leader Bill Wilson and my father Owen James
- Sealaska Culture Camp as Cultural Specialist
- Tlingit and Haida Summer Culture Camp ~ My supervisor was Alberta Aspen and also Doloresa Cadiente

Experience: Yaakoosge Daakahidi Alternative High School

Cultural specialist Aug.05 to present

- Teach Tlingit introduction, Tlingit formal and informal ways of greeting one another, Short phrases, Tlingit Dancing and singing; taught
- History of storytelling

University of Alaska Southeast Juneau

Spring 2012

- Taught Haida Language, Taught different styles of dance within the Tlingit, Tsimshian, and Haida cultures

Southeast Alaska Native Regalia Making, Songs and Dance Instructor

- Lessons on drum making and how to get permission to use songs
- Koo.éex' protocol and etiquette
- Lessons on how to make tunics and or blankets

Goldbelt Heritage Foundation

Juneau, AK

June 2011 – Present

Cultural Specialist

- Curriculum development, Coordinated and co – coordinated Culture Camps, Language and Culture Teacher

Marsha Hotch
2900 Fritz Cove Rd. Apt. I
Juneau, Alaska 99801
907-314-0383
lingit.talker@gmail.com

Education:

1998 – Current; UAS classes towards Bachelor of Liberal Arts emphasis in Anthropology-Alaska Languages and Arts.

2001

- AKL s193 Introduction Native Language Immersion
- AKL s193 Tlingit Language Labs, Assistant
- AKL s293 Tlingit Immersion / Intermediate
- AKL s293 Heritage Language Teaching Methods

2002

- AKL s293 Tlingit Intermediate Communication
- AKL s493 Teaching Methods AK Native Languages
- AKL s393 Tlingit Communication
- AKL s493 Tlingit Linguistic Analysis II
- AKL s293 Introduction Tlingit Culture/History
- AKL s293 Foundation AK Native Education
- LING s193 Nature of Language – Linguistic class

2003 *Spring Semester*

- AKL s493 Tlingit Linguistics III
- AKL s263 NWC Native Art History/ Culture

Summer Semester

- AKL s193P Tsimshian Communication Beginning
- AKL s493 Teaching Language Immersion
- ANTH s493 Ethnographic Field Research – Tlingit technology
- AKL s493 Tlingit Public Speaking for Dormant Speaker

Fall Semester

- AKL s397 Transliteration/Transcription Tlingit Language

2005 *Summer Semester*

- ED s193P ST: Physical Response Storytelling

Fall Semester

2010-11 *Fall and Spring Semesters*

- Tlingit Linguistics, Anthropology and Archaeological ethnographic research me

Employment:

2009-Present University of Alaska Juneau Campus, Adjunct Instructor for Alaska Native Languages. Taught AKL 105, 106, 205, 206, 305 and 306. Currently teaching Tlingit Language for Family and Dormant speaker.

UAS Research Assistant, Translating and documenting Tlingit Language.

2010-Present

Language/Cultural Specialist for Goldbelt Heritage.

2003 – 2009

Tlingit Language & Cultural Director/Instructor for Chilkat Indian Village. Curriculum development and implemented Tlingit language instruction in the Klukwan School K-12 and in the community using the Total Physical Response Method/Storytelling (TPR) (TPRS), Greymorning Method and other methods. Supervised and collaborated with a Tlingit language team of Elders, teachers, and other Para-Professionals in the implementation of the Tlingit Language. Planned and conducted Summer Bi-Lingual Camps. Developed and implemented a Tlingit Master-Apprentice/Junior Apprentice program. Documented and

archived Tlingit Language by audio and video. Developed Posters with Tlingit language. Publications. Collaborated with UAS, SEARHC, SEALASKA Heritage Institute, other organizations in the region and the State of Alaska. Supervisory position. Liaison for Chilkat Indian Village on the "Long Ago Man Found" for Elders, regional, and internationally. This program was funded by grants from U.S. Dept. of Education-Alaska Native Education Program and Administration for Native Americans and First Nations Development Institute.

Spring Semesters of 2006 and 2007 University of Alaska, Sitka Distance Ed. Tlingit Language Adjunct Instructor. AKL 105 and 106. Beginning Tlingit.

2005 – 2006

Co-Producer of the radio show, Tlingit Time. Teaching Tlingit Language over the radio. The listeners are exposed to Tlingit culture and Language phrases. 52 shows of 5 minutes each. Aired Alaska State wide and archived on KHNS radio website which can be accessed via internet. This project was funded by Alaska Humanities.

Anya S. Nelson

(b)(6)

Work Experience

Curriculum Development Specialist

Goldbelt Heritage Foundation
June 2012- Current

Cuniculum writer focused to enrich Alaska Native education

- Embeds highly proven literacy strategies into culturally relevant curriculum
- Works as a team member
- Coordinates culturally relevant professional development for educators
- Coordinates collaboration with outside organizations

Transitions II Cultural Enrichment Specialist

Juneau School District
February 2011-May 2012

An advocate for Alaska Native student education

- Curriculum development
- Culturally relevant classroom methods and strategies
- Parent-Community coordinator
- Culturally relevant education consulting
- Culturally relevant professional development

Expanding on Excellence Transitions Teacher (EoE grant)

Dzantik'i Heeni Middle School
Juneau, Alaska
September 2008-May 2010

Teacher of indigenous culture based cuniculum

- Collaborate with teachers and administrators to design individualized strategies for successful student outcomes
- Track and collect student data
- Teach students self-advocacy
- Develop curriculum based on literacy, culture, leadership qualities, and Alaska studies

- Provide in-class individualized support
- Support building positive relationships between school, students, and families

**ANSWER Camp Cultural Ways of Knowing Instructor
(Alaska Native Student Wisdom Enrichment Retreat)**
Sitka, Alaska
July 2008,
July 009

Science and Math Teacher in an Alaska native knowledge based summer camp servicing Alaska Native youth.

- Teaching the scientific through observing subsistence practices
- Introduction and implementation of literacy strategies focusing on "12 essential words"
- Relating scientific text and language to existing indigenous knowledge of natural world

Student Teaching
Juneau Douglas High School
Juneau, Alaska
September 07- May 08

Social Studies/ History Teacher Grades 9-12
Scope of Experience: Nine-month in school experience with master teacher.

- Designed, implemented, and assessed lessons in world history, sociology, and Alaska history. Lessons reflect a focus on academic skill building and project based activities guided by constructionist approaches.
- Worked with both advanced and at risk students.
- Developed relevant and reflective essential questions and discussions.
- Created a classroom environment that holds students accountable as active members of our working history.

Education History

Master of Arts of Teaching Program 2007-2009
University of Alaska Southeast
Intensive technology based Master's Degree program, which includes a nine-month in-school internship with master teacher

Bachelor of Arts in Native American Studies

Minor- History
University of Montana- Missoula
Missoula Montana

Professional Skills

- PC and Mac Software programs such as: Movie, Blogspot, PowerPoint, Smart Board, Excel, and Word
- Effective mediator, listener, researcher, and communicator
- Ability to integrate many grant goals into a cohesive strategy
- Integration of indigenous knowledge into western learning standards
- Backwards design curriculum development
- Trained in AVID learning strategies
- Lead collaboration between various organizations

References

Sally Donaldson

Councilor, Dzantik'I Henni Middle School
Juneau, Alaska

(b)(6)

Gretchen Kriegmont

Juneau-Douglas High School, Juneau AK
Master teacher, Early Scholars Academy Coordinator

(b)(6)

Frank Coenraad

UAS Retention and Recruitment Specialist

(b)(6)

Cultural
Academician/
Curriculum Lead

Resume

Norma Shorty

(b)(6)

Education

PhD, Indigenous Studies, University of Alaska Fairbanks (current)
Master of Education; Educational Foundations, University of Hawaii at
Manoa (2004) Certified Teacher, Government of Yukon (2002)
Bachelor of Education, University of Regina/Yukon Native Teacher,
Education Program (1998)

Thesis

PhD: Inland Tlingit Of Teslin, Yukon: Qaanruuf.adi And Koolj}littaam Clan
Origin Stories For The Immediate And Clan Family Of Emma Joanne Shorty
(Nee Sidney).

Masters: Immersion classrooms: A tool to 'Wards the realization of
jurisdiction over education in the Yukon Territory, Canada, 2004

Statement of qualifications gained through employment and training

I have experience in teaching at post-secondary levels and guest teaching
for grades K-6. I am currently a sessional for the University of Regina, I
teach 3 cross cultural courses at the Yukon Native Teacher Education
Program. I have also guest taught in several Yukon First Nation
communities. I have counselled indigenous students from grades 10 to 12 at
FH Collins High School in the 1990s. My education and work has allowed
me to work with curriculum (2013) and resource development for our
Yukon First Nation communities and K-12 teachers and learners.

I have additional experience in researching, writing, planning, implementing,
delivering, evaluating and liaising background information, document
development including curriculum learning outcomes for the purposes of
facilitating and marketing to targeted audiences including cross-cultural
partnerships and programs.

Coordinating programs and projects by:

- teaching various topics including language revitalization, defining and articulating
First Nation learning and teaching methodologies, and addressing Yukon First
Nation education issues at several Yukon College classrooms while utilizing
indigenous methods of learning and teaching
- developing curriculum with three Tlingit elders and with the Tlingit community in
Carcross, Yukon
- student teaching in several public school classrooms while being a student at
Yukon Native Teacher Education Program and University of Regina
- Writing and coordinating numerous research papers, position papers, resolutions,
motions, briefing and speaking notes, press releases, backgrounders, handling
responses to media, developing promotional materials and thesis development

- working in cross-cultural settings through paid employment, boards, committees and schools
- creating focused awareness and liaising with local, territorial, and national peoples and governments with respect to Yukon First Nation concerns and issues surrounding self-determination, education, language and cultural knowledge
- chairing, facilitating and participating in meetings, conferences which assist agencies such as the Assembly of First Nations in the development of new programs and initiatives from a regional and local perspective and Government of Yukon, Yukon Education Act, Children's Act and the partial formation of an intergovernmental interagency towards the development of a long term public education awareness campaign on violence against women
- understanding the role of local, regional, national and international political organizations with respect to indigenous peoples, Land Claim and Self-Government Agreements and capacity building at the central and community levels
- being an advocate of the consensus model in decision making and having a keen understanding of the need and of the responsibility of following political and cultural directions

Employment History

Adjunct Instructor, University of Regina, YNTEP, (current)

- I teach cross culture to second and third year students at the Yukon Native Teacher Education Program. I am required to develop the course for cross cultural teaching and learning setting. The course objectives are to assist teacher candidates to become familiar with the concept of personal frame of reference and its implications for teachers and learners, to understand the impact of contact and colonization on First Nation education and to develop teaching strategies which practice and incorporate First Nation worldviews into educational programming

Curriculum Developer, School of Social Justice, Yukon College (2011-2013)

- Plans and develops curriculum for front line workers social justice
- Working alongside Tlingit elders
- Validates curriculum and learning processes with elders and knowledge bearers

Sessional Instructor, Yukon College (current)

- I teach First Nation Studies 100 as requested

Curriculum Developer, Carcross Tagish First Nation (2008 -2010)

- Plans, develops and implements, finds funds for lifelong curriculum while utilizing the Tagish

Videographer/Multi-media Specialists:

AURORA D. CORONELL

(b)(6)

PROFILE

I have a passion for the entertainment field as well getting in touch with my Tlingit culture. I have a lot more to learn about my culture and want to expand my knowledge. I have experience in Television/Film. That's not where I want to stop. I feel that I can succeed by making contacts with network professionals in the entertainment industry and with local native corporations and organizations.

EXPERIENCE

Videographer/Editor Douglas Indian Association/Goldbelt Heritage Foundation	2010/2011
Production Assistant, Triage Entertainment, Los Angeles, CA "10th Annual Home for the Holidays" Television Show	2008
Production Assistant, CAPI, LLC, Los Angeles, CA "From G's to Gents Reunion" - Television Show	2008
Production Assistant, 51 minds Production, Los Angeles, CA "I love New York Reunion"- Television Show	2006-2007
"The 21st Annual Genesis Awards"- Television Show	
"Charm School" - Photo- Shoot	
"AMC Tribute to George Clooney"- Television Show	
"Flavor of Love 2 Reunion" - Television Show	
Production Assistant, Stone and Company Entertainment, Los Angeles, CA "Top Design- Lofty Designs" - Television Show	2007
Production Assistant, MJZ Productions, Los Angeles, CA "Home Depot" - Commercial "PGA" - Commercial	2006-2007

Production Assistant, View Studios, Los Angeles, CA 2006
"Haan Yeah" - Javani - Music Video

Production Assistant, Radio London Films, Los Angeles, CA 2006
"Shiloh Falls" – Film

(Full list of experience available upon request)

EDUCATION

Full Sail Real World Education, Winter Park, FL
Associates: Degree of Science in Show Production & Touring 2005
Bachelors: Degree of Science in Music Business 2008

Juneau-Douglas High School, Juneau Alaska 2003
High School Diploma

WORKSHOPS

The Institute of American Indian Arts, Santa Fe, NM 2009
Disney/ABC Workshop

FOX Diversity, Los Angeles, CA 2005
American Indian Summer *Institute*

SKILLS

Basic office skills (copy/fax, filing, data entry, answering phones). Experience with PC's and Mac computers. Computer software: Photoshop, Dreamweaver, Sony Vegas Pro, QuickBooks Microsoft Office Software (Excel, PowerPoint, and Word), Final Cut Pro and iWork's basic software for Mac.

(b)(6)

Education

PhD: University of Arizona, College of Education. Department of Language, Reading and Culture. Minor: American Indian Studies.

MA: Stanford University, College of Education. Departments of Curriculum and Teacher Education, and Language, Literacy and Culture.

BA: Sonoma State University, Sonoma County California. College of Humanities.
Dual Major: Departments of Mexican/American Studies and Liberal Studies.

Areas of Specialty-Fields of Interest

My training and 30+ years of Social Science experience in the fields of Education, Ethnic Studies and Anthropology encompass, and are not limited to the following skill sets: program and curriculum development and evaluation; faculty development; adjunct teaching/faculty in pedagogy, literacy/linguistics, bi-lingual and cross-cultural education; and, program consulting to include: internal and external program evaluation at the local, state and federal levels; Grant Writing and Grant Evaluation; and, OCR and NCLB mitigation/ school improvement planning and implementation. In addition, I have extensive experience working with and serving on Boards, am bilingual and literate in Spanish, am a member of the American Evaluation Association and have a BIA security clearance to work as a contractor for U.S. Dept. of Education and Office of Indian Education programs.

