

**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 # S299A160068**

**Grants.gov Tracking#: GRANT12175541**

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

Closing Date: May 31, 2016

## \*\*Table of Contents\*\*

Form	Page
<b>1. Application for Federal Assistance SF-424</b>	e3
<i>Attachment - 1 (1236-Metlakatla as Defined Geographic Area)</i>	e6
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e9
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e11
<b>4. ED GEPA427 Form</b>	e12
<i>Attachment - 1 (1235-Annette Island School District GEPA)</i>	e13
<b>5. Grants.gov Lobbying Form</b>	e14
<b>6. ED Abstract Narrative Form</b>	e15
<i>Attachment - 1 (1234-Annette Island School District 84.299a ABSTRACT)</i>	e16
<b>7. Project Narrative Form</b>	e18
<i>Attachment - 1 (1239-Annette Island School District 84.299a NARRATIVE)</i>	e19
<b>8. Other Narrative Form</b>	e55
<i>Attachment - 1 (1238-Annette Island School District 84.299a Appendix)</i>	e56
<b>9. Budget Narrative Form</b>	e146
<i>Attachment - 1 (1237-Annette Island School District 84.299a Budget Narrative)</i>	e147
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e150
<b>11. Form ED_524_Budget_1_3-V1.3.pdf</b>	e151

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"/>
--	--	--

* 3. Date Received: <input type="text" value="05/31/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="920057789"/>	* c. Organizational DUNS: <input type="text" value="1006421310000"/>
---	---

**d. Address:**

* Street1:	<input type="text" value="4 Milton Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Metlakatla"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="AK: Alaska"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="99926-0000"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Tim"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bauer"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="907-886-6332"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

I: Indian/Native American Tribal Government (Federally Recognized)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

\* Title:

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

**13. Competition Identification Number:**

84-299A2016-1

Title:

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

Metlakatla as Defined Geographic Area.pdf

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

Empowering our Future Generations

Attach supporting documents as specified in agency instructions.

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="892,064.00"/>
* 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="892,064.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

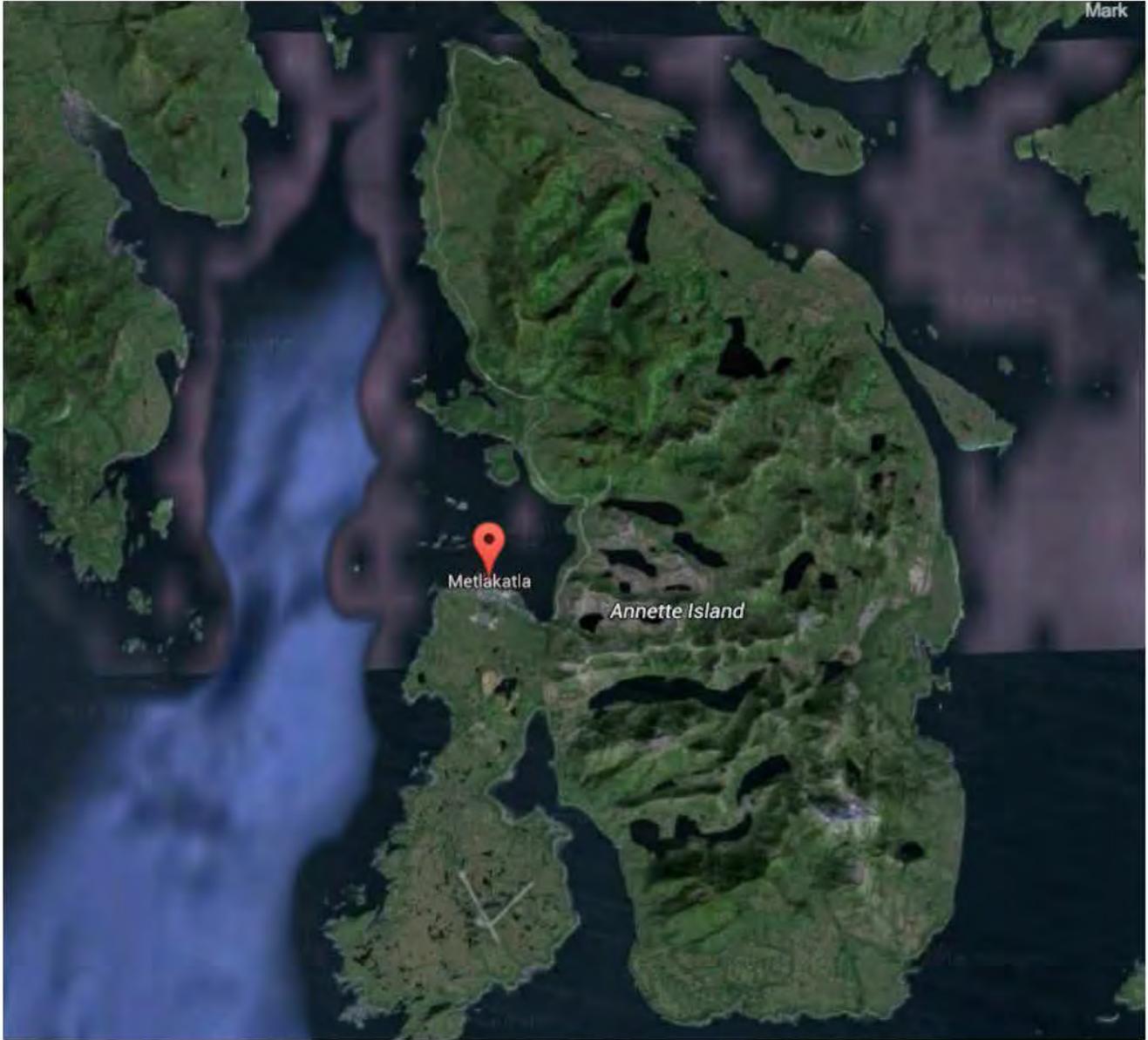
\* Signature of Authorized Representative:  \* Date Signed:

## **Description of Metlakatla, Alaska and Annette Island as Defined Geographic Area**

*Empowering our Future Generations* will serve the people of The Metlakatla Indian Community on Annette Island, the only Indian Reserve in the State of Alaska. Metlakatla is in Southeast Alaska (55 degrees 07'48/66N 131 degrees 39'38.78W) located about 20 miles south of Ketchikan, Alaska. (see Metlakatla location map below) Metlakatla is the southernmost community in the State and is typically reached by seaplane or boat.

### **Map of Metlakatla, Alaska and Annette Island**





**Pictured above: Annette Island, Alaska (courtesy of Google Maps)**



**Pictured above: Zoom-in view of Metlakatla, Alaska, on Annette Island (courtesy of Google Maps)**

## 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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> <input type="text" value="Timothy Bauer"/>	<b>TITLE</b> <input type="text" value="Superintendent"/>
<b>APPLICANT ORGANIZATION</b> <input type="text" value="Annette Island School District"/>	<b>DATE SUBMITTED</b> <input type="text" value="05/31/2016"/>

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name:

\* Street 1:  Street 2:

\* City:  State:  Zip:

Congressional District, if known:

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

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

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

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:  Street 2:

\* City:  State:  Zip:

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:  Street 2:

\* City:  State:  Zip:

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

\* Signature:

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

Title:  Telephone No.:  Date:

**Federal Use Only:** Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160068

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

Annette Island School District GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## **Section 427 of GEPA**

**Gender:** All students who would like to participate in *Empowering our Future Generations* will be allowed to do so. Annette Island School District and Metlakatla Indian Community do not hire base on gender.

**Race:** This project targets Alaska Native and American Indian children and adults. Metlakatla Indian Community and Annette Island School District follow all applicable laws based on Native hire preferences.

**National Origin:** All students and adults are invited to partipate in *Empowering our Future Generations*. Annette Island School District and Metlakatla Indian Community do not discriminate based on national origin when hiring staff.

**Color:** All students and adults are allowed to participate, regardless of color. Annette Island School District and Metlakatla Indian Community do not discriminate on color when hiring staff.

**Accessibility:** In regard to the American with Disability Act (ADA), program activities will be held in facilities that are ADA compliant, as required by law. *Empowering our Future Generations* will meet with participants in locations that ensure compliance with ADA.

**Age:** The target population for *Empowering our Future Generations* is students ages 5-18 and adults. Annette Island School District and Metlakatla Indian Community do not discriminate by agen when hiring staff.

## 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

Annette Island School District

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. \* First Name: Tim Middle Name:

\* Last Name: Bauer Suffix:

\* Title: Superintendent

\* SIGNATURE: Timothy Bauer

\* DATE: 05/31/2016

## 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:

Annette Island School Boards: *Empowering our Future Generations* – Indian Education  
Demonstration Grant (Native Youth Community Projects) CFDA 84.299a

**Project Abstract:**

*Empowering our Future Generations*

The Annette Island School District (AISD) *Empowering our Future Generations* Project **will focus on increasing Metlakatla students' career and college readiness.** Building on the evidence-based and community context, AISD will focus on increasing Tsimshian cultural identity, developing shared family-school partnerships, improve student independent living skills, and provide essential pre- and post-secondary mentoring. Annette Island School District (lead applicant) is partnering with Metlakatla Indian Community (partner applicant and federally recognized tribal entity) and Association of Alaska School Boards (a 501(c)(3) non-profit organization). AISD is in a rural local community and currently has an Alaska Native Education Program grant, ***competitive priority preferences one and three.***

**Objectives and Outcomes: Objective 1: Increase student connection to Tsimshian culture and cultural identity.** Increased cultural connectedness, cultural knowledge, and caring adults. **Objective 2: Increase family and community involvement in students' education and support for student higher education.** Increase in family engagement in school-work educational outcomes, family and community involvement in educational outcomes. **Objective 3: Improve school district and community capacity and infrastructure to support student independent living skills.** Increase of caring adults

in and out of school; Increase life skills and cultural knowledge for independent living;

**Objective 4: Establish pre- and post-secondary mentoring/social support network**

**for college and career education.** Increased desire to get more education after high school; Increase in identifying mentors; Increase in on-campus or on the job supports and strength-based motivation persistence skills.

**Defined Local Geographic Area.** This project will serve the people of Annette Island, Alaska. Metlakatla, the only community, has 381 K-12 students and 1,504 residents.

**Barriers and Opportunities.** *Empowering our Future Generations* will address the following barriers: 1) Tsimshian cultural disruption; 2) Limited family engagement opportunities to prepare student for post-secondary life; 3) Students unprepared for independent living outside Metlakatla; and 4) Few mentoring supports at higher education. Opportunities are: 1) resurgence of Tsimshian culture with young adults; 2) established partnerships between tribe, school district, and Association of Alaska School Boards; 3) Community members' collective Tsimshian traditional and western knowledge; and 4) community desire to prioritize post-secondary college and careers.

**Strategies.** *Empowering our Future Generations* will achieve successful outcomes by: implementing school and community cultural activities with tribe and cultural organizations; adapting an evidence-based dual capacity-building family-school partnership framework; creating independent living skills workshops; and mentoring recent high school graduates in career education and college.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

---

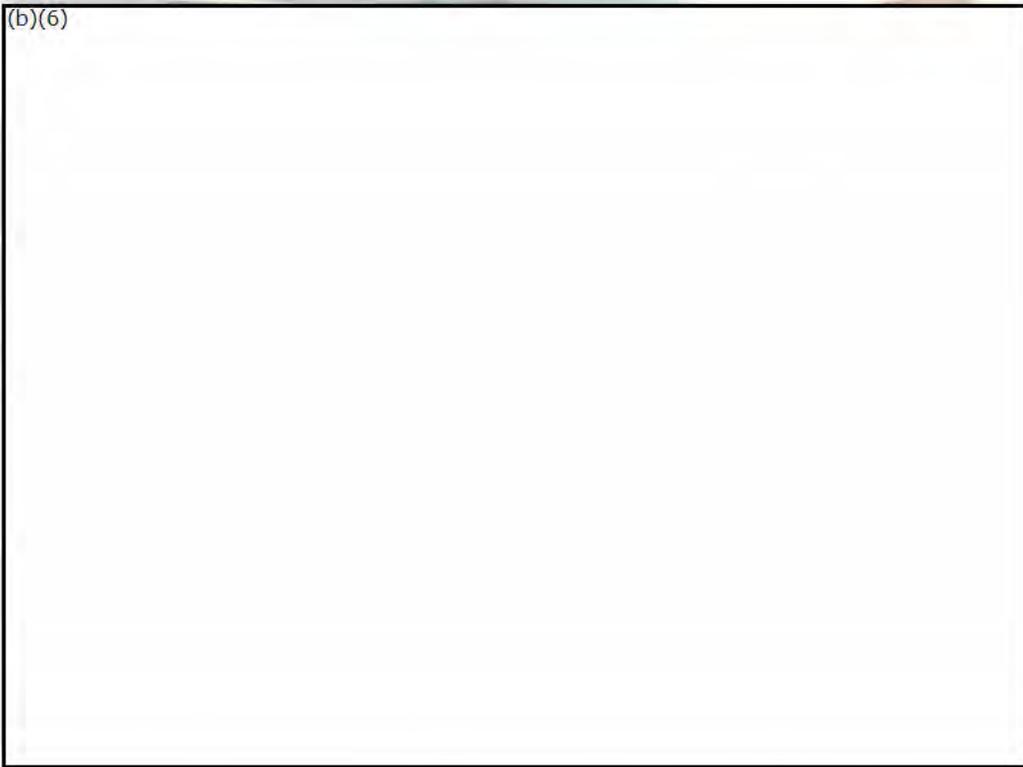
To add more Project Narrative File attachments, please use the attachment buttons below.

# *Empowering our Future Generations*

## **Metlakatla, Alaska**

---

(b)(6)



**This is a Partnership Project with Annette Island School District,  
Metlakatla Indian Community, and Association of Alaska School Board's  
Initiative for Community Engagement.**

## TABLE OF CONTENTS

PROJECT NARRATIVE		PAGE
<b>A. Need for Project</b>	.....	<b>2-13</b>
* <b>Table 1: Student Demographics</b>	.....	<b>3</b>
* <b>Table 2: Barrier/Needs</b>	.....	<b>4-5</b>
<b>B. Quality of Project Design</b>	.....	<b>13-25</b>
* <b>Table 3: Logic Model</b>	.....	<b>18-21</b>
<b>C. Quality of Project Personnel</b>	.....	<b>25-29</b>
* <b>Table 4: Partner Roles and Responsibilities</b>	.....	<b>24-25</b>
<b>D. Adequacy of Resources</b>	.....	<b>27-28</b>
<b>E. Quality of Management Plan</b>	.....	<b>28-34</b>
* <b>Table 5: Data Collection Measures and Timeline</b>	.....	<b>30-31</b>
<b>F. Quality of Project Evaluation</b>	.....	<b>34-35</b>
<b>BUDGET NARRATIVE</b>		
<b>APPENDIX</b>		

*“How do you fit into the world if you don’t know who you are?” -Metlakatla Culture Bearer*

## **Need for Project**

OVERVIEW OF ANNETTE ISLAND AND METLAKATLA COMMUNITY: Students in Annette Island School District face significant barriers preparing for college and careers. They live in an isolated and challenging area with little access to community-based training and staffing that can prepare them for college and career readiness. The suppression of language and culture on the Island has left many families and students unable to learn their cultural traditions. The Tsimshian people in Annette Island School District, however, have a strong sense of community drawing upon rich histories, traditions, and desire to restore Tsimshian culture and Sm'algyax language. This resiliency and strength are the foundation for this project and for improving student outcomes leading to success in higher education and employment.

The population of Metlakatla is 1,504 (2010 US Census). Metlakatla’s isolation and inaccessibility are barriers for local students. The Annette Island School District encompasses the entire 128 square mile Annette Island in remote southeast Alaska. Accessible only by seaplane or boat, Metlakatla is the southernmost community in the state and the only community on Annette Island. Some students have never left Annette Island, and many have never travelled outside of Alaska. As a Metlakatla Indian Community Assembly member stated in a stakeholder interview, such isolation serves as a literal barrier to higher education. For students away from Metlakatla, the inability to easily come and go from Metlakatla magnifies their homesickness.

The school district has been building its capacity to better support students working in partnership with Metlakatla Indian Community, a federally recognized Indian tribe, and other local agencies. However, the small size of the population in a remote geographic area continues to pose challenges to provide opportunities to bring effective programs to scale.

96% of the students in the Annette Island School District are Alaska Native, predominantly Tsimshian. Annette Island is the only federally recognized Indian reservation in Alaska with a unique history shaped by European-American colonization: In 1887 under Anglican missionary, Father Duncan direction, 823 progressive-minded Tsimshian people migrated to Annette Island arriving in multiple flotillas of canoes to escape the Canadian government’s colonizing policies. While some community members consider Duncan’s influence the reason for Metlakatla’s survival, others view his legacy with skepticism, noting how he stripped the Tsimshian people of their traditions and ceremonies. However, the resilience and commitment of the local community is undeniable, including a commitment to reviving Tsimshian ways of life.

Annette Island School District Student Demographics						
Student Population	AN Students	Free / Red. Lunch	Receiving Public Assistance	Graduation Rate (2015)	Post Sec. Ed. (2015)	2015 Students still in Post Sec.
381	96%	88%	65%	71%	59%	24%

**Table 1: Annette Island School District Student Demographics (Cite Sources)**

Intergenerational poverty is prevalent on Annette Island and has an adverse impact on students' ability to compete high school and post-secondary opportunities. 88% of Annette Island School District students receive free and reduced lunch and more than 65% of children ages 5-17 are in families receiving public assistance (See Appendix pp. 38-39).

Annette Island School District students state that they want higher education. According to the 2015 Student Climate and Connectedness Survey of district students, 77% reported that, "I want very much to get more education after high school." However, barriers currently in place are enough to deter many students from pursuing higher education (See Appendix p. 11). Many students who seek out higher education lack supports necessary to graduate high school and ensure success in careers and college. Such barriers magnify a gap between Metlakatla students' aspirations and their post secondary achievement. According to Doyle et al (2009), "Studies of Alaska Native youth have consistently found high stated aspirations for education combined with behavior undirected at fulfilling their goals."

**Needs Assessment and Evidence.** Annette Island School District students encounter barriers that significantly deter their college and career readiness. These barriers or needs can be categorized in four main areas:

Barrier	Need
1. Cultural Disruption	1. Grounding in Tsimshian Identity
2. Limited Family Engagement Opportunities For Students to Prepare Post High School	2. Family Engagement to Involve in Student's Cultural and Academic Education

3. Students Unprepared for Independent Living Outside of Metlakatla	3. Independent Living Skills for College and Career Education
4. Few Supports at Higher Education	4. Mentorship and Support Infrastructure

**Table 2: Barrier and Need Table**

**Barrier/ Need 1: Grounding Students in Their Cultural Identity.** Native American student retention rates show they are more likely to complete higher education when they maintain strong tribal and community connections while away (Guillory, 2008). Strong connection to cultural identity is a significant indicator affecting Native American retention rates (Mosholder, 2011).

During needs assessment interviews, several young Metlakatla leaders and emerging culture bearers noted they had limited success outside of the community because of incomplete cultural knowledge. Loneliness and lack of grounding in their identity created even more challenges for their training and education. These young adults have since returned home and are making contributions within their community, restoring the Sm'algyax language.

The desire to learn and revitalize traditions is now visible throughout the community, with a recent resurgence of traditional activities. Still, there are currently few venues inside or outside of the community to learn about Tsimshian history and traditions. Annette Island School District does not offer Tsimshian history classes beyond a one-time workshop. Although there is community readiness to further strengthen cultural identity, there are few potlatches, storytelling,

harvesting, and Sm'algyax language opportunities. Students often realize this is an essential source of strength after they no longer have regular opportunities for learning.

**Barrier/Need 2: Family Engagement To Prepare Students Pre and Post Secondary.**

In the 2015 Alaska Student Climate and Connectedness Survey, 74% of Metlakatla students agreed that adults in their community encourage them to take school seriously. However, only 39% of students agreed that adults in Metlakatla know what goes on inside schools and only 55% of Metlakatla parents participated in parent/teacher conferences in the 2015-2016 school year.

When families are engaged in their students' education, students directly benefit with higher grade point averages and standardized test scores, better attendance, better social skills and adaption to school, and more classes passed and credits earned (Henderson, Mapp, 2002).

Interviews during the assessment, underscore the intergenerational trauma with Metlakatla families and the school context. Such trauma propagates a general distrust of anything to do with education and reticence to build strong relationships with school staff. The counselor also cited a number of reasons including limited experience with supporting students off-island, parents' own trauma in school, financial limitations, lack of knowledge about their students' grades and graduation track, unwillingness to let their children leave the community, and a general skepticism about higher education. School staff interviews indicate a "huge line" between family and school with limited trust of school staff. Such barriers place Metlakatla students at a considerable disadvantage when pursuing college and career training.

Currently the school has limited ways of engaging parents, including parent/teacher conferences, high school orientation, elementary school family nights, and intervention home visits to address acute discipline issues, such as truancy. The high school has begun a concerted effort to invite the community into the school for non-academic events to break down the perceived barrier between community and school and create a more inviting environment. Establishing meaningful opportunities for healing and partnering will be an essential part of this project.

**Barrier/Need 3: Inadequate independent living skills.** Metlakatla youth live in a remote, challenging environment where they do not often learn day-to-day life skills that will prepare them for college and careers. Teachers, community members, and parents report that students often call home not knowing how to navigate services, manage their time and money, and have few supports for social and logistical challenges facing them in their new environments. Interviews with the tribe, teachers and community stakeholders signal that Metlakatla students rarely learn such basic independent living skills as how to pay rent, apply for a job, get a driver's license, or complete household tasks. A local Elder remarked that, "this community 'babies' its children." There has been little intergenerational experience of passing along life skills specific to promoting college and career success. This proposal will prioritize student strength-based independent living skills to improve resiliency and chances for post-secondary success.

**Barrier/Need 4: Pre and Post-Secondary Mentorship and Social Support Network.**

**Peer to peer mentoring.** While community “Auntie” and “Uncle” style mentoring is a traditional approach to preparing the next generation, much of this has been lost. Currently Metlakatla students have few opportunities for mentors. The high school principal and counselor both note that recent graduates who come back to speak with current students about challenges and successes of post-secondary life, make positive impacts. Research also supports the approach that Native American students peer-to-peer mentoring is an effective method to increase higher education retention rates (Mosholder, et al, 2011). Mosholder asserts that, “Structured mentoring programs that connect advanced Native American students with incoming Native American students have been shown to address issues regarding isolation, lack of awareness of available resources, and lack of support and role models.”

Metlakatla students have two prioritized mentoring needs: 1) Recent high school graduates mentoring current high school students; and 2) A dedicated community mentor to embed a support system with recent high school graduates, both locally and long distance. Whether it is recent graduates returning to the schools to mentor younger students, or a dedicated adult mentor who works closely with recent high school graduates, Annette Island School District does not have these practices in place to support an effective peer-to-peer mentoring network.

**Post high school supports.** Many Annette Island School District graduates, who pursue further education, attend University of Alaska Southeast or college out of state. These institutions are far away from Metlakatla and students are often unable to return to their homes during the school year. Neither institution has supports in place for these rural students who have uprooted

themselves from their communities. Additional support from staff at Metlakatla Indian Community will add to the supports while being away from the community.

**Opportunities in Metlakatla to Support Indian Students.** Annette Island School District (Successful ANEP grant recipient) and Metlakatla Indian Community (Indian Organization-Successful ANEP grant recipient) have a high level of readiness for community engagement. Since 2013, Annette Island School District, Metlakatla Indian Community, and Association of Alaska School Boards/Alaska ICE (successful ANEP grant recipient) have partnered to increase readiness for community engagement. All applicants have a track record of managing similar grants and achieving objectives and outcomes.

Annette Island School District has a diverse team of teachers and administrators, who are enthusiastic about integrating Tsimshian culture and traditions and new supports for students' college and career readiness. The district superintendent fully supports this proposal and will work closely with the tribal entity, Metlakatla Indian Community, Mayor Audrey Hudson, parents, elders and younger cultural bearers. The school district understands the importance of increasing capacity and sustainability with Tsimshian culture as a compass.

### **Opportunity 1: Cultural Opportunities**

***“Don’t teach me about my culture. Use my culture to teach me”*** –Shendo (Jemez Pueblo)

The Metlakatla community is revitalizing Tsimshian culture and there is readiness from many cultural organizations and individual cultural bearers to have a stronger role in education. Among the Tsimshian organizations in Metlakatla are: five Tsimshian dance groups; a canoe society; Tsimshian girls mentoring group; active Tsimshian museum with a children's culture camp; many professional Tsimshian artists; a nationally-recognized native arts carving program in the high school; a foundation to revitalize the Sm'algyax language, and a new; Sm'algyax immersion pre-school (0-3 years) beginning in Fall 2016.

**Opportunity 2: Emerging Opportunities for Families.** The ICE (Initiative for Community Engagement) partnership was funded through the Alaska Native Education Program Grant, and has had successful outcomes for students and families in Metlakatla including significantly improved student ratings for parent & community involvement; school leadership and student involvement; and peer climate (SCCS Survey, 2015). Through a partnership with AISD and Metlakatla Indian Community and the Initiative for Community Engagement (ICE), two local ICE Engagement Advocates (and Tsimshian community members) worked to build coalitions, supporting well-trained staff and capacity of community organizations to carryout projects. The ICE Partnership has collectively addressed a need to create stronger school-community bridges and greater readiness for family support of AISD student education, a vital component to creating partnerships that, in turn, increase student achievement (Mapp, Kuttner, 2013).

**Opportunity 3: Opportunities for students to Learn Independent Living Skills.**

When asked in stakeholder needs assessment interviews about proposal priorities for Metlakatla students, every respondent mentioned an acute need for independent living skills for students. Adults and elders in Metlakatla have many independent living skills to share with students. However, there are few current programs in place. Metlakatla Indian Community, the federally recognized tribal entity, has 150 full-time and 50 part-time employees, many of whom can teach specific living skills, including finances and budgeting, financial aid and scholarship applications, and healthy relationships. Cultural bearers and elders can share life skills on navigating interpersonal relationships based on Tsimshian traditional values. School staff members have first-hand skills learned in college and career education programs. The high school has committed to creating a 30-minute daily independent living skills class for all students.

#### **Opportunity 4: Opportunities to Support and Mentor Post Secondary Students.**

Annette Island School District understands the need to support pre and post-secondary students.

They are committed to a multi-pronged approach of mentoring and supporting their students. The high school counselor has piloted an internship program that can be expanded to bring students back into the school as role models. The middle school currently offers career assessment and has an active after-school program that could house mentoring programs.

#### **Existing supports**

##### **Existing Support 1: Grounding Students in Their Cultural Identity.** Young adult Tsimshian

cultural bearers currently offer a growing support network for Metlakatla students. These adults

ANNETTE ISLAND SCHOOL DISTRICT (AISD) and METLAKATLA INDIAN COMMUNITY :: *EMPOWERING OUR FUTURE*

II

*GENERATIONS* :: DEPARTMENT OF EDUCATION INDIAN EDUCATION DEMONSTRATION GRANT (NYCP) – CFDA

have taken it upon themselves to revitalize Tsimshian way of life and Sm'algayax language, sometimes in the face of adversity or even apathy. These leaders have founded dance groups, a canoe society, and are collaborating together to learn Sm'algayax. They are also tapping into their ancestors' roots in Old Metlakatla (Canada), where the Tsimshian culture remains *relatively* intact.

Tsimshian culture has a visible role in the school district. The native arts carving program, under the direction of John Hudson, trains professional quality Tsimshian artists. Dance groups now regularly dance at school events and – without exception – invite the student body and visitors to dance. A group of young adults (funded by an Alaska Native Education grant) have begun a 0-3 Sm'algayax language immersion pre-school.

### **Existing Support 2: Family Engagement To Prepare Students Pre and Post Secondary.**

66% of Metlakatla students say that, “Parents come to events at my school” (SCCS, 2015). Though students remark that parents are not engaged academically in their education (SCCS, 2015) and school staff corroborate this, parents and family members are willing to attend school events. Through the Alaska ICE partnership and funded by an Alaska Native Education grant, the elementary school hosts family nights once per month and report that families attend these events in much greater numbers than: 1) staff expected; and 2) other similar events in past years.

### **Existing Support 3: Independent Living Skills.** AISD and Metlakatla Indian Council have

made significant efforts to support students independently and collaboratively. The adults of

Metlakatla are the most valuable existing supports. An intentional effort will harness their skills and produce positive outcomes.

**Existing Support 4: Pre and Post-Secondary Mentoring and Support.** During the 2015-16 school year the high school Metlakatla Indian Community began an internship program under the guidance of the high school counselor. Six high school students participated with the following employers: Metlakatla Indian Community Council Chambers, Metlakatla Senior Center, AISD Technology, Native Dance Group, Metlakatla Fire Department. The high school counselor remarked that students and employers were enthusiastic, but the district needs to embed the internship program to ensure sustainability and capacity.

### **Quality of the Project Design for *Empowering our Future Generations***

**(i) Project focused on defined local geographic area.** *Empowering our Future Generations* will include the whole district, which stretches over 128 square miles and the community of Metlakatla on Annette Island in remote Southeast Alaska, accessible only by seaplane or boat. Metlakatla is in Southeast Alaska located about 20 miles south of Ketchikan. AISD has 381 students (96% are Native Alaskan, primarily Tsimshian) and three schools. The population of Metlakatla is 1,504 (2010 US Census). See Metlakatla location map in Appendix, pp. 6-8). Metlakatla is the southernmost community in the State.

**(ii) Project based on scientific research and culturally appropriate**

*“When I took an understanding of where I came from and my culture, I started to take pride in my culture and stand tall. That’s when things started to take a turn for me.”* - Young Metlakatla Cultural Bearer

**a. Cultural connectedness and groundedness among youth.** *Empowering our Future*

*Generations* will integrate evidence-based practices along with intergenerational Tsimshian wisdom and cultural practices to strengthen their skills and identity. *Empowering our Future Generations* is based on research indicating that as early as elementary grades, “heritage language and culture programs in the schools build strong relationships between home and school, which is an important factor in academic success and graduation rates” (NCELA, 2011). A strong cultural identity and ability to practice cultural practices directly impact post secondary attendance and retention rates.

Maintaining an active role in culture directly impacts Native American students’ ability and/or desire to persist in college (Guillory, 2008). A local Tsimshian cultural organization team consisting of local cultural bearers and school district administration and teachers will plan and embed cultural content in both school and after school activities in a sequenced way. (See logic model, pp. 18-21). Cultural strategies will focus on Tsimshian history and traditional activities drawing on millennia of Tsimshian traditions. Alongside AISD, local cultural organizations (Metlakatla Indian Community, Liwaayda Canoe Society, and Alaska Native Girls) will have stakeholder roles in planning and implementing culturally appropriate activities. When applicable, these cultural activities will be embedded into school district curriculum goals.

## **b. Family Engagement To Prepare Students Pre and Post Secondary.**

We know that Native American youth benefit from strong family and community support systems (NCELA, 2011; Guillory, 2008). Such family engagement directly impacts academic achievement, graduation rates, and post secondary attendance and retention.

*Empowering our Future Generations* will draw on a proven framework of successful, shared dual capacity-building family-school partnerships (Mapp and Kuttner, 2013). The authors present an evidence-based framework, ideal for customizing and adapting to communities, that emphasizes building and enhancing capacity of staff and families in the “4 C” areas: 1) Capabilities (skills and knowledge); 2) Connections (networks); 3) Cognition (beliefs, values) and; 4) Confidence (self-efficacy). A local team will make adaptations to embed these “4 C” concepts together with Tsimshian culture. In the dual capacity-building framework for family-school partnerships, Mapp and Kuttner show that schools must build certain “process conditions” into family engagement, procedures that are part of any action. They must also build in “organizational conditions” to ensure success and sustainability (2013). The Conditions and Outcomes table in the Appendix (p. 86) outlines necessary conditions and expected outcomes.

**Independent living skills.** *Empowering our Future Generations* will implement independent living skills workshops for high school students that draw on research showing that Native American youth benefit from activities “that allow them to experience affirmation, success, and a say in their own future.” (NCELA, 2011). Conversely, when Native American students do not have adequate independent living skills, such as an understanding of post secondary education

financial aid and scholarship opportunities, they are more likely to dropout (Guillory, 2008). Metlakatla stakeholders unanimously agree that local students do not have inadequate independent living skills. They remarked that students' lack of the most basic independent living skills impacts student post secondary education retention. Local data corroborates respondents' observations. Of the 10 students in the 2015 Metlakatla High School graduating class who pursued post secondary education or career training, only 4 remain enrolled.

Local culture bearers specifically mentioned an acute need for the following skills with students: 1) basic financial and budgeting skills; 2) navigating financial aid/scholarship opportunities; 3) navigating homesickness; and 4) strength-based skills to navigate healthy relationships. These can be the most significant barriers for Native American students post-secondary success (Guillory, 2008).

### **Supporting and Mentor Pre and Post Secondary Students.**

Higher education retention rates improve when Native American students mentor other Native American students (Mosholder, et al, 2011). Support and mentoring systems are essential to help Native American students successfully navigate personal issues that arise, such as family illness, transportation, racism, study skills, and finances, among others.

### **(iii) Goals, Objectives, Outcomes are Clearly Specified and Measurable**

*a. Empowering our Future Generations' primary goal is to ensure Metlakatla students will be equipped to pursue college and career opportunities after high school* proposing an approach to improving college and career readiness of students in Metlakatla including: 1) **Increasing cultural connectedness among youth**; 2) **evidence-based family and community engagement**; 3) **strength-based life skills and rites of passages**; and 3) **pre and post secondary mentoring structures**.

Ultimately, through *Empowering our Future Generations* we will increase the number of students who pursue post-secondary training or education after high school as measured by a greater number of students applying for and completing off-island college and career opportunities and an increase in students who report they are able to contribute to their community and practice a healthy life on Metlakatla (see logic model in on next four pages).

**b. Outcome and Measurable Objectives**

**Objective 1: Increase connection to Tsimshian culture and cultural identity.** Students will report a 30% increase in cultural connectedness and cultural knowledge from 2017 to 2020, based on the School Climate and Connectedness Survey Cultural Scale (first measured in 2017). 20 % increase of regularly occurring positive student cultural activities.

**Objective 2: Increase family and community involvement in students' education and support for students to pursue higher education opportunities.** Students will report a 20% increase in family engagement in school-work educational outcomes; Staff will report a 20% increase in family and community involvement in educational outcomes.

*Empowering our Future Generations: LOGIC MODEL*

**Objective 1: Increase student connection to Tsimshian culture and cultural identity.**

**Long Term Outcome: Increase in students pursuing post-secondary education/careers to completion.**

<b>Barrier to Implementation/Need</b>	<b>Elements to Address Need</b>	<b>Activities</b>	<b>Measurable Objectives</b>
<p><b>Barrier:</b> Tsimshian Cultural Disruption</p> <p><b>Need:</b> Grounding Students in Tsimshian Culture</p>	<p><b>Culturally responsive process and practice integration</b></p> <p><u>INPUTS:</u></p> <p>1) Tsimshian values</p> <p>2) Tsimshian cultural team</p> <p>3) Community conversation (AASB)</p> <p>4) Assessment and action planning tools (SCCS)</p>	<p>* Host community conversations</p> <p>* Tsimshian cultural team action planning</p> <p>* Culturally relevant after-school activities to connect youth and mentors (e.g., history, canoeing, dancing, subsistence, art, etc.)</p> <p>* Tsimshian mentor professional development</p> <p>* <u>In-school:</u> Elementary school/middle school place-based cultural learning and activities</p> <p>* <u>After-school:</u> Tsimshian cultural activities with Alaska Native Girls (girls self esteem, arts, dance); Li'wayda Canoe Society (Canoeing, youth mentoring; subsistence)</p>	<p>See narrative on p. 17 for measurable objectives.</p>

*Empowering our Future Generations: LOGIC MODEL*

**Objective 2: Increase family and community involvement in students' education and support for student higher education.**

**Long Term Outcome: Increase in students pursuing post-secondary education/careers to completion.**

<b>Barrier to Implementation/Need</b>	<b>Elements to Address Need</b>	<b>Activities</b>	<b>Measurable Objectives</b>
<p><b>Barrier:</b></p> <p>Limited Family Engagement Opportunities for Students to Prepare Post High School</p> <p><b>Need:</b></p> <p>Family Engagement to Involve in Student's Cultural and Academic Education</p>	<p><b>Building culturally responsive conditions, community of practice, policies, and programs for shared family-school partnerships</b></p> <p><u>INPUTS:</u></p> <p>1) Tsimshian values and standards</p> <p>2) School district team</p> <p>3) Prof. Dev./Assessment Tools (AASB)</p>	<p>* Professional development for staff, families</p> <p>* Align culturally relevant dual-capacity family engagement framework to district goals with district design team</p> <p>* Develop sustainable process/organizational conditions to build staff/family "4 C" areas:</p> <p>1. Capabilities (skills and knowledge); 2. Connections (networks); 3. Cognition (beliefs, values); 4. Confidence (self-efficacy)</p> <p>* Embed dual-capacity family engagement framework in district curriculum goals</p>	<p>See narrative on p. 17 for measurable objectives.</p>

*Empowering our Future Generations: LOGIC MODEL*

**Objective 3: Improve school district and community capacity and infrastructure to support student independent living skills.**

**Long Term Outcome: Increase in students pursuing post-secondary education/careers to completion.**

<b>Barrier to Implementation/Need</b>	<b>Elements to Address Need</b>	<b>Activities</b>	<b>Measurable Objectives</b>
<p><b>Barrier:</b> Students are Unprepared for Independent Living Outside of Metlakatla.</p> <p><b>Need:</b> Independent Living Skills or College and Career Education.</p>	<p><b>Action Steps to systematically improve culturally relevant strength-based life skills</b></p> <p><u>INPUTS:</u></p> <p>1) Tsimshiam values and standards</p> <p>2) District, School, and Tribal Input Team</p> <p>3) Assessment/Action Planning Tools</p> <p>4) Community mentors</p>	<p>* Middle school/high school in-school workshops and classes to build daily life skills with students (e.g., budgets and money, healthy relationships, time management, driver’s education, financial aid, etc.)</p> <p>*Professional development for adults to lead workshops and classes, include essay writing</p> <p>* Career assessments for 7<sup>th</sup>/8<sup>th</sup> graders and curriculum</p>	<p><b>See narrative on p. 22 for measurable objectives.</b></p>

*Empowering our Future Generations: LOGIC MODEL*

**Objective 4: Establish pre- and post-secondary mentoring/social support network for college and career education.**

**Long Term Outcome: Increase in students pursuing post-secondary education/careers to completion.**

<b>Barrier to Implementation/Need</b>	<b>Elements to Address Need</b>	<b>Activities</b>	<b>Measurable Objectives</b>
<p><b>Barrier:</b> Few Supports at Higher Education</p> <p><b>Need:</b> Mentorship and Support Infrastructure</p>	<p><b>Mentors and Support Networks</b></p> <p><u>INPUTS:</u></p> <p>1) AASB, District, and MIC supported professional development and coaching</p> <p>2) <i>Post-Secondary Mentoring Coordinator</i> (contracted position through Metlakatla Indian Community)</p>	<ul style="list-style-type: none"> <li>* Professional development for staff</li> <li>* Recent high school graduates mentoring current K-12 students on-site</li> <li>* Scholarship/financial aid workshops</li> <li>* College/career preparation workshops</li> <li>* College/career advising</li> <li>* Longitudinal Tracking systems for HS grads and career/colleges</li> <li>* <i>Post Sec. Mentoring Coordinator</i> site mentoring visits</li> </ul>	<p>See narrative on p. 22 for measurable objectives.</p>

**Objective 3: Improve district and community capacity and infrastructure to support student independent living skills.** Students will report a 20% increase of caring adults who they can speak with in and out of the school, Students will demonstrate a 20% increase in life skills and cultural knowledge they can use living independently outside of Metlakatla. Recent graduates will be tracked and will report a 20% increase in on-campus or on the job supports.

**Objective 4: Establish peer-to-peer mentoring community for students and social support network for students during college and career education.** Students will report a 30% increase reporting a desire to get more education after high school. Students will report a 30% increase in being able to identify at least 3 mentors in their lives. Recent graduates will be tracked and will report a 30% increase in on-campus or on the job supports between 2017 and 2020. Recent graduates will also report a 30% increase in have strength-based motivation persistence skills, both crucial to complete post-secondary education.

#### **b. Measurement.**

Each objective is paired to a measurable outcome. Data collection measures and survey instruments are outlined on pp. 30-31 (Table 5). Working with the Association of Alaska School Boards, key partners will collect data from existing data sources including the School Climate and Connectedness Survey (administered by nationally renowned evaluators, American Institutes for Research). Additional surveys will be developed for program participants and parents. Graduating high school cohorts will be tracked through surveys, interviews, and a longitudinal tracking system.

#### **(iv) Project is Appropriate and Successfully Addresses Needs**

*Empowering our Future Generations* addresses needs Metlakatla community members, elders, officials, and culture bearers identified as crucial to post secondary student success (see Appendix p. 10 for list of interviewees). Metlakatla students are graduating high school without crucial tools to ensure their success. This project will combine intergenerational Tsimshian knowledge and traditions with evidence-based approaches, to ensure positive outcomes to the following needs: **1) ground students in Tsimshian culture; 2) embed dual capacity-building shared family/school engagement framework; 3) build students' strength-based independent living skills; and 4) establish pre and post-secondary mentorship and support structure.**

*Empowering our Future Generations* has broad support from tribal entities and cultural organizations, cultural bearers, and elders. Because of a multi-pronged approach building capacity and creating sustainable systems, we believe that *Empowering our Future Generations* can build capacity in parents, community, and school to support our youth.

Association of Alaska School Boards used the following data for our independent needs analysis:

1. Student Climate and Connectedness Survey data for Annette Island School District, measuring the student ratings of: a) parent & community involvement; b) caring adults; and c) school leadership & student involvement. 2. Stakeholder interviews with cultural bearers, elders, school and district leaders, teachers, and the high school counselor. 3. School and community data

indicating: a) parent participation at parent/teacher conferences; b) graduation rates; c) data showing district post-secondary education/career training attendance and completion; d) percentage of students eligible for free and reduced lunches; and e) local poverty rate. See Appendix pp. 9-39 for all needs analysis data.

**(v) Collaboration With Partners and Effective Project Services**

*Empowering our Future Generations* is a collaborative project between Annette Island School District and Metlakatla Indian Community. Association of Alaska School Boards will provide ongoing technical assistance. The following community cultural organizations will collaborate to help plan and implement project services: 1) Liwaayda Canoe Society (LCS); and 2) Alaska Native Girls (ANG). See table below for breakdown of roles.

Organization	Role
Annette Island School District	<ul style="list-style-type: none"> <li>• Grant lead and management, <i>Project Director</i> <i>(local Tsimshian community member)</i></li> </ul>
Metlakatla Indian Community	<ul style="list-style-type: none"> <li>• Partner applicant, planning, cultural advising, implementation of pre/post secondary mentoring</li> <li>• <i>Pre/Post Secondary Mentoring Coordinator</i> <i>(local Tsimshian community member)</i></li> </ul>
Association of Alaska School Boards – ICE	<ul style="list-style-type: none"> <li>• Coaching for Family Engagement Strategies</li> <li>• Evaluation Services</li> </ul>

LCS and ANG	Planning support, cultural consulting, implementation of project-based cultural activities, professional development
-------------	--

**Table 4: Partner Roles and Responsibilities**

## **Quality of Project Personnel**

### **(i) Training and Experience of Project Director**

The Project Director for *Empowering our Future Generations* will be housed with the Annette Island School District. District officials will ensure that the Project Director will have sufficient training for this position as identified by qualifications needed to successfully meet project outcomes and objectives. The Project Director will have the following qualifications: 1) **Be a local Tsimshian community member with Bachelor’s degree** (in counseling, education, or similar field); 2) Passion for – and experience working with – Alaska Native youth with experience improving outcomes related to family-school relationships in Native Alaskan/Native American communities; 4) Able to work in a self-directed environment and navigate a challenging work environment with enthusiasm and optimism; 5) Ability to supervise one part time contract position (*Post Secondary Mentoring Coordinator*); and 6) desire to nurture a close working relationship between Annette Island School District, Metlakatla Indian Community, and all partners.

**(ii) Qualifications of key project personnel.** Qualifications of key personnel for *Empowering our Future Generations* are detailed below. A detailed table may be found in the Appendix (p. 84) along with resumes for key personnel (pp. 49-62).

*Empowering our Future Generations* will employ one position: Annette Island School District will house a *Project Director* (1 FTE). **This staff person will be a local Tsimshian community member with a bachelor's degree**, preferably in counseling. The *Project Director* will facilitate all project planning; coordinate professional development and the dual capacity-building family-school framework. The *Project Director* will be a liaison to Metlakatla Indian Community, elders, students, community members, and Association of Alaska School Boards.

*Empowering our Future Generations* will contract three team members: 1) *Post-Secondary Mentoring Coordinator* (.30 FTE, housed by Metlakatla Indian Community); 2) *School Climate Coordinator/Evaluator* (.05 FTE equiv., Association of Alaska School Boards); and 3) *Community Engagement Educator* (.25 FTE, Association of Alaska School Boards).

The *Post Secondary Mentoring Coordinator (PSMC)* will be housed with Metlakatla Indian Community. **This person will have a bachelor's degree and be a local Tsimshian.** The PSMC will report to the *Project Director* and will coordinate all pre- and post-secondary higher education/career-mentoring activities. They will maintain regular contact with all recent graduates and will be responsible for creating (with technical support from AASB) a longitudinal tracking system for all high school graduates to determine post-secondary retention and completion.

*Empowering our Future Generations* will contract with Association of Alaska School Boards for a *School Climate Coordinator/Evaluator*. AASB, working with American Institutes of Research, administers and compiles reports of the School Climate and Connectedness Survey. AASB compiles and integrates data for school districts across the state. This position will: 1) co-host community and district conversations to guide culturally responsive planning; and 2) develop data reports and work with districts on continuous quality improvement. We will also contract a *Community Engagement Educator* from Association of Alaska School Boards. AASB has decades of experience planning and implementing evidence-based, culturally responsive community engagement strategies in rural Alaska (including 2013-2016 in Metlakatla).

**(iii) Capacity to Improve Outcomes.** Each of the key partners for *Empowering our Future Generations* has successfully carried out similar grants. Each key partner has established records of completing our projects on time, within budget, and with successful outcomes. In 2009, AIR was contracted to evaluate the impact of AASB's *Quality Schools Quality Student* Project in Alaska. The project was focused on improving academic achievement of Alaska Native students in schools across Alaska. ***It was found that Alaska Native students in 15 intervention districts made gains in academic achievement that were greater than would be expected based on changes in academic achievement among Alaska Native students statewide.*** There was also a reduction of incidence of vandalism, fights, and alcohol use among students at school or school events (AIR, 2009). Please see Appendix pp. 42-48 for AIR Summary of Evaluation.

## **Adequacy of Resources**

ANNETTE ISLAND SCHOOL DISTRICT (AISD) and METLAKATLA INDIAN COMMUNITY ::: *EMPOWERING OUR FUTURE GENERATIONS* ::: DEPARTMENT OF EDUCATION INDIAN EDUCATION DEMONSTRATION GRANT (NYCP) – CFDA

27

**(i) Relevance and Commitment of Partners to Implementation and Success.**

*Empowering our Future Generations* is a community-school partnership between Annette Island School District and the federally recognized tribal entity, Metlakatla Indian Community. Our proposal addresses student needs through the lens of Tsimshian culture with evidence-based strategies. All stakeholders agree that *Empowering our Future Generations* will successfully meet outcomes and objectives specifically because the needs and project are fully community-driven. We have taken time to craft a partnership agreement with meaningful roles for the school district and tribe. Both institutions are fully committed to the success of this proposal.

**(ii) Reasonable Costs Per Capita** *Empowering our Future Generations* will impact all of Metlakatla. Total project costs are \$892,064. This translates to an annual per student cost of \$585 (381 students) and annual community member cost of \$148 (1,504 residents). Many components of *Empowering our Future Generations* will impact students and community members beyond the life of this project, specifically: 1) integrate cultural learning into curriculum goals; 2) embed culturally relevant dual capacity-building family-school partnership framework into district culture and goals; 3) strengthen community knowledge of important life skills that can be passed on; and 4) create a mentor and support network. All of these outcomes will extend beyond the life of *Empowering our Future Generations*.

**Quality of the Management Plan**

**(i) Achieving Objectives on Time and Within Budget.** We have created a detailed

implementation timeline for *Empowering our Future Generations* that shows a clear progression to build capacity and sustainability (See *Engaging our Future Generations Implementation Timeline in Appendix, p. 85*). We begin the Project implementing community conversations and team building, to support capacity building and sustainability. During this time we will: 1) fill positions covered under the grant; 2) conduct assessments and professionally facilitated community conversations; 3) begin professional development for school staff and families; and 4) begin enhancing materials for implementation. Once planning is complete, we will implement strategies/activities into practice. By embedding our strategies into district curriculum goals, we will build capacity and sustainability. *Empowering our Future Generations* has adequately planned for resources to successfully meet our outcomes and objectives. Annette Island School District will hire a Project Director (1.0 FTE) to oversee the project and coordinate with partners. The school district will contract with Metlakatla Indian Community for a Pre and Post-Secondary Mentor (.3) to coordinate support and mentoring of students.

Table 5 (see pp. 30-31) shows a detailed timeline for data collection, outcomes to be measured, and measure we will use. Association of Alaska School Boards (AASB) will use the data above to compile periodic feedback to Annette Island School District and Metlakatla Indian Community to make quality improvements that will have the most impact to successfully meet outcomes and objectives. AASB will share data with other community stakeholders to ensure transparency and continued stakeholder support for *Empowering our Future Generations*. AASB will ensure to adequate processes for replication in other communities.

**DATA COLLECTION AND MEASURES: Empowering our Future Generations**

Student Outcomes:

- 1. Increased connection to Tsimshian Culture**
- 2. Increase district and community capacity and infrastructure to support student independent living skills**
- 3. Pre and Post-secondary mentoring for college and career training students**

MEASURES	DATA COLLECTION INSTRUMENT	DATA COLLECTION TIMELINE
Culture	SCCS Survey	Spring: 2017-2020
Culture, Living Skills	Pre and post surveys	Fall and Spring: 2016-2020
Pre and Post-Sec. Mentoring	Post-secondary tracking tool for high school graduation rates and post-sec retention rates	Continuous: 2016-2020
Pre and Post-Sec. Mentoring	Interviews	Continuous: 2016-2020

Family Outcomes:

- 1. Increase family and community involvement in students' education**

MEASURES	DATA COLLECTION INSTRUMENT	DATA COLLECTION TIMELINE
Family Involvement in Education	Interviews	Spring 2017-2020
Family Involvement in Education	Pre and post surveys	Fall/Spring: 2017-2020
Family Involvement in Education	SCCS Survey	Spring: 2017-2020
Family Involvement in Education	Longitudinal participation numbers for family-school activities	Continuous: 2016-2020

Teacher Outcomes: Increase family and community involvement in students' education		
MEASURES	DATA COLLECTION INSTRUMENT	DATA COLLECTION TIMELINE
Family and Community Involvement in Education	SCCS Survey	Spring: 2017-2020
Family and Community Involvement in Education	Interviews	Spring: 2017-2020

Community Outcomes: Increase family and community involvement in students' education Increase district and community capacity and infrastructure to support student independent living skills		
MEASURES	DATA COLLECTION INSTRUMENT	DATA COLLECTION TIMELINE
Family and Community Involvement in Education Independent Living Skills	Pre and post surveys	Fall/Spring: 2017-2020
Family and Community Involvement in Education Independent Living Skills	Longitudinal participation numbers for family-school activities	Continuous: 2016-2020

**Table 5: Data Collection Measures, Instrument, and Timeline**

**(i) Tribe (MIC) & Parents Involved in Developing and Implementing Activities**

Annette Island School District students, in recent years, are graduating high school at high rates, indicating their interest in pursuing higher education. In fact, 59% are working towards that dream. However, after one year only 24% of students are still enrolled in their programs. Tracking of past students indicates that 10% or less will complete their goals. This is of great concern to the leaders, Elders who want to work together to shift this trend.

Metlakatla Tsimshian parents, tribal and Tsimshian cultural entities, community members will have stakeholder roles in assessing, planning, and implementing *Empowering our Future Generations*. Tsimshian parents and community members have been active participants in the proposal independent needs assessment and have helped shape all project goals, outcomes and objectives of Project (see Appendix p. 10 for list of community needs assessment interviewees).