Expertise with evaluation report protocols and/or grant writing with the following agencies:

- US Department of Education (USDE)
- US Department of Education Office of Indian Education (OIE)
- US Department of Education Office of English Language Acquisition (OELA)
- US Substance Abuse and Mental Health Services Administration (SAMHSA)
- US Department of Justice (DOJ)
- US Bureau of Indian Affairs (BIA)
- US Bureau of Indian Education (BIE)
- US Department of Health and Human Services
- US Department of Labor (DOL)
- Drug Free Communities Support Program (DFC)
- Community Anti-Drug Coalitions of America (CADCA)
- Corporation for National and Community Service –AmeriCorps; Learn and Serve America
- State of Colorado Department of Behavior Health (DBH)
- State of Colorado Prevention Partnership (CPP) Coalition Team
- State of Colorado Energy and Mineral Impact—Department of Local Affairs (DOLA)
- State of Arizona Department of Education and Office of Indian Education
- State of New Mexico Department of Education and Indian Education Division
- State of Utah Department of Education (UOE) and Office of Indian Education
- State of Alaska Department of Education (ADE) and Alaska Native Education Department

- State of Alaska, Dept of Health and Social Services
- Navajo Nation, Division of Education
- Navajo Nation, Office of Peacemakers
- Navajo Nation, Treatment Center for Children and their Families (NTCCF)
- MOST OF US® Social Norms Research Institute
- Positive Community Norms approach/ community-based strategies
- Community Readiness Evaluation

Professional Experience

<p>2008- To present Position Duties</p>	<p>Cook Inlet Tribal Corporation, Anchorage AK, Educational Services Dept Kristin English, Chief Operating Officer (907) 793-3101 Program Evaluator-Grant Writer Federal Program Evaluation, Research, Proposal and Grant Writing</p>
<p>2008- To present Position Duties</p>	<p>Lucinda Godinez, MA Ed Director; Navajo Peacemaking and Safe Schools Initiative. Painted Desert Demonstration Projects 145 Leupp Road, Flagstaff, AZ 86004 (928) 606-0994, Lucinda.godinez@gmail.com External Evaluator, Grant writer for the project proposal. Evaluation of Safe Schools/Healthy Schools Grant Program, funded by the US Department of Education, Substance Abuse and Mental Health Services Administration (SAMHSA) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP). Liaison with Navajo Interagency Review Board (IRB).</p>
<p>2008-10 Position Duties</p>	<p>School Community Youth Coalition (SCYC), 111 N. Main Street, Mancos CO Missy Miller, Director. Evaluation Liaison Coordinate and conduct evaluation with statewide institutions, SCYC and the local communities. Utilize CADCA and Prevention Framework SPF/SIG Strategy. Report, Research, Prospectus, Proposal and Grant Writing.</p>
<p>2005 To present Position</p>	<p>Adams State College, Alamosa Colorado Joel Judd, Director Grant Programs in Graduate Teacher Ed. 719) 587-7847 Presently, Evaluator for USDE Office of English Language Acquisition Professional Development Grant Program, Grantwriter; Formerly; Adjunct Professor Linguistics and Literacy, Practicum Supervisor for Graduate School of Education.</p>
<p>2003- To present Position Duties</p>	<p>Mancos RE-6 School District, Mancos Colorado Mr. Brian Hanson, Superintendent 970) 533-7748 Consultant External Evaluator of English as a Second Language programs. Advise in OCR Agreement-District ELL Language Plan program, and instructional development, Research and Report Writing, Grant Writing.</p>

- 2000 - San Juan School District, Blanding Utah.
 To present Mrs. Lynnette Johnson, Director, Student Services (435) 678-1227
 Position Consultant
 Duties Program Evaluation and Internal Program Auditing. Federal program performance reporting. Research, Proposal and Grant Writing, Curriculum Development and Staff Development.
- 2003-04 Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah
 Shirlee Silversmith, Director of Indian Education and Curriculum 801) 434-7414
 Position Consultant in Curriculum Development
 Duties Collaborate in development of Scope and Sequence for Utah State Core, American Indian Social Studies Curriculum. Program Evaluation.
- 2002-03 Bureau of Indian Affairs (BIA) Cottonwood Day School Chinle, AZ
 Mr. Don Stryker, Director dstrike1@juno.com
 Position Consultant
 Duties Program Evaluation and performance reporting. Staff Development in Reading, Language Acquisition, Test-Score Analysis, Instructional Planning and Test Proctoring.
- 1998-02 Prescott College, 220 Grove Avenue, Prescott Arizona 86301
 Vicky Young, Adult Degree Programs.
 Tucson Center. 2233 E. Speedway, Tucson AZ 85719
 Mr. Bill Walton, Associate Dean
 Position M A Program Advisor Undergraduate Program Advisor
 Duties Advise closely, and supervise graduate and undergraduate students during their Education/Linguistic/Literacy course of study, evaluate academic work produced.
- 1999 Ute Mountain Ute Tribe, Towaoc Colorado.
 Mr. Wilfred Madrid, Executive Director 970) 565-3751
 Position Director, Youth Opportunity Program. Carry out start up procedure for US Department of Labor Youth Opportunity Grant Program
 Duties Hire/supervise 18 staff. Implement program. Prepare performance reports for board of director's, Tribal council and federal grantor.
- 1997 Northern Arizona University, Flagstaff Arizona.
 1998 Dr. Lynda Hatch, Chairperson Elementary Education, Center for Excellence in Education
 Position Liaison between main campus and Navajo/Hopi Teacher Training program.
 Duties Resource and support facilitator for instructors and students between six off-campus teacher-training sites, and between all of the sites and main campus. Supervise Master Teachers' and trouble-shoot for program.

- 1995-2000 Adams State College, Alamosa Colorado.
Dr. Elizabeth Galligan, Eastern New Mexico University
505) 562-2391 elizabeth.galligan@enmu.edu
Former Director Bilingual MA Program at Adams State
Position: Adjunct Professor
Teach Bilingual Education 530 : Theory to Practice,
Teach Bilingual Education 512 : Action Research
Teach Bilingual Education 520: First and Second Language Acquisition,
Teach Education 589: Multicultural Education in Southwest Colorado.
Teach Education 521: Educating Diverse Learners
- 1993-1997 Fort Lewis College, Durango Colorado.
Dr. Linda Simmons, Director Bilingual/ESL Teacher Education Program.
Professor Emeritus, contact at 970) 533-7647 or mixteca@fone.net
Position: Adjunct Professor
Teach Education 331: Southwest Minority Child in the Classroom
Teach Education 334: English as a Second Language
Teach Education 433: Reading for Second Language Learners.
- 1991-1993 Maternity Leave from Professional Activities
- 1982-1991 Teaching positions—Elementary and Secondary levels—in the following
Districts and Agencies, Specific Details furnished upon request:
Portland Public Schools, Portland, Oregon.
Migrant Education Region II, Sonoma County California
Stanford University, School of Education. Palo Alto, California.
Oakland Public Schools, Oakland, California.

Teaching Licensure

- Colorado: Elementary K-8, K-12 Bilingual-expired.
- Arizona: Elementary K-8 Bilingual-expired.
- New Mexico: Elementary K-8, K-12 Bilingual-expired.
- California: Multiple Subject Professional K-12, Bilingual Cross Cultural (Spanish);
Reading Specialist, K-12-expired.
- Oregon: Standard Elementary, Pre K - 12; Standard Reading, Pre K -12;
Standard Spanish, 5-12, Standard Social Studies, 5-12-expired.

Professional Presentations

- Paper:** Tribal Community School Boards and Self-Determination toward Meaningful
Education as a Basic Resource
March 2013, Society for Applied Anthropology (SfAA), Denver Colorado

Professional Presentations

- Paper:** Applied Anthropology in Educational Consulting between Tribal and Non-Tribal Communities.
November 2010, American Anthropological Association (AAA), New Orleans, Louisiana.
- Paper:** The Intersection of NCLB Policy Across Culture, Geography, and Reservation Boundaries within the Southwestern United States.
November 2008, American Anthropological Association (AAA), San Francisco, California.
- Paper:** Navajo Language Renaissance: The Teaching of Navajo as a Second Language in a Public School District in Southeastern Utah.
December 2006, National Association of Grant Schools (NAGSA) Las Vegas, Nevada.
- Paper:** No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) Achievement: A Comparative Study of Schools Serving the Navajo Nation.
March 2005, Report and findings presented at the Window Rock, Arizona, National No Child Left Behind (NCLB) Hearings on the Navajo Nation.
- Paper:** The Teaching of Navajo Language and Culture in SE Utah.
March 2004, National Association of Bilingual Education (NABE), Albuquerque, New Mexico
- Paper:** You Can Have the Both: The Institutionalized Teaching of Navajo Language and Culture in Southeast Utah.
November 2003, American Anthropological Association (AAA), Chicago, Illinois.
- Paper:** Balanced Literacy Across the Secondary Content Area.
October 2003, College Reading Association (CRA) Corpus Christi, Texas.
- Paper:** I'm Only 3 Steps Ahead of You: Curriculum Development and the Teaching of the Navajo Language in Southeastern Utah.
March 2003, Society for Applied Anthropology (SfAA), Portland, Oregon.
- Paper:** Implementing Balanced Literacy in a Multicultural Middle School.
March 2003, Educators of Diversity: Utah State University, College of Education.
- Paper:** Toxic Literacies and the Lack of Success Manufactured for Native Americans in a Federal Education Program.
April 2002, Western Social Science Association (WSSA), Albuquerque, NM.
- Paper:** The Capitalist Work Ethic and the Lack of Success Manufactured for Native Americans on a Rural Reservation.
November 2001, American Anthropological Association (AAA), Washington D.C.
- Paper:** Teaching for Ecological Sustainability: The Non-Neutral Mediating Characteristics of Technology and Computer use in the Classroom.
February 2000, Prescott College Winter Colloquium, Prescott Arizona.
- Paper:** Teachings of the People: L.S. Vygostky and Organic Rural Symbols in Chicano Rural Culture.
April 1996, Western Social Science Association (WSSA), Reno Nevada.

Professional Presentations

Paper: L.S. Vygotsky, and "The Zone of Proximal Development:" Some Implications Regarding Standardized Testing and the Assessment of Bilinguals. **March 1996**, National Association for Chicano and Chicana Scholars (NACC'S), Chicago, Illinois.

Public Service on Boards

2001 - 2006	Mancos RE-6 School District Community Advisory Committee
2003 - 2010	Secretary, Mancos Public Library Board of Trustees
2010 - 2012	Trustee, Compañeros's Latino and Immigrant Rights Board of Directors
2010 - Present	Secretary, KSJD Public Radio Community Advisory Board (CAB)
2013	Trustee, Mancos Valley Resources Board of Directors

Publications

San Juan School District Cultural Literacy Social Studies Curriculum K-12 Scope and Sequence. San Juan Media Center:Blanding Utah, 2004, revised 2012.

Out of Control: Resistance and Compliance in the Fight to Conserve Diversity in an Indian Education Program: UMI February, 2003

Film Review: E Ola Ka 'Olelo Hawai'i
(The Hawaiian Language Shall Live)
Tribal College: Journal of American Indian Higher Education, 10(3) Spring 2000.

References

Lucinda Godínez, MA Ed. Director of Navajo Peacemaking and Safe Schools Grant Project. 145 Leupp Road, Flagstaff, AZ 86004 (928) 606-0994, Lucinda.godinez@gmail.com

Lynnette Johnson, MA Ed. Director of Student Services. San Juan School District, Blanding, Utah 435) 678-1227.

Kristin English, Chief Operation Officer, Cook Inlet Tribal Corporation, Anchorage Alaska 907) 793-3103.

H. Andrea Neves, Ph.D., Trustee: Board of Directors, College of Education Stanford University; Board of Directors, College of Education, Claremont Colleges; Board of Directors, US Department of State Bureau of Education and Cultural Affairs Fulbright Program. Hillsborough, California 650) 740-8853

Clayton Long, MA Ed. Director Heritage Language Programs, San Juan School District, Blanding Utah. 435) 678-1251.

Terri McCarty, Ph.D. Editor, Professor, College of Education, Arizona State University. Teresa.McCarty@asu.edu 602) 943-2880.

By-Laws for Goldbelt Heritage Foundation,
d.b.a. Goldbelt Heritage Institute

ARTICLE 1
Offices

1. Principal and Business Offices. The principal office of the Corporation in the State of Alaska shall be located at 3075 Vintage Boulevard, Suite 200, Juneau, Alaska 99801.

The Corporation shall have such other offices, either within the State of Alaska as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

2. Registered Office. The Corporation shall have and continuously maintain in the State of Alaska a registered office, and a registered agent whose office is identical with such registered office, as required by the Alaska Non-Profit Corporation Act. The registered office may be, but need not be, identical with the principal office in the State of Alaska, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE II
Board of Directors

1. General Powers. The affairs of the Corporation shall be managed by its Board of Directors, and all the rights, powers, duties and responsibilities relative to the management and control of this Corporation's property and affairs are vested in the Board of Directors. These powers exist in the directors meeting as a group and not in individual directors, except as delegated by the Board. The directors have a duty to exercise reasonable care and prudence in the administration of the affairs of this Corporation and are responsible to disburse the funds and property received by the Corporation only for the purpose for which they were received. The Board shall require a regular accounting of all funds disbursed by the Corporation.
2. Number and Tenure. The number of Directors shall be not less than seven or more than thirty. Each directors shall hold office for three years (that is each director term shall expire upon the third annual meeting following the annual meeting at which such director was elected) and until such director's successor shall have been elected and qualified provided that upon the formation of this Corporation, on-third of the members of the Board of Directors shall be designated to serve for terms expiring upon the second annual meeting of the members, and the remaining one-third of the members of the initial Board of Directors shall be designated to serve terms expiring upon the third annual meeting. The terms of the directors of the Corporation shall begin immediately following their election by the members or their appointment by the Board, as the case may be.

3. Regular Meetings. A regular meeting of the Board of Directors shall be held without other notice than this Bylaw, immediately after the annual meeting. The board of Directors shall meet at a time and place, to be determined by the President. Meetings may be held by teleconference at the discretion of the President, with a minimum of one face-to-face meeting per calendar year.
4. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President, or his/her designee.
5. Notice. Notice of any special meeting of the board of Directors shall be given at least seven days previously thereto by written notice delivered personally or by phone, or sent by mail to each director at his/her address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelop so addressed, with postage thereon prepaid. If notice be given by telephone, such notice shall be deemed to be delivered only if the message is left with the Board member being notified. Any director may waive notice of any meeting. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.
6. Quorum. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the board; but if less than a majority of the directors are present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.
7. Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these Bylaws.
8. Voting Rights. Each member shall be entitled to one vote on each matter submitted to a vote of the members by resolution of the Board of Directors.
9. Vacancies. Whenever there shall be a vacancy in the membership of the Board of Trustees by reason of death, resignation, declination, incapacity or other cause, the Goldbelt Heritage Foundation Board of Directors shall fill the vacant position.
10. Informal Action by Directors. Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors.
11. Meetings by Telephone. Members of the Board of Directors or any committee designated thereby may hold or participate in a meeting of the Board of Directors or such committee

by means of conference telephone or video conference equipment provided that all such persons so participating in such meeting can hear each other at the same time.

12. Resignation and Removal. Any director may resign at any time by delivering a written resignation to the Board of Directors. The acceptance of such a resignation shall not be necessary to make it effective (unless acceptance is made a condition of the resignation). Any director may remove at any time for cause, including conduct injurious to the best interests of the Corporation, by the affirmative vote of two-thirds of all the directors present, provided that the notice of the meeting where such action is taken specifies that one of the items on the agenda for said meeting shall be the proposed removal of such director.
13. Attendance at Board Meetings. A director, who misses three consecutive regularly scheduled meetings of the Board without delivering an explanation satisfactory to a majority of the other directors in attendance at such meeting, may be removed by the affirmative vote of a majority of the directors present at any meeting.