89% of Metlakatla residents are Alaska Native or American Indian

(<http://live.laborstats.alaska.gov/cen/dp.cfm>). 96% of Metlakatla students are Alaska Native or American Indian.

**a. Grounding in Tsimshian Identity.** *Developing and Implementing.* Tsimshian parents, tribal entities, and cultural organizations have jointly developed objectives, outcomes, and activities for *Empowering of Future Generations*. A Tsimshian cultural team partnering with Annette Island School District will guide the activities and strategies used to meet project outcomes and objectives. Metlakatla Indian Community, the governing body tasked to make decisions for the benefit of all on the Annette Island Reserve, will take the lead role on the team. Tsimshian parents, along with Tsimshian cultural organizations (Liwaayda Canoe Society and Alaska Native Girls), will also partner, both planning and implementing project-based activities. The Tsimshian cultural team, in coordination with Annette Island School District, will oversee implementation of all activities, among them project-based activities in elementary and middle schools; Tsimshian history workshops; subsistence and arts workshops; and youth/elder activities. With technical assistance from Association of Alaska School Boards, the team will draw on collective wisdom and experience of Tsimshian parents and elders to implement cultural

activities and strategies. In-school project-based activities will take place in K-12 schools, and after school.

**b. Dual capacity-building Family School Partnerships.** *Development and Implementing.* After helping to identify and prioritize family-school partnership needs, building on a culturally driven dual capacity-building family-school partnership framework to change how Tsimshian families and teachers work together. A Tsimshian family-school implementation team, comprised of Metlakatla Indian Community representatives, Tsimshian parents, the school counselors, and district officials, will work together to customize the framework for Metlakatla. With technical support from Association of Alaska School Boards, they will adapt this family-school framework through facilitated community conversations and family-school capacity-building activities. See Appendix p. 86 for family-school engagement conditions and outcomes table.

**c. Independent Living Skills for College and Career Education.** *Developing and Implementation:* The Tsimshian family-school team, comprised of Metlakatla Indian Community, Annette Island School District, and Tsimshian parents, will develop a series of classes and workshops to teach independent living skills. *Empowering our Future Generations* will draw on the vast knowledge of Metlakatla Indian Community employees, parents, and community members who will be teach workshops and classes.

**d. Post secondary mentoring and support.** *Developing and Implementation:* Metlakatla Indian Community will house the *Post-Secondary Mentoring Coordinator (PSMC)* that will coordinate

this objective of *Empowering our Future Generations*. The PSMC will connect Tsimshian mentors to recent high school graduates and maintain regular contact with recent graduates, providing support and guidance. Parents of students will have opportunities to take part in trainings on how to support their students while they are away. Metlakatla Indian Community and parents of students who have successfully completed higher education will help lead these classes. This person will maintain regular contact with recent graduates, providing support.

**(ii) Building Capacity and Sustainability.** *Empowering our Future Generations* will build capacity to sustain activities and objectives beyond the scope of this project. Annette Island School District will incorporate strategies into curriculum goals and policies, ensuring sustainability. We expect this project to change particular social norms in Metlakatla, offering a compelling case for sustainability. Particularly, we expect to see a social norms change regarding: 1) Family-school relationships towards a shared-learning norm that is embedded in district curriculum goals; 2) Correlation of a strong Tsimshian cultural identity and higher likelihood of post-secondary success; 3) importance seen of *Post Secondary Mentor* as a key to supporting students in higher education and career training. We expect to see a significant, positive community change towards supporting students to be ready for college and careers.

**Quality of the Project Evaluation** *Empowering our Future Generations* has contracted Association of Alaska School Boards (AASB) to evaluate our project. AASB has been working with American Institute of Research (AIR) for more than 10 years. AIR and AASB have developed and reported on the Alaska School Climate and Connectedness Survey (SCCS)

ANNETTE ISLAND SCHOOL DISTRICT (AISD) and METLAKATLA INDIAN COMMUNITY :: *EMPOWERING OUR FUTURE GENERATIONS* :: DEPARTMENT OF EDUCATION INDIAN EDUCATION DEMONSTRATION GRANT (NYCP) – CFDA

34

measuring student and staff perceptions of school climate and social emotional skills since 2005. Annette Island has taken part in the SCCS survey since 2009. AASB has developed cultural connectedness measure specific to Alaska students, which they will begin administering in 2017.

**(i) Effective Strategies for Replication** We will meet objectives and outcomes for *Empowering our Future Generations*, allowing us to adequately replicate this project in other Alaska communities. We will show that when students are more connected to their culture (which is integrated into curriculum goals) and schools reach beyond their walls to engage families in ways that honor Native Alaska cultures, Alaska Native student achievement improves. We will also show that by mentoring recent high-school graduates through college and career education, student persistence and achievement will improve. We expect to positively impact Metlakatla's social norm regarding negative community perceptions of education.

By following our framework, other Alaskan communities will be able to replicate and customize *Empowering our Future Generations* integrating indigenous culture into curriculum goals, establishing shared family engagement, life skills, and post-secondary mentoring of rural Alaska Native students. All planning activities and dialogues will be developed specifically for Alaska Native populations, facilitating replication throughout Alaska. Our evaluation measures are already taking place throughout Alaska (SCCS) and we anticipate seamless replication.

## Other Attachment File(s)

---

\* **Mandatory Other Attachment Filename:**

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

**Annette Island School Boards: *Empowering our Future Generations* – Indian Education Demonstration Grant (Native Youth Community Projects) CFDA 84.299a**

<b>APPENDIX: Table of Contents</b>	
<b>i) Request for Competitive Priority Preferences: One and Three – pp. 2-5</b>	
<b>ii) Description of Defined Geographic Area: Maps of Metlakatla, Alaska - pp. 6-8</b>	
<b>iii) Evidence of Needs Assessment – p. 9</b>	
a. List of Metlakatla needs assessment interviewees – <b>p. 10</b>	
b. 2015 Student Climate and Connectedness Survey – <b>pp. 11-35</b>	
c. 2015-2016 AISD Parent/Teacher Conference Participation Rate – <b>p. 36</b>	
d. 2015 AISD Graduation Rates – <b>p. 37</b>	
e. AISD Students Eligible for Free/Reduced Lunches <b>p. 38</b>	
f. Kids Count Report of Poverty – <b>p. 39</b>	
<b>iv) Signed Partnership Agreement (MIC, AISD, &amp; AASB) – pp. 40-41</b>	
<b>v) Evidence of Capacity – pp. 42-48</b>	
a. American Institutes for Research 2009 Evaluation Summary of Association of Alaska School Boards <i>Quality Schools/Quality Students (QS2) Initiative</i>	
<b>vi) Individual Resumes for Project Director &amp; Key Personnel – p. 49</b>	
a. Tim Bauer, <b>Project Director</b> /Superintendent, Annette Island School District – <b>pp. 50-52</b>	
b. Audrey Hudson, Mayor, Metlakatla Indian Community – <b>p. 53</b>	
c. Genelle Winter, Grant Writer, Metlakatla Indian Community – <b>p. 54</b>	
d. Kimberlee Anderson, Contracts/Grants Officer, Metlakatla Indian Community – <b>p. 55</b>	
e. Lori Grassgreen, Director, Association of Alaska School Boards Alaska ICE (Initiative for Community Engagement) – <b>pp. 56-58</b>	
f. Jenni Lefing, Program Manager, Association of Alaska School Boards Student Climate and Connectedness Survey – <b>pp. 59-60</b>	
g. Mark Calvert, Community Engagement Educator, Association of Alaska School Boards Alaska ICE (Initiative for Community Engagement) – <b>pp. 61-62</b>	
<b>vii) Description of Continuing Activities – p. 63</b>	
<b>viii) Document of Indian Organization</b>	
a. Metlakatla Indian Community Mission & Description – <b>p. 64</b>	
b. Metlakatla Indian Community/Annette Island Reserve Community Council – <b>p. 65</b>	
c. Constitution/By-laws of Metlakatla Indian Community/Annette Island Reserve – <b>pp. 66-81</b>	
<b>ix) Statement of Previous Grants and Programs – p. 82</b>	
<b>x) Copy of Annette Island School District Indirect Cost Rate Agreement – p. 83</b>	
<b>xi) <i>Empowering our Future Generations</i> Tables</b>	
a. Key Personnel Table – <b>p. 84</b>	
b. Implementation and Evaluation Timeline – <b>p. 85</b>	
c. Dual Capacity-Building Family School Partnerships Framework: <i>Conditions and Outcomes</i> – <b>p. 86</b>	
<b>xii) Letters of Support – pp. 87-88</b>	
<b>xiii) References – pp. 89-90</b>	

*Empowering our Future Generations  
CFDA 84.299a*

**Request for Competitive Priority Preferences One and Three**

Competitive Priority Preference One:

Annette Island School District meets the eligibility requirements for Rural and Low-Income School (RLIS) programs.

*See following pages for documentation*

Competitive Priority Preference Three:

Annette Island School District (lead applicant) is a current recipient TWO Alaska Native Educational Program grants:

1. Name of Project: *Wap suwilaawksa* (House of Learning)

Award Number: S356A140033

Date of Award: 08/25/2014

*See following pages for documentation*

2. Name of Project: *The Tsimshian Education Achievement Model (TEAM) Project*

Award Number: S356A150030

Date of Award: 09/01/2015

*See following pages for documentation*

**LEAs ELIGIBLE for the 2014 Small Rural School Achievement Program (SRSA)**

All Local Educational Agencies (LEAs) listed on this page are eligible for the SRSA program for Fiscal Year 2014.

\* Only YELLOW HIGHLIGHTED LEAs need to APPLY using the e-application system at <http://www.GS.gov>.

For more information for those who need to reapply, see the Federal Register link at <http://www.ed.gov/programs/resarsa/applicant.html>

PLEASE NOTE: In some instances, it is possible for the funding formula to yield a grant award of \$0. Under the statutory formula, an eligible district that received more than \$60,000 from Title II-A (Improving Teacher Quality Grants) during SY 2013-14 will not receive an SRSA grant allocation. (However, even if it does not receive an SRSA grant award, that district could still exercise REAP-Flex authority).

For an explanation of the Allocation Formula, go to: <http://www.ed.gov/programs/resarsa/awards.html>

For further information on REAP, including the REAP-Flex authority go to: <http://www.ed.gov/programs/resarsa/legislation.html> (Click on Program Guidance)

**Alaska School Districts**

NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	LEA code of schools in the LEA	Each school has a local code of 7 or 8?	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq. mile?	FY 2013 Title II, Part A allocation amount	FY 2013 Title II, Part D formula allocation amount - PLEASE LEAVE BLANK	FY 2013 Title IV, Part A allocation amount - PLEASE LEAVE BLANK	FY 2013 Title V allocation amount - PLEASE LEAVE BLANK	SRSA eligible
0200050	3	ALASKA GATEWAY SCHOOL DISTRICT	P.O. BOX 226	YOK	99780	(907) 883-5151		YES	YES	312.55	YES	\$60,685				SRSA
0200010	4	ALEUTIAN REGION SCHOOL DISTRICT	P.O. BOX 92230	ANCHORAGE	99509	(907) 277-2648		YES	YES	33.00	YES	\$5,309				SRSA
0200007	58	ALEUTIANS EAST BOROUGH SCHOOL DISTRICT	P.O. BOX 429	SAND POINT	99661	(907) 383-5222		YES	YES	212.70	YES	\$29,844				SRSA
0200025	6	ANNETTE ISLAND SCHOOL DISTRICT	P.O. BOX 7	METLAKATLA	99626	(907) 886-8332		YES	YES	288.59	YES	\$48,022				SRSA
0200020	7	BERING STRAIT SCHOOL DISTRICT	P.O. BOX 226	UNALAKLEET	99684	(907) 624-4261		YES	YES	1,660.35	YES	\$255,598				SRSA
0200030	8	BRISTOL BAY BOROUGH SCHOOL DISTRICT	P.O. BOX 189	NAKNEK	99633	(907) 246-4225		YES	YES	158.20	YES	\$11,777				SRSA
0200730	9	CHATHAM SCHOOL DISTRICT	P.O. BOX 189	ANGOOK	99820	(907) 788-3302		YES	YES	148.50	YES	\$31,715				SRSA
0200800	10	CHUGACH SCHOOL DISTRICT	9312 VANGUARD DRIVE, SUITE 100	ANCHORAGE	99507	(907) 522-7400	7	NO	YES	57.10	YES	\$7,839				SRSA
0200670	11	COPPER RIVER SCHOOL DISTRICT	P.O. BOX 106	GLENNALLEN	99586	(907) 822-3234		YES	YES	398.69	YES	\$63,341				SRSA
0200060	12	CORDOVA CITY SCHOOL DISTRICT	P.O. BOX 1330	CORDOVA	99574	(907) 424-3285		YES	YES	512.41	YES	\$25,521				SRSA
0200090	13	CRAIG CITY SCHOOL DISTRICT	P.O. BOX 800	CRAIG	99821	(907) 826-3274		YES	YES	291.20	YES	\$26,813				SRSA
0200100	14	DELTA GREELY SCHOOL DISTRICT	P.O. BOX 527	DELTA JUNCTION	99737	(907) 895-4657		YES	YES	639.59	YES	\$105,819				SRSA
0200770	2	DENALI BOROUGH SCHOOL DISTRICT	P.O. BOX 280	HEALY	99743	(907) 683-2776		YES	YES	258.80	YES	\$21,219				SRSA
0200120	15	DILLINGHAM CITY SCHOOL DISTRICT	P.O. BOX 170	DILLINGHAM	99576	(907) 842-5223		YES	YES	489.80	YES	\$42,713				SRSA
0200130	17	GALENA CITY SCHOOL DISTRICT	P.O. BOX 289	GALENA	99741	(907) 656-1205	4	NO	YES	285.25	YES	\$63,784				SRSA
0200270	18	HAINES BOROUGH SCHOOL DISTRICT	P.O. BOX 1269	HAINES	99827	(907) 766-8725		YES	NO	270.85	YES	\$38,492				SRSA
0200300	19	HOONAH CITY SCHOOL DISTRICT	P.O. BOX 157	HOONAH	99826	(907) 945-3611		YES	YES	101.60	YES	\$14,794				SRSA
0200330	20	HYDABURG CITY SCHOOL DISTRICT	P.O. BOX 109	HYDABURG	99822	(907) 285-3491		YES	YES	86.10	YES	\$16,171				SRSA
0200520	21	IDITAROD AREA SCHOOL DISTRICT	P.O. BOX 90	MCGRATH	99827	(907) 524-3033		YES	YES	188.70	YES	\$52,059				SRSA
0200340	23	KAKE CITY SCHOOL DISTRICT	P.O. BOX 450	KAKE	99830	(907) 785-3741		YES	YES	104.00	YES	\$18,126				SRSA
0200005	55	KASHUNAMIUT SCHOOL DISTRICT	PO BOX 345	CHEVAK	99563	(907) 858-6195		YES	YES	317.50	YES	\$52,010				SRSA
0200450	27	KLAWOCK CITY SCHOOL DISTRICT	PO BOX 9	KLAWOCK	99825	(907) 755-2917		YES	YES	138.35	YES	\$18,693				SRSA
0200760	29	KUSPUK SCHOOL DISTRICT	P.O. BOX 46	ANIAK	99557	(907) 675-4250		YES	YES	333.10	YES	\$72,963				SRSA
0200485	30	LAKE AND PENINSULA BOROUGH SCHOOL DISTRICT	P.O. BOX 488	KING SALMON	99613	(907) 246-4280		YES	YES	303.60	YES	\$58,815				SRSA
0200503	32	LOWER YUKON SCHOOL DISTRICT	P.O. BOX 32089	MOUNTAIN VILLAGE	99632	(907) 591-2411		NO	YES	1,953.55	YES	\$365,599				SRSA
0200006	98	MOUNT EDGECUMBE HIGH SCHOOL AGENCY	1336 SEWARD AVE	SITKA	99835	(907) 966-3200	6	NO	YES	400.85	YES	\$21,884				SRSA
0200540	34	NENANA CITY SCHOOL DISTRICT	P.O. BOX 10	NENANA	99760	(907) 832-5464		YES	YES	201.70	YES	\$42,567				SRSA
0200570	35	NOME PUBLIC SCHOOLS	P.O. BOX 131	NOME	99762	(907) 443-2231	6	NO	YES	706.15	YES	\$62,046				SRSA
0200610	36	NORTH SLOPE BOROUGH SCHOOL DISTRICT	P.O. BOX 169	BARROW	99723	(907) 852-5311	6	NO	YES	1,730.75	YES	\$104,661				SRSA
0200625	37	NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT	P.O. BOX 51	KOTZEBUE	99752	(907) 442-1802	6	NO	YES	1,886.41	YES	\$245,426				SRSA
0200630	38	PELICAN CITY SCHOOL DISTRICT	P.O. BOX 90	PELICAN	99832	(907) 735-2236		YES	YES	11.20	YES	\$1,979				SRSA
0200660	39	PETERSBURG CITY SCHOOL DISTRICT	P.O. BOX 280	PETERSBURG	99833	(907) 772-4271	6	NO	YES	430.25	YES	\$47,358				SRSA
0200670	40	PRIBILOF SCHOOL DISTRICT	P.O. BOX 505	ST. PAUL ISLAND	99660	(907) 546-3337		YES	YES	81.30	YES	\$12,480				SRSA
0200680	46	SAINT MARY'S SCHOOL DISTRICT	P.O. BOX 8	SAINT MARY'S	99658	(907) 438-2411		YES	YES	202.85	YES	\$22,037				SRSA
0200690	43	SKAGWAY CITY SCHOOL DISTRICT	P.O. BOX 497	SKAGWAY	99840	(907) 283-2960		YES	YES	84.30	YES	\$4,185				SRSA
0200700	44	SOUTHEAST ISLAND SCHOOL DISTRICT	P.O. BOX 19869	THORNE BAY	99819	(907) 828-8254		YES	YES	188.85	YES	\$37,885				SRSA
0200710	45	SOUTHWEST REGION SCHOOL DISTRICT	P.O. BOX 90	DILLINGHAM	99578	(907) 842-5287		YES	YES	601.70	YES	\$124,033				SRSA
0200715	53	TANANA CITY SCHOOL DISTRICT	P.O. BOX 89	TANANA	99777	(907) 366-7203		YES	YES	40.80	YES	\$7,551				SRSA
0200720	47	UNALASKA CITY SCHOOL DISTRICT	P.O. BOX 570	UNALASKA	99665	(907) 581-3151	6	NO	YES	407.25	YES	\$11,874				SRSA
0200810	49	WRANGELL PUBLIC SCHOOL DISTRICT	P.O. BOX 2319	WRANGELL	99829	(907) 874-2347		YES	YES	268.35	YES	\$39,847				SRSA
0200440	50	YAKUTAT SCHOOL DISTRICT	P.O. BOX 423	YAKUTAT	99689	(907) 784-3317		YES	YES	96.05	YES	\$13,594				SRSA
0200775	51	YUKON FLATS SCHOOL DISTRICT	P.O. BOX 360	FT. YUKON	99740	(907) 662-2915		YES	YES	243.80	YES	\$59,904				SRSA
0200862	52	YUKONKOVYUKUK SCHOOL DISTRICT	4162 OLD AIRPORT WAY	FAIRBANKS	99709	(907) 374-9400	4	NO	YES	307.10	YES	\$83,254				SRSA
0200004	54	YUPIIT SCHOOL DISTRICT	PO BOX 51190	AKIACHAK	99551	(907) 825-3600		YES	YES	438.50	YES	\$68,665				SRSA

3  
Annette Island School District - Indian Education Demonstration Grant 84-299a - Empowering our Future Generations  
APP/ Award # Spsa160066

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

S356A140033

<b>1</b> RECIPIENT NAME Annette Island School District 4 Milton Street Metlakatla, AK 99926 - 0000	<b>2</b> AWARD INFORMATION PR/AWARD NUMBER S356A1-10033 ACTION NUMBER 2 ACTION TYPE Administrative AWARD TYPE Discretionary									
<b>3</b> PROJECT STAFF RECIPIENT PROJECT DIRECTOR Lecia Avey (907) 209-3440 la.avey@aisd.ak.gov EDUCATION PROGRAM CONTACT Gay Ojugbana (202) 260-1461 go.ougbanad@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE 888-336-8930 HELPDESK edhelpdesk@ed.gov	<b>4</b> PROJECT TITLE 84.356A Wap suwilaawksa (House of Learning)									
<b>5</b> KEY PERSONNEL <table border="1"> <thead> <tr> <th>NAME</th> <th>TITLE</th> <th>LEVEL OF EFFORT</th> </tr> </thead> <tbody> <tr> <td>Lecia Avey</td> <td>Project Director</td> <td>20 %</td> </tr> </tbody> </table>		NAME	TITLE	LEVEL OF EFFORT	Lecia Avey	Project Director	20 %			
NAME	TITLE	LEVEL OF EFFORT								
Lecia Avey	Project Director	20 %								
<b>6</b> AWARD PERIODS BUDGET PERIOD 08/25/2014 - 08/24/2015 PERFORMANCE PERIOD 08/25/2014 - 08/24/2017 FUTURE BUDGET PERIODS <table border="1"> <thead> <tr> <th>BUDGET PERIOD</th> <th>DATE</th> <th>AMOUNT</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>08/25/2015 - 08/24/2016</td> <td>\$498,348.00</td> </tr> <tr> <td>3</td> <td>08/25/2016 - 08/24/2017</td> <td>\$601,284.00</td> </tr> </tbody> </table>		BUDGET PERIOD	DATE	AMOUNT	2	08/25/2015 - 08/24/2016	\$498,348.00	3	08/25/2016 - 08/24/2017	\$601,284.00
BUDGET PERIOD	DATE	AMOUNT								
2	08/25/2015 - 08/24/2016	\$498,348.00								
3	08/25/2016 - 08/24/2017	\$601,284.00								
<b>7</b> AUTHORIZED FUNDING <table border="1"> <thead> <tr> <th></th> <th>THIS ACTION</th> <th>N/A</th> </tr> </thead> <tbody> <tr> <td>BUDGET PERIOD</td> <td>\$885,864.00</td> <td></td> </tr> <tr> <td>PERFORMANCE PERIOD</td> <td>\$885,864.00</td> <td></td> </tr> </tbody> </table>			THIS ACTION	N/A	BUDGET PERIOD	\$885,864.00		PERFORMANCE PERIOD	\$885,864.00	
	THIS ACTION	N/A								
BUDGET PERIOD	\$885,864.00									
PERFORMANCE PERIOD	\$885,864.00									
<b>8</b> ADMINISTRATIVE INFORMATION DUNS/SSN 100642131 REGULATIONS CFR PART X EDGAR AS APPLICABLE 2 CFR AS APPLICABLE ATTACHMENTS N/A										
<b>9</b> LEGISLATIVE AND FISCAL DATA AUTHORITY: PL 103-382 X DEPARTMENT OF EDUCATION APPROPRIATIONS ACT PROGRAM TITLE: ALASKA NATIVE EDUCATIONAL PROGRAM CFDA/SUBPROGRAM NO: 84.356A										