ARTICLE III Officers

1. Officers. The officers of the Corporation shall be a President, a Vice President, a Secretary, a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries and officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except the offices of the President and Secretary.
2. Election and Term of Office. The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as convenient. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified.
3. Removal and Resignation. Any officer elected or appointed by the Board of directors may be removed by the Board of Directors whenever in its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed. Any officer may resign at any time by giving written notice to the Corporation.
4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

5. President (or Chairman). The President of the Board shall preside at all meetings of the Board of Directors and discharge the duties of a presiding officer and shall perform whatever other duties the Board of Directors may from time to time prescribe. In accordance with the Code of Ethics established by the Board of Directors, the President sets the standards for conduct of directors both in and out of the Boardroom. The final responsibility for maintaining the code of ethics established by the Board of Directors resets with the President. In addition, the President may serve as an ex-officio member of each committee of the corporation.
6. Vice President. In the absence of the President or in the event of his or her incapacity to act, the Vice President shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties as from time to time may be assigned to him or her by the President or by the Board of Directors.
7. Treasurer. If required by the Board of Directors, the Treasurer shall serve as the Chair of the Finance Committee and provide the system for a measure of checks and balances.
8. Secretary. The Secretary shall be responsible for causing an accurate record of the proceedings of all meetings of the Goldbelt Heritage Foundation, and for causing the distribution of such records to the Board of Directors. S/he shall perform whatever additional duties the Board of Directors may from time to time assign him/her. The secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

ARTICLE IV Committees

1. Executive Committee. There shall be established an Executive Committee of the Board of Directors which shall consist of the officers of the Corporation, and such other Directors appointed by the President. The Executive Committee shall have and exercise the authority of the Board of Directors in the management of the Corporation, except that the Executive Committee shall not have the authority to amend, alter or repeal the Bylaws; to elect, appoint or remove any officer or director; to amend the Articles of Incorporation; the adopt a plan of merger, consolidation, or dissolution; or to amend, alter or repeal any resolution of the Board of Directors which by its terms provide that it shall not be amended, altered or repealed by such committee.
2. Other Committees. The Board of Directors may establish such other committees, as it deems necessary to carry out the duties of the Board. The members of each committee shall be appointed by the President. The Board of Directors shall, by resolution, provide for the rules of operation for each committee established.

ARTICLE V
Contracts, Checks, Deposits and Funds

1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.
2. Checks, Drafts, Etc. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.
3. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.
4. Gifts. The Board of Directors may accept on behalf of the Corporation any donation, contribution, gift, bequest, or devise for the general purpose or for any special purpose of the Corporation.
5. Compensation of Employees and Directors.
 - The Board of Directors shall fix the salaries and other compensation of the employees or other agents of the Corporation.
 - The Directors of the Corporation shall serve as such without salary, but the Board may authorize the payment of the reasonable expenses incurred by Directors in the performance of their duties. Except as provided in this section, no officer or director of the Corporation shall receive, directly or indirectly any salary or other compensation from the Corporation.
 - Each Director shall receive a reasonable compensatory fee for services rendered in his/her performance of Goldbelt Heritage Foundation business. Directors must be in attendance and participating at Board meetings until adjournment in order to receive per diem and consultant fees except in the event of an emergency. The President may excuse a director's absence or departure prior to adjournment.
6. Proxies. Unless otherwise provided by resolution adopted by the Board of Directors, the President or the Executive Director may from time to time appoint one or more agents or attorneys in fact of the Corporation, in the name and on behalf of the Corporation, to cast the votes which the Corporation may be entitled to cast as the holder of stock or other securities in any other corporation, association or other entity any of whose stock or other securities may be held by the Corporation, at meetings of the holders of the stock or other securities of such other corporation, association or other entity, or to consent in writing, in the name of the

Corporation as such holder, to any action by such other corporation, association or other entity, an may instruct the person or persons so appointed as to the manner of casting such votes or giving such consent, any may execute or cause to be executed in the name and on behalf of the Corporation and under its corporate seal, or otherwise, all such written proxies or other instruments as he may deem necessary or proper in the premises.

ARTICLE VI
Conflicts of Interest

No officer or director of the Corporation shall have an interest, directly or indirectly, in any contract relating to the operations conducted by the Corporation, nor in any contract for furnishing services or supplies to the Corporation, unless such contract is authorized by a majority of the Board of Directors at a meeting at which the presence of such interested director is not necessary for the purposes of a quorum or for the purposes of such majority, and the fact and nature of such interest is fully disclosed or known to the Directors present at the meeting at which such contract shall be authorized.

ARTICLE VII
Books and Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceeds of its members, Board of Directors and committees having any of the authority of the Board of Directors, and shall keep as its registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the Corporation may be inspected by any members, or his/her agent or attorney, for any proper purpose at any reasonable time during customary hours of operation of the principal office of the Corporation.

ARTICLE VII
Corporate Seal

The corporate seal shall be in such form as shall be approved by resolution of the Board of Directors Said seal may be used by causing it or a facsimile thereof to be impressed, affixed, reproduced or otherwise. The impression of the seal may be made and attested by either the Secretary or an Assistant Secretary for the authentication of contracts or other papers requiring the seal.

ARTICLE IX
Fiscal Year

The fiscal year of the Corporation shall be as may be determined by the Board of Directors.

ARTICLE X
Indemnification and Insurance

1. Indemnification. No officer or Director of the Corporation shall be personally liable for any obligations of the Corporation or for any duties or obligations arising out of any acts or conducts of said officer or Director performed for or on behalf of the Corporation. The Corporation shall and does hereby indemnify and hold harmless each person and his or her heirs and personal representatives who shall serve at any time hereafter as all claims, judgments, and liabilities to which such persons shall become subject by reason of either heretofore or hereafter serving as a Director or officers and shall reimburse each such Director or officer for all legal and other expenses reasonably incurred in connection with the defense of any such claim or liability; including the power to defend such person from all suits or claims as provided for under the provision of the Alaska Nonprofit Corporation Act or the corporation laws of any state in which the Corporation transacts business; provide, however, that no such person shall be indemnified against, or be reimbursed for, any expense incurred in connection with any claim or liability arising out of such person's own negligence or willful misconduct. The rights accruing to any person under the foregoing provisions of this section shall not exclude any other right to which such person may lawfully be entitled, nor shall anything herein contained restrict the right of the Corporation to indemnify or reimburse such person in any proper case, even though not specifically herein provided for. The Corporation, its Directors, officers, employees and agents shall be fully protected in taking any action or making any payment or in refusing to do so in reliance upon the advice of counsel. The indemnification herein provided shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under and Bylaw, Agreement, vote of members or disinterested Directors, or otherwise, both as to action in an official capacity and as to action in any other capacity while holding such office, employee or agent, and shall insure to the benefit of the heirs and personal representative of such person.

2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is, or was, a Director, officer, or employee of the Corporation, or is or was serving at the request of the Corporation as Director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify him against liability under the provisions or of the Alaska Nonprofit Corporation Act.

ARTICLE XI
Waiver of Notice

A waiver of notice of meetings must be sent to all concerned two weeks prior to cancellation.

Post Office Box 109
Angoon, AK 99820
907-788-3302
May 20, 2015



Office of Indian Education
U.S. Department of Education
Office of Elementary and Secondary Education
Office of Indian Education
Washington, D.C. 20202-6200

Dear Friends:

Chatham School District (CSD) in Southeast Alaska with four school sites in Angoon, Gustavus, Tenakee Springs, and Klukwan Schools is very pleased to partner on this Office of Indian Education Demonstration Grant proposal with Goldbelt Heritage Foundation (GHF), Juneau's urban Native language and education nonprofit. Chatham School District is a Small Rural School Achievement District (SRSA), so we are very happy to partner with an Indian organization such as Goldbelt Heritage Foundation. Chatham School District is home to some of the most important sites and villages in Tlingit culture, and has had considerable community interest in better preparing our students for college and careers.

Chatham has limited resources to prepare our students for college and careers, and as such is fully interested in the activities spelled out in the Memorandum of Agreement that Chatham is signing with Goldbelt Heritage Foundation. Chatham looks forward to the activities in the proposal, including the curriculum work on the toolkit entitled **Because We Cherish You**, the cultural service learning and mentorship opportunities, the extension of Early Scholars academic preparation to Chatham, the AKLN leadership courses, the Parent, Family and Elder Gatherings, and the celebratory *Koo.éex'es*, of which our students will be a part. This enrichment will help our students overcome some of the barriers to being college and career ready, which have stood in their way in the past.

(b)(6)

Sincerely,
Jim Parkin, Principal
Angoon School

MEMORANDUM OF AGREEMENT
Goldbelt Heritage Foundation
And
CCTHITA Head Start and Educational Programs

*All provisions subject to current EDGAR regulations
<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>*

This agreement, made by and between Goldbelt Heritage Foundation [hereafter referred to as GHF] and the CCTHITA Head Start.

Purpose Goldbelt Heritage Foundation joins in partnership with CCTHITA to assure Early Childhood to Adult heritage language opportunities for preschoolers, youth and their families by envisioning, implementing, and fostering Tlingit language and culturally responsive curricula development and delivery, teacher training support, in support of Head Start and CCTHITA language education goals to advance youth achievement and youth / family opportunities.

WITNESSETH

In consideration of the mutual promises set out below, the parties enter into this agreement according to the following provisions:

Goldbelt Heritage Foundation

- 1) Assure that GHF will support student academic achievement through the implementation of Projects and other endeavors that increase educational opportunities for youth.
- 2) Maximize GHF Staff (Language and Cultural Specialists and Elders) to collaborate with Head Start and language educators at all grade levels in the classroom, during special educational events, summer educational camps which includes providing student instructional services for students.
- 3) Assure that the GHF will provide instructional heritage language and literacy resources that are culturally responsive supporting school readiness and enhanced achievement for youth.
- 4) Participate in recruiting, interviewing, and supporting program staff that will fulfill the responsibilities of the grant.
- 5) Develop and disseminate/promote the educational philosophy and curricula as developed through grant funding. Share curricula and primary resources developed with educators, students and families and to positively support student achievement.
- 6) Organize and facilitate monthly Implementation Team meetings and scheduled meetings for special topics as needed.
- 7) Positively support instructional practices by providing professional development opportunities to teachers enhancing student teaching and language learning through culturally responsive approaches and use of culturally responsive curricula and heritage language resources.

CCTHITA

- 1) Works towards expanded opportunities for heritage language instruction and culturally responsive programs that serve students. Collaborate with GHF Project Team to support youth academic success which may include classroom instructional support, school and family events, and summer educational school readiness camps. Teachers will be provided a stipend for summer academies.
- 2) Teachers receiving training will work with GHF staff towards inclusive language in the classroom and providing culturally responsive education to youth with resources developed in concert with Head Start and youth teachers.
- 3) Provide classroom space for youth instruction during regularly scheduled times as set by CCTHITA with the involvement of the Site Supervisor.
 - a. Site Supervisors provide guidance on coordination and scheduling.
- 4) Support GHF partner teachers and Elders presence in classrooms.
- 5) Collect and report data about the numbers of students served, student achievement data, student attendance and retention data, and submit data as determined by evaluation plan on a quarterly basis and for Semi-annual and Annual reports.
- 6) Identify on relevant documents and media that project activities were funded through grant funding and through a collaborative effort with Goldbelt Heritage Foundation.

IN WITNESS WHEREOF, the parties have by their duly authorized representatives set their signatures.

Signatures of Acceptance:

(b)(6)

Theresa Belton, CFO
Office of the President
Central Council Tlingit Haida
Indian Tribes of Alaska (CCTHITA)

5/20/16

Date

(b)(6)

Dionne Cadiente-Laiti
Goldbelt Heritage Foundation
Executive Director

5/20/16

Date



**Douglas Indian Association
Tribal Government**

811 West 12th Street
Juneau, Alaska 99801-1802
Phone: (907) 364-2916 Fax: (907) 364-2917



Resolution No. 2016-05-02

A Resolution to Perpetuate the Partnership of Douglas Indian Association, Goldbelt Heritage Foundation, and Juneau School District

WHEREAS, the Douglas Indian Association hereafter "Tribe" is a federally recognized tribe; and

WHEREAS, the Douglas Indian Association Tribal Council is the governing body of the Tribe; and

WHEREAS, we, the Tribal Citizens of T'aaku Kwáan and A'akw Kwáan ancestry, and Clan Members of the Tlingit People, and other Alaska Natives and American Indians within our Tribe, declare through the strength of our common bonds and generation to come, foster guardianship over our lands and natural resources, revive and perpetuate our spirituality, our health, and Way of Life and our well-being; and

WHEREAS, it is the Tribe's ultimate mission to promote and support our children to achieve high levels of academic attainment by creating partnerships between parents and the school system, establishing a tracking system and programs to support our youth and perpetuate our culture and values, applying for grants, and delivering services to our children through Johnson O'Malley funding and other Federal and State of Alaska funding; and

WHEREAS, the Tribe upholds with endeavor and highest regard it's children, and promotes and supports their education to meet the Tribe's expectation for them to be culturally and academically prepared to be orators, leaders, stewards of the land and sea, and professional persons, while sustaining our Way of Life.

NOW THEREFORE BE IT RESOLVED, that the Tribe has an established partnership with Goldbelt Heritage Foundation (GHF) and the Juneau School District (JSD—a Pre-K to 12 public education system that strives toward improved educational opportunities for Alaska Native students), and that GHF is an organization that develops and delivers culturally responsive curricula, provides heritage language and literacy instruction within the Juneau School District (JSD); and further that GHF is sanctioned as an education organization by the Tribe (DIA) and Goldbelt, Incorporated (an Alaska Native Claims Settlement Act Corporation).

FURTHER BE IT RESOLVED, that the Tribe perpetuates its partnership with GHF in its application for grant funding to improve the educational achievement and opportunities for our Alaska Native youth in the Juneau School District and other target students.

Certification

Adopted this 20th day of May, 2016 by the Tribal Council by a vote of 9 yeas, ___ nays, ___ abstentions, and ___ absent.

(b)(6)

Clarence Laiti, President

5/20/2016
Date

(b)(6)

John Morris, Sr., Secretary

5/20/2016
Date

MEMORANDUM OF AGREEMENT
Goldbelt Heritage Foundation
And
Juneau School District

*All provisions subject to current EDGAR regulations
<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>*

This agreement, made by and between Goldbelt Heritage Foundation [hereafter referred to as GHF] and the Juneau School District [hereafter referred to as JSD].

Purpose Goldbelt Heritage Foundation joins in partnership with Juneau School District to assure Native student academic, social, and emotional success by envisioning, implementing, and fostering Tlingit language and culturally responsive curricula development and delivery, teacher training support, in addition to schools, and systems support.

WITNESSETH

In consideration of the mutual promises set out below, the parties enter into this agreement according to the following provisions:

Goldbelt Heritage Foundation

- 1) Assure that GHF will support student academic achievement through the implementation of Projects and other endeavors that seek equitable practices and opportunities for the Juneau School District Alaska Native and Native American students.
- 2) Assure that the GHF will provide instruction and resources integrating core subjects with culturally responsive education, literacy, and heritage language for youth working towards school readiness and supporting academic success for youth through to graduation and advancement on to college.
- 3) Participate in recruiting, interviewing, and supporting program staff that will fulfill the responsibilities of the grant.
- 4) Develop and disseminate/promote the educational philosophy and curricula as developed through grant funding. Share curricula and primary resources developed with educators, students and families and to positively support student academic achievement in core subjects enhancing literacy and language learning.
- 5) Collaborate with JSD to establish early college high school pathways which include sponsored coursework for high school students.
- 6) Organize and facilitate monthly Implementation Team meetings and scheduled meetings for special topics as needed.
- 7) Positively support instructional practices by providing professional development opportunities to teachers enhancing student teaching and language learning through culturally responsive approaches and use of culturally responsive curricula and heritage language resources.
- 8) Maximize GHF Staff (Language and Cultural Specialists and Elders) to collaborate with JSD educators in the classroom, during special educational events, summer academies which

includes providing student instructional services for students in early learning programs through to high school.