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

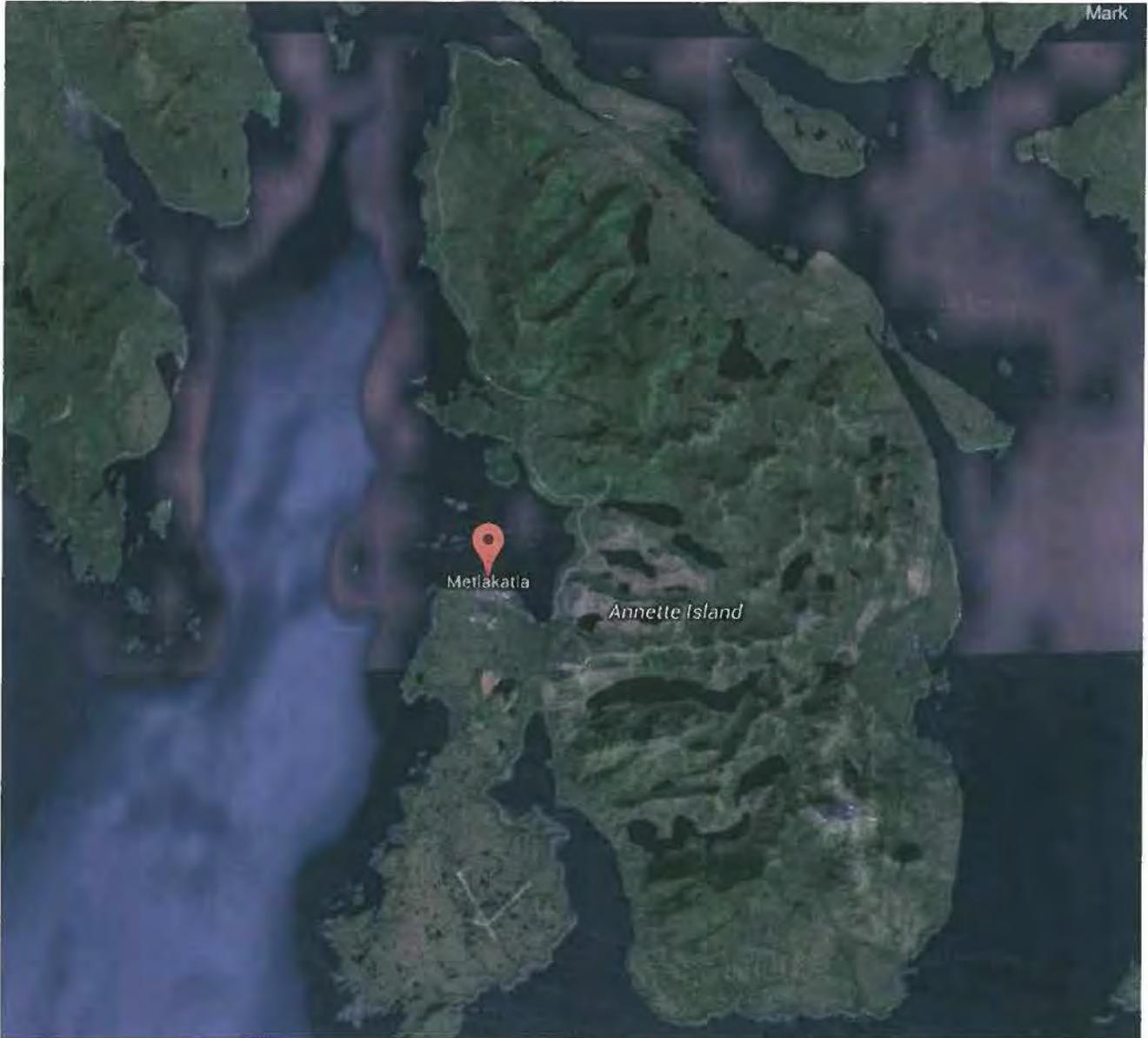
S 356A 30030

<b>1</b> RECIPIENT NAME Annette Island School District 4 Milton Street Metlakatla, AK 99926 - 007	<b>2</b> AWARD INFORMATION PR AWARD NUMBER S356A150030 ACTION NUMBER 1 ACTION TYPE Administrative AWARD TYPE Discretionary									
<b>3</b> PROJECT STAFF RECIPIENT PROJECT DIRECTOR Lecia Avey (907) 336-6332 lecia.avey@aisd.ak.gov EDUCATION PROGRAM CONTACT Gay Ojughana (202) 260-1461 gay.ojughana@ed.gov EDUCATION PAYMENT HOTLINE GS PAYEE 888-336-8930 HELPDESK edcaps.user@ed.gov	<b>4</b> PROJECT TITLE 84.356A The Tsimshian Education Achievement Model (TEAM) Project									
<b>5</b> KEY PERSONNEL <table border="1"> <thead> <tr> <th>NAME</th> <th>TITLE</th> <th>LEVEL OF EFFORT</th> </tr> </thead> <tbody> <tr> <td>Lecia Avey</td> <td>Project Director</td> <td>60%</td> </tr> </tbody> </table>		NAME	TITLE	LEVEL OF EFFORT	Lecia Avey	Project Director	60%			
NAME	TITLE	LEVEL OF EFFORT								
Lecia Avey	Project Director	60%								
<b>6</b> AWARD PERIODS BUDGET PERIOD 09/01/2015 - 08/31/2016 PERFORMANCE PERIOD 09/01/2015 - 08/31/2015 FUTURE BUDGET PERIODS <table border="1"> <thead> <tr> <th>BUDGET PERIOD</th> <th>DATE</th> <th>AMOUNT</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>09/01/2016 - 08/31/2017</td> <td>\$227,769.00</td> </tr> <tr> <td>3</td> <td>09/01/2017 - 08/31/2018</td> <td>\$227,769.00</td> </tr> </tbody> </table>		BUDGET PERIOD	DATE	AMOUNT	2	09/01/2016 - 08/31/2017	\$227,769.00	3	09/01/2017 - 08/31/2018	\$227,769.00
BUDGET PERIOD	DATE	AMOUNT								
2	09/01/2016 - 08/31/2017	\$227,769.00								
3	09/01/2017 - 08/31/2018	\$227,769.00								
<b>7</b> AUTHORIZED FUNDING <table border="1"> <thead> <tr> <th></th> <th>THIS ACTION</th> <th>N/A</th> </tr> </thead> <tbody> <tr> <td>BUDGET PERIOD</td> <td>\$541,601.00</td> <td></td> </tr> <tr> <td>PERFORMANCE PERIOD</td> <td>\$541,601.00</td> <td></td> </tr> </tbody> </table>			THIS ACTION	N/A	BUDGET PERIOD	\$541,601.00		PERFORMANCE PERIOD	\$541,601.00	
	THIS ACTION	N/A								
BUDGET PERIOD	\$541,601.00									
PERFORMANCE PERIOD	\$541,601.00									
<b>8</b> ADMINISTRATIVE INFORMATION DUNS.SSN 100642131 REGULATIONS CFR PART X EDGAR AS APPLICABLE 2 CFR AS APPLICABLE ATTACHMENTS N/A										
<b>9</b> LEGISLATIVE AND FISCAL DATA AUTHORITY PL 103-382 X DEPARTMENT OF EDUCATION APPROPRIATIONS ACT PROGRAM TITLE ALASKA NATIVE EDUCATIONAL PROGRAM CFDA SUBPROGRAM NO 84.356A										

**Description of Metlakatla, Alaska and Annette Island as Defined Geographic Area**

*Empowering our Future Generations* will serve the people of The Metlakatla Indian Community on Annette Island, the only Indian Reserve in the State of Alaska. Metlakatla is in Southeast Alaska (55 degrees 07'48/66N 131 degrees 39'38.78W) located about 20 miles south of Ketchikan, Alaska. (see Metlakatla location map below) Metlakatla is the southernmost community in the State and is typically reached by seaplane or boat.





**Pictured above: Annette Island, Alaska (courtesy of Google Maps)**



**Pictured above: Zoom-in view of Metlakatla, Alaska, on Annette Island (courtesy of Google Maps)**

## **Needs Assessment or other Data Analysis**

Association of Alaska School Boards conducted an independent needs assessment using the following data and resources:

1. Student Climate and Connectedness Survey data for Annette Island School District, measuring the student ratings of: 1) parent & community involvement; 2) caring adults; and 3) school leadership & student involvement.
2. Stakeholder interviews with Tsimshian cultural bearers, elders, school and district leaders, teachers, and the high school counselor.
3. School and community data indicating: 1) parent participation at parent/teacher conferences; 2) graduation rates; 3) longitudinal data showing district post-secondary education/career training attendance and completion; 4) percentage of local students eligible for free and reduced lunches; and 5) local poverty rate.

***Empowering our Future Generations Needs Assessment Interviewees/Respondents***

**Metlakatla, Alaska (April & May 2016)**

<b>Name</b>	<b>Role in Metlakatla</b>
<b>Audrey Hudson</b>	Parent; Mayor/City Manager/Tribal Chair/Police Commissioner (Metlakatla Indian Community)
<b>Mr. Tim Bauer</b>	Superintendent (Annette Island School District)
<b>Chelsea Allsbrook</b>	High School Counselor (Annette Island School District)
<b>Genelle Winter</b>	Parent; Grant Writer (Metlakatla Indian Community)
<b>Karen Thompson</b>	Elder; Parent/Grandparent/Auntie; Council Member (Metlakatla Indian Community)
<b>John Hudson</b>	Parent; Native Arts Teacher (Annette Island School District)
<b>Dave Nelson, III</b>	Leader, <i>git susita'am'a</i> Tsimshian dance group; Para-professional and cultural teacher (Annette Island School District)
<b>Johon Atkinson</b>	Parent; Founder of <i>Liwaayda Canoe Society</i>
<b>Tia Atkinson</b>	Parent; Annette Island School District School Board member; <i>Community Engagement Advocate</i> , Alaska ICE (Initiative for Community Engagement); Founder and Leader, <i>Alaska Native Girls</i>
<b>Mr. Taw Lindsey</b>	Parent; Principal (Metlakatla High School)
<b>Huk Tgini'its'ga Xsgiik / Mr. Gavin Hudson</b>	Chair, <i>The Haayk Foundation</i> Project Coordinator, <i>Sm'algayx Language Immersion Pre-School</i>
<b>Mangyepsa Gyipaayg / Ms. Kandi McGilton</b>	Secretary/Treasurer, <i>The Haayk Foundation</i> Project Associate, <i>Sm'algayx Language Immersion Pre-School</i>
<b>Ms. Naomi Leask</b>	Parent; Director (Duncan Cottage Museum and ' <i>Nüüm Na Waalt</i> Culture Camp)
<b>Jason Pipkin</b>	Parent; Principal (Charles R. Leask, Sr. Middle School)
<b>Carrie Pipkin</b>	Parent; Child and Family Therapist ( <i>Wil la mootk</i> "Place of Healing" Counseling Center)

I want very much to get more education after high school.		Leask Middle School	Metlakatla High School	Annette Island School District	Whole Sample
Strongly Agree	Count	25	20	45	14,963
	%	52.1%	37.0%	44.1%	50.9%
Agree	Count	12	22	34	9,355
	%	25.0%	40.7%	33.3%	31.8%
Agree Some/ Disagree Some	Count	9	8	17	4,119
	%	18.8%	14.8%	16.7%	14.0%
Disagree	Count	2	3	5	672
	%	4.2%	5.6%	4.9%	2.3%
Strongly Disagree	Count	0	1	1	311
	%	.0%	1.9%	1.0%	1.1%

Adults in my community know what goes on inside schools.		Leask Middle School	Metlakatla High School	Annette Island School District	Whole Sample
Strongly Agree	Count	1	3	4	3,424
	%	2.1%	5.4%	3.8%	11.7%
Agree	Count	15	21	36	9,835
	%	31.3%	37.5%	34.6%	33.6%
Agree Some/ Disagree Some	Count	22	19	41	11,052
	%	45.8%	33.9%	39.4%	37.8%
Disagree	Count	9	7	16	3,386
	%	18.8%	12.5%	15.4%	11.6%
Strongly Disagree	Count	1	6	7	1,561
	%	2.1%	10.7%	6.7%	5.3%

Adults in my community support this school.		Leask Middle School	Metlakatla High School	Annette Island School District	Whole Sample
Strongly Agree	Count	8	12	20	6,045
	%	17.0%	21.4%	19.4%	20.7%
Agree	Count	23	23	46	13,193
	%	48.9%	41.1%	44.7%	45.2%
Agree Some/ Disagree Some	Count	15	17	32	8,262
	%	31.9%	30.4%	31.1%	28.3%
Disagree	Count	1	3	4	1,200
	%	2.1%	5.4%	3.9%	4.1%
Strongly Disagree	Count	0	1	1	478
	%	.0%	1.8%	1.0%	1.6%

Most students in this school talk with their parents about what they are studying in class.		Leask Middle School	Metlakatla High School	Annette Island School District	Whole Sample
Strongly Agree	Count	2	4	6	2,232
	%	4.2%	7.3%	5.8%	7.7%
Agree	Count	18	19	37	8,369
	%	37.5%	34.5%	35.9%	28.8%
Agree Some/ Disagree Some	Count	21	24	45	13,311
	%	43.8%	43.6%	43.7%	45.7%
Disagree	Count	5	6	11	3,915
	%	10.4%	10.9%	10.7%	13.4%
Strongly Disagree	Count	2	2	4	1,281
	%	4.2%	3.6%	3.9%	4.4%



---

# **Alaska School Climate and Connectedness Survey Results Report 2015**

## **Annette Island School District:**

**Richard Johnson Elementary School  
Charles R. Leask Sr. Middle School  
Metlakatla High School**

**Survey Administered Spring 2015  
Report Prepared August 5, 2015**

Prepared by the American Institutes for Research® for  
the Association of Alaska School Boards

If you have questions, concerns, or comments about the results  
presented in this report, please contact:

Elizabeth Spier, Ph.D.; American Institutes for Research;  
2800 Campus Drive, San Mateo, CA 94403; [espier@air.org](mailto:espier@air.org);  
(650) 843-8226

TABLE OF CONTENTS

THE SCHOOL CLIMATE AND CONNECTEDNESS SURVEY .....	1
HOW TO USE THIS REPORT .....	1
DISTRICT SUMMARY AND KEY FINDINGS .....	2
School Climate and Connectedness Survey Participation .....	2
School Climate and Connectedness .....	2
Social and Emotional Learning .....	3
Student Risk Behaviors .....	4
Youth Involvement and Community Support .....	4
Custom Questions .....	4
SCHOOL CLIMATE FOR STUDENTS IN GRADES 3–5 .....	5
Caring Others .....	5
Social and Emotional Learning .....	5
SUMMARY OF STUDENT SCALE SCORES (GRADES 3–5) .....	6
SCHOOL CLIMATE FOR GRADES 6–12 & STAFF .....	7
Respectful Climate .....	7
School Safety .....	9
Parent and Community Involvement .....	11
School Leadership and Student Involvement .....	13
Staff Attitudes .....	16
High Expectations .....	17
Caring Adults .....	18
Peer Climate .....	19
SOCIAL AND EMOTIONAL LEARNING .....	20
STUDENT RISK BEHAVIORS .....	21
Student Delinquent Behaviors .....	21
Students Grades 6–12: Student Delinquent Behaviors .....	21
Staff: Student Delinquent Behaviors .....	22
Student Drug and Alcohol Use .....	23
Students Grades 6–12: Student Drug and Alcohol Use .....	23
Staff: Student Drug and Alcohol Use .....	23
Perceptions of Peer Alcohol Use (Grades 6–12) .....	24
YOUTH INVOLVEMENT AND COMMUNITY SUPPORT (GRADES 6–12) .....	25
Youth Involvement .....	25
Community Support .....	26
CUSTOM ITEMS (GRADES 6–12 AND STAFF) .....	28
SUMMARY OF STUDENT SCALE SCORES (GRADES 6–12) .....	32
SUMMARY OF STAFF SCALE SCORES .....	33
APPENDIX A: HOW TO READ THIS REPORT .....	34
APPENDIX B: SCCS QUESTIONS FOR GRADES 3–4/5 .....	36
APPENDIX C: SCCS QUESTIONS FOR GRADES 5/6–12 .....	37
APPENDIX D: SCCS QUESTIONS FOR STAFF .....	40
APPENDIX E: SCALE RELIABILITY .....	42

## DISTRICT SUMMARY AND KEY FINDINGS

### School Climate and Connectedness Survey Participation

This table shows information regarding the schools that participated in the SCCS in 2015, 2014, and a prior year of the district's choosing. Note that the SCCS version for students in grades 3–4/5 was first introduced in 2015.

District Schools	2010	2014	2015
Richard Johnson Elementary School Grades 3-5	0	0	46
Richard Johnson Elementary School Staff	0	18	19
Charles R. Leask Sr. Middle School Grades 6-8	33	48	49
Charles R. Leask Sr. Middle School Staff	11	5	9
Metlakatla High School Grades 9-12	43	67	57
Metlakatla High School Staff	15	18	15
<i>Annette Island School District Student Total</i>	<i>76</i>	<i>125</i>	<i>152</i>
<i>Annette Island School District Staff Total</i>	<i>26</i>	<i>41</i>	<i>43</i>

### School Climate and Connectedness

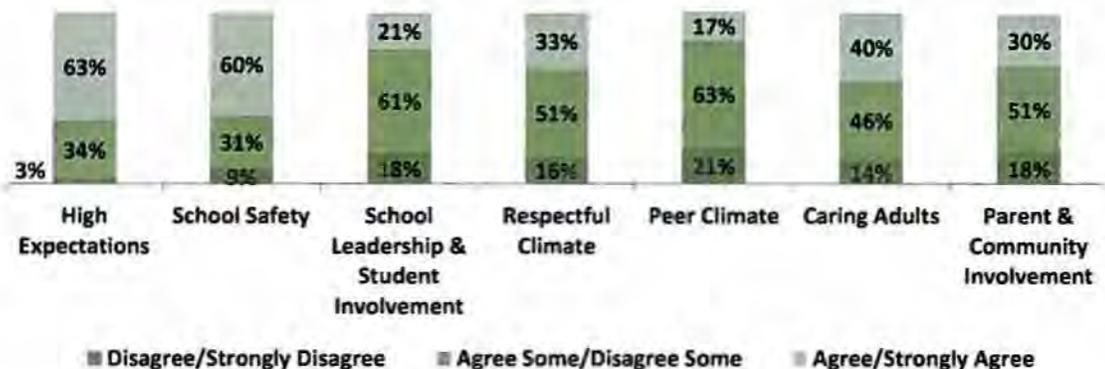
#### Annette Island Students in Grades 3–5

This is the first year that Annette Island students in grades 3–5 have taken the survey for younger students. Annette Island students gave ratings on the Caring Others scale that were slightly lower than the average across all 10 districts participating in this survey. There were no differences in student ratings based on gender or grade.

#### Annette Island Students in Grades 6–12

The chart below summarizes the percentage of Annette Island School District students in grades 6–12 who agreed, disagreed, or had mixed perceptions regarding each aspect of school climate and connectedness covered in the SCCS. In 2015 Annette Island students reported a more respectful climate, safer school environment, better school leadership, higher expectations, more caring adults and better peer climate than in 2014.

2015 Student Opinions of School Climate and Connectedness



## **Student Risk Behaviors**

Annette Island student and staff reports of student delinquent behaviors and student drug and alcohol use at school or school events remained relatively stable from 2014 to 2015. Female Annette Island students reported observing more drug and alcohol use among peers than did male students. There were no other significant differences between demographic groups.

Annette Island student perceptions of peer alcohol use dropped from 2014 to 2015, and were somewhat less than the average across all participating districts.

## **Youth Involvement and Community Support**

From 2014 to 2015 there were mixed results by school in the percentage of 6-12 grade Annette Island students who participated in extracurricular activities. More students across the district, though, reported volunteering at least once per week.

There were mixed patterns of change by school for the five community support items, so no clear pattern emerged for the district as a whole.

## **Custom Questions**

Annette Island School District student and staff reports of student physical and emotional safety were relatively stable from 2014 to 2015. Annette Island student reports of peer marijuana use declined from 2014 to 2015, but staff reported observing increased student marijuana use during this same time period. Almost no students or staff reported observing any use of hard drugs at school or school events.

## SUMMARY OF STUDENT SCALE SCORES (GRADES 3–5)

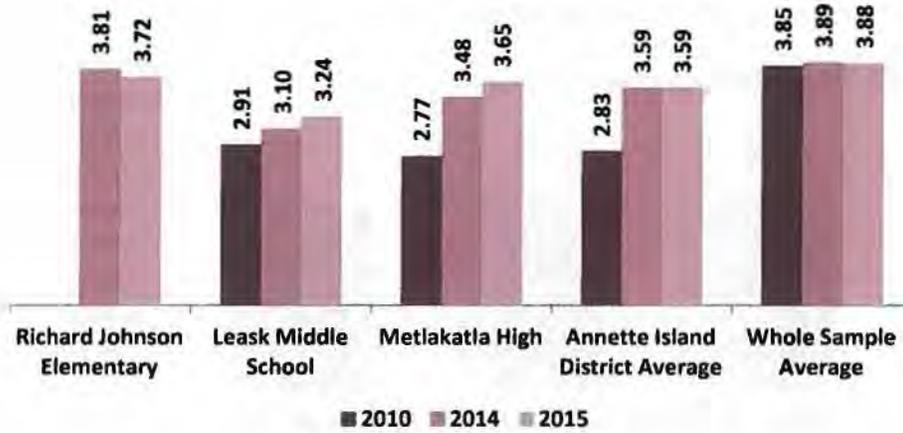
The table below summarizes the student scale scores that were presented in the bar charts throughout the report. The average is shown for each school, for the district overall, and for the whole sample of 120 schools across 10 districts that participated in the student survey for grades 3–4/5.

School Name	# Participating Students	# Enrolled <sup>1</sup>	% Participating <sup>2</sup>	Caring Others	Social & Emotional Learning
Richard Johnson Elementary	46	70	65.7%	2.49	2.62
<i>Annette Island District Average</i>	46	70	65.7%	2.49	2.62
<b>Whole Sample Average</b>	<b>8,456</b>	<b>18,536</b>	<b>45.6%</b>	<b>2.56</b>	<b>2.61</b>

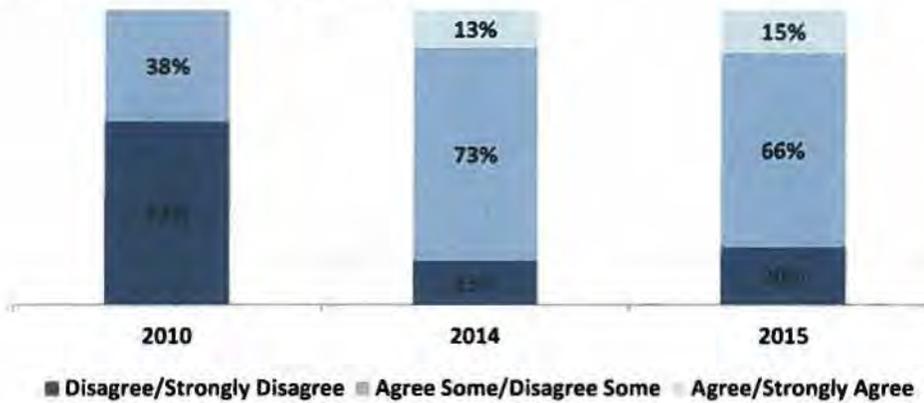
<sup>1</sup> Data on enrollment at the school and district level are as of fall 2014, and were obtained directly from EED.

<sup>2</sup> Participation rates are based on all students in grades 3 and 4 at the school, district and state level (not just those participating in the SCCS).

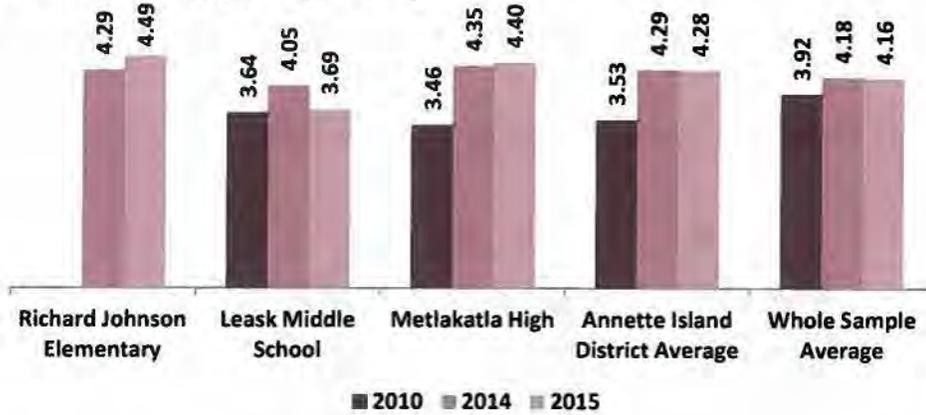
**Staff: Respectful Climate (Average Scores)**



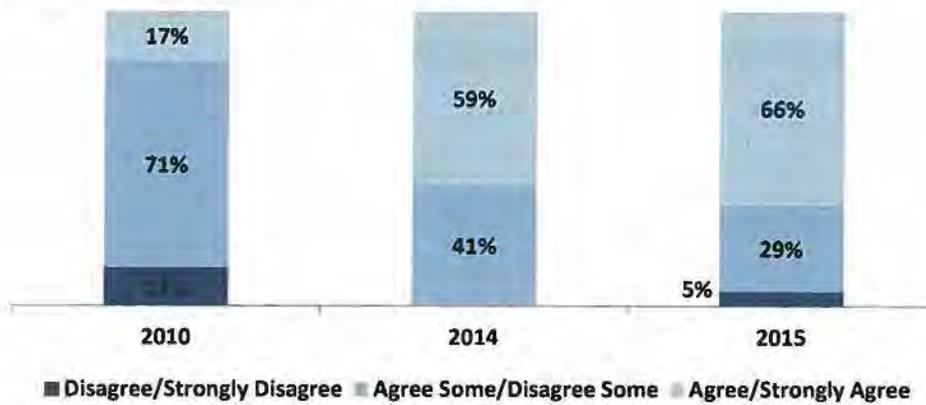
**Staff: Respectful Climate (Percentage)**



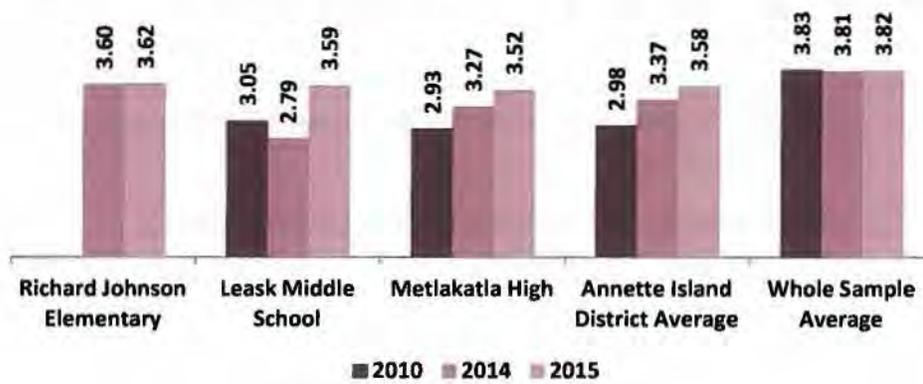
**Staff: School Safety (Average Scores)**



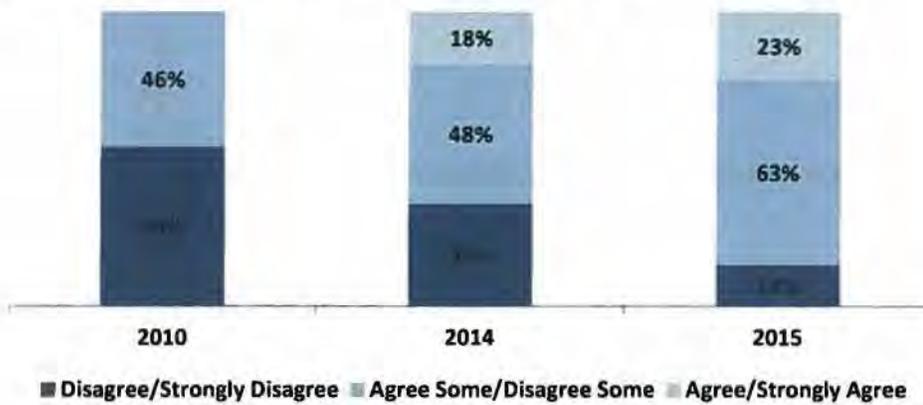
**Staff: School Safety (Percentage)**



**Staff: Parent and Community Involvement (Average Scores)**



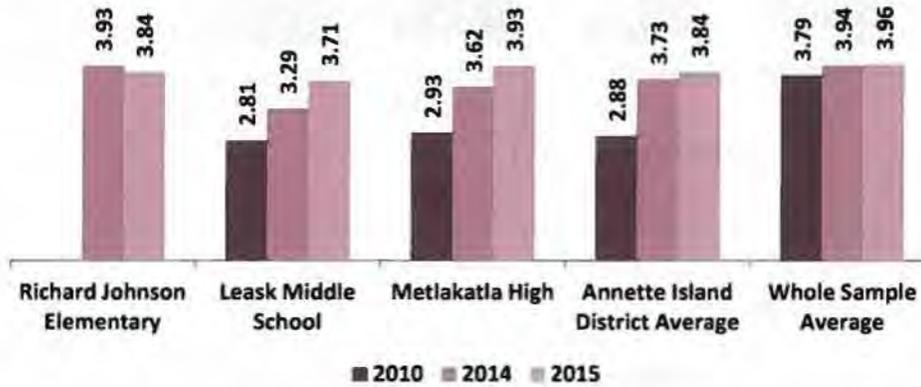
**Staff: Parent and Community Involvement (Percentage)**



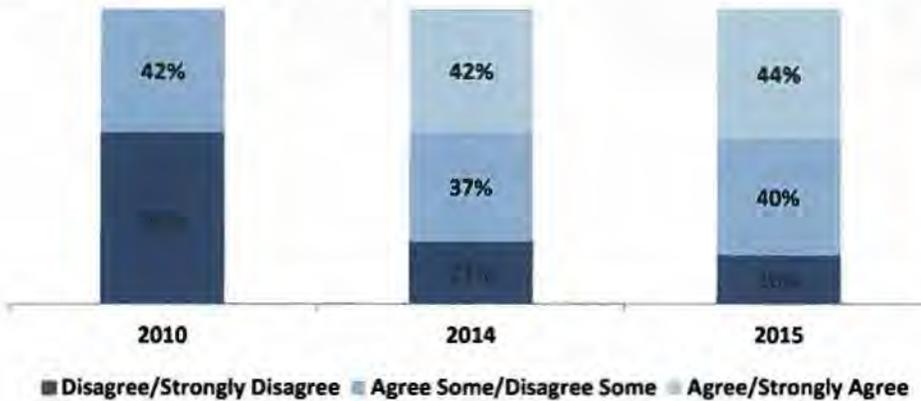
Definition: *School Leadership* reflects staff members' perceptions about the decision making of school leaders as well as the fairness of school rules. *Student Involvement* reflects staff members' perceptions about how involved students are in the decision making process at school.

These scales are completed by staff only.

**Staff: School Leadership (Average Scores)**



**Staff: School Leadership (Percentage)**

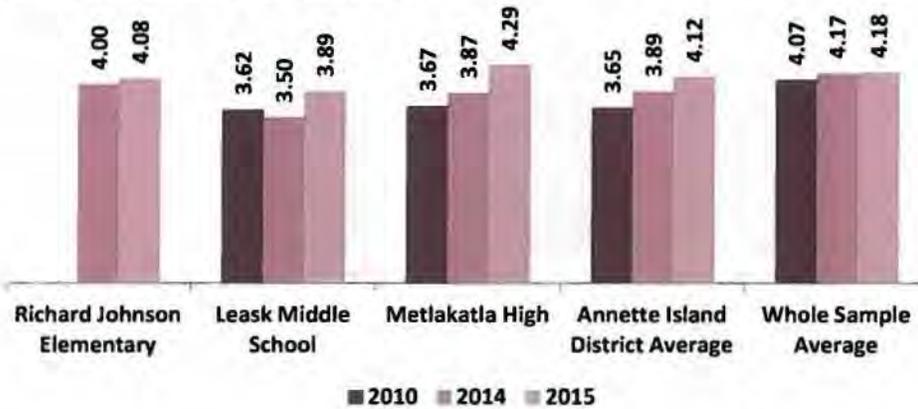


## Staff Attitudes

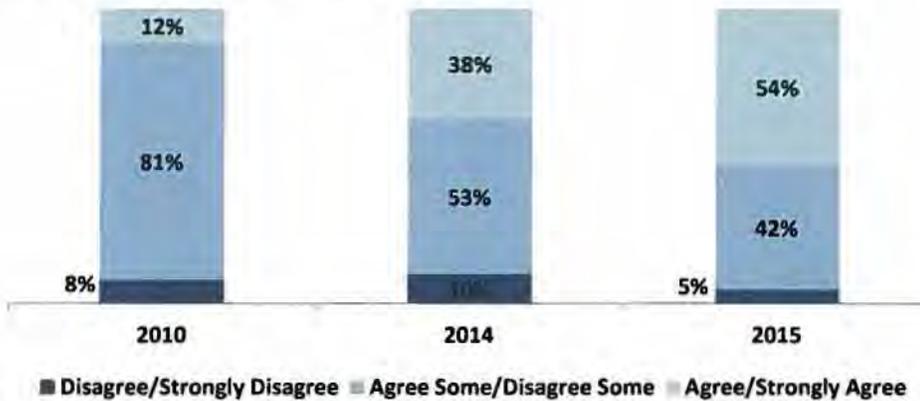
Definition: *Staff members' perceptions about the competence of teachers and teachers' attitudes toward their work.*

*This scale is completed by staff only.*

### Staff: Staff Attitudes (Average Scores)



### Staff: Staff Attitudes (Percentage)

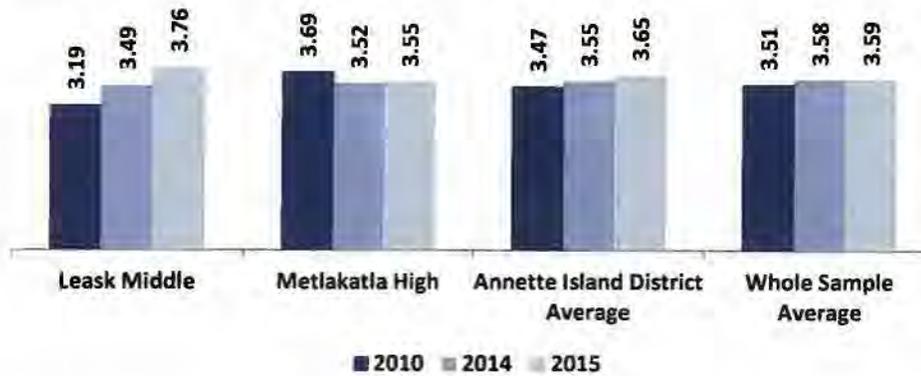


## Caring Adults

Definition: *Students' perceptions about how close they are to adults in the school.*

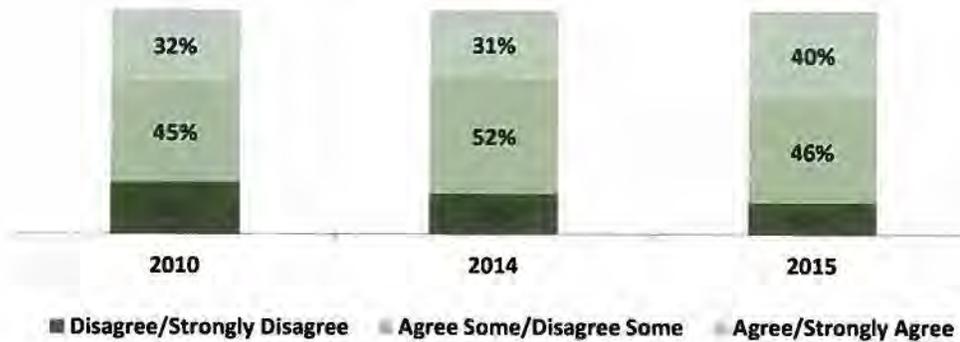
*This scale is completed by students only.*

### Students Grades 6–12: Caring Adults (Average Scores)



*Male Annette Island students experienced more caring adults at school than did female students.*

### Students Grades 6–12: Caring Adults (Percentage)

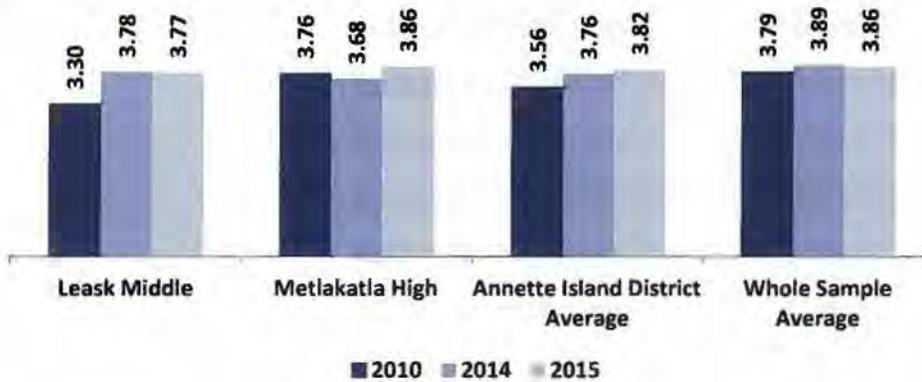


## SOCIAL AND EMOTIONAL LEARNING

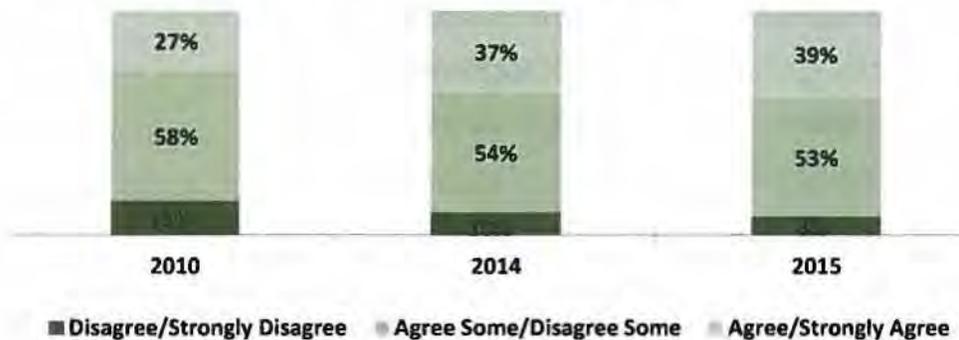
Definition: *Includes self-awareness, social awareness, self-management, relationship skills, and good decision making.*

*This scale is completed by students only.*

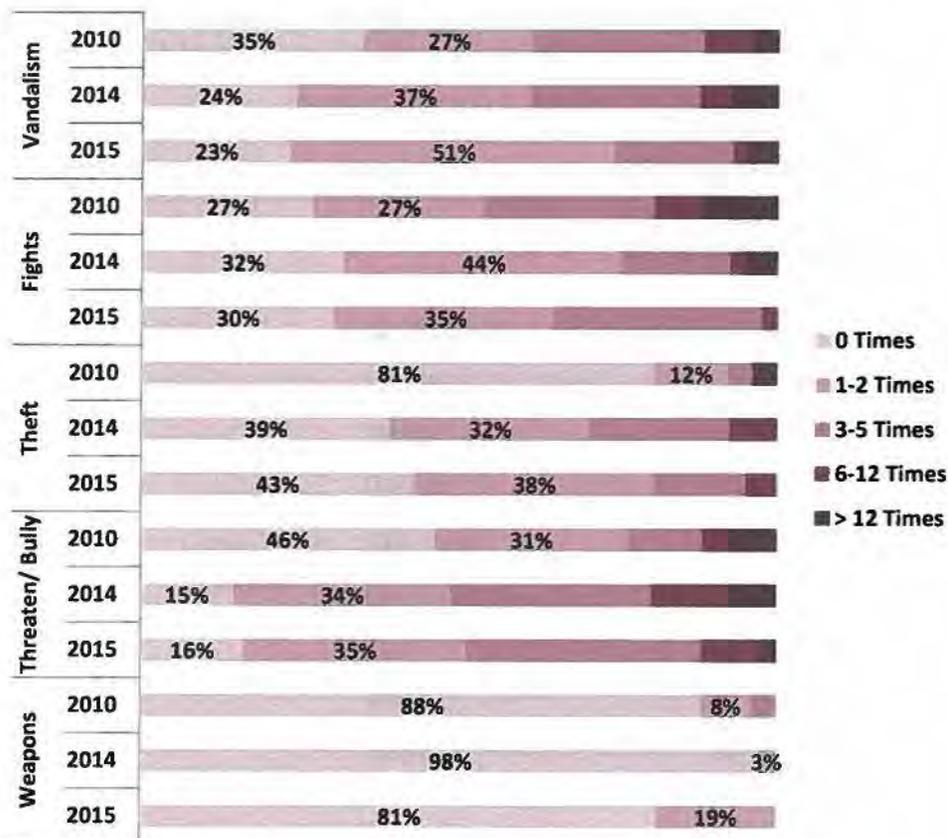
**Students Grades 6–12: Social and Emotional Learning (Average Scores)**



**Students Grades 6–12: Social and Emotional Learning (Percentage)**



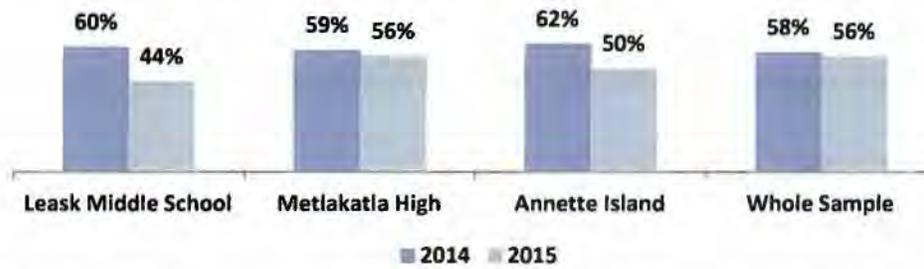
**Staff: Student Delinquent Behaviors**



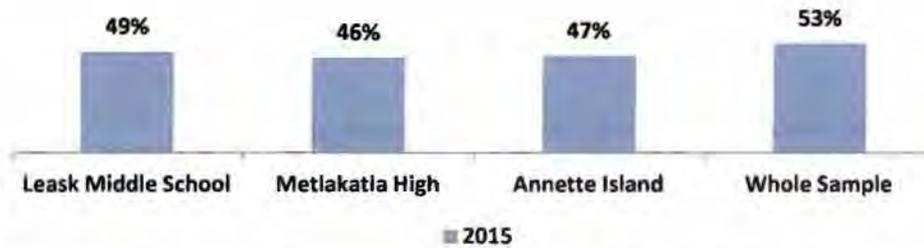
## Perceptions of Peer Alcohol Use (Grades 6–12)

Students were asked three questions with regard to youth alcohol use.

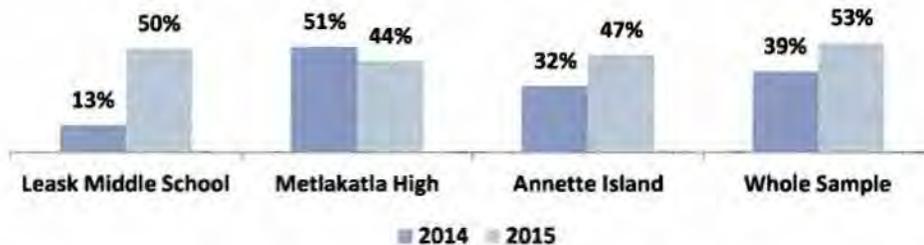
### Percentage Who Thought MOST Others Drank at Least Once in the Past 30 Days



### Percentage Who Thought the AVERAGE Student Drank at Least Once in the Past 30 Days (New as of 2015)

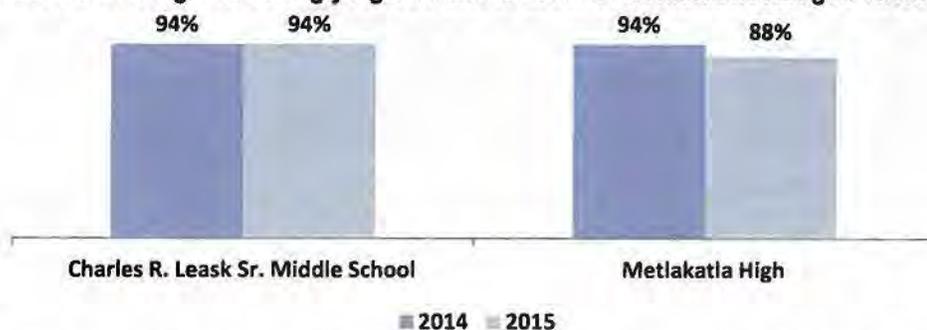


### Percentage Who Heard a Message in the Past Year Saying that Most Students Don't Drink Alcohol

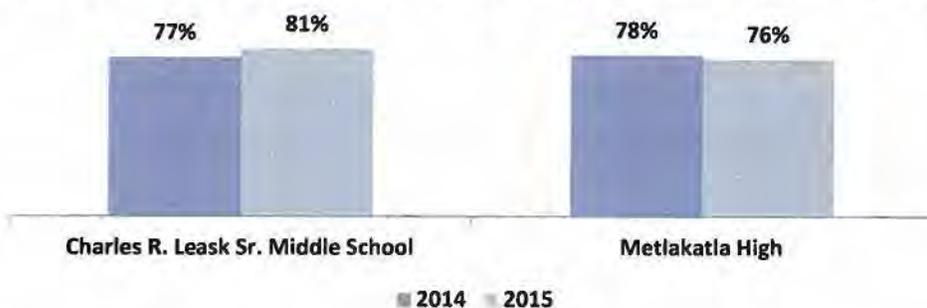


## Community Support

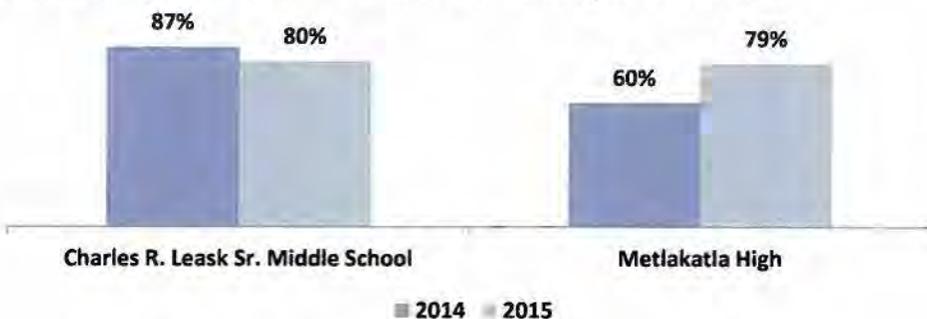
### Students Who Agreed/Strongly Agreed that at Least One Adult Encouraged Them to Do their Best



### Students Who Agreed/Strongly Agreed that they Knew At Least One Adult to Talk To



### Students Who Had an Adult Outside of School to Help with Homework



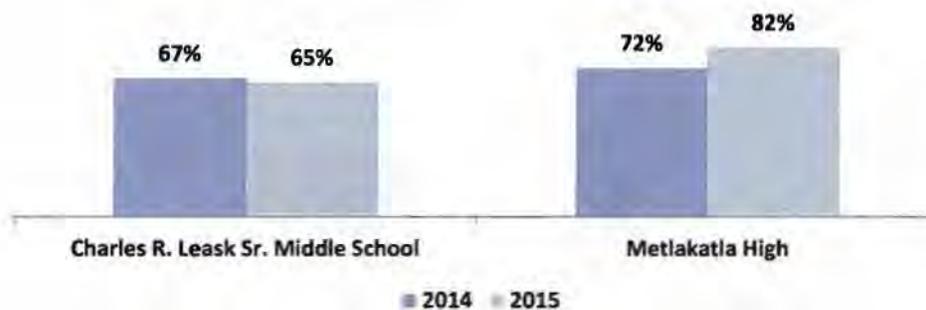
## CUSTOM ITEMS (Grades 6–12 and Staff)

The Annette Island School District introduced district-specific survey items in 2013.

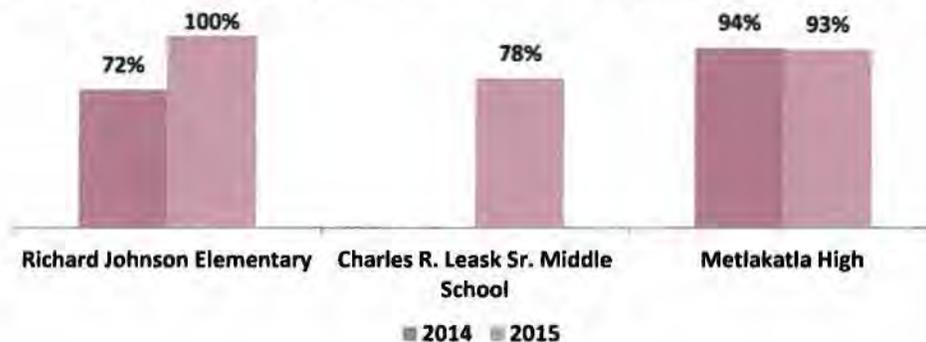
### Additional School Climate Items

The charts below show the percentage of students in grades 6–12 and staff in each school that indicated that they agreed or strongly agreed that they felt physically and emotionally safe at school, and the percentage that disagreed or strongly disagreed that students at their school made other students feel bad about themselves.

#### Students: Agreed or Strongly Agreed that Students Feel Physically Safe at Their School



#### Staff: Agreed or Strongly Agreed that Students Feel Physically Safe at Their School



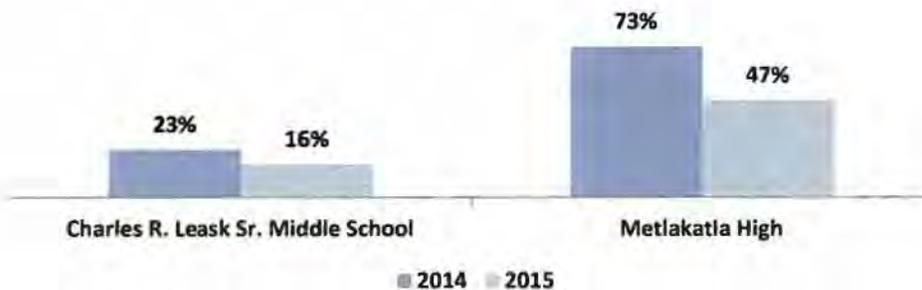
**Staff: Disagreed or Strongly Disagreed that Students at Their School Made Others Feel Bad About Themselves**



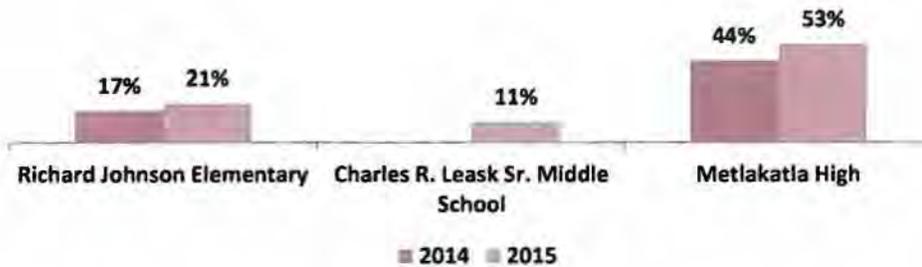
**Additional Student Risk Behavior Items**

The charts below show the percentage of students and staff in each school who observed one or more instances of student marijuana use at school or school events, and the percentage who observed student use of cocaine, crack or meth one or more times at school or school events in the last 12 months.

**Students Who Observed One or More Instances of Peer Marijuana Use at School or School Events, Last 12 months**



**Staff Who Observed One or More Instances of Student Marijuana Use at School or School Events, Last 12 months**



## SUMMARY OF STUDENT SCALE SCORES (GRADES 6–12)

The table below summarizes the student scale scores that were presented in the bar charts throughout the report. The average is shown for each school, for the district overall, and for the whole sample of 265 schools across 28 districts that participated in the student survey for grades 6 through 12. For the Student Delinquent Behaviors and Student Drug and Alcohol Use scales, lower scores reflect fewer observed instances of risk behaviors.

School Name	# Participating Students	# Enrolled <sup>3</sup>	% Participating <sup>4</sup>	Respectful Climate	School Safety	Parent & Community Involvement	High Expectations	Peer Climate	Caring Adults	School Leadership & Involvement	Social & Emotional Learning	Student Delinquent Behaviors	Student Drug & Alcohol Use
Chas. R. Leask Sr. Middle Sch.	49	67	73.1	3.56	4.00	3.57	4.09	3.33	3.76	3.44	3.77	1.54	1.36
Metlakatla High School	57	86	66.2	3.52	4.01	3.49	4.06	3.23	3.55	3.31	3.86	1.74	1.43
<i>Annette Island District Average</i>	106	174	60.9	3.54	4.01	3.53	4.07	3.27	3.65	3.37	3.82	1.65	1.40
<b>Whole Sample Average</b>	<b>29,950</b>	<b>70,240</b>	<b>42.6%</b>	<b>3.59</b>	<b>3.96</b>	<b>3.58</b>	<b>4.13</b>	<b>3.26</b>	<b>3.59</b>	<b>3.44</b>	<b>3.86</b>	<b>1.71</b>	<b>1.47</b>

<sup>3</sup> Data on enrollment at the school and district level are as of fall 2014, and were obtained directly from the Alaska Department of Education and Early Development (EED).

<sup>4</sup> Participation rates are based on all students in grades 5 – 12 at the school, district and state level (not just those participating in the SCCS).

## Appendix A: How to Read this Report

### ***What do the scale scores show for students in grades 3–4/5?***

See Appendix B for a list of survey items that make up each scale for students in grades 3–4/5. For most items, the respondent had three options from which to choose a response: No (1), Sometimes (2), and Yes (3). The scale score is an average of responses across all items listed for that scale. Therefore, the higher the average scale score, the better.

### ***What do the scale scores show for students in grades 5/6–12 and staff?***

See Appendix C for a list of survey items that make up each scale for students in grades 5/6–12, and Appendix D for items that make up each scale for staff. For most items, the respondent had five options from which to choose. Answer options ranged from strongly disagree (1) to strongly agree (5). The scale score is an average of responses across all items listed for that scale. Therefore, the higher the scale score, the better the school climate or connectedness in that area.

For the questions about risk behaviors, respondents were asked how often they had observed students engage in delinquent behaviors and engage in drug and alcohol use at school and school events within the past 12 months. Response categories for each risk behavior item were: 1 = 0 times; 2 = 1–2 times; 3 = 3–6 times; 4 = 7–12 times; and 5 = More than 12 times. Therefore, for Student Delinquent Behaviors and Student Drug and Alcohol Use scale scores, *lower* values are better because they indicate fewer observed instances of these behaviors.

### ***How reliable are the SCCS scales?***

The reliability (internal consistency) for each scale, expressed as the statistic  $\alpha$  (Cronbach's alpha), is a number between 0 and 1 that reflects the degree to which the items in a scale tend to "hang together"—that is, the degree to which they correlate with each other better than they do with other items on the survey. Reliability in the range of .65 to .79 is considered *acceptable*; higher than .80 is considered *moderate to good*. See Appendix E for information about the reliability of each SCCS scale.

### ***How will I know if changes in scale scores over time are significant?***

Because the SCCS is completed anonymously, we are *not* able to assess change in perceptions of school climate and connectedness over time at the individual level. However, we are able to use a statistical test (*Cohen's d*) that tells us how much change in scale scores is required for us to be reasonably confident that we are seeing more than just random fluctuation. For students, if we observe more than a .01 difference in scale scores, we can be reasonably confident that there is real change. For staff, this value is .02.