Juneau School District

- 1) Works towards culturally responsive schools, teachers, administrators and expanded opportunities for heritage language instruction and culturally responsive programs that serve Alaska Native and all students. Collaborate with GHF Project Team to support youth academic success which may include classroom instructional support, school events, and summer academies. Teachers will be provided a stipend for summer academies.
- 2) Collaborate with GHF to establish early college pathways and opportunities for high school students in addition to supporting early learning initiatives.
- 3) Teachers receiving training will work with GHF staff towards inclusive language in the classroom and providing culturally responsive education to youth with resources developed in concert with JSD teachers.
- 4) Provide classroom space for any dual sponsored courses that are agreed upon with the receipt of grant funding.
- 5) Support GHF partner teachers and Elders presence in our schools.
- 6) Include GHF representatives in parent and Native education advisory groups and meetings.
- 7) Collect and report data about the numbers of students served, student achievement data, student attendance and retention data, and submit data as determined by evaluation plan on a quarterly basis and for Semi-annual and Annual reports (dates to be provided to district staff).
- 8) Identify on relevant documents and media that project activities were funded through grant funding and through a collaborative effort with Goldbelt Heritage Foundation.

IN WITNESS WHEREOF, the parties have by their duly authorized representatives set their signatures.

Signatures of Acceptance:

(b)(6)

Dionne Cadiente-Laiti
Goldbelt Heritage Foundation
Executive Director

5/19/2016
Date

(b)(6)

Ted Wilson
Director of Teaching and Learning Support
Juneau School District
10014 Crazy Horse Drive
Juneau, Alaska 99801-8529

5/19/16
Date

Memorandum of Understanding
Between
Goldbelt Heritage Foundation and
Chatham School District

This is an agreement between Goldbelt Heritage Foundation hereinafter called GHF and Chatham School District.

I. Purpose and Scope

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to Goldbelt Heritage Foundation and Chatham School District developing and conducting the Kusteeyi Shakaadei eelgén— Looking to your Future career and college readiness project, submitted to the Office of Indian Education.

II. Goldbelt Heritage Foundation Responsibilities Under this MOU—

Commencing funding from the Office of Indian Education, Goldbelt Heritage Foundation's application will complete the following:

1. Develop Youth Success and Heritage Language Toolkit Pre-K-12 to include traditional tribal values.
2. Deliver the comprehensive Youth Success and Heritage Language Toolkit described in Objective 1 for use by project students.
3. Develop a comprehensive career and cultural Service Learning and Mentorship Program for youth ages 14 to 18, serving 40 students annually. This would be organized by a GHF grant-paid counselor.
4. Provide Summer Boost Career and College Ready Leadership Program, to include pre and post session academic and career counseling, cultural activities, and heritage language enhancement for 40 high school youth. This would be a summer career and college readiness camp in cooperation with AKLN and UAS and Chatham students would be invited and included paid for by the grant.
5. Extend the Early Scholars Program to Angoon and Klukwan Schools. This is a college preparedness program which has been around for 15 years. Chatham would receive GHF assistance in setting this up.
6. Convene Parent, Family and Elder Gatherings each month of the school year, held alternately at different schools, and each with a comprehensive theme which will support academic and career success and incorporate Native language and culture. GHF would help Chatham SD organize these.
7. Develop and implement a youth-facilitated *Koo.éex'* (celebration/gathering) focusing on cultural leadership and college/career readiness. Chatham students would be invited and included at all levels.

III. Chatham School District Responsibilities under this MOU—

Commencing funding from the Office of Indian Education, Chatham School District will complete the following:

1. Invite and support Chatham teacher involvement in development of Youth Success Curriculum Toolkit Curriculum Pre-K-12 to include traditional tribal values.
2. Deliver the comprehensive Youth Success Curriculum Toolkit and Heritage Language Curriculum described in Objective 1 to serve all Chatham students.
3. Promote and involve students in a comprehensive career and cultural Service Learning and Mentorship Program organized by a GHF grant-paid counselor and GHF staff to involve as many Chatham students as possible.
4. Promote and support the Summer Boost Career and College Ready Leadership Program through the Alaska Learning Network (AKLN) and the University of Alaska Southeast to involve as many Chatham students as possible.
5. Assist with extension of the Early Scholars college readiness program to Angoon and Klukwan Schools in collaboration with GHF and JSD staff.
6. Promote and support Parent, Family and Elder Gatherings each month of the school year to support academic and career success and incorporate Native language and culture. GHF would help Chatham SD organize these.
7. Promote and support a youth-facilitated *Koo.éex* (celebration/gathering) focusing on cultural leadership and college/career readiness to be held in conjunction with the biannual Clan Conference. Chatham students would be invited and included.

IV. Effective Date and Signature

This MOU shall be effective upon the signatures of Goldbelt Heritage Foundation and Chatham School District authorized officials. It shall be in force from commencement of project activities on October 1, 2016 to close of activities on September 30, 2020. Goldbelt Heritage Foundation and Chatham School District indicate agreement with this MOU by their signatures for the FY2016 NYCP competition.

(b)(6)

(b)(6)

Dianne Cadiente-Laiti
Goldbelt Heritage Foundation

Jim Parkin, Principal
Angoon Schools

Date 5/20/2014

Date 05/20/2016



Secretary, EO 12372--CFDA# 84.299a
U.S. Department of Education
Room 7E200, 400 Maryland Avenue, SW.
Washington, DC 20202

May 28, 2016

We are responding to the requirement for Intergovernmental Review of Federal Programs (Executive Order 12372). The State of Alaska does not implement this review process. At this time, we have no comments regarding the competition. We thank the Department of Education for prioritizing educational initiatives for our youth that will serve to make a significant difference in their future educational outcomes and pathways. We have respectfully applied for the Indian Education Demonstration Grants Program (CFDA 84.299A). Goldbelt Heritage Foundation's team has a demonstrated history of providing services that support youth achievement. This grant's goals resonate with our efforts.

We look forward to potentially being able to implement a project through this grant that benefits our young learners.

If you have any questions or concerns to discuss with me, please feel free to contact me by e-mail at Dionne.cadientelaiti@goldbelt.com or at (907) 790-1424 or at 3200 Hospital Drive, Suite 203, Juneau, Alaska 99801. Thank you for your kind consideration.

We thank you for your efforts to provide this wonderful opportunity. Gunalchéesh!

Kindest Regards,

(b)(6)

Dionne Cadiente-Laiti

GHF Executive Director

Goldbelt Heritage Foundation

Evidence of Capacity: Evidence that the applicant or one of its partners has demonstrated the capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.

Goldbelt Heritage Foundation

Non-Profit Organization
Juneau, Alaska



*"Drink from the vessel of
traditional knowledge"*

Goldbelt Heritage Foundation



Our Mission

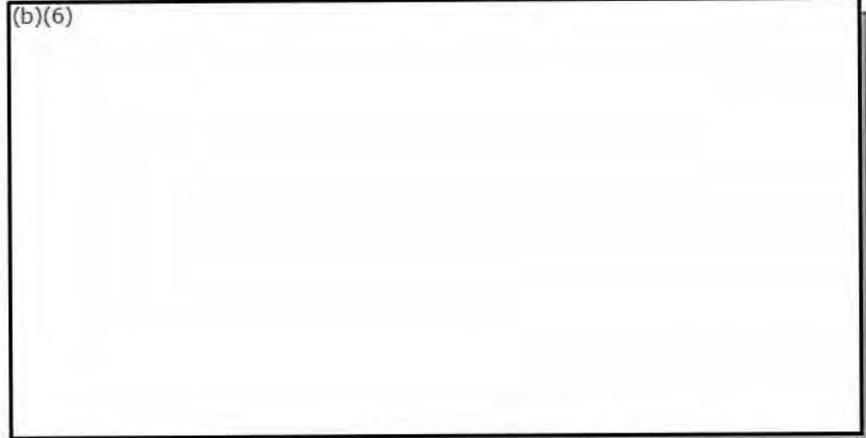
The Goldbelt Heritage Foundation is an Alaska Native, regional, non-profit organization founded by Goldbelt Corporation, a Native, for-profit corporation established by the 1971 *Alaska Native Claims Settlement Act*. Goldbelt Heritage Foundation's mission is to enhance and perpetuate the Tlingit language and culture, to provide economic opportunity in addition to promoting educational parity for Native students. We report to an all-Native Board of Directors, which represent Southeast Alaska Native people.



Our Team

Our distinctive team introduces and provides Alaska Native culture and language. We are inclusive of fluent-language elders, traditional knowledge bearers conversant in the Alaska Native culture, history and traditions, the executive director, financial and project managers, curriculum specialists, teachers who emphasize on culturally responsive teaching, language preservation and service to community.

Goldbelt Heritage Foundation aspires to include the community as much as possible in all projects. Goldbelt Heritage Foundation has received \$10,552,991 in grant funds since 2008 enabling us to work with the community to provide project services. We are appreciative and proud of the work that GHF implements and hope to accomplish more in the years to come.



Children's Celebration Hosted by Goldbelt Heritage Foundation

The following information highlights how many people/communities were impacted through Goldbelt Heritage Foundation projects supported by Goldbelt Incorporated and federal and local grants.

Honoring Our Elders and Youth

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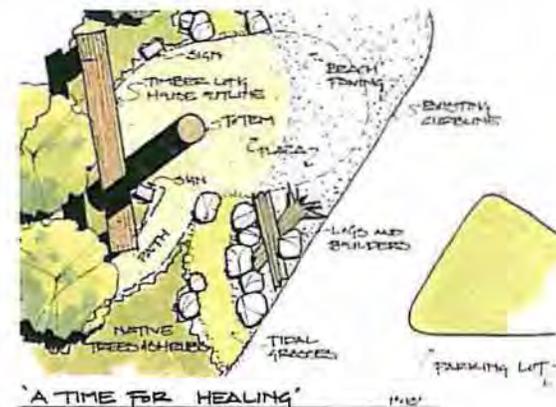
Goldbelt Heritage Foundation's first grant received in 2008 was from the First Alaskan's Institute. The "Honoring Our Elders and Youth" grant helped to support the first Canoe Welcome sponsored by Goldbelt Heritage Foundation in 2008. Since that time, GHF has proudly supported the One People's Canoe Society efforts to bring communities together through traditional gatherings that focus on strengthening us as Alaska Native people.

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Award # 90NA828301
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A Time for Healing: A Gaawooya Yeí Shtoosneixhji

The goal of this project is to: provide a pathway for community healing and strengthening future generations of Alaska Natives through: 1) Documenting and sharing the history of this area; 2) Document and perpetuate traditional arts through a master/apprentice traditional arts program to restore and preserve traditional art forms; 3) Strengthening youth through education in traditional arts, history, Haa Aani, Our Land, migration and identity with education; and 4) Lifting the spirits of Native and non-Native people through artist and elder gatherings. Remedy and address historical trauma through annual Elders "Haa Wduwa.eex, We are Invited" Gatherings, which will undo the years of silence endured by this community of a traditional village and history almost completely forgotten. Two Memorial Totem Poles will be com-



Location: Douglas Indian Village

⇨ Project Benefits ⇩

750 Youth
20 Elders
23 Artists/
Educators

Start: 9/30/2014
to 9/29/2017
Award #: 90NA828301

Lingít Tundátanee:
Pathway to Multi-Literacy

Start: 7/1/2011
End: 7/1/2016
Award #: T365C110007
Department of Education

Overview

Lingít Tundátanee's project efforts include supporting student academic success in the areas of literacy and heritage language instruction. The project also includes improving instructional practices by providing a series of professional development opportunities to teachers.

Project Impact Serves 244 Students and their Families

Tlingít Language Through the Generations

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A team of curriculum specialists, language speakers and elders documented and developed Tlingit language curriculum that is readily available at: www.goldbeltheritage.org. The website houses educational resources and a database of over 550 Tlingit verb forms. Language revitalization initiatives by Goldbelt Heritage Foundation include documentation and teaching of Tlingit language for learners of all ages and working towards advanced fluency that assures language preservation for future generations. The language documented through this project with language teachers and fluent speakers was incorporated into Tlingit Language app that may be accessed at: www.goldbeltheritage.org

Haa Tlaagu, Haa Yoo X'atangi Education

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Overview

Haa Tlaagu, Haa Yoo X'atangi is a project recently funded by the Department of Education which focuses on language preservation connected to our stories. The grant promises to establish language immersion in addition to working towards culturally responsive school environments. This project will fund house panels for our schools with this first year's implementation focusing on house panels that honor the T'aaku and Aák'w Tribes. Award #S356A140024 Department of Education. 8/23/2014 to 8/23/2017

⇒Project Impact⇐

Students Served Annually: 180	Families: 120
Elders and Artists in the Schools	Teachers Trained: 30
New Language Teachers: 7	Tlingit Language Curriculum

Lingít yoo X'atangi dei Deiyi: Pathway to Tlingit Fluency

Overview

Lingít Yoo X'atangi dei Deiyi is a project recently funded by the Administration for Native Americans which focuses on establishing 3 language nests to serve students from preschool to high school. The project builds upon past language preservation efforts towards creating a clear pathway for language learning for youth that supports advancing fluency in the Tlingit language.

⇒ Project Impact ⇐

Students Served Annually: 190

Language Preservation Efforts
with Youth and Families

Mentoring for New Language Teachers

3 Language Immersion Sites Established

Start: 8/1/2014 to 7/31/2017

Award #: 90NL058902

Administration for Native Americans

Scholarship Program

Overview

The scholarship program provides shareholders and descendants school funding in order to pursue a college education or vocational training of their choice. The Scholarship Program, which was reinstated in 2006, has awarded the following scholarships for



2006	38 Awards	\$45,600
2007	63 Awards	\$63,000
2008*	86 Awards	\$86,000
2009	86 Awards	\$86,000
2010	82 Awards	\$82,000
2011	111 Awards	\$116,550
2012	107 Awards	\$108,513
2013	87 Awards	\$128,735
2014	73 Awards	\$115,000
2015	93 Awards	\$120,000

Overview

The project includes an emphasis on both academic literacy and heritage language education as key elements of scholastic success and to help the Reverse Language Shift: loss of Tlingit Heritage Language .

⇨Project Impact⇨

Students Served Annually: 550	Grades pre-K-10
Elders in the Schools	17 school sites
"Parents As Teachers"	Heritage Language -Curriculum

Projects

Prepare students to take advanced coursework; offer Heritage language curriculum; engage family and community with an annual "Koo.eex"; offer cultural and language immersion summer enrichment program's for our youth, and an early learning initiative for pre-K levels.

Start: 10/1/2012

End: 9/30/2016

Award #: S356A120069

Department of Education

PR/Award # S299A160051
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(b)(6)

We are Stewards of the Air, Land and Sea

Overview

Wooch.een means "together we can" and this Tlingit word represents exactly what Goldbelt Heritage Foundation is striving to achieve through each of their programs. Through culturally-responsive curriculum development, inviting families into schools and enhancing opportunities for parent-collaboration, Goldbelt Heritage Foundation works toward providing recognition of Alaska Native languages and increased opportunities for student success

⇨Project Impact⇨

Students Served Annually: 750	Participating Elders: 50
Participating Instructors: 40	
*number of elders and instructors are not limited to volunteers and attendees	

(b)(6)

Demonstration Path to Excellence Project

Overview

This project supported youth advancement on to college through sponsoring early college/ high school coursework for

Office of Indian Education Award #: S299A90070

(b)(6)

Alaska Native/ Native American Youth.

Through this grant, culturally responsive science and math curriculum were

⇨ Project Impact ⇨

Participating Elders: 45
of Students Served Annually: 150
Participating Teachers: 59

developed and delivered to youth in Alaska schools.

Youth Academies

The Youth Academies focus on blending place-based academics with traditional knowledge. The academy connects youth with Tlingit elders, leaders and speakers. Goldbelt Heritage Foundation hosts three academies each summer for elementary, middle school and high school youth.

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GOLDBELT
HERITAGE
FOUNDATION

Aan Yátx'u Sáani Deiyí
Noble Peoples Path



Goldbelt Heritage Foundation

(b)(6)

Toowú klagé haa t'aakx'í, ka haa naax sateeyí,
ka haa kusteeyí
Pride in Family, Clan and Traditions is found
in Love, Loyalty and Generosity

Gunalchéesh for Your Support



3200 Hospital Drive
Suite 203
Juneau, Alaska 99801
www.goldbeltheritage.org

(b)(6)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Goldbelt Heritage Foundation: *I Kusteeyi Shakaadei eelgen*— Looking to your Future

Budget Justification and cost effectiveness Project Year 1

Year 1	
1. Personnel:	Project Budget
Project Director (50% of time) @ \$73,500	\$36,750
Academic Youth Counselor (100% of time) @ \$66,400	\$66,400
Preschool/Elementary Education Specialist (50% of time) @ \$66,400	\$33,200
Youth Education Specialist, Angoon (100% of time) @ \$66,400	\$66,400
Youth Education Specialist, Klukwan (100% of time) @ \$66,400	\$66,400
Cultural Academician/Curriculum Lead (50% of time) @ \$66,400	\$33,200
Language & Career Technology Educator (50% of time) @ \$66,400	\$33,200
High School Education Specialist (75% of time) @ \$66,400	\$52,500
Cultural Leadership and Education Specialist @ (50% of time) @ \$66,400	\$33,200
Videographer/web designer (40% of time) @ \$54,212	\$21,685
Leadership Education Programs Assistant @ \$44,212 (30% of time)	\$13,264
Personnel Total	\$456,199
2. Fringe Benefits:	
Fringe Benefits - 35%	
Benefits Total	\$159,670
3. Travel:	

Counselor and specialists to and from Chatham * 6 trips plus per diem and housing	\$8,388
Year 1 Travel cost-(Y1 Washington, DC); 2 travelers, flights, per diem, hotel at 6.15 rates, includes Director and Partner Representative and Evaluator 1st and last year.	\$5,616
Summer Academy Student local transportation	\$2,500
Student Transportation to and from Angoon, Klukwan for leadership planning 3 trips	\$3,300
Student Transportation to and from Angoon, Klukwan for Summer Boost, 20 @ \$150	\$2,750
Student travel to for <i>Koo.éex'</i> / Clan Conference, 10 from out of town, 15 from in town	\$7,625
Travel Total	\$30,179
4. Equipment:	
Computers, for curriculum work, includes software and graphics	\$4,500
Video equipment and materials for documenting gatherings and <i>Koo.éex'</i>	\$4,000
Equipment Total	\$8,500
5. Supplies:	
iPads for Leadership Team, Clan Conference	\$3,200

iPads for Service Learning support	\$8,000
Instructional Supplies, Curriculum Kits	\$14,985
Summer Boost Supplies	\$8,250
Supplies Total	\$34,435
6. Contractual:	
Mentorship Opportunities	\$20,000
Service Learning Opportunities	\$20,000
Partner Curriculum Development Teachers (JSD and CSD)	\$29,700
Honorariums for elders	\$6,120
Chaperones	\$11,160
Youth Council Coordinator (Early Scholars/Heritage Honors, Angoon and Klukwan)	\$15,120
Evaluation with Clara A. Martinez, PhD, Naco Research Institute, \$20,000, 5 days x two visits/year, airfare 1100, car 350, luggage 50, hotel 600, per diem 460=5120	\$35,120
Contractual Total	\$137,220
7. Construction	
Construction Total	\$0
8. Other:	

Housing at University of Alaska Southeast for Summer Boost	\$15,680
Student Tuition 40 x \$150 x 3	\$18,000
Parent, Family and Elder Gatherings at different schools per month of the school year	\$4,185
VTRC technology lab costs	\$7,000
Clan Conference fees (student and presenter rate) for 2015 Conference.	\$5,000
Other Total	\$49,865
9. Total Direct Costs:	\$876,067
10. Indirect Costs/Indirect Rate: 14.9% (US DOE)	\$122,629
12. Total costs:	\$998,696

Year 1:

1. Personnel

Project Director/Executive Director – Dionne Cadiente-Laiti, 50% FTE at \$73,500 Ms. Cadiente-Laiti will manage the project budget and financial reporting to ensure the project is on track for project implementation. She will provide project direction to the project team with attention to refining strategies. She supervises contract and project staff to support the project team accomplishment of project objectives. Total \$36,750 plus 35% fringe \$12863 which is requested from OIE.

Academic Youth Counselor-To be hired (qualified applicants have shown an interest). 100% of time @ \$66,400. The counselor will be responsible for the Service Learning and Mentorship

Program, development and implementation with the AKLN Director of the Summer Program, providing and facilitating Youth Councils connected to Early Scholars and Heritage Honors, working closely with program teachers, and developing and choreographing the Parent, Family and Elder Gatherings and working with youth to develop the *Koo.eexs*. Total \$66,400 plus 35% fringe \$23,240 which is requested from OIE.

Preschool/Elementary Education Specialist—Elissa Borges 50% of \$66,400. Provides youth instruction and assists with coordination and development of the drafts, field testing, revision and final of curriculum units. She will work with teachers to develop authentic culturally-appropriate lessons for toolkits. Ms. Borges will coordinate and provide teacher training on curriculum resources developed, work with the project team to connect language to core content in curriculum development. She is a certified teacher and will work with the team to implement project initiatives. She will work FTE .30 of her time on this project total \$33,200 plus \$11,620 fringe.

Youth Education Specialists—1 Position Angoon, 1 Position Klukwan 100% of \$66,400. Provides youth instruction and assists with coordination and development of the drafts, field testing, revision and final of curriculum units. She will work with teachers to develop authentic culturally-appropriate lessons for toolkits. Ms. Borges will coordinate and provide teacher training on curriculum resources developed, work with the project team to connect language to core content in curriculum development. She is a certified teacher and will work with the team to implement project initiatives. She will work FTE .30 of her time on this project total \$33,200 plus \$11,620 fringe.

High School Education Specialist—Anya Nelson 80% of \$66,400. Ms. Nelson is Alutiiq Alaska Native. She will work on the secondary curriculum units/kits, and will be responsible for

the College, Career and Cultural Leadership I and II, youth actualization courses, development, implementation and instruction. She will confer with the team on other aspects of the project.

She will work FTE .80 of her time on this project total \$52,500 plus \$18,375 fringe.

Cultural Academician Norma Shorty, PhD, 50% at \$66,400. Dr. Shorty is Tlingit. She will provide lead development of the leadership curriculum units/kits connected to Elder knowledge. She will facilitate Elder involvement with youth activities. She provides instruction as part of the project team at Summer academies, in youth instructional programs, and she takes a lead role in the Parent, Family and Elder Gatherings each month as well as offering guidance to youth for the *Koo.eexs*. She will work FTE .50 of her time on this project total \$33,200 plus \$11,620 fringe.

Language and Career Technology Educator–Marsha Hotch, 50% FTE of \$66,400. Ms. Hotch is a Lingit fluent speaker. She will provide lead language and technology curriculum development and instruction for secondary students. She additionally provides AKLN distance-delivered course enabling youth to earn dual high school and college credit. She is the project liaison with the Klukwan schools. She will also assist with the Parent, Family and Elder Gatherings connecting community with the project. She helps youth with the leadership for *Koo.eexs*. She will work FTE .50 of her time on this project total \$33,200 plus \$11,620 fringe.

Cultural Leadership and Education Specialist Lyle James, 50% FTE of \$66,400. Lyle is an intermediate speaker of Tlingit and an impressive ceremonial leader. He will assist with AKLN lessons development and teaching. He will serve as a liaison with Chatham school district schools and facilitating student interaction between collaborative sites for Juneau, Klukwan and Angoon . He will take a principal role in organizing the summer youth academy,

sponsored coursework for middle school youth, Parent, Family and Elder Gatherings each month and will help youth with leadership activities and organizing *Koo.eex*'s. He will work FTE .50 of his time on this project total \$33,200 plus \$11,620 fringe.

Graphics/Videographer/Web Designer - Aurora Coronell, 30% FTE @ \$54,212 or \$16,264. Ms. Coronell is Tlingit Native and an experienced videographer with a degree in filmmaking and will support the project by providing video documentation of leadership and language instruction by and for our elders, fluent speakers, teachers and participants in project workshops and including classroom sessions including supporting facilitation of distance e-learning to connect students from all three sites.. The videos she creates will be used as future language teaching resources and to promote culture, language, and college and career readiness. She will promote the project via posted videos and on the website. Total \$21,685 plus 35% fringe of \$7590.

Leadership Education Programs Assistant Tiffany LaRue is a Tlingit Native and an alumni of the Early Scholars Program at Juneau-Douglas High School. She helps with logistics, graphics, IT troubleshooting, copying, and setting up camps, gatherings, and meetings. At an annual salary of \$44,212, she will spend 30% of her time on this project for \$13,264, with fringe of \$4,642, requested from OIE.

1. Fringe Benefits

Benefits are provided to GHF employees at 35% and include FICA and Medicare (7.65%), Unemployment (2.5%), Health & Disability Insurance (19.81%), Pension Contribution (4%), and Workers' Compensation Insurance (1.04%).

2. Travel

During the school year the counselor and specialists will travel to and from Chatham @ 6 total

trips at \$150/trip plus per diem and housing of \$208/day per trip, for a duration per trip of 6 days or \$8388 requested from OIE.

Student transportation includes students traveling to and from Angoon and Klukwan for leadership opportunities that's 10 students x 3 trips @ \$110 each or \$3,300 which is requested from DOE.

Summer Academy will require transportation, of both in and out-of town students, some from outlying districts at greater expense; 25 @ \$110 for a total of \$2,750 requested from OIE.

Transportation for Summer Academy (2 Vans) is \$250/day for 10 days = \$2,500.

Student travel for the *Koo.eex'* and Clan Conference with 10 students from out of town @ \$200, 15 from closer town or in town with expenses of \$75/day for 25 x 3 days, total of \$7,625 for all requested from OIE.

GHF's Project Director and a representative from each partnership will attend the 2-day OIE annual grantee meeting. The project evaluator will attend in Project Year 1 and 4. Airline tickets Roundtrip airfare between Juneau and Washington DC is \$700.00. Total airfare will be \$2100 for three staff, which GHF requests from DOE. The hotel rate for Washington DC is \$222/day with \$71/day per diem. The post-award OR grantee training is 2 days in duration and 2.0 days travel and GHF requests $\$222 \times 3 \times 4 = \2664 from OIE plus per diem of \$852 for three travelers. GHF requests \$5616 for these costs.

3. Equipment

The grant will purchase three laptop computers, one for the counselor, one for the language technology educational specialist and one for the AKLN High School Education Specialist who provides distance delivery education. Total, \$4,500 for Project Year One.

The work by the videographer requires microphones and set equipment for audio capture at

Family Gatherings and *Koo.eexs* and educational activities for the purposes of creating an e-learning community between all 3 sites. DVDs/ CDs and memory drives will be one of the formats for distributing to participants for a total of \$600. Each project site will receive a Video Camera plus Tripod = \$900 x 3 = \$2700. \$700 Server for storage of curriculum and audio/visual documentation as provided by teachers and youth participants. \$4,000 is requested from OIE.

4. Supplies

For their leadership planning and youth leadership presentations facilitation for the *Koo.eex'es*, the Student Leadership Team will be issued iPads with Tlingit language apps. (Supplies for a New group of students each year).Eight iPads @ \$400 each or \$3200.

For the Service Learning and Mentorship Projects mentees will also be issued with Tlingit language apps and will be able to record video and audio of their learning experiences for podcast sharing between the 3 communities. (Supplies for a New group of students each year).Twenty iPads @ \$400 each or \$8,000 requested from OIE.

These iPads will also be used by students in Summer Academies.

Youth Instruction Supplies. Serving 3 sites for students which includes 15 grades x 3 sites x \$333 (activity supplies includes books, binders, paper, pens, youth leadership supplies) for a total of \$14985.

Early College and Summer Academy materials. Serving 40 students, for a cost of \$2750 x 3 educational courses = \$8250.

Total supplies requested from OIE, \$34,435.

5. Contractual

\$500 per mentorship placement has been budgeted for expenses related to the mentor, mentee

and counselor visiting for review. This budget will allow a wide range of mentorships in differing activities and careers. $\$10 \text{ per hour} \times 50 \text{ hours} \times 40 \text{ interns} = \$20,000$ requested from OIE.

$\$500$ per service learning placement has been budgeted for expenses related to the service site, service learner and counselor visiting for review. This budget will allow a wide range of service learning placements in differing activities and locales. $\$10 \text{ per hour} \times 50 \text{ hours} \times 40 \text{ interns} = \$20,000$ requested from OIE for 40 placements.

Partner Curriculum Development/Teachers. Teachers work with project team to develop lessons to incorporate core content with leadership and values curriculum toolkits. Their lessons become a component of curriculum to lend to ownership and commitment to delivery including increasing comprehension of Tlingit language connected to curriculum. $\$900$ per teacher which includes 33 hours \times rate of $\$30 \times 30$ teachers (grades pre-K to 12) = $\$29,700$..

Youth Council Coordinator, 1 for each site (Angoon, Klukwan, Juneau) . $\$35 \times 16 \text{ hours} \times 9 \text{ months} = \$5,040$ for a total of $\$15,120$

Chaperones for Summer Academy, $\$15.50 \times 15 \text{ days} \times 8 \text{ hours} \times 6 = \11160 .

Honorariums for elders for gatherings and collaboration, 2 elders for 87.5 hours \times $\$35$ for a total $\$6120$.

Language Evaluator, Clara Martinez. Evaluator consultant works with the Project Director and Team to create and implement the evaluation protocols necessary for data-driven decision making to ensure feedback and continuous improvement in the operation of the proposed program. Dr. Martinez holds an earned doctorate, in Language and Cultural Education and her expertise in Language Acquisition and Linguistics is especially relevant for this program. Contracted at a rate of $\$50/\text{hour}$ for a projected 150 hours each quarter

for a total request from DOE for \$30,000. 5 days x two visits/year, airfare 1100, car 350, luggage 50, hotel 600, per diem 460=5120, for a total of \$35,120 per year of the project. She will also consult with the Executive Director to assure continual program improvement.