## Appendix B: SCCS Questions for Grades 3–4/5

### Caring Others

- Students in this school help each other, even if they are not friends.
- Students here treat me with respect.
- When students see another student being picked on, they try to stop it.
- At this school, students are encouraged to do their very best.
- The adults at this school believe that all students can do good work.
- Adults in my community let me know that school is important.
- There is an adult at this school who I can talk to about things that are bothering me.
- At school, there is a teacher or some other adult who will miss me when I'm absent.
- There are lots of chances for students in my school to talk with teachers one-on-one.
- I can name at least five adults who really care about me.
- At school, other adults besides my teachers know my name.
- Students in this school help each other, even if they are not friends.
- Students here treat me with respect.
- When students see another student being picked on, they try to stop it.
- I feel safe at school.

### Social and Emotional Learning

- I try hard to do well in school.
- If someone asks me I can tell them how I am feeling.
- I know what kinds of work I need help with to be successful.
- I ask for help from my teachers or others when I need it.
- I am careful when I use something that belongs to someone else.
- I can control myself when I am frustrated, or disappointed.
- I can explain why it is important to tell the truth.
- If something is bothering me, I think of different ways I can react.
- I set goals and then work to reach them.
- I care about other people's feelings and what they think.
- It is important for me to help others in my school.
- I respect people even if they are different.
- I can tell when someone is getting angry or upset before they say anything.
- I know how to disagree without starting a fight or an argument.
- I get along well with other students.
- I know how to make friends with new people.

### **School Leadership and Student Involvement**

- At school, decisions are made based on what is best for students.
- The principal and other leaders in this school make good decisions.
- In my school, students are given a chance to help make decisions.
- Students are involved in helping to solve school problems.
- The principal asks students about their ideas.

### **Social and Emotional Learning**

- If someone asks me right now, I can describe how I am feeling.
- I know what I do well and what areas I need to work on.
- I ask for help from my teachers or others when I need it.
- I feel bad if my chores, homework, or other responsibilities are not done well or on time.
- I control myself when I am frustrated, angry, or disappointed.
- I am honest, even when telling the truth might get me in trouble.
- When I make a decision, I think about what might happen afterwards.
- I set goals and then work to achieve them.
- It is important for me to help others in my school.
- I respect the ways in which people are different.
- I can tell when someone is getting angry or upset before they say anything.
- I know how to disagree without starting a fight or an argument.
- I get along well with other students.
- I work on having positive relationships with friends, family members, and others.

### **Student Delinquent Behaviors**

- Destroy things (vandalism)
- Get into fights
- Steal things
- Threaten or bully
- Carry weapons

### **Student Drug and Alcohol Use**

- Under the influence of drugs (marijuana, coke, crack)
- Under the influence of alcohol (beer/wine/liquor)
- Under the influence of inhalants (sniffing glue, paints, or aerosol sprays)

### **Perceptions of Peer Alcohol Use**

- During the past 30 days, on how many days do you think most students in your school had at least one drink of alcohol?
- During the past 30 days, on how many days do you think the average student in your school had at least one drink of alcohol?
- In the past 12 months, on average, how often have you seen or heard a message saying MOST students don't drink alcohol?

## Appendix D: SCCS Questions for Staff

### Respectful Climate

- At this school, students and teachers get along really well.
- Students in this school help each other, even if they are not friends.
- Teachers and students treat each other with respect in this school.
- Students in this school treat each other with respect.
- *The students in this school don't really care about each other. (reverse scored)*

### School Safety

- I am safe at school.
- *This school is being ruined by bullies. (reverse scored)*
- *This school is badly affected by crime and violence in the community. (reverse scored)*
- *Gangs of students make this school dangerous. (reverse scored)*
- *Crime and violence are major concerns at school. (reverse scored)*

### Parent and Community Involvement

- *This school fails to involve parents in most school events or activities. (reverse scored)*
- *At this school, it is difficult to overcome the cultural barriers between teachers and parents. (reverse scored)*
- The school is a welcoming and inviting place for parents.
- Adults in the community support this school.
- Lots of parents come to events at this school.
- Adults in the community encourage youth to take school seriously.
- Adults in the community know what goes on inside schools.

### Staff Attitudes

- The teachers at this school are good at their jobs.
- Teachers here set high standards for themselves.
- In this school, staff members have a "can do" attitude.
- Teachers and staff believe that *all* students can do good work.
- Teachers here are nice people.

### School Leadership

- At school, decisions are made based on what is best for students.
- I trust the principal will keep his or her word.
- The principal and other leaders in this school make good decisions.
- The principal looks out for the personal welfare of school staff members.
- I am satisfied with my involvement with decision-making at this school.
- When students break rules, they are treated fairly.
- School staff members have a lot of informal opportunities to influence what happens here.
- The work rules at this school are fair.

### Student Involvement

- In this school, students are given a chance to help make decisions.
- Students are involved in helping to solve school problems.
- The principal asks students about their ideas.

## Appendix E: Scale Reliability

Scale	Reliability (Cronbach's Alpha)
<b>Students Grades 3–4/5</b>	
Caring Others	.68
Social and Emotional Learning	.71
<b>Students Grades 5/6–12</b>	
Respectful Climate	.80
School Safety	.76
Parent and Community Involvement	.73
High Expectations	.72
Caring Adults	.71
Peer Climate	.76
School Leadership and Student Involvement	.80
Social and Emotional Learning	.86
Student Delinquent Behaviors	.82
Student Drug and Alcohol Use	.70
<b>Staff</b>	
Respectful Climate	.87
School Safety	.73
Parent and Community Involvement	.84
Staff Attitudes	.87
School Leadership	.93
Student Involvement	.84
Student Delinquent Behaviors	.82
Student Drug and Alcohol Use	.65

## *Empowering our Future Generations*

**2015-2016 Annette Island School District**

### **Parent Participation Rate for Parent/Teacher Conferences**

<b>Elementary</b>	<b>Fall</b>	<b>Spring</b>	
<b># Participated</b>			
<b>Enrollment #</b>			<b>187</b>
<b>Date</b>	Nov 3-5	April 5-6	
<b>Middle School</b>	<b>Fall</b>	<b>Spring</b>	
<b># Participated</b>			<b>38</b>
<b>Enrollment #</b>			<b>59</b>
<b>Date</b>	Nov 3-5	April 5-6	
<b>High School</b>	<b>Fall</b>	<b>Spring</b>	
<b># Participated</b>		46	28
<b>Enrollment #</b>		89	84
<b>Date</b>	Nov 3-5	April 5-6	

## 2014-2015 Four-Year Adjusted Cohort Graduation Rate by District



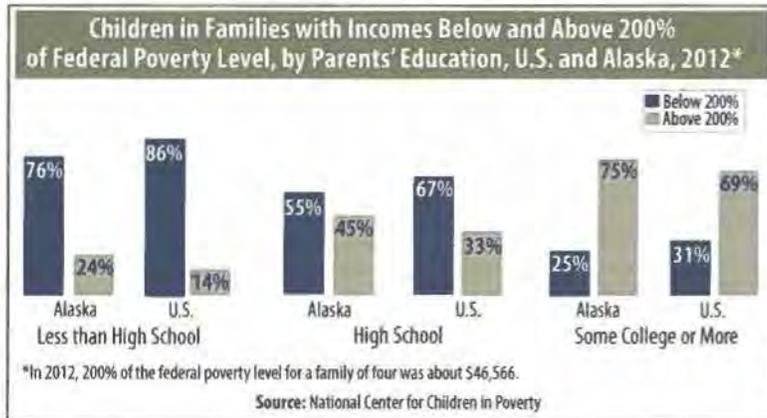
District	Graduate	In Cohort	Rate
Alaska Gateway	9	21	42.9%
Aleutian Region	1	2	50.0%
Aleutians East	14	17	82.4%
Anchorage	2763	3446	80.2%
Annette Island	15	21	71.4%
Bering Strait	83	99	83.8%
Bristol Bay	5	8	62.5%
Chatham	10	15	66.7%
Chugach	15	20	75.0%
Copper River	27	35	77.1%
Cordova City	23	25	92.0%
Craig City	26	46	56.5%
Delta-Greely	35	50	70.0%
Denali	23	51	45.1%
Dillingham	27	36	75.0%
Fairbanks	712	945	75.3%
Galena	238	319	74.6%
Haines	20	23	87.0%
Hoonah	5	6	83.3%
Hydaburg	1	2	50.0%
Iditarod	9	16	56.3%
Juneau	286	370	77.3%
Kake	4	5	80.0%
Kashunamiut	8	15	53.3%
Kenai Peninsula	604	739	81.7%
Ketchikan	160	208	76.9%
Klawock	12	12	100.0%
Kodiak Island	188	210	89.5%
Kuspuk	15	19	78.9%
Lake and Peninsula	25	28	89.3%
Lower Kuskokwim	128	240	53.3%
Lower Yukon	80	134	59.7%
Mat-Su	1055	1360	77.6%
Mt Edgecumbe	90	92	97.8%
Nenana	65	219	29.7%
Nome	37	48	77.1%
North Slope	65	93	69.9%
Northwest Arctic	83	111	74.8%
Pelican	1	1	100.0%
Petersburg	30	33	90.9%
Pribilof	6	7	85.7%
Saint Mary's	11	16	68.8%
Sitka	65	97	67.0%
Skagway	3	3	100.0%
Southeast Island	15	17	88.2%
Southwest Region	30	52	57.7%
Tanana	2	4	50.0%
Unalaska	36	38	94.7%
Valdez	42	61	68.9%
Wrangell	21	24	87.5%
Yakutat	6	7	85.7%
Yukon Flats	11	18	61.1%
Yukon-Koyukuk	58	161	36.0%
Yup'it	16	31	51.6%

Alaska Department of Education & Early Development  
 Child Nutrition Program  
 National School Lunch Programs  
 Free and Reduced Price Meals Report  
 Program Year: 2016

*\*Calculations based on CEP multiplier to those site approved*

District	School	2016			% F& R
		Free	Reduced	Enrolled	
<b>Grand Total</b>		51,589	5,302	116,397	49%
<b>Annette Island School District Total</b>		290	0	328	88%
Annette Island School District	Charles R. Leask Sr. Middle School-CEP	48	0	58	83%
Annette Island School District	Metlakatla High School-CEP	60	0	88	68%
Annette Island School District	Richard Johnson Elementary-CEP	182	0	182	100%

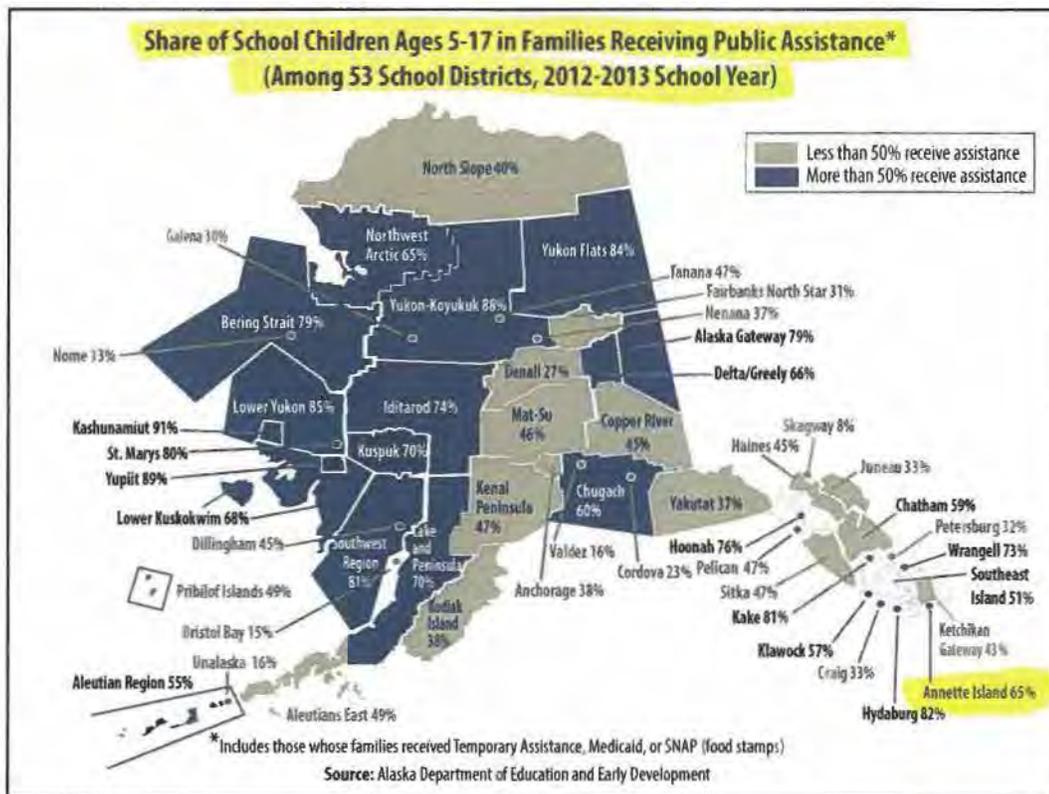
# CHILDREN LIVING IN POVERTY



The map gives a good picture of how poverty among children varies around Alaska: it shows the share of school children, by district, from families receiving some form of public assistance—SNAP (food stamps), Temporary Assistance, or Medicaid—in the 2012-2013 school year.

Nearly all children in some districts in Western and Interior Alaska were from families receiving some form of public assistance that year—more than 90% in a few districts, but 70% or more in almost all districts. Because the numbers of students in many of these remote rural districts are small, these percentages can fluctuate from year to year—but incomes in general are low in these areas of the state, and the share of children from families receiving public assistance is consistently high.

Elsewhere in the state, the percentages of children from families receiving public assistance in 2012-2013 varied from lows of 8% to 16% in a few districts to 70% or more in others. In Anchorage, where about 40% of all Alaska school children are enrolled, 38% of students came from families receiving public assistance that year.



### **Partnership Agreement:**

Annette Island School District (Lead Applicant), Metlakatla Indian Community (tribe), and The Association of Alaska School Boards, enter into a partnership agreement for the application for a new grant under the Indian Education Demonstration Grants Program CFDA 84.299A

**The purpose of this grant:** To develop, test and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary, and secondary Indian students.

Specifically, the focus of this grant will be to support the following activities as outlined by community members and key partners:

- Plan and implement community-specific and culturally responsive programming to improve college and career readiness of Metlakatla students.
- Elders, culture bearers, and school district staff, developing materials and activities that integrate Tsimshian culture and values.
- Infuse Tsimshian cultural practices into learning standards and teaching practices.
- Develop community-specific shared family-school dual capacity-building partnership framework.
- Work with traditional tribal leaders to develop stronger cultural infrastructure within the school.
- Ground teachers in cultural practices, values, and connection to community.
- Independent living skills for students to support post-secondary resiliency.
- Support and mentor post-secondary graduates for college and career training

#### **Shared mission:**

*The mission of Metlakatla Indian Community is for the council and executives to work together to build the economy of Metlakatla, to pursue opportunities through proper planning and to establish the needed infrastructure to effectively manage and report these activities to its people.*

*The mission of Annette Island School District is that community, parents, faculty and staff are continually working together to provide excellent learning opportunities for all students to become self-sufficient and successful in life while embracing and honoring the community and all heritages.*

*The Mission of the Association of Alaska School Boards is to advocate for children and youth by assisting school boards, schools and communities to provide the supports to help students succeed.*

#### **Responsibilities of Each Partner**

- Each partner will participate in planning of strategies and activities.
- Each partner will use funding within this grant to support activities mentioned above.
- Annette Island School District will take the lead and manage the grant, submit all financial and progress reports, with support from the Association of Alaska School Boards.
- Annette Island School District will lead development and implementation of family-school dual capacity-building framework
- Metlakatla Indian Community will lead post secondary graduate mentoring and support efforts
- Metlakatla Indian Community will serve as key cultural advisors and assist throughout with cultural protocols.

Partnership Agreement: Annette Island School District (Lead Applicant), Metlakatla Indian Community (Tribal Entity), and Association of Alaska School Boards (Partner Applicant)

Indian Education—Demonstration Grants for Indian Children :: Native Youth Community Projects (NYCP)  
CFDA Number: 84.299A

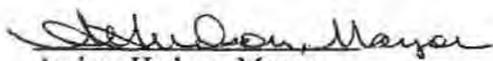
- The Association of Alaska School Boards will help with the planning and infrastructure to implement cultural identity, parent and community supports, life skills, and mentoring community strategies
- The Association of Alaska School Boards will continue to support partner organization to incorporate community-driven approaches into school planning.

**Competitive Priority Eligibility**

Competitive Priority 1: SRSA and RLIS School

Competitive Priority 3: Lead Applicant and Key Partner (Association of Alaska School Boards) have been the lead partner and recipient of the Alaska Native Education Program (title VII, part C) and had proven results.

**Signatures**



Audrey Hudson, Mayor  
Tribal Organization: Metlakatla Indian Community

5/27/2016

Date



Tim Bauer, Superintendent  
Local Education Agency: Annette Island School District

5/27/2016

Date

(b)(6)

Norm Wooten, Executive Director  
Partner Agency: Association of Alaska School Boards

\_\_\_\_\_

Date

Partnership Agreement: Annette Island School District (Lead Applicant), Metlakatla Indian Community (Tribal Entity), and Association of Alaska School Boards (Partner Applicant)

Indian Education—Demonstration Grants for Indian Children :: Native Youth Community Projects (NYCP)  
CFDA Number: 84.299A

## ***Empowering our Future Generations***

### **Evidence of Capacity**

*Empowering our Future Generations* has contracted Association of Alaska School Boards (AASB) to evaluate our project. AASB has been working with American Institute of Research (AIR) for more than 10 years. In 2009, AIR was contracted to evaluate the impact of AASB's *Quality Schools Quality Student* Project in Alaska. The project was focused on improving academic achievement of Alaska Native students in schools across Alaska. ***It was found that Alaska Native students in 15 intervention districts made gains in academic achievement that were greater than would be expected based on changes in academic achievement among Alaska Native students statewide.*** There was also a reduction of incidence of vandalism, fights, and alcohol use among students at school or school events (AIR, 2009). Please see Appendix for AIR Summary of Evaluation.

**Please see following pages for AIR's Evaluation Summary of AASB's *Quality Schools Quality Student* Project in Alaska.**

# Community Engagement



An Alaska Initiative that is Working

Summary of an Evaluation of the Alaska Initiative for Community Engagement 2005-2008 by the American Institutes for Research®



PR/Award # S299A160068

# Engaging Communities to Help Youth Succeed

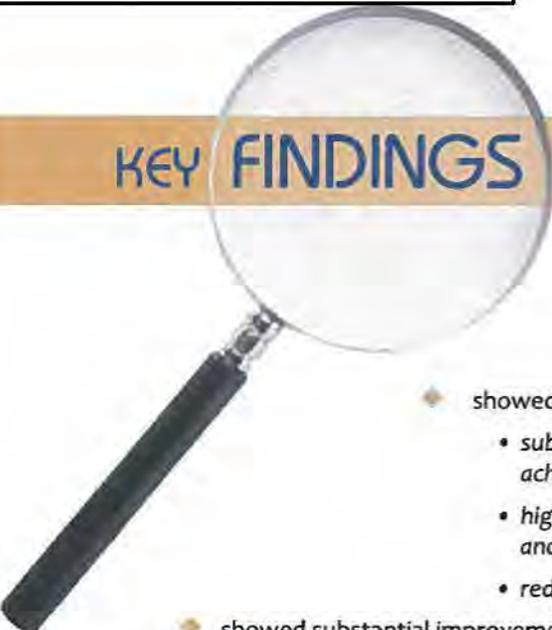
(b)(6)

**IN 2001, THE ASSOCIATION OF ALASKA SCHOOL BOARDS** received funding through the No Child Left Behind Act's Alaska Native Education Program to provide technical assistance and support to communities across Alaska to engage adults in promoting the academic progress and overall well-being of young people. The result was the Initiative for Community Engagement—Alaska ICE.

A nationally recognized research firm recently completed a longitudinal evaluation<sup>1</sup> of the effectiveness of Alaska ICE to determine whether:

- ◆ the environment for youth has changed in schools and communities supported by Alaska ICE,
- ◆ adult support for youth has changed, and
- ◆ youth outcomes improved in the areas of academic engagement and achievement, social and emotional learning, and risk behaviors.

The evaluation covered 2005-2008 and assessed impacts and changes in a group of 15 school districts supported by Alaska ICE, and delved more deeply into three districts and their communities to document changes and impacts: Pribilofs, Dillingham and Anchorage.



## KEY FINDINGS

Evaluators found that communities, schools and organizations supported by Alaska ICE:

- ◆ showed particularly positive results for Alaska Native students:
  - *substantial increases in academic achievement on statewide assessments*
  - *higher expectations, more respectful climate, and improved peer climate at school*
  - *reduced risk behaviors at school*
- ◆ showed substantial improvements in adult-youth relationships and adult involvement with youth
- ◆ adopted strength-based, asset-building policies and practices that supported youth
- ◆ developed sustainable community and organizational networks and coalitions as successful vehicles for change
- ◆ significantly reduced youth risk behaviors

(b)(6)

<sup>1</sup> American Institutes for Research, *Alaska Initiative for Community Engagement Summative Report*, 2009. PR/Award # S299A160068

# Positive Outcomes in 15 School Districts

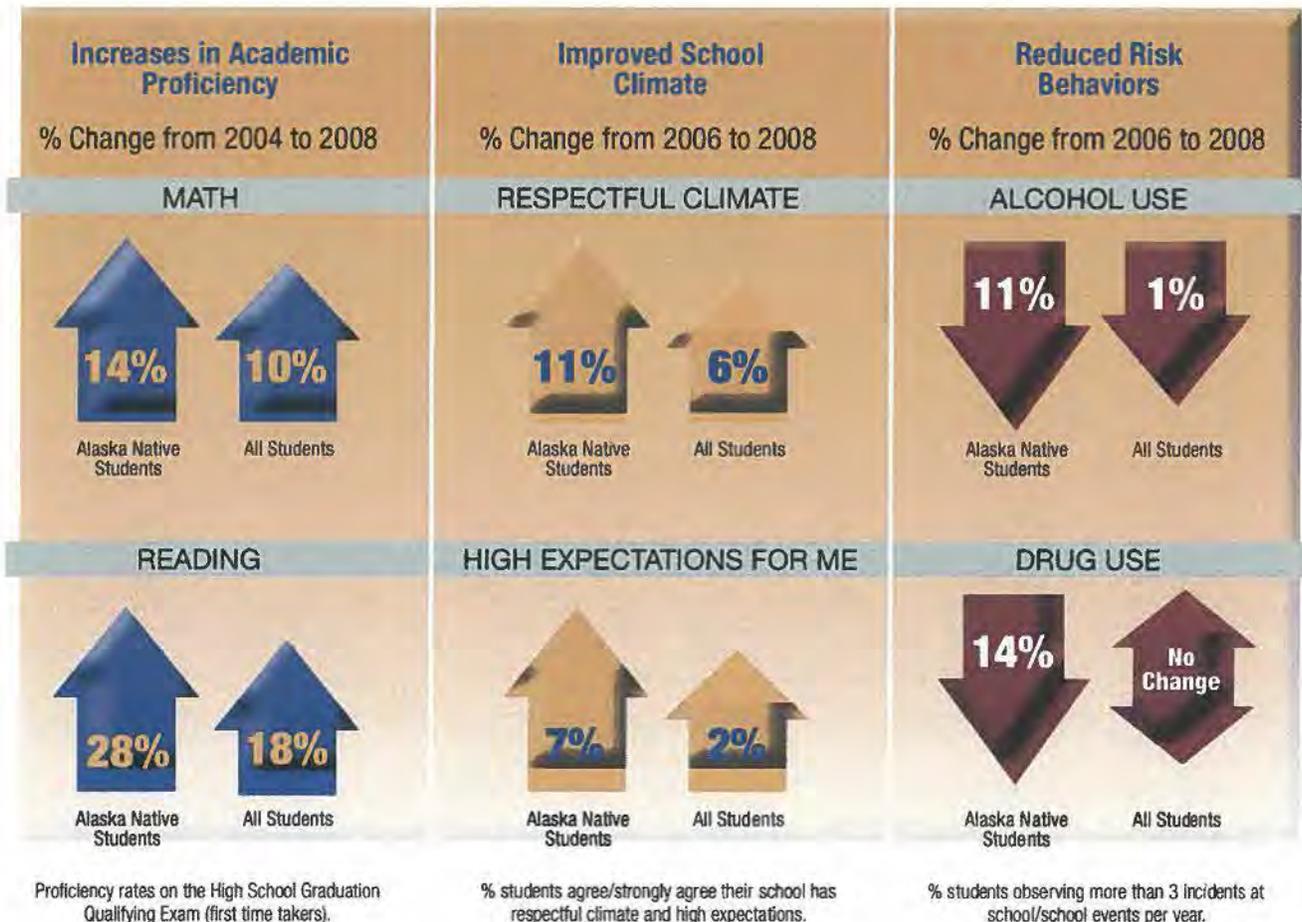
**AASB PARTNERS WITH SCHOOL DISTRICTS** to support school improvement through its Quality Schools/Quality Students (QS2) initiative. Alaska ICE works with these districts and their communities to increase community engagement to support student success.

Fifteen QS2 districts<sup>2</sup> were evaluated for evidence of change in the environment for youth, for adult support for youth, and for youth outcomes.

## The Results

Alaska Native students in particular showed positive gains in academic and school climate measures and significant reductions in risk behaviors.

(b)(6)



<sup>2</sup> Quality Schools/Quality Students (QS2) districts in this analysis included: Alaska Gateway, Chatham, Delta-Greely, Dillingham, Ketchikan Gateway, Kodiak Island, Lower Kuskokwim (7 communities), Petersburg, Prudhoe Bay, Sitka, Southeast Island, Unalaska, Wrangell, Yukon Flats, and Yupiit. Annette Island School District - Indian Education Demonstration Grant 84.299a - Empowering our Future Generations

# Pribilofs Success Story

## Academic Gains and Healthy Support for Youth

(b)(6)

**THE PRIBILOF SCHOOL DISTRICT**, consisting of two small Aleut communities (St. Paul, population 430 and St. George, less than 100) on two remote islands in the Bering Sea, became a QS2/ICE partner in 2003. Their initial goals were to:

- ◆ improve student achievement,
- ◆ improve the “overall wellness” of the communities, and
- ◆ build “a bridge between the schools and the communities.”