All contractor hours have been estimated assuming efficiency of work. Estimates have been obtained from professionals in the respective fields in order to get an accurate number of hours for each activity, thus helping to keep the cost-effectiveness at a maximum.

Total contractual costs requested of OIE, \$137,220.

7. **Construction:** Not applicable.

8. **Other**

Parent, Family and Elder Gatherings at different schools per month of the school year will include \$105 presenter, \$50 site rental x 9 gatherings x 3 sites = \$4185.

Student Tuition 40 students x \$150 tuition = \$6000 x 3 sponsored courses = \$18,000

Summer Boost will require housing at the University of Alaska Southeast at their enrolled rate of \$55/day for 40 students for 7 days or \$15,680 requested from OIE.

Facilities costs at VTRC for classrooms and meeting spaces are \$500/day for 14 days, or \$7,000 requested from OIE.

Clan Conference fees for students and project staff to attend at student and presenter rate of \$125 for 40 attendees is \$5,000.

The Other Total item amounts to \$49,865 requested from OIE.

9. **Total Direct Costs**

\$876,067

Expenses direct to grant are not included in the administrative cost pool.

10. **Indirect Cost Rate**

Goldbelt Heritage Foundation has an approved provisional Indirect Cost Rate of 14.9%.
(ICR provided as an attachment).

\$122,629 which is requested from DOE.

11. Training Stipends

Not applicable for this project.

Total Federal Funds requested for Year 1: \$998,696

Budget Justification and cost effectiveness Project Year 2

Year 2	
1. Personnel:	Project Budget
Project Director (50% of time) @ \$73,500	\$36,750
Academic Youth Counselor (100% of time) @ \$66,400	\$66,400
Preschool/Elementary Education Specialist (50% of time) @ \$66,400	\$33,200
Youth Education Specialist, Angoon (100% of time) @ \$66,400	\$66,400
Youth Education Specialist, Klukwan (100% of time) @ \$66,400	\$66,400
Cultural Academician/Curriculum Lead (50% of time) @ \$66,400	\$33,200
Language & Career Technology Educator (50% of time) @ \$66,400	\$33,200
High School Education Specialist (75% of time) @ \$66,400	\$52,500
Cultural Leadership and Education Specialist @ (50% of time) @ \$66,400	\$33,200
Videographer/web designer (40% of time) @ \$54,212	\$21,685

Leadership Education Programs Assistant @ \$44,212 (30% of time)	\$13,264
Personnel Total	\$456,199
2. Fringe Benefits:	
Fringe Benefits - 35%	
Benefits Total	\$159,670
3. Travel:	
Counselor and specialists to and from Chatham * 6 trips plus per diem and housing	\$8,388
Year 1 Travel cost-(Y1 Washington, DC); 2 travelers, flights, per diem, hotel at 6.15 rates, includes Director and Partner Representative and Evaluator 1st and last year.	\$5,616
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Student Transportation to and from Angoon, Klukwan for leadership planning 3 trips	\$3,300
Student Transportation to and from Angoon, Klukwan for Summer Boost, 20 @ \$150	\$2,750
Student travel to for <i>Koo.eex'</i> / Clan Conference, 10 from out of town, 15 from in town	\$7,625
Travel Total	\$30,179
4. Equipment:	

Video equipment and materials for documenting gatherings and <i>Koo.éex'</i>	\$600
Equipment Total	\$600
5. Supplies:	
iPads for Leadership Team, Clan Conference	\$3,200
iPads for Service Learning support	\$8,000
Instructional Supplies, Curriculum Kits	\$14,985
Summer Boost Supplies	\$8,250
Supplies Total	\$34,435
6. Contractual:	
Mentorship Opportunities	\$20,000
Service Learning Opportunities	\$20,000
Partner Curriculum Development Teachers (JSD and CSD)	\$29,700
Honorariums for elders	\$6,120
Chaperones	11,160
Youth Council Coordinator (Early Scholars/Heritage Honors, Angoon and Klukwan)	\$15,120
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Contractual Total	\$137,220
7. Construction	
Construction Total	\$0
8. Other:	
Housing at University of Alaska Southeast for Summer Boost	\$15,680
Student Tuition 40 x \$150 x 3	\$18,000
Parent, Family and Elder Gatherings at different schools per month of the school year	\$4,185
VTRC technology lab costs	\$7,000
Clan Conference fees (student and presenter rate) for 2015 Conference.	\$5,000
Other Total	\$49,865
9. Total Direct Costs:	\$868,167
10. Indirect Costs/Indirect Rate: 14.9% (US DOE)	\$122,629
12. Total costs:	\$990,796

Year 2 (Serving a new group of students at each grade level):

2. Personnel

Project Director/Executive Director – Dionne Cadiente-Laiti, 50% FTE at \$73,500 Ms. Cadiente-Laiti will manage the project budget and financial reporting to ensure the project is on

track for project implementation. She will provide project direction to the project team with attention to refining strategies. She supervises contract and project staff to support the project team accomplishment of project objectives. Total \$36,750 plus 35% fringe \$12863 which is requested from OIE.

Academic Youth Counselor-To be hired (qualified applicants have shown an interest). 100% of time @ \$66,400. The counselor will be responsible for the Service Learning and Mentorship Program, development and implementation with the AKLN Director of the Summer Program, providing and facilitating Youth Councils connected to Early Scholars and Heritage Honors, working closely with program teachers, and developing and choreographing the Parent, Family and Elder Gatherings and working with youth to develop the *Koo.eexs*. Total \$66,400 plus 35% fringe \$23,240 which is requested from OIE.

Preschool/Elementary Education Specialist—Elissa Borges 50% of \$66,400. Provides youth instruction and assists with coordination and development of the drafts, field testing, revision and final of curriculum units. She will work with teachers to develop authentic culturally-appropriate lessons for toolkits. Ms. Borges will coordinate and provide teacher training on curriculum resources developed, work with the project team to connect language to core content in curriculum development. She is a certified teacher and will work with the team to implement project initiatives. She will work FTE .30 of her time on this project total \$33,200 plus \$11,620 fringe.

Youth Education Specialists—1 Position Angoon, 1 Position Klukwan 100% of \$66,400. Provides youth instruction and assists with coordination and development of the drafts, field testing, revision and final of curriculum units. She will work with teachers to develop authentic culturally-appropriate lessons for toolkits. Ms. Borges will coordinate

and provide teacher training on curriculum resources developed, work with the project team to connect language to core content in curriculum development. She is a certified teacher and will work with the team to implement project initiatives. She will work FTE .30 of her time on this project total \$33,200 plus \$11,620 fringe.

High School Education Specialist—Anya Nelson 80% of \$66,400. Ms. Nelson is Alutiiq Alaska Native. She will work on the secondary curriculum units/kits, and will be responsible for the College, Career and Cultural Leadership I and II, youth actualization courses, development, implementation and instruction. She will confer with the team on other aspects of the project. She will work FTE .80 of her time on this project total \$52,500 plus \$18,375 fringe.

Cultural Academician Norma Shorty, PhD, 50% at \$66,400. Dr. Shorty is Tlingit. She will provide lead development of the leadership curriculum units/kits connected to Elder knowledge. She will facilitate Elder involvement with youth activities. She provides instruction as part of the project team at Summer academies, in youth instructional programs, and she takes a lead role in the Parent, Family and Elder Gatherings each month as well as offering guidance to youth for the *Koo.eexs*. She will work FTE .50 of her time on this project total \$33,200 plus \$11,620 fringe.

Language and Career Technology Educator—Marsha Hotch, 50% FTE of \$66,400. Ms. Hotch is a Lingit fluent speaker. She will provide lead language and technology curriculum development and instruction for secondary students. She additionally provides AKLN distance-delivered course enabling youth to earn dual high school and college credit. She is the project liaison with the Klukwan schools. She will also assist with the Parent, Family and Elder Gatherings connecting community with the project. She helps youth with the leadership for *Koo.eexs*. She will work FTE .50 of her time on this project total \$33,200 plus

\$11,620 fringe.

Cultural Leadership and Education Specialist Lyle James, 50% FTE of \$66,400. Lyle is an intermediate speaker of Tlingit and an impressive ceremonial leader. He will assist with AKLN lessons development and teaching. He will serve as a liaison with Chatham school district schools and facilitating student interaction between collaborative sites for Juneau, Klukwan and Angoon . He will take a principal role in organizing the summer youth academy, sponsored coursework for middle school youth, Parent, Family and Elder Gatherings each month and will help youth with leadership activities and organizing *Koo.eex*'s. He will work FTE .50 of his time on this project total \$33,200 plus \$11,620 fringe.

Graphics/Videographer/Web Designer - Aurora Coronell, 30% FTE @ \$54,212 or \$16,264. Ms. Coronell is Tlingit Native and an experienced videographer with a degree in filmmaking and will support the project by providing video documentation of leadership and language instruction by and for our elders, fluent speakers, teachers and participants in project workshops and including classroom sessions including supporting facilitation of distance e-learning to connect students from all three sites.. The videos she creates will be used as future language teaching resources and to promote culture, language, and college and career readiness. She will promote the project via posted videos and on the website. Total \$21,685 plus 35% fringe of \$7590.

Leadership Education Programs Assistant Tiffany LaRue is a Tlingit Native and an alumni of the Early Scholars Program at Juneau-Douglas High School. She helps with logistics, graphics, IT troubleshooting, copying, and setting up camps, gatherings, and meetings. At an annual salary of \$44,212, she will spend 30% of her time on this project for \$13,264, with fringe of \$4,642, requested from OIE.

6. Fringe Benefits

Benefits are provided to GHF employees at 35% and include FICA and Medicare (7.65%), Unemployment (2.5%), Health & Disability Insurance (19.81%), Pension Contribution (4%), and Workers' Compensation Insurance (1.04%).

7. Travel

During the school year the counselor and specialists will travel to and from Chatham @ 6 total trips at \$150/trip plus per diem and housing of \$208/day per trip, for a duration per trip of 6 days or \$8388 requested from OIE.

Student transportation includes students traveling to and from Angoon and Klukwan for leadership opportunities that's 10 students x 3 trips @ \$110 each or \$3,300 which is requested from DOE.

Summer Academy will require transportation, of both in and out-of town students, some from outlying districts at greater expense; 25 @ \$110 for a total of \$2,750 requested from OIE.

Transportation for Summer Academy (2 Vans) is \$250/day for 10 days = \$2,500.

Student travel for the *Koo.eex'* and Clan Conference with 10 students from out of town @ \$200, 15 from closer town or in town with expenses of \$75/day for 25 x 3 days, total of \$7,625 for all requested from OIE.

GHF's Project Director and a representative from each partnership will attend the 2-day OIE annual grantee meeting. The project evaluator will attend in Project Year 1 and 4. Airline tickets Roundtrip airfare between Juneau and Washington DC is \$700.00. Total airfare will be \$2100 for three staff, which GHF requests from DOE. The hotel rate for Washington DC is \$222/day with \$71/day per diem. The post-award OR grantee training is 2 days in duration and 2.0 days travel and GHF requests \$222 x 3 x 4= \$2664 from OIE plus per diem of \$852 for

three travelers. GHF requests \$5616 for these costs.

8. Equipment

The work by the videographer requires microphones and set equipment for audio capture at Family Gatherings and *Koo.eexs* and educational activities for the purposes of creating an e-learning community between all 3 sites. DVDs/ CDs and memory drives will be one of the formats for distributing to participants for a total of \$600 is requested from OIE.

9. Supplies

For their leadership planning and youth leadership presentations facilitation for the *Koo.eex'es*, the Student Leadership Team will be issued iPads with Tlingit language apps. (Supplies for a New group of students each year).Eight iPads @ \$400 each or \$3200.

For the Service Learning and Mentorship Projects mentees will also be issued with Tlingit language apps and will be able to record video and audio of their learning experiences for podcast sharing between the 3 communities. (Supplies for a New group of students each year).Twenty iPads @ \$400 each or \$8,000 requested from OIE.

These iPads will also be used by students in Summer Academies.

Youth Instruction Supplies. Serving 3 sites for students which includes 15 grades x 3 sites x \$333 (activity supplies includes books, binders, paper, pens, youth leadership supplies) for a total of \$14985.

Early College and Summer Academy materials. Serving 40 students, for a cost of \$2750 x 3 educational courses = \$8250.

Total supplies requested from OIE, \$34,435.

10. Contractual

\$500 per mentorship placement has been budgeted for expenses related to the mentor, mentee

and counselor visiting for review. This budget will allow a wide range of mentorships in differing activities and careers. $\$10 \text{ per hour} \times 50 \text{ hours} \times 40 \text{ interns} = \$20,000$ requested from OIE.

$\$500$ per service learning placement has been budgeted for expenses related to the service site, service learner and counselor visiting for review. This budget will allow a wide range of service learning placements in differing activities and locales. $\$10 \text{ per hour} \times 50 \text{ hours} \times 40 \text{ interns} = \$20,000$ requested from OIE for 40 placements.

Partner Curriculum Development/Teachers. Teachers work with project team to develop lessons to incorporate core content with leadership and values curriculum toolkits. Their lessons become a component of curriculum to lend to ownership and commitment to delivery including increasing comprehension of Tlingit language connected to curriculum. $\$900$ per teacher which includes 33 hours \times rate of $\$30 \times 30$ teachers (grades pre-K to 12) = $\$29,700$..

Youth Council Coordinator, 1 for each site (Angoon, Klukwan, Juneau) . $\$35 \times 16 \text{ hours} \times 9 \text{ months} = \$5,040$ for a total of $\$15,120$

Chaperones for Summer Academy, $\$15.50 \times 15 \text{ days} \times 8 \text{ hours} \times 6 = \11160 .

Honorariums for elders for gatherings and collaboration, 2 elders for 87.5 hours \times $\$35$ for a total $\$6120$.

Language Evaluator, Clara Martinez. Evaluator consultant works with the Project Director and Team to create and implement the evaluation protocols necessary for data-driven decision making to ensure feedback and continuous improvement in the operation of the proposed program. Dr. Martinez holds an earned doctorate, in Language and Cultural Education and her expertise in Language Acquisition and Linguistics is especially relevant for this program. Contracted at a rate of $\$50/\text{hour}$ for a projected 150 hours each quarter

for a total request from DOE for \$30,000. 5 days x two visits/year, airfare 1100, car 350, luggage 50, hotel 600, per diem 460=5120, for a total of \$35,120 per year of the project. She will also consult with the Executive Director to assure continual program improvement.

All contractor hours have been estimated assuming efficiency of work. Estimates have been obtained from professionals in the respective fields in order to get an accurate number of hours for each activity, thus helping to keep the cost-effectiveness at a maximum.

Total contractual costs requested of OIE, \$137,220.

7. **Construction:** Not applicable.

12. Other

Parent, Family and Elder Gatherings at different schools per month of the school year will include \$105 presenter, \$50 site rental x 9 gatherings x 3 sites = \$4185.

Student Tuition 40 students x \$150 tuition = \$6000 x 3 sponsored courses = \$18,000

Summer Boost will require housing at the University of Alaska Southeast at their enrolled rate of \$55/day for 40 students for 7 days or \$15,680 requested from OIE.

Facilities costs at VTRC for classrooms and meeting spaces are \$500/day for 14 days, or \$7,000 requested from OIE.

Clan Conference fees for students and project staff to attend at student and presenter rate of \$125 for 40 attendees is \$5,000.

The Other Total item amounts to \$49,865 requested from OIE.

13. Total Direct Costs

\$868,167

Expenses direct to grant are not included in the administrative cost pool.

14. Indirect Cost Rate

Goldbelt Heritage Foundation has an approved provisional Indirect Cost Rate of 14.9%.
(ICR provided as an attachment).

\$122,629 which is requested from DOE.

15. Training Stipends

Not applicable for this project.

Total Federal Funds requested for Year 2: \$990,796

Budget Justification and cost effectiveness Project Year 3

Year 3	
1. Personnel:	Project Budget
Project Director (50% of time) @ \$73,500	\$36,750
Academic Youth Counselor (100% of time) @ \$66,400	\$66,400
Preschool/Elementary Education Specialist (50% of time) @ \$66,400	\$33,200
Youth Education Specialist, Angoon (100% of time) @ \$66,400	\$66,400
Youth Education Specialist, Klukwan (100% of time) @ \$66,400	\$66,400
Cultural Academician/Curriculum Lead (50% of time) @ \$66,400	\$33,200
Language & Career Technology Educator (50% of time) @ \$66,400	\$33,200
High School Education Specialist (75% of time) @ \$66,400	\$52,500
Cultural Leadership and Education Specialist @ (50% of time) @ \$66,400	\$33,200
Videographer/web designer (40% of time) @ \$54,212	\$21,685

Leadership Education Programs Assistant @ \$44,212 (30% of time)	\$13,264
Personnel Total	\$456,199
2. Fringe Benefits:	
Fringe Benefits - 35%	
Benefits Total	\$159,670
3. Travel:	
Counselor and specialists to and from Chatham * 6 trips plus per diem and housing	\$8,388
Year 1 Travel cost-(Y1 Washington, DC); 2 travelers, flights, per diem, hotel at 6.15 rates, includes Director and Partner Representative and Evaluator 1st and last year.	\$5,616
Summer Academy Student local transportation	\$2,500
Student Transportation to and from Angoon, Klukwan for leadership planning 3 trips	\$3,300
Student Transportation to and from Angoon, Klukwan for Summer Boost, 20 @ \$150	\$2,750
Student travel to for <i>Koo.eex'</i> / Clan Conference, 10 from out of town, 15 from in town	\$7,625
Travel Total	\$30,179
4. Equipment:	

Video equipment and materials for documenting gatherings and <i>Koo.éex'</i>	\$600
Equipment Total	\$600
5. Supplies:	
iPads for Leadership Team, Clan Conference	\$3,200
iPads for Service Learning support	\$8,000
Instructional Supplies, Curriculum Kits	\$14,985
Summer Boost Supplies	\$8,250
Supplies Total	\$34,435
6. Contractual:	
Mentorship Opportunities	\$20,000
Service Learning Opportunities	\$20,000
Partner Curriculum Development Teachers (JSD and CSD)	\$29,700
Honorariums for elders	\$6,120
Chaperones	11,160
Youth Council Coordinator (Early Scholars/Heritage Honors, Angoon and Klukwan)	\$15,120
Evaluation with Clara A. Martinez, PhD, Naco Research Institute, \$20,000, 5 days x two visits/year, airfare 1100, car 350, luggage 50, hotel 600, per diem 460=5120	\$35,120

Contractual Total	\$137,220
7. Construction	
Construction Total	\$0
8. Other:	
Housing at University of Alaska Southeast for Summer Boost	\$15,680
Student Tuition 40 x \$150 x 3	\$18,000
Parent, Family and Elder Gatherings at different schools per month of the school year	\$4,185
VTRC technology lab costs	\$7,000
Clan Conference fees (student and presenter rate) for 2015 Conference.	\$5,000
Other Total	\$49,865
9. Total Direct Costs:	\$868,167
10. Indirect Costs/Indirect Rate: 14.9% (US DOE)	\$122,629
12. Total costs:	\$990,796

Year 3 (Serving a new group of students at each grade level):

3. Personnel

Project Director/Executive Director – Dionne Cadiente-Laiti, 50% FTE at \$73,500 Ms. Cadiente-Laiti will manage the project budget and financial reporting to ensure the project is on

track for project implementation. She will provide project direction to the project team with attention to refining strategies. She supervises contract and project staff to support the project team accomplishment of project objectives. Total \$36,750 plus 35% fringe \$12863 which is requested from OIE.

Academic Youth Counselor-To be hired (qualified applicants have shown an interest). 100% of time @ \$66,400. The counselor will be responsible for the Service Learning and Mentorship Program, development and implementation with the AKLN Director of the Summer Program, providing and facilitating Youth Councils connected to Early Scholars and Heritage Honors, working closely with program teachers, and developing and choreographing the Parent, Family and Elder Gatherings and working with youth to develop the *Koo.eexs*. Total \$66,400 plus 35% fringe \$23,240 which is requested from OIE.

Preschool/Elementary Education Specialist—Elissa Borges 50% of \$66,400. Provides youth instruction and assists with coordination and development of the drafts, field testing, revision and final of curriculum units. She will work with teachers to develop authentic culturally-appropriate lessons for toolkits. Ms. Borges will coordinate and provide teacher training on curriculum resources developed, work with the project team to connect language to core content in curriculum development. She is a certified teacher and will work with the team to implement project initiatives. She will work FTE .30 of her time on this project total \$33,200 plus \$11,620 fringe.

Youth Education Specialists—1 Position Angoon, 1 Position Klukwan 100% of \$66,400. Provides youth instruction and assists with coordination and development of the drafts, field testing, revision and final of curriculum units. She will work with teachers to develop authentic culturally-appropriate lessons for toolkits. Ms. Borges will coordinate

and provide teacher training on curriculum resources developed, work with the project team to connect language to core content in curriculum development. She is a certified teacher and will work with the team to implement project initiatives. She will work FTE .30 of her time on this project total \$33,200 plus \$11,620 fringe.

High School Education Specialist—Anya Nelson 80% of \$66,400. Ms. Nelson is Alutiiq Alaska Native. She will work on the secondary curriculum units/kits, and will be responsible for the College, Career and Cultural Leadership I and II, youth actualization courses, development, implementation and instruction. She will confer with the team on other aspects of the project. She will work FTE .80 of her time on this project total \$52,500 plus \$18,375 fringe.

Cultural Academician Norma Shorty, PhD, 50% at \$66,400. Dr. Shorty is Tlingit. She will provide lead development of the leadership curriculum units/kits connected to Elder knowledge. She will facilitate Elder involvement with youth activities. She provides instruction as part of the project team at Summer academies, in youth instructional programs, and she takes a lead role in the Parent, Family and Elder Gatherings each month as well as offering guidance to youth for the *Koo.eexs*. She will work FTE .50 of her time on this project total \$33,200 plus \$11,620 fringe.

Language and Career Technology Educator—Marsha Hotch, 50% FTE of \$66,400. Ms. Hotch is a Lingit fluent speaker. She will provide lead language and technology curriculum development and instruction for secondary students. She additionally provides AKLN distance-delivered course enabling youth to earn dual high school and college credit. She is the project liaison with the Klukwan schools. She will also assist with the Parent, Family and Elder Gatherings connecting community with the project. She helps youth with the leadership for *Koo.eexs*. She will work FTE .50 of her time on this project total \$33,200 plus

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Cultural Leadership and Education Specialist Lyle James, 50% FTE of \$66,400. Lyle is an intermediate speaker of Tlingit and an impressive ceremonial leader. He will assist with AKLN lessons development and teaching. He will serve as a liaison with Chatham school district schools and facilitating student interaction between collaborative sites for Juneau, Klukwan and Angoon . He will take a principal role in organizing the summer youth academy, sponsored coursework for middle school youth, Parent, Family and Elder Gatherings each month and will help youth with leadership activities and organizing *Koo.eex*'s. He will work FTE .50 of his time on this project total \$33,200 plus \$11,620 fringe.

Graphics/Videographer/Web Designer - Aurora Coronell, 30% FTE @ \$54,212 or \$16,264. Ms. Coronell is Tlingit Native and an experienced videographer with a degree in filmmaking and will support the project by providing video documentation of leadership and language instruction by and for our elders, fluent speakers, teachers and participants in project workshops and including classroom sessions including supporting facilitation of distance e-learning to connect students from all three sites.. The videos she creates will be used as future language teaching resources and to promote culture, language, and college and career readiness. She will promote the project via posted videos and on the website. Total \$21,685 plus 35% fringe of \$7590.

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11. Fringe Benefits

Benefits are provided to GHF employees at 35% and include FICA and Medicare (7.65%), Unemployment (2.5%), Health & Disability Insurance (19.81%), Pension Contribution (4%), and Workers' Compensation Insurance (1.04%).

12. Travel

During the school year the counselor and specialists will travel to and from Chatham @ 6 total trips at \$150/trip plus per diem and housing of \$208/day per trip, for a duration per trip of 6 days or \$8388 requested from OIE.

Student transportation includes students traveling to and from Angoon and Klukwan for leadership opportunities that's 10 students x 3 trips @ \$110 each or \$3,300 which is requested from DOE.

Summer Academy will require transportation, of both in and out-of town students, some from outlying districts at greater expense; 25 @ \$110 for a total of \$2,750 requested from OIE.

Transportation for Summer Academy (2 Vans) is \$250/day for 10 days = \$2,500.

Student travel for the *Koo.eex'* and Clan Conference with 10 students from out of town @ \$200, 15 from closer town or in town with expenses of \$75/day for 25 x 3 days, total of \$7,625 for all requested from OIE.

GHF's Project Director and a representative from each partnership will attend the 2-day OIE annual grantee meeting. The project evaluator will attend in Project Year 1 and 4. Airline tickets Roundtrip airfare between Juneau and Washington DC is \$700.00. Total airfare will be \$2100 for three staff, which GHF requests from DOE. The hotel rate for Washington DC is \$222/day with \$71/day per diem. The post-award OR grantee training is 2 days in duration and 2.0 days travel and GHF requests \$222 x 3 x 4= \$2664 from OIE plus per diem of \$852 for

three travelers. GHF requests \$5616 for these costs.

13. Equipment

The work by the videographer requires microphones and set equipment for audio capture at Family Gatherings and *Koo.eexs* and educational activities for the purposes of creating an e-learning community between all 3 sites. DVDs/ CDs and memory drives will be one of the formats for distributing to participants for a total of \$600 is requested from OIE.

14. Supplies

For their leadership planning and youth leadership presentations facilitation for the *Koo.eex'es*, the Student Leadership Team will be issued iPads with Tlingit language apps. (Supplies for a New group of students each year).Eight iPads @ \$400 each or \$3200.

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These iPads will also be used by students in Summer Academies.

Youth Instruction Supplies. Serving 3 sites for students which includes 15 grades x 3 sites x \$333 (activity supplies includes books, binders, paper, pens, youth leadership supplies) for a total of \$14985.

Early College and Summer Academy materials. Serving 40 students, for a cost of \$2750 x 3 educational courses = \$8250.

Total supplies requested from OIE, \$34,435.

15. Contractual

\$500 per mentorship placement has been budgeted for expenses related to the mentor, mentee

and counselor visiting for review. This budget will allow a wide range of mentorships in differing activities and careers. $\$10 \text{ per hour} \times 50 \text{ hours} \times 40 \text{ interns} = \$20,000$ requested from OIE.

$\$500$ per service learning placement has been budgeted for expenses related to the service site, service learner and counselor visiting for review. This budget will allow a wide range of service learning placements in differing activities and locales. $\$10 \text{ per hour} \times 50 \text{ hours} \times 40 \text{ interns} = \$20,000$ requested from OIE for 40 placements.

Partner Curriculum Development/Teachers. Teachers work with project team to develop lessons to incorporate core content with leadership and values curriculum toolkits. Their lessons become a component of curriculum to lend to ownership and commitment to delivery including increasing comprehension of Tlingit language connected to curriculum. $\$900$ per teacher which includes 33 hours \times rate of $\$30 \times 30$ teachers (grades pre-K to 12) = $\$29,700$.

Youth Council Coordinator, 1 for each site (Angoon, Klukwan, Juneau) . $\$35 \times 16 \text{ hours} \times 9 \text{ months} = \$5,040$ for a total of $\$15,120$

Chaperones for Summer Academy, $\$15.50 \times 15 \text{ days} \times 8 \text{ hours} \times 6 = \11160 .

Honorariums for elders for gatherings and collaboration, 2 elders for 87.5 hours \times $\$35$ for a total $\$6120$.

Language Evaluator, Clara Martinez. Evaluator consultant works with the Project Director and Team to create and implement the evaluation protocols necessary for data-driven decision making to ensure feedback and continuous improvement in the operation of the proposed program. Dr. Martinez holds an earned doctorate, in Language and Cultural Education and her expertise in Language Acquisition and Linguistics is especially relevant for this program. Contracted at a rate of $\$50/\text{hour}$ for a projected 150 hours each quarter

for a total request from DOE for \$30,000. 5 days x two visits/year, airfare 1100, car 350, luggage 50, hotel 600, per diem 460=5120, for a total of \$35,120 per year of the project. She will also consult with the Executive Director to assure continual program improvement.

All contractor hours have been estimated assuming efficiency of work. Estimates have been obtained from professionals in the respective fields in order to get an accurate number of hours for each activity, thus helping to keep the cost-effectiveness at a maximum.

Total contractual costs requested of OIE, \$137,220.

7. **Construction:** Not applicable.

16. Other

Parent, Family and Elder Gatherings at different schools per month of the school year will include \$105 presenter, \$50 site rental x 9 gatherings x 3 sites = \$4185.

Student Tuition 40 students x \$150 tuition = \$6000 x 3 sponsored courses = \$18,000

Summer Boost will require housing at the University of Alaska Southeast at their enrolled rate of \$55/day for 40 students for 7 days or \$15,680 requested from OIE.

Facilities costs at VTRC for classrooms and meeting spaces are \$500/day for 14 days, or \$7,000 requested from OIE.

Clan Conference fees for students and project staff to attend at student and presenter rate of \$125 for 40 attendees is \$5,000.

The Other Total item amounts to \$49,865 requested from OIE.

17. Total Direct Costs

\$868,167

Expenses direct to grant are not included in the administrative cost pool.

18. Indirect Cost Rate

Goldbelt Heritage Foundation has an approved provisional Indirect Cost Rate of 14.9%.
(ICR provided as an attachment).

\$122,629 which is requested from DOE.

19. Training Stipends

Not applicable for this project.