Community engagement in the Pribilofs focused on these areas in the

schools, community, and with tribal and other community partners. Recent district efforts targeted improving peer climate and social emotional learning.

### The Results

Evaluation results found substantial improvements in reading and math proficiency, school and peer climate, social emotional learning, parent and community involvement in school, community collaborations, and adult support for and involvement with youth (which showed increases across every one of ten indicators).

Pribilof students also report decreases in risk behavior.

“Since becoming a QS2 partner, student achievement has continued to improve. Both schools have made AYP for the past 6 years; this can be directly attributed to students feeling empowered and cared about. We have reached out to organizations and community collaborations have increased. Students see how they are supported by the community and that they should give back by volunteering, working with Elders, and participating in community clean-up efforts.”

— Jamie Stacks, Superintendent, Pribilofs



## Increased Community Collaboration, Reduced Risk Behaviors

**DILLINGHAM** is a small regional hub community of 2,500 in southwestern Alaska; 69% are Alaska Native (Yup'ik). Dillingham became a QS2/ICE partner to address concerns about substance abuse, delinquent behavior, poor adult-youth relationships, and low academic performance.

Dillingham launched its community engagement efforts in 2005 with a community-wide assets awareness campaign. Alaska ICE was the catalyst that helped form partnerships within Dillingham to support youth. Collaborative efforts led to coordinated community efforts to:

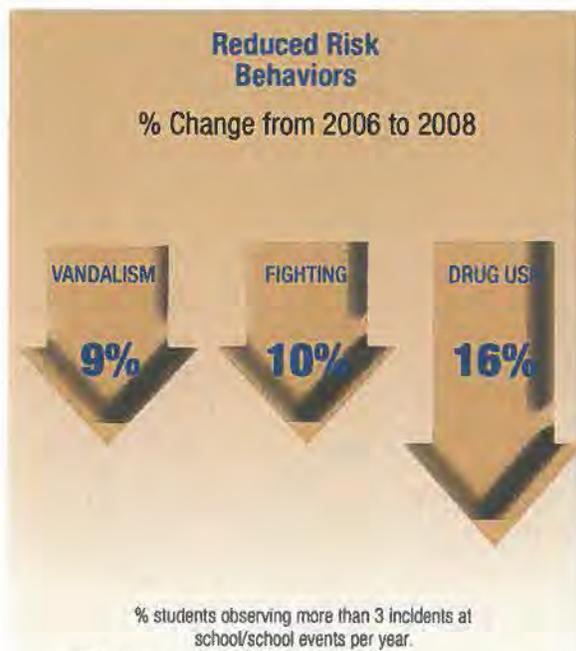
- promote the assets message,
- provide more opportunities for youth in positive activities,

- address youth issues and risk behaviors in a supportive manner, and
- create a climate of respect and support for all youth.

### The Results

In 2008, Dillingham students reported higher levels of positive school climate and caring adults at school, substantial reductions in risk behaviors, and consistent increases in social emotional learning. More students had help with homework outside of school (95%), and, since 2004, the dropout rate decreased by almost half to 8%. Community members reported more positive activities for youth and community collaboration, and more alignment around strength-based approaches to dealing with youth issues.

(b)(6)



*“Community engagement has made a really good impact on connecting Native and non-Native students and teachers, and fostering healthy relationships. In the last three years, the partnership between the tribal council and the school has been strengthened.”*

— Dillingham Community Member

# Anchorage Success Story

## Systemic Changes in Youth Support Network

(b)(6)

**ANCHORAGE IS ALASKA'S LARGEST CITY.** Since 2001, Alaska ICE has provided support to Anchorage schools and the community to change the environments surrounding youth.

### The Results

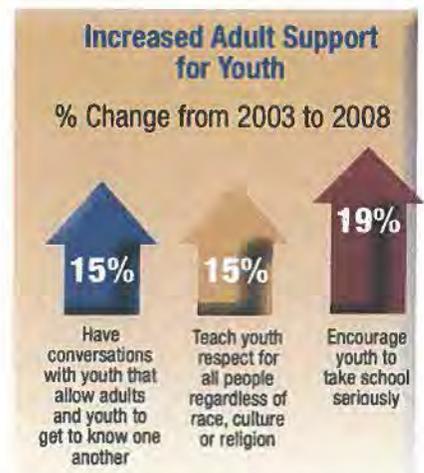
Collaborative efforts, many supported by Alaska ICE, of the school district, Anchorage Youth Development Coalition, United Way, social service organizations, and many others have led to lasting systemic change.

Anchorage School District (ASD) adopted the Developmental Assets® framework in 1996. In 2001 Alaska ICE began providing financial support to further institutionalize the assets framework in Anchorage schools. This sustained funding has helped slowly shift the adult focus within ASD to a resiliency approach.

Two notable changes in ASD policies and practices identified by evaluators are:

- Adoption of the assets framework, language, and approach and its dissemination throughout the district over time
- Development and adoption of social emotional/employability standards and ongoing integration into the curriculum

Community members from organizations across Anchorage reported the adoption of shared policies and practices to support positive youth development. Between 2003 and 2008, adults reported significant increases in adult involvement with and support for youth on every measure.



Percent of Anchorage adults who answered "often" or "very often" to the question "How often do adults in your community do the following?"

There have been sizable declines in all areas of youth risk behaviors in Anchorage from 1995 to 2007 as reported by Anchorage high school students on the Youth Risk Behavior Survey.

*Alaska ICE funding was crucial for virtually every developmental assets initiative going on in this community.*

— Anchorage Community Member

*The sustained nature of ICE funding has helped supply funding to continue to infuse the developmental assets approach into almost every aspect of the way ASD does business.*

— ASD Staff Member



## **Individual Resumes for Project Director & Key Personnel**

Tim Bauer, Superintendent of Annette Island School District and Project Director

Audrey Hudson, Mayor of Metlakatla Indian Community

Kimberlee Anderson, Contracts and Grants Manager for Metlakatla Indian Community

Genelle Winter, Grant Writer for Metlakatla Indian Community

Lori Grassgreen, Director of Association of Alaska School Boards Alaska ICE (Initiative for Community Engagement)

Jenni Lefing, Program Manager for Association of Alaska School Boards Student Climate and Connectedness Survey

Mark Calvert, Community Engagement Educator with Association of Alaska School Boards Alaska ICE (Initiative for Community Engagement)

## TIM BAUER

(b)(6)

It is my mission to create and maintain a school culture in which both students and staff are motivated and aware of the central vision of the district. I will lead by example and have a driven focus of what our mission is and how we can best serve the students while being sensitive to community as well as individual needs and desires. It is my goal to facilitate and motivate both teachers and students and to work collaboratively to achieve success.

### SPECIALIZATIONS

Community Engagement | Standards Based Instruction, Assessment, Grading | Professional Development | Curriculum Development

### EDUCATION

2016	University of Alaska Southeast Superintendent Certification Program
2015	M. EDL, Educational Leadership with specialization in Educational Administration and Special Education K-12, University of Alaska-Anchorage
2013	Post Graduate Certification, Special Education University of Alaska-Anchorage
2005	BA, Secondary Education, English, University of Maine-Orono

### CERTIFICATIONS

State of Alaska Educational Leadership/Principal Endorsement K-12 - May 2015  
State of Alaska Special Education professional Certification K-12  
State of Alaska Secondary English Professional Certification 7-12

### EDUCATIONAL LEADERSHIP POSITIONS

Superintendent - Annette Island School District  
Programs Manager, SERRC, Alaska's Educational Resource Center: 2013-Present  
Manager of Alaska Transitions Outcome Project Grant: 2013-Present  
Special Education Director, Annette Island School District: 2013-Present  
Special Education Director: Pelican School District: 2014-Present  
Principal/Lead teacher, Adak K-12 school, Aleutian Region School District: 2011-12  
Administrator, Salpointe Catholic High School Summer Academy

### DISTRICT LEADERSHIP EXPERIENCE

- Partnered with community and district to create cooperative preschool
- Provided continuing education on teaching strategies using Marzano's teaching strategies
- Provided district wide training for Special Education transition Indicator #13 compliance
- Hiring committee for administrative staff as well as faculty staff
- Developed safety plan and evacuation plan for district
- Collaborated with community to fund annual trip to Juneau for Government in Action

### SCHOOL LEADERSHIP EXPERIENCE

- Lead teachers and staff in professional learning opportunities around behavior interventions: provides classroom based coaching to teachers and staff around behavior interventions; administers discipline; leads teams for Functional Behavioral Analysis, Behavioral Intervention Plans, and Student Crisis Plans.
- Cultivated a need for program and curricular interventions with stakeholders through data-informed and results driven conversations; uses research related to similar student populations

- Lead hiring teams, supervised assigned personnel, informally and formally evaluates assigned personnel and supports assigned personnel who are on improvement plans
- Supported superintendent in partnering with the site-based family liaison to strategically provide supports for families that align with the school plan, mission, and vision
- Collaborated with community and district to create cooperative preschool and provide early childhood interventions
- Head basketball coach for both boys and girls basketball at all age levels
- Met with community members and coordinated efforts to send students to Juneau as part of "student democracy in action" program
- Point of contact for Alaska Tsunami Education Program and employed all science lesson plans
- Successfully collaborated with University of Alaska-Fairbanks to provide scholarships to Summer Science Academy for students from rural communities

#### **OTHER LEADERSHIP EXPERIENCE**

- Alaska delegate to National conference on Post-secondary Transition
- Selected to represent Alaska at National Special Education Capacity Building Institute
- U.S. Air Force Pararescue Team Leader

#### **TEACHING AND CURRICULUM EXPERIENCE**

Special Education director/Teacher of Record, Multiple Districts throughout Alaska:2013-Present  
 Aleutian Region School District, Adak, AK: 2009-2012  
 Flowing Wells Junior High School, Tucson, AZ: 2007-2008  
 Northeastern Clinton Central School, Champlain, NY: 2006-2007  
 Salpointe Catholic High School

- Taught: AP English, Creative Writing, American Literature, Physical Science, Chemistry, History, Geography, Physical Education, General Math, Algebra, Geometry,
- Developed benchmark system curriculum for all core courses and for all grade levels to comply with state standards
- Created and implemented remedial freshman summer course curriculum
- Selected to evaluate district science curriculum and determine replacement
- Student Leadership Advisor, School Site Testing Coordinator

#### **RECENT CONFERENCE PRESENTATIONS**

- IEP Nuts and Bolts, Alaska Statewide Special Education Conference
- Post-secondary transition break out session, Alaska Statewide Special Education Conference
- New Special Education Director's Training, Alaska Statewide Special Education Conference
- Two-Day for credit course for IEP compliance, Alaska Statewide Special Education Conference
- Alaska and It's Unique Challenges with IEP Compliance, National Secondary Transition Conference, University of North Carolina

#### **SPECIALIZED TRAINING**

Grant writing  
 Crisis Prevention institute restraint training (CPI)  
 Woodcock Johnson Cognitive and Achievement testing  
 CildFind compliance  
 Supplemental workbook  
 Post-Secondary Transition Training  
 Special Education Law Conferences (LRP)

**References**

<p><b>Joe Beckford</b> Superintendent Aleutian Region School District (b)(6)</p>	<p><b>John Rusyniak</b> University of Alaska-Anchorage Professor of Educational Leadership (b)(6)</p>
<p><b>Mike Urbanski</b> Head of School Salpointe Catholic High School (b)(6)</p>	<p><b>Janet Clark</b> English Teacher/Mentor Anacortes High School (b)(6)</p>



Resume of  
**Audrey M.L. Hudson,**  
Mayor/City Manager/Police Commissioner  
Metlakatla Indian Community  
Annette Islands Reserve

Post Office Box 8  
Metlakatla, Alaska 99926  
Office Phone: (907) 886-4441  
E-mail: (b)(6)

### Work History

#### **December 2013 - Present Metlakatla Indian Community**

*Mayor/City Manager/Tribal Chair/Police Commissioner*

To officially speak for the Metlakatla Indian Community, Chair all Council Meetings, identify issues impacting Metlakatla, receive and consider public input, make appropriate decisions in a manner which encourages full and open discussion, and exercise all the powers of The Law and Order Code to empower to the Executives and Council Members to lawfully govern the community.

Serve as Official head of the City, Serves as Tribal Chair at Council Meetings, Executes Official Documents, Regularly and thoroughly prepares for each City Council Meeting, Responds to requests for information or assistance with problem resolution within Metlakatla Indian Community.

Responsible for all of the day-to-day administrative operations of the municipality, Supervision of day-to-day operations of all city departments and staff, directly and through department heads, in addition to other expectations.

#### **January 2013 - December 2013 Metlakatla Indian Community**

*Receptionist/Community Newsletter Editor*

*Supervisor: Diana Yliniemi, MIC Executive Secretary*

Accept and distribute incoming & outgoing mail; Municipal telephone operator; Create and edit Monthly Metlakatla Indian Community Newsletter; Assist Executive Secretary and City Clerk with various projects that consisted of Independence Day and Founders Day Celebrations; Tribal Membership; Issue Business, Resident, Visitor, Fishing, and Subsistence Tribal Permits; Implemented an Adobe format for permit applications; Assist Cashier in daily counting/tally of previous business day Casino Revenue.

#### **2001 to January 2013 Annette Island Service Unit**

*Receptionist - Administrative Assistant I/II*

*Supervisors: Rachael Askren, Service Unit Director & Lynette Hudson, CHC Coordinator*

Fifteen years of previous office/Administrative clerical work; accepting and disbursing Service Unit Director incoming/outgoing mail; answering telephone calls for Administration and forwarding calls; AISU Accounts Payable - create and processing weekly vendor check requisitions to MIC Accounts Payable; distribute checks in a timely manner to vendors; Minutes Keeper for all of AISU; Assist with tallying timecards when needed; Assist with Personnel travel; Assist with contracting professional services; Coordination of community and employee events.

#### **2000-2001 Wells Fargo Bank, Cashier/Teller; 1999-2000 Metlakatla Indian Community**

Case manager for State of Alaska Dislocated Worker Program; 1995-1998 **Leask Enterprise**, Cashier at Leask Mini Mart; 1993-1995 **Metlakatla Indian Community**, Daycare Childcare Provider/Office Assistant

#### **Education/Certifications**

High School Graduate; Certified in HIPPA Privacy and Compliance; Blood borne Pathogens & Infection Control; First Aide/CPR; Trainer for Customer Service Skills

#### **Volunteer/Interests**

Tongass Federal Credit Union Board of Advisors; Member of Non-Profit Organization Metlakatla Fourth Generation Tsimshian Dance Group since 1990; Founding Member of Non Profit Organization Alaska Native Girls; Treasurer/Coach for Taquan Hoopers Non-Profit Basketball Organization for the youth of Metlakatla; Committee Member of Metlakatla's 125 Anniversary Celebration in 2012

#### **References**

Lynette Hudson (907) 886-5813

Melody Leask, (907) 886-5803

Martine Winter (907) 886-6601

**Kimberlee V. Anderson**

(b)(6)

---

**Work Experience:**

*Contracts & Grants Officer*  
Metlakatla Indian Community

August 2011 - Present

*Building Secretary*  
RJ Elementary, Annette Islands School District  
Metlakatla, Alaska

November 2010 – August 2011

*Shareholder Services Director & Investor Relations Administrator*  
2011  
Northwest Natural Gas Company  
Portland, Oregon

October 2007 – November

*Director of Shareholder & Trust Services*  
OTR, Inc.  
Portland, Oregon

April 2007 – October 2007

*Trust Officer – Supervisor of Shareholder Services*  
First Citizens Bancorporation  
Raleigh, North Carolina

September 2001 – March 2007

*International Trade Specialist*  
McKinley Capital Management  
Anchorage, Alaska

January 2000 – June 2001

*Assistant Controller*  
Regal Alaskan Hotel  
Anchorage, Alaska

August 1998-January 2000

*International Banking – Internship*  
National Bank of Alaska  
Anchorage, Alaska

February 1996 – May 1996

**Education:**

BA in Business Administration with focus on International Business – Finance  
Alaska Pacific University, Anchorage, Alaska 1995 - 1998

International Studies, focus on International Business  
Nagoya Gakuin University, Seto, Japan 1997

Mt. Hood Community College, Portland, Oregon 1993 – 1995

High School Diploma  
Metlakatla, Alaska, 1993

Genelle Winter

(b)(6)

---

Work Experience-

Proposal Coordinator and Parks & Rec  
& Invasive Species Program Director  
Metlakatla Indian Community

August 2005-present

Landscape & Maintenance Director  
Metlakatla Indian Community

June 1995-August 2005

Homeport Café waitress  
Metlakatla

August 1992-Feb 1993

Lead Supervisor/Shipping & Receiving  
Hilltop Greenhouse, Victoria British Columbia

June 1988-May 1992

Education-

Funding Exchange Grant Writing Certification

February 2014

Falmouth Institute Advanced Grant Writing Training

June 2011

Falmouth Institute Introductory Grant Writing Training  
2009

December

Hazwoper Certification

October 2013

Master Gardeners Certification

Feb 1996

Houston Senior Secondary High School Diploma

June 1987

**EDUCATION**

**2002- 2004 University of East Anglia  
Norwich, England**

*MA Community Development  
(with distinction)*

**1990-1994 University of North Carolina**

*Bachelor of Social Work*

---

**2014- present  
Association of Alaska School Boards**

*Director, Initiative for Community Engagement  
Statewide*

- Oversee all aspects of the Alaska Initiative for Community Engagement and School Climate and Connectedness Survey including contract management.
- Supervise four person Alaska Initiative for Community Engagement Team.
- Work closely with 52 school districts across the state. Work intensively with 11 districts on community engagement and social and emotional learning evaluation project.
- Work closely with communities to develop culturally-specific strategies to improve student achievement for Alaska Native students.
- Support community assessments, community planning, and evaluation with community coalitions and districts across Alaska, including villages of Alaska.
- Support school districts to increase family engagement in early learning and school-based activities.
- Provide coaching and technical assistance to Community Engagement Advocates of tribal organizations and school districts in Metlakatla, Aniak, Chevak, Bethel, Nome, and Kake.

**2008- 2014  
Alaska Network on Domestic Violence and Sexual Assault**

*Director of Prevention Projects  
Statewide*

- Managed all aspects of the Alaska Network's prevention program.
- Supervise ANDVSA's five-person prevention team.
- Acquired, manage, and report on 12 federal, state and foundation grants.
- Adapted the evidence-based Fourth R Healthy Relationships Curriculum for Alaskan schools in partnership with Alaska stakeholders.
- Worked with the Canadian Centers on Addiction and Mental Health, University of Western University, University of Calgary and Alaska stakeholders to measure the effectiveness of the Alaska Perspectives, Fourth R healthy relationships curricula using a 3 year quasi-experimental design with 16 schools in Alaska.
- Provided technical assistance to teachers and community partners implementing Fourth R.
- Facilitated an Alaska statewide steering committee to collaboratively develop, implement, and evaluate a statewide plan to prevent intimate partner and sexual violence (more than 18 members and agencies statewide).
- Developed tools and media materials for prevention and community engagement.
- Developed culturally and linguistically specific materials with youth, Elders, and community members within each region of Alaska.
- Chaired and support several prevention implementation committees to carry out prevention strategies: media and social marketing efforts, youth leadership, school-based prevention efforts, engaging boys and men in prevention, and culture-based community change practices.

- Worked closely with three state agencies to recruit, provide training, provide follow up, and evaluation support for teachers/schools using the Fourth R curriculum.
- Supported needs assessments, data collection, and evaluation for state and local programs.
- Organized statewide training for violence prevention staff, health professionals, youth group leaders, and community organizations on relevant prevention topics across Alaska.
- Provided training and coaching for local programs and local coordinating councils on primary prevention implementation and evaluation.
- Worked with youth and adult planning committee to develop a youth-driven mini-summit and youth engagement activities across the state.
- Garnered support for and oversee statewide youth-led mini-summit, Lead On.
- Provided in-state, national, and international presentations on intimate partner, teen dating, and sexual violence prevention.
- Reviewed and disseminate information on national research-based prevention programs.
- Provided intensive coaching for four Centers for Disease Control and Prevention funded local prevention pilot projects.

**2005-2008**  
**Big Brothers Big Sisters**

*Director of Development*  
*Southeast Alaska*

- Supervised all agency development efforts, including supervision of projects and development personnel in 7 communities across Southeast Alaska.
- Established and strengthened relationships with corporate partners across Southeast Alaska.
- Successfully wrote proposals and developed relationships with funding sources.
- Created communications plan and materials including newsletters, annual reports, annual appeals, media releases, and brochures.
- Conducted outreach and hosted in-house opportunities to promote Big Brothers Big Sisters programs across Southeast Alaska.
- Monitored and reported to grant sources.
- Monitored ongoing cultivation, stewardship, and funding progress across the region.

**2004-2005**  
**Department of Community Development**

*Regional Development Officer*  
*(Contract) Alice Springs, Australia*

- Spearheaded and effectively managed more than ten projects of regional significance, which required much travel and partnerships across remote Australia.
- Established partnerships with government, non-government, and tribal groups for project development in the Central Desert Region.
- Facilitated a whole of government and whole of region approach to planning, which required frequent interaction with senior level executives, government officials, remote area leaders, and interested community members.
- Supported the planning and implementation of the Alice Springs solar city project, indigenous governance projects, and women and bush foods.

**2003**  
**Andhra Pradesh Rural Livelihoods Programme**

*Gender Researcher*  
*Andhra Pradesh, India*

- Drafted and submitted research proposal and grant application to the Department for International Development (UK international aid organization), Andhra Pradesh Rural Livelihoods Programme, and Rural Development Trust- Nongovernmental Organization). Approved and supported by all three bodies through direct financial assistance or in-kind contributions.
- Facilitated focus group discussions, individual interviews, and surveys to collect data for gender and drought research.
- Presented findings on gender-based drought policy and water management issues in Anantapur district and to Andhra Pradesh State Representatives.

Additional Experience Includes Secondary School Teaching: 2000-2002  
 Peace Corps: Paraprofessional Counseling for School Settings, 1998-2000  
 Behavioral Support for Adolescents- School and Residential Setting: 1996-1998

#### **ADDITIONAL QUALIFICATIONS and AFFILIATIONS**

**Computer Literacy:** Microsoft Word, Excel, Access, PowerPoint, Publisher, web-based research, and web-based data management systems.

**Languages:** Haida Language (Alaska Native Language), Have familiarity with French, Sinhala, Japanese, and Spanish.

**Past and Present Volunteerism:** 2006-Present, Big Sister in Big Brothers Big Sisters Program (present); 2005-Present, Water For People (past); Gastineau Rotary Member; International Service Committee (past); International Friends of Belize (past); Belize Adult Literacy Volunteer; Portland Women's Crisis Line (past).

## Jennifer Lefing

(b)(6)

### CAREER PROFILE

- Enthusiastic and dedicated community development professional
- Exemplary oral and written communication skills
- Effective and supportive team player
- Adaptable and resourceful in new and challenging environments
- Organized, detail-oriented and proficient at handling multiple projects at once

### EDUCATION

**Master of Arts, Sustainable (Community) Development,** (December 2006)

SIT Graduate Institute, Brattleboro, VT

**Bachelor of Science, Human Service Studies,** (December 1999)

Cornell University, Ithaca, NY

### EXPERIENCE

**SCCS Program Manager & Community Engagement Educator** (2010 to present)

Association of Alaska School Boards, Juneau, Alaska

- Manage the Alaska School Climate and Connectedness Survey (SCCS) (since 2013).
  - Lead on survey development, administration, reporting and post-survey support.
  - Liaison between all survey stakeholders (school districts, statewide partners, contractors)
- Design and facilitate workshops and group action planning sessions on positive youth Development, community engagement, and school climate throughout Alaska
- Provide support and technical assistance to school boards, school staff, and communities

**Program Coordinator** (2008-2009)

SOLVE, Portland, Oregon

- Provided management to statewide volunteer programs (Project Oregon, Oregon Adopt-A-River and Volunteer Action Training)
- Coordinated and facilitated leadership development workshops throughout Oregon
- Provided training, support and technical assistance to volunteers and program partners
- Initiated and maintained community relations with a variety of stakeholders

**Evaluation Associate** (2008)

Oregon Museum of Science and Industry (OMSI), Portland, Oregon

- Managed a variety of evaluation and visitor study projects concurrently as requested by federal grantors and other stakeholders
- Designed data collection instruments and gathered data through interviews and surveys
- Compiled and interpreted findings which were produced into extensive reports

**EXPERIENCE CONTINUED**

**Research Consultant (2007)**

United Nations Children's Fund (UNICEF), New Delhi, India

- Devised and carried out a case study on UNICEF's post-tsunami interventions in 30 schools (based on grant objectives) to be used for future policy decisions
- Conducted fieldwork at the local level via interviews and field observations
- Produced and presented case study to UNICEF state and national staff which was disseminated to stakeholders

**Research Associate (2006)**

Field Practicum for Sarvodaya, Sri Lanka

- Designed and conducted a comprehensive study of stakeholders' perceptions of relief agencies and needs assessment processes that took place after the Indian Ocean tsunami
- Interviewed beneficiaries, community leaders and NGO staff while living in tsunami-affected communities
- Analyzed findings and compiled recommendations on how to conduct needs assessment processes after disasters, which were presented at a professional seminar

**Employment and Community Relations Director (2001-2004)**

Southeast Alaska Guidance Association (SAGA), Juneau, Alaska

- Developed and executed local, state and national recruitment, hiring and intake strategies for SAGA's four AmeriCorps programs
- Recruited and hired applicants for AmeriCorps, staff and disadvantaged young adult positions (approximately 130 a year)
- Initiated and maintained community relations with agencies, schools and communities
- Ensured agency adherence to legal and grant guidelines
- Provided team leadership, conflict management and problem solving for staff/volunteers

**AmeriCorps VISTA Volunteer (1999-2000)**

National Council on Alcohol and Drug Dependence, Juneau, Alaska

- Planned and facilitated prevention trainings for middle school and high school students on a variety of health issues
- Coordinated with teachers and professionals to design programs to meet students' needs
- Created community network, trained and supervised volunteers

**OTHER TRAININGS & QUALIFICATIONS**

**Commissioner, Serve Alaska State Commission:** 2014 to present

**Certified Trainer:** Building Developmental Assets in School Communities, Search Institute

**Certified in Technology of Participation (ToP) Facilitation Methods & Secrets of Implementation**

**Public Speaking:** Experience in media relations and professional presentations

**Grant Report Writing:** Experience in local, state and federal grant reporting

# MARK CALVERT

(b)(6)

## RELEVANT EMPLOYMENT EXPERIENCE

### **Community Engagement Educator**

01/2014 – present

Association of Alaska School Boards

- Act as community engagement liaison to multiple rural communities throughout Alaska implementing and evaluating Alaska ICE (Initiative for Community Engagement) Alaska Native Education grant
- Coordinate community and statewide events with Alaska Native tribal officials, cultural leaders, school district leaders, and municipalities
- Present and facilitate action planning and consensus building workshops/discussions with culturally diverse groups
- Frequently partner with Indigenous peoples of Tsimshian, Tlingit, Haida, Athabaskan, Yup'ik, and Cup'ik heritage
- Coordinate and implement multiple statewide and local youth leadership institutes
- Maintain strong relationships with local, regional, statewide, and national agencies

### **Community Engagement Advocate**

11/2011 – 01/2014

Aiding Women in Abuse and Rape Emergencies (AWARE), Inc.