Total Federal Funds requested for Year 4: \$990,796

Budget Justification and cost effectiveness Project Year 3

Year 3	
1. Personnel:	Project Budget
Project Director (50% of time) @ \$73,500	\$36,750
Academic Youth Counselor (100% of time) @ \$66,400	\$66,400
Preschool/Elementary Education Specialist (50% of time) @ \$66,400	\$33,200
Youth Education Specialist, Angoon (100% of time) @ \$66,400	\$66,400
Youth Education Specialist, Klukwan (100% of time) @ \$66,400	\$66,400
Cultural Academician/Curriculum Lead (50% of time) @ \$66,400	\$33,200
Language & Career Technology Educator (50% of time) @ \$66,400	\$33,200
High School Education Specialist (75% of time) @ \$66,400	\$52,500
Cultural Leadership and Education Specialist @ (50% of time) @ \$66,400	\$33,200
Videographer/web designer (40% of time) @ \$54,212	\$21,685

Leadership Education Programs Assistant @ \$44,212 (30% of time)	\$13,264
Personnel Total	\$456,199
2. Fringe Benefits:	
Fringe Benefits - 35%	
Benefits Total	\$159,670
3. Travel:	
Counselor and specialists to and from Chatham * 6 trips plus per diem and housing	\$8,388
Year 1 Travel cost-(Y1 Washington, DC); 2 travelers, flights, per diem, hotel at 6.15 rates, includes Director and Partner Representative and Evaluator 1st and last year.	\$5,616
Summer Academy Student local transportation	\$2,500
Student Transportation to and from Angoon, Klukwan for leadership planning 3 trips	\$3,300
Student Transportation to and from Angoon, Klukwan for Summer Boost, 20 @ \$150	\$2,750
Student travel to for <i>Koo.eex'</i> / Clan Conference, 10 from out of town, 15 from in town	\$7,625
Travel Total	\$30,179
4. Equipment:	

Video equipment and materials for documenting gatherings and <i>Koo.éex'</i>	\$600
Equipment Total	\$600
5. Supplies:	
iPads for Leadership Team, Clan Conference	\$3,200
iPads for Service Learning support	\$8,000
Instructional Supplies, Curriculum Kits	\$14,985
Summer Boost Supplies	\$8,250
Supplies Total	\$34,435
6. Contractual:	
Mentorship Opportunities	\$20,000
Service Learning Opportunities	\$20,000
Partner Curriculum Development Teachers (JSD and CSD)	\$29,700
Honorariums for elders	\$6,120
Chaperones	11,160
Youth Council Coordinator (Early Scholars/Heritage Honors, Angoon and Klukwan)	\$15,120
Evaluation with Clara A. Martinez, PhD, Naco Research Institute, \$20,000, 5 days x two visits/year, airfare 1100, car 350, luggage 50, hotel 600, per diem 460=5120	\$35,120

Contractual Total	\$137,220
7. Construction	
Construction Total	\$0
8. Other:	
Housing at University of Alaska Southeast for Summer Boost	\$15,680
Student Tuition 40 x \$150 x 3	\$18,000
Parent, Family and Elder Gatherings at different schools per month of the school year	\$4,185
VTRC technology lab costs	\$7,000
Clan Conference fees (student and presenter rate) for 2015 Conference.	\$5,000
Other Total	\$49,865
9. Total Direct Costs:	\$868,167
10. Indirect Costs/Indirect Rate: 14.9% (US DOE)	\$122,629
12. Total costs:	\$990,796

Year 4 (Serving a new group of students at each grade level):

4. Personnel

Project Director/Executive Director – Dionne Cadiente-Laiti, 50% FTE at \$73,500 Ms.

Cadiente-Laiti will manage the project budget and financial reporting to ensure the project is on

track for project implementation. She will provide project direction to the project team with attention to refining strategies. She supervises contract and project staff to support the project team accomplishment of project objectives. Total \$36,750 plus 35% fringe \$12863 which is requested from OIE.

Academic Youth Counselor-To be hired (qualified applicants have shown an interest). 100% of time @ \$66,400. The counselor will be responsible for the Service Learning and Mentorship Program, development and implementation with the AKLN Director of the Summer Program, providing and facilitating Youth Councils connected to Early Scholars and Heritage Honors, working closely with program teachers, and developing and choreographing the Parent, Family and Elder Gatherings and working with youth to develop the *Koo.eexs*. Total \$66,400 plus 35% fringe \$23,240 which is requested from OIE.

Preschool/Elementary Education Specialist—Elissa Borges 50% of \$66,400. Provides youth instruction and assists with coordination and development of the drafts, field testing, revision and final of curriculum units. She will work with teachers to develop authentic culturally-appropriate lessons for toolkits. Ms. Borges will coordinate and provide teacher training on curriculum resources developed, work with the project team to connect language to core content in curriculum development. She is a certified teacher and will work with the team to implement project initiatives. She will work FTE .30 of her time on this project total \$33,200 plus \$11,620 fringe.

Youth Education Specialists—1 Position Angoon, 1 Position Klukwan 100% of \$66,400. Provides youth instruction and assists with coordination and development of the drafts, field testing, revision and final of curriculum units. She will work with teachers to develop authentic culturally-appropriate lessons for toolkits. Ms. Borges will coordinate

and provide teacher training on curriculum resources developed, work with the project team to connect language to core content in curriculum development. She is a certified teacher and will work with the team to implement project initiatives. She will work FTE .30 of her time on this project total \$33,200 plus \$11,620 fringe.

High School Education Specialist—Anya Nelson 80% of \$66,400. Ms. Nelson is Alutiiq Alaska Native. She will work on the secondary curriculum units/kits, and will be responsible for the College, Career and Cultural Leadership I and II, youth actualization courses, development, implementation and instruction. She will confer with the team on other aspects of the project. She will work FTE .80 of her time on this project total \$52,500 plus \$18,375 fringe.

Cultural Academician Norma Shorty, PhD, 50% at \$66,400. Dr. Shorty is Tlingit. She will provide lead development of the leadership curriculum units/kits connected to Elder knowledge. She will facilitate Elder involvement with youth activities. She provides instruction as part of the project team at Summer academies, in youth instructional programs, and she takes a lead role in the Parent, Family and Elder Gatherings each month as well as offering guidance to youth for the *Koo.eexs*. She will work FTE .50 of her time on this project total \$33,200 plus \$11,620 fringe.

Language and Career Technology Educator—Marsha Hotch, 50% FTE of \$66,400. Ms. Hotch is a Lingit fluent speaker. She will provide lead language and technology curriculum development and instruction for secondary students. She additionally provides AKLN distance-delivered course enabling youth to earn dual high school and college credit. She is the project liaison with the Klukwan schools. She will also assist with the Parent, Family and Elder Gatherings connecting community with the project. She helps youth with the leadership for *Koo.eexs*. She will work FTE .50 of her time on this project total \$33,200 plus

\$11,620 fringe.

Cultural Leadership and Education Specialist Lyle James, 50% FTE of \$66,400. Lyle is an intermediate speaker of Tlingit and an impressive ceremonial leader. He will assist with AKLN lessons development and teaching. He will serve as a liaison with Chatham school district schools and facilitating student interaction between collaborative sites for Juneau, Klukwan and Angoon . He will take a principal role in organizing the summer youth academy, sponsored coursework for middle school youth, Parent, Family and Elder Gatherings each month and will help youth with leadership activities and organizing *Koo.eex*'s. He will work FTE .50 of his time on this project total \$33,200 plus \$11,620 fringe.

Graphics/Videographer/Web Designer - Aurora Coronell, 30% FTE @ \$54,212 or \$16,264. Ms. Coronell is Tlingit Native and an experienced videographer with a degree in filmmaking and will support the project by providing video documentation of leadership and language instruction by and for our elders, fluent speakers, teachers and participants in project workshops and including classroom sessions including supporting facilitation of distance e-learning to connect students from all three sites.. The videos she creates will be used as future language teaching resources and to promote culture, language, and college and career readiness. She will promote the project via posted videos and on the website. Total \$21,685 plus 35% fringe of \$7590.

Leadership Education Programs Assistant Tiffany LaRue is a Tlingit Native and an alumni of the Early Scholars Program at Juneau-Douglas High School. She helps with logistics, graphics, IT troubleshooting, copying, and setting up camps, gatherings, and meetings. At an annual salary of \$44,212, she will spend 30% of her time on this project for \$13,264, with fringe of \$4,642, requested from OIE.

16. Fringe Benefits

Benefits are provided to GHF employees at 35% and include FICA and Medicare (7.65%), Unemployment (2.5%), Health & Disability Insurance (19.81%), Pension Contribution (4%), and Workers' Compensation Insurance (1.04%).

17. Travel

During the school year the counselor and specialists will travel to and from Chatham @ 6 total trips at \$150/trip plus per diem and housing of \$208/day per trip, for a duration per trip of 6 days or \$8388 requested from OIE.

Student transportation includes students traveling to and from Angoon and Klukwan for leadership opportunities that's 10 students x 3 trips @ \$110 each or \$3,300 which is requested from DOE.

Summer Academy will require transportation, of both in and out-of town students, some from outlying districts at greater expense; 25 @ \$110 for a total of \$2,750 requested from OIE.

Transportation for Summer Academy (2 Vans) is \$250/day for 10 days = \$2,500.

Student travel for the *Koo.eex'* and Clan Conference with 10 students from out of town @ \$200, 15 from closer town or in town with expenses of \$75/day for 25 x 3 days, total of \$7,625 for all requested from OIE.

GHF's Project Director and a representative from each partnership will attend the 2-day OIE annual grantee meeting. The project evaluator will attend in Project Year 1 and 4. Airline tickets Roundtrip airfare between Juneau and Washington DC is \$700.00. Total airfare will be \$2100 for three staff, which GHF requests from DOE. The hotel rate for Washington DC is \$222/day with \$71/day per diem. The post-award OR grantee training is 2 days in duration and 2.0 days travel and GHF requests \$222 x 3 x 4= \$2664 from OIE plus per diem of \$852 for

three travelers. GHF requests \$5616 for these costs.

18. Equipment

The work by the videographer requires microphones and set equipment for audio capture at Family Gatherings and *Koo.eexs* and educational activities for the purposes of creating an e-learning community between all 3 sites. DVDs/ CDs and memory drives will be one of the formats for distributing to participants for a total of \$600 is requested from OIE.

19. Supplies

For their leadership planning and youth leadership presentations facilitation for the *Koo.eex'es*, the Student Leadership Team will be issued iPads with Tlingit language apps. (Supplies for a New group of students each year).Eight iPads @ \$400 each or \$3200.

For the Service Learning and Mentorship Projects mentees will also be issued with Tlingit language apps and will be able to record video and audio of their learning experiences for podcast sharing between the 3 communities. (Supplies for a New group of students each year).Twenty iPads @ \$400 each or \$8,000 requested from OIE.

These iPads will also be used by students in Summer Academies.

Youth Instruction Supplies. Serving 3 sites for students which includes 15 grades x 3 sites x \$333 (activity supplies includes books, binders, paper, pens, youth leadership supplies) for a total of \$14985.

Early College and Summer Academy materials. Serving 40 students, for a cost of \$2750 x 3 educational courses = \$8250.

Total supplies requested from OIE, \$34,435.

20. Contractual

\$500 per mentorship placement has been budgeted for expenses related to the mentor, mentee

and counselor visiting for review. This budget will allow a wide range of mentorships in differing activities and careers. $\$10 \text{ per hour} \times 50 \text{ hours} \times 40 \text{ interns} = \$20,000$ requested from OIE.

$\$500$ per service learning placement has been budgeted for expenses related to the service site, service learner and counselor visiting for review. This budget will allow a wide range of service learning placements in differing activities and locales. $\$10 \text{ per hour} \times 50 \text{ hours} \times 40 \text{ interns} = \$20,000$ requested from OIE for 40 placements.

Partner Curriculum Development/Teachers. Teachers work with project team to develop lessons to incorporate core content with leadership and values curriculum toolkits. Their lessons become a component of curriculum to lend to ownership and commitment to delivery including increasing comprehension of Tlingit language connected to curriculum. $\$900$ per teacher which includes 33 hours \times rate of $\$30 \times 30$ teachers (grades pre-K to 12) = $\$29,700$..

Youth Council Coordinator, 1 for each site (Angoon, Klukwan, Juneau) . $\$35 \times 16 \text{ hours} \times 9 \text{ months} = \$5,040$ for a total of $\$15,120$

Chaperones for Summer Academy, $\$15.50 \times 15 \text{ days} \times 8 \text{ hours} \times 6 = \11160 .

Honorariums for elders for gatherings and collaboration, 2 elders for 87.5 hours \times $\$35$ for a total $\$6120$.

Language Evaluator, Clara Martinez. Evaluator consultant works with the Project Director and Team to create and implement the evaluation protocols necessary for data-driven decision making to ensure feedback and continuous improvement in the operation of the proposed program. Dr. Martinez holds an earned doctorate, in Language and Cultural Education and her expertise in Language Acquisition and Linguistics is especially relevant for this program. Contracted at a rate of $\$50/\text{hour}$ for a projected 150 hours each quarter

for a total request from DOE for \$30,000. 5 days x two visits/year, airfare 1100, car 350, luggage 50, hotel 600, per diem 460=5120, for a total of \$35,120 per year of the project. She will also consult with the Executive Director to assure continual program improvement.

All contractor hours have been estimated assuming efficiency of work. Estimates have been obtained from professionals in the respective fields in order to get an accurate number of hours for each activity, thus helping to keep the cost-effectiveness at a maximum.

Total contractual costs requested of OIE, \$137,220.

7. **Construction:** Not applicable.

20. Other

Parent, Family and Elder Gatherings at different schools per month of the school year will include \$105 presenter, \$50 site rental x 9 gatherings x 3 sites = \$4185.

Student Tuition 40 students x \$150 tuition = \$6000 x 3 sponsored courses = \$18,000

Summer Boost will require housing at the University of Alaska Southeast at their enrolled rate of \$55/day for 40 students for 7 days or \$15,680 requested from OIE.

Facilities costs at VTRC for classrooms and meeting spaces are \$500/day for 14 days, or \$7,000 requested from OIE.

Clan Conference fees for students and project staff to attend at student and presenter rate of \$125 for 40 attendees is \$5,000.

The Other Total item amounts to \$49,865 requested from OIE.

21. Total Direct Costs

\$868,167

Expenses direct to grant are not included in the administrative cost pool.

22. Indirect Cost Rate

Goldbelt Heritage Foundation has an approved provisional Indirect Cost Rate of 14.9%.
(ICR provided as an attachment).

\$122,629 which is requested from DOE.

23. Training Stipends

Not applicable for this project.

Total Federal Funds requested for Year 4: \$990,796

Total requested for four years of project: \$3,971.085

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

1. Project Director:

Prefix: Ms.	First Name: Dionne	Middle Name:	Last Name: Cadiente-Laiti	Suffix:
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Address:

Street1:	3200 Hospital Drive Ste. 203
Street2:	
City:	Juneau
County:	
State:	AK: Alaska
Zip Code:	99801
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-790-1424	

Email Address:
dionne.cadientelaiti@goldbelt.com

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

Goldbelt Heritage Foundation

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	456,199.00	456,199.00	456,199.00	456,199.00		1,824,796.00
2. Fringe Benefits	159,670.00	159,670.00	159,670.00	159,670.00		638,680.00
3. Travel	30,179.00	30,179.00	30,179.00	30,179.00		120,716.00
4. Equipment	8,500.00	600.00	600.00	600.00		10,300.00
5. Supplies	34,435.00	34,435.00	34,435.00	34,435.00		137,740.00
6. Contractual	137,220.00	137,220.00	137,220.00	137,220.00		548,880.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	49,865.00	49,865.00	49,865.00	49,865.00		199,460.00
9. Total Direct Costs (lines 1-8)	876,068.00	868,168.00	868,168.00	868,168.00		3,480,572.00
10. Indirect Costs*	122,628.00	122,628.00	122,628.00	122,628.00		490,512.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	998,696.00	990,796.00	990,796.00	990,796.00		3,971,084.00

***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: 01/01/2016 To: 12/31/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 14.90%.

(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 # S299A160051

Name of Institution/Organization Goldbelt Heritage Foundation	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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524