- Coordinate and oversee Intimate Partner Violence and Sexual Violence primary prevention programming for Juneau men and boys
- Develop intentional and sustainable relationships with community members of all ages, ethnic and cultural backgrounds
- Identify and reach goals that impact the entire social ecology to lower instances of violence
- Regularly facilitate local and statewide experiential trainings and workshops for men and boys, as well as Juneau Violence Prevention Coalition meetings
- Working with Native Alaska and other partners, create and adapt strength-based boys' running program, *Boys Run ~ I toow ù galatseen (Strengthen Your Spirit)* promoting positive youth development with Southeast Alaska Native traditions
- Conduct program evaluation including written surveys, audio and video story telling
- Act as liaison with male athletic coaches who facilitate *Coaching Boys into Men*, a coaches' leadership program promoting respect among male middle school and high school athletes
- Provide relief advocacy to women and children experiencing violence

Continued on next page

# MARK CALVERT

(b)(6)

## RELEVANT EMPLOYMENT EXPERIENCE (continued)

### **Administrative Specialist**

Alaska Seafood Marketing Institute (ASMI)

11/2010 - 08/2011

- Processed accounts payable and receivable, balanced domestic portion of \$18,000,000 budget on a weekly basis
- Monitored, translated, and summarized all German language media concerning the Japanese nuclear accident and Alaska Seafood Industry, all under supervision of Executive Director

### **Associate Rehearsal Director**

The Santa Fe Opera

05/2010 - 08/2010  
Seasonal Employment

- Created and supervised daily schedule for 38 employees
- Assisted in managing weekly hours for 38 employees, minimizing overtime expenditures, meeting projected budget targets, and ensuring compliance with union collective bargaining agreements

### **Professional Opera and Concert Singer**

European and American Opera Houses and Orchestras

1997 - 2010

- Performed leading roles in approximately 1,000 performances in Europe and America
- Negotiated contracts in German and English
- Interacted with people of various countries and cultures, speaking German, Italian, and French
- Gave frequent print, television, and radio interviews

## JUNEAU COMMUNITY ORGANIZATIONS

### **Member**

Community Advisory Board, KTOO Public Radio Station

2015 - Present

### **Volunteer, Facilitating discussions regarding puberty with boys**

Planned Parenthood of the Great Northwest

2013 - Present

### **Big Brother**

Big Brothers Big Sisters

2011 - Present

## EDUCATION

**Yale University**; Master of Music Degree in Vocal Performance

1999

**Lawrence University**; Bachelor of Music Degree in Vocal Performance

1995

## FOREIGN LANGUAGES

**German:** Fluent ~ **Italian:** Advanced conversational

## Description of Continuing Activities

Annette Island School District (AISD) and Metlakatla Indian Community (MIC) are committed to the sustainability of *Empowering our Future Generations* beyond the scope of this grant. We are committed to working together to secure additional funding to continue this project.

**Objective 1: Students grounded in cultural connectedness.** AISD looks forward to aligning cultural project-based activities, goals, outcomes, and objectives with district curriculum goals, as outlined in the Project Narrative. By embedding these at the district level, we will ensure sustainability. We also look forward to strengthening our partnership with MIC over four years, so that their stakeholder investment in Objective 1 continues.

**Objective 2: Increasing family and community involvement in students' education and support for higher education.** We will create and sustain organizational conditions for our dual capacity-building family-school shared partnership by: 1) Making it systematic, across the entire district; 2) Integrating it into all appropriate programs; and 3) Sustaining it with continued resources and necessary infrastructure.

**Objective 3: Improving district and community capacity and infrastructure to support student independent living skills.** AISD will support continued this objective by: 1) Building and nurturing a community of mentors; 2) Maintaining space in the school day to teach independent living skills; and 3) Maintain time in after-school activities to teach these skills.

**Objective 4: Pre- and post-secondary support network for college and career education.** MIC and AASB are committed to continuing pre- and post-secondary mentoring resources. We will work together to identify continued funding to support a *Post Secondary Mentoring Coordinator* position that will be funded by this grant.

**Metlakatla Indian Community (A federally recognized tribal entity)  
and Annette Island Reserve**

Our mission is for the council and executives to work together to build the economy of Metlakatla, to pursue opportunities through proper planning and to establish the needed infrastructure to effectively manage and report these activities to its people. We continue to pursue projects that are designed to boost the economy of our Community. The Annette Island Reserve is a unique social and political entity. Its organization and the legal and political environment within which it operates weigh heavily on development efforts.

**The Metlakatla Indian Community is located on Annette Island, the only Indian Reserve in the State of Alaska. The Metlakatla Indian Community (MIC), Annette Islands Reserve (AIR) Alaska exists by the authority of the Constitution of and By-laws of MIC as approved on August 23, 1944 by the Secretary of the Interior and MIC is an Indian Tribe organized under provisions of Section 16 of the Indian Reorganization Act. 25, U.S.C Section 476,; and AIR is held in trust by the United States for the benefit of MIC under rules and regulations as prescribed by the Secretary of the Interior, 25, U.S. C. Section 495 and the Secretary has delegated responsibility to MIC to prescribe rules and regulations governing use of AIR. All governing decisions are made by an elected 12-member council and 3 executives or a designated subset thereof and approved by the council. This governing body had the task of making decisions for the benefit of all who live on Annette Islands Reserve.**

COMMUNITY COUNCIL  
ANNETTE ISLAND RESERVE  
METLAKATLA INDIAN COMMUNITY

**2015 – 2016**

Byron Hayward  
Gavin Hudson  
Jeff Moran  
Louie A. Wagner, Jr.  
Timothy Williams  
William Wilson



**2016 – 2017**

Rachael S. Askren  
Myranell Bergtold  
Richard P. Hudson, Sr.  
Daniel M. Marsden, Sr.  
Joseph Ridley  
Albert Smith

Mayor	Audrey M. L. Hudson
Secretary	Judith A. Eaton
Treasurer	Tina M. Marsden
City Manager	Audrey M. L. Hudson
1 <sup>st</sup> Acting Mayor	Daniel M. Marsden
2 <sup>nd</sup> Acting Mayor	Timothy Williams
1 <sup>st</sup> Acting Secretary	Albert Smith
2 <sup>nd</sup> Acting Secretary	Byron Hayward
1 <sup>st</sup> Acting Treasurer	Rachael S. Askren
2 <sup>nd</sup> Acting Treasurer	William C. Wilson
Chief Magistrate	William McIntyre
Associate Judge	Arthur G. Fawcett

**Finance Committee**

William Wilson \*  
Rachael S. Askren \*\*  
Albert Smith  
Jeff Moran  
Myranell Bergtold  
Tim Williams

**H.E.W. Committee**

Louie Wagner, Jr. \*  
Myranell Bergtold \*\*  
Byron Hayward  
Daniel M. Marsden, Sr.  
Tim Williams  
William Wilson

**Lot Committee**

William C. Wilson \*  
Daniel Marsden, Sr. \*\*  
Myranell Bergtold  
Richard P. Hudson, Sr.  
Byron Hayward  
Joseph Ridley

**Law & Order Committee**

Jeff Moran \*  
Tim Williams \*\*  
Myranell Bergtold  
Byron Hayward  
Joseph Ridley  
William C. Wilson

**Planning Committee**

Jeff Moran \*  
Louie A. Wagner, Jr. \*\*  
Gavin Hudson  
Byron Hayward  
Albert Smith  
Timothy Williams

**Natural Resource Committee**

Daniel M. Marsden, Sr. \*  
Richard P. Hudson, Sr. \*\*  
Byron Hayward  
Albert Smith  
Rachael S. Askren  
Joseph Ridley

CONSTITUTION AND BY-LAWS OF THE METLAKATLA INDIAN COMMUNITY,  
ANNETTE ISLANDS RESERVE, ALASKA

PREAMBLE

Whereas, by the Act of March 3, 1891, the Congress of the United States set apart the lands known as the Annette Islands for the use and occupancy of the Metlakatla Indians and other natives of Alaska who might be permitted to join them; and

Whereas, the President of the United States on April 28, 1916 reserved the waters surrounding these islands to a distance of 3,000 feet from the shore line for the use and benefit of the Metlakatla Indians and such other Alaska natives as had joined or might join them; and

Whereas, the Metlakatla Indians have for many years enjoyed a large share of the responsibility for the administration of their affairs under the "Rules and Regulations for Annette Islands Reserve" approved by the Secretary of the Interior on January 28, 1915,

Now, therefore, we, the Metlakatla Indians of Annette Islands Reserve, desiring to take advantage of the benefits available to Indian communities under the Acts of Congress of May 1, 1936, and June 18, 1934, and to enjoy greater freedom and opportunity in the handling of our affairs and in providing for the welfare of our people do ordain and establish this Constitution for the Metlakatla Indian Community of the Annette Islands Reserve.

ARTICLE I -- JURISDICTION

The Metlakatla Indian Community shall for all purposes of this Constitution exercise jurisdiction over all the territory and waters described in the aforesaid Act of March 3, 1891, and the Presidential Proclamation of April 28, 1916, and such other lands and waters as may in the future be acquired by or reserved for the Community.

ARTICLE II -- MEMBERSHIP

SECTION 1. The Members of the Metlakatla Indian Community shall be all adult persons whose names appear on a list of the members of the Annette Islands Reserve prepared by the Council of the Reserve with the assistance of the local representative of the Office of Indian Affairs. The Community Council shall maintain a current list of all members of the Community.

SECTION 2. Before exercising the right to vote for members of the Council or otherwise to participate in the government of the Community, natives of Metlakatla now 18 years old or over, all minors coming of age, and all other natives of Alaska who may be admitted to membership in the Community by vote of the Council, as herein provided, shall subscribe to the following declaration:

## DECLARATION

"We, the people of the Metlakatla Indian Community of the Annette Islands Reserve, Alaska, do severally subscribe to the following principles of good citizenship:

1. To be faithful and loyal to the Government of the United States of America.
2. To be loyal to the local government of our Community, to obey its ordinances and regulations, and to obey all applicable laws of the Territory of Alaska and of the United States.
3. To cooperate earnestly in all endeavors for the education of our children, for the advancement of the Community, and for the suppression of all forms of vice."

SECTION 3. All minor children of present or former members of the Annette Islands Reserve or of the Community shall be considered members of the Community until they reach their majority, at which time, in order to continue their membership, they must sign the declaration as provided in paragraph 3 of Section 4 of this Article.

SECTION 4. A native of Alaska of indigenous race, over 18 years of age, who has maintained residence within the Annette Islands Reserve for a period of not less than one year, hereafter desiring to become a member of the Community shall proceed as follows:

1. Make application in writing to the Council at Metlakatla, Alaska, for admission to membership in the Community.
2. If the Council approves the application by a vote of three-fourths of its entire membership, the applicant shall come before a meeting of the Council upon proper notice of the time and place of such meeting.
3. In the presence of the Mayor and Council, the declaration in Section 2 of this Article shall be read to the applicant, and he or she shall sign a copy of the declaration before two witnesses.
4. After the declaration has been duly signed and witnessed the Mayor shall declare the applicant a member of the Metlakatla Indian Community.
5. Minor children of persons so admitted shall be members of the Community, but upon attaining their majority they shall, in order to continue their membership, proceed as set forth in paragraph 3 above.

SECTION 5. The Council is authorized, by a vote of three-fourths of its entire membership, to elect as members of the Community, with full rights and privileges, such British Columbia

Indians as may have joined the colony at Metlakatla since January 1, 1900, and maintained residence there for a period of not less than two years.

SECTION 6. Continuous absence from Annette Islands Reserve for two years or longer, unless the member so absent shall notify the Council in writing, within such two-year period, of his intention to return, shall constitute forfeiture of membership in the Community. Such person may be readmitted to membership in the Community as provided in Section 4 of this Article.

### ARTICLE III -- LOCAL GOVERNMENT

SECTION 1. The local government of the Metlakatla Indian Community shall be vested in a Council consisting of 12 members, all of whom shall be members of the Community.

SECTION 2. The officials of the Metlakatla Indian Community shall be a Mayor, a Secretary and a Treasurer.

SECTION 3. The members of the Council and the officials of the Community shall be elected by ballot, printed or written, on the first Tuesday after the first Monday of November in each year, at which election all members of the Community 18 years or older, and not in arrears for nonpayment of taxes, fines, or fee for a permit to occupy a tract of land, shall have the right to vote.

The members of the Council and the officials of the Annette Islands Reserve in office at the time when this Constitution is, with the approval of the Secretary of the Interior, ratified by the Metlakatla Indians, shall continue in office with all the duties and powers of councilmen and officials as set forth in this Constitution until the expiration of their terms of office as provided in the "Rules and Regulations for Annette Islands Reserve."

At each election each voter may be required to present his receipt for taxes, fines or fee for a permit to occupy a tract of land, as evidence that he is entitled to vote.

Only members of the Community above the age of 21, not in arrears for nonpayment of taxes, fines or fees shall be eligible for election to any office or to membership in the Council.

It shall be the duty of the Secretary to prepare ballots showing the names of all candidates who have filed notice of their intention to run for office not earlier than September 1 nor later than the second Tuesday in September.

The Secretary shall, within three days after each election, report the names of the members of the Council and the officials elected to the local representative of the Office of Indian Affairs at Metlakatla.

SECTION 4. The members of the Council and the officials

elected shall enter upon their duties on the first Monday in January.

SECTION 5. The members of the Council shall hold office for two years; provided that six members of the Council shall continue to be elected each year as provided in the "Rules and Regulations for the Annette Islands Reserve."

The Mayor, the Secretary and the Treasurer shall hold office for two years or until their successors have duly qualified, beginning with the expiration of the terms of the present holders of these offices.

SECTION 6. At the first meeting of the Council in January the members shall elect from their own number one person to be chairman of the Council in the absence of the Mayor. Such chairman shall assume all the duties of the Mayor when the Mayor is absent from the Reserve. In signing official papers in the absence of the Mayor the chairman shall use the title "Acting Mayor."

SECTION 7. The Council shall have regular monthly meetings except during any period of the year when it would prove a hardship on the members of the Council to leave their personal labors in order to attend such meetings. At such times the Executive Committee provided for by Article II, Section 1 of the By-laws shall carry on the work of the Council and report its action at the first regular meeting of the Council thereafter.

SECTION 8. All regular meetings of the Council shall be open to the public, but no one not having a seat in the Council shall be permitted to discuss matters before the Council except by permission or upon the invitation of the Council. Seven members of the Council shall constitute a quorum.

#### ARTICLE IV -- THE POWERS OF THE COUNCIL

SECTION 1. The Council shall have power to pass such ordinances for the local government of the Community as shall not be in conflict with the laws of the United States, and, wherever there is no applicable clause of the Constitution nor an ordinance of the Metlakatla Indian Community the Council shall have authority to apply and enforce Federal law within the boundaries of the Annette Islands Reserve as the law of the Community, except in cases over which the District Court for Alaska may have exclusive jurisdiction.

A copy of each ordinance passed by the Council and certified by the signature of the Mayor or of the Acting Mayor shall, within three days after its passage, be handed by the Secretary to the local representative of the Office of Indian Affairs at Metlakatla.

SECTION 2. The Council shall have power to employ legal counsel, the choice of counsel and fixing of fees to be subject to the approval of the Secretary of the Interior; to prevent the

sale, disposition, lease or encumbrance of Community lands, interests in lands, or other Community assets without the consent of the Community; and to negotiate with the Federal and Territorial governments.

SECTION 3. The Council is authorized to levy an annual tax of three dollars (\$3), or of such a sum as it may deem necessary not exceeding three dollars (\$3) upon each able-bodied male member of the Community between the ages of 21 and 60, said tax to be collected by the Secretary and expended for public purposes, as the Council shall direct. The Council may, by two-thirds vote of its membership, remit the annual tax of any individual who because of continued sickness, poverty, or physical or mental disability is unable to pay said tax.

SECTION 4. The Council shall have authority to direct by its ordinance that every able-bodied male resident of the Community shall perform, without remuneration, in each calendar year not more than two days labor of 8 hours each on the streets, roads, wharves, public buildings, or other public improvements within the Annette Islands Reserve undertaken by order of the Council.

The Secretary shall keep a record of the labor thus performed, showing the dates, the number of hours, and the character of the service rendered by each person.

SECTION 5. The Council shall direct the Secretary to draw warrants on the Treasurer in payment of all valid claims against funds subject to its control. All such warrants shall be signed by the Mayor or by the Acting Mayor.

SECTION 6. The Council may issue to members of the Community permits to occupy land within the Reserve and it may cancel such permits as provided in Section 1, Article VI of this Constitution.

SECTION 7. At the first meeting of the Council in each year the Council shall elect an auditing committee of three members and a public health committee of three members. From time to time, as the Council may deem necessary, it may constitute other committees and define their duties. All committees elected under this Constitution shall serve without remuneration.

The Secretary shall, within three days after their election report the names of persons elected to membership in committees to the local representative of the Office of Indian Affairs at Metlakatla.

SECTION 8. The Council shall have authority to employ such a number of competent persons as constables as it may deem necessary in order to enforce its ordinances, to define their duties and to fix their remuneration, if any. The constables shall be under the immediate control of the Mayor or of the Acting Mayor, subject to the instructions of the Council.

SECTION 9. The Council may create such additional offices, not

in conflict with this Constitution, as it may deem necessary for the effective administration of the local government, provide for the filling of such offices, define the duties of the same, and fix the amount of the remuneration, if any.

SECTION 10. The Council shall prescribe rules regarding the place and conditions of the annual election. Notices of said election shall be posted in three or more places in the Reserve at least 10 days prior to such election.

SECTION 11. The Council may by the vote of three-fourths of its entire membership remove the Mayor, Secretary, Treasurer or other official, but only after reasonable notice and upon sufficient evidence offered at an open meeting that he is unworthy to hold office; and the Council may by the same procedure and the vote of three-fourths of its entire membership, expel a member of the Council.

SECTION 12. When a vacancy occurs in the membership of the Council or in any office, the Council may, until the time of the next annual election, temporarily fill such vacancy by a two-thirds vote of its membership, and provide for the induction into office of the person so elected.

SECTION 13. The Council may provide for mass meetings of the members of the Community. Public questions may be discussed at these meetings and the Secretary of the Council shall take note of any petition made on these occasions and preserve it among the official records of the Community.

#### ARTICLE V -- JUDICIARY

The judicial power of the Community shall be vested in a court or courts as provided by the Council by ordinance. Such court or courts shall consist of judges whose election, terms and compensation shall be determined by the Council

The courts so established shall exercise the civil, criminal and appellate jurisdiction of the Community within the lands and waters of the Annette Islands Reserve in a manner consistent with applicable Federal law.

#### ARTICLE VI -- OCCUPANCY OF LAND

SECTION 1. The Council, at any of its regular monthly meetings, shall be authorized to issue to any member of the Community unprovided with a parcel of land in the Town of Metlakatla the following permit:

Permit No. \_\_\_\_\_.

Metlakatla, Alaska  
(Date) \_\_\_\_\_, 19\_\_

This certifies that \_\_\_\_\_, of Metlakatla is authorized to enter upon and occupy that tract or parcel of land in Metlakatla, on Annette Islands in the

Territory of Alaska, more particularly described as follows, viz.: Lot No. \_\_\_\_\_ of the Town of Metlakatla, according to the adopted plat thereof, and measuring \_\_\_\_\_ feet by \_\_\_\_\_.

This permit shall be evidence thereof, except it be before by us canceled upon our register by a two-thirds vote of the membership of the Council for abandonment or for other reason deemed by the Council to be good and sufficient, or except it be before by us canceled upon the request of the person to whom it has been issued.

Done by our order, under our seal, the day and the year first above written.

METLAKATLA INDIAN COMMUNITY

By: \_\_\_\_\_,  
Mayor  
\_\_\_\_\_,  
Secretary

/SEAL/

SECTION 2. The Council is authorized to issue similar permits for the occupancy and use of such tracts of land, other than mineral land, on Annette Islands as are cultivable to any member of the Community who may be willing to clear and cultivate the same; not more than 10 acres of such land shall be assigned to any one person.

A description of each parcel of land thus assigned shall be made by the local representative of the Office of Indian Affairs and the description of each tract of land assigned shall in each case be written out in full in the permit covering its assignment.

SECTION 3. A fee of five dollars (\$5) shall be paid by each member of the Community hereafter receiving a permit to occupy land, other than mineral, within the Reserve. Such fees shall be collected by the Secretary and by him deposited with the Treasurer, to be expended for public purposes, as the Council may direct.

SECTION 4. Every permit to occupy a lot within the Town of Metlakatla or to occupy a tract of land within Annette Islands Reserve issued under this Constitution shall be made in triplicate. The original permit shall be held by the person to whom it has been issued; the duplicate copy shall be preserved by the Secretary in the official records of the Community; the triplicate copy shall be furnished the local representative of the Office of Indian Affairs.

SECTION 5. All permits to occupy land within the Town of Metlakatla or any other tract of land within the Annette Islands Reserve in force at the date of adoption of this Constitution and By-laws are recognized as being in full force and effect and as of equal validity with those issued hereafter under Sections 1 and 2

of this Article. An official record of such permits shall be made and preserved by the Secretary, and a list certified by the Mayor, stating the names of the persons holding such permits, the dates of the permits, and the number of the lot in the Town of Metlakatla or the description of the tract covered by each permit, shall be furnished by the Secretary to the local representative of the Office of Indian Affairs.

SECTION 6. Should any permit to occupy land within or without the Town of Metlakatla be canceled for abandonment, if the occupant leaves the property without making proper provision for its upkeep, or for any other reason, as provided in Section 1 of this Article, the person whose permit is canceled shall receive for improvements upon such assignment such compensation, payable from the funds under the control of the Council, as may be fixed by two-thirds vote of the entire membership of the Council. Such improvements for which compensation has thus been made shall be the property of the Community. The Council shall have power by its permit to transfer to another person such assignment with the improvements thereon upon such terms as the Council may prescribe. A full and complete record of all such proceedings, certified by the Mayor, shall in each and every case be furnished by the Secretary of the Council to the local representative of the Office of Indian Affairs.

#### ARTICLE VII -- SPECIAL PROVISIONS

SECTION 1. The local representative of the Office of Indian Affairs may be present at all Council meetings, and when he is present he shall have all the privileges of a member of the Council, except that he shall have no vote.

SECTION 2. Members of the Community wishing to form companies or corporations in order to conduct commercial enterprises may do so in accordance with the ordinances and regulations of the Council.

SECTION 3. The mineral and other natural resources of the Annette Islands and the waters to the distance of 3,000 feet surrounding these islands shall be Community assets. In developing such resources the Council may on behalf of the Community as a whole undertake appropriate industrial and commercial enterprises or authorize, under such regulations as it shall prescribe, the organization of associations composed of all or any number of the members of the Community. All profits resulting from activities of such enterprises or associations shall be deposited in the treasury of the Community unless in the case of any organization organized under this Section its articles of association shall provide otherwise. A full and complete description of all such activities shall be filed with the Secretary of the Interior.

SECTION 4. The Council shall have the right, subject to the approval of the Secretary of the Interior, to enter into leases for the development of the resources of the Reserve.

SECTION 5. Permits may be given by the Council to members of the Community to cut timber on the Annette Islands Reserve for lumber and piling on condition that they pay to the Secretary of the Community \$1.00 per thousand board feet for all logs sold away from the Reserve, and \$.50 per thousand board feet for all logs to be used for lumber or piling on the Reserve, or such other amounts as may be determined by the Council.

SECTION 6. All funds paid to the Secretary of the Community as fees on timber and other resources shall revert to the general fund of the Community for such uses as the Council may direct.

#### ARTICLE VIII -- AMENDMENTS

This Constitution and the attached By-laws may be amended by a majority vote of the qualified voters of the Metlakatla Indian Community voting at an election called for the purpose by the Secretary of the Interior, provided at least 30 percent of the eligible voters vote in such election; but no amendment shall become effective until it shall have been approved by the Secretary of the Interior.

It shall be the duty of the Secretary of the Interior to call an election on any proposed amendment upon receipt of a resolution adopted by two-thirds vote of the Council or a petition signed by one-third of the eligible voters of the Community.

#### BY-LAWS OF THE METLAKATLA INDIAN COMMUNITY

##### ARTICLE I -- THE DUTIES OF OFFICIALS

SECTION 1. The Mayor shall be the executive head of the Community. He shall preside at the meetings of the Council, but he shall not vote except in case of a tie vote in that body, when he shall cast the deciding vote.

SECTION 2. The Mayor shall call a special meeting of the Council whenever he deems such procedure necessary, or when he is requested in writing to call such a meeting by five or more members of the Council. He shall notify each member of the Council, the Secretary, the Treasurer and the local representative of the Office of Indian Affairs, either by special messenger or through the United States mail, of the time and place of the meeting.

SECTION 3. The Mayor shall sign all warrants drawn by order of the Council on the Treasurer. He shall receive a salary of \$300 per year or such amount as shall be fixed by the Council.

SECTION 4. The Mayor shall be chairman of the Executive Committee hereinafter provided for, and he shall call a meeting of this Committee at least once a month for the consideration of questions relative to the welfare of the Community.

SECTION 5. The Mayor shall have immediate control of the

constables.

SECTION 6. The Mayor shall be custodian of all public buildings and property of the Community on Annette Islands Reserve.

SECTION 7. The Secretary shall keep the minutes of all proceedings of the Council; he shall attend to the official correspondence of the Council and he shall be the custodian of all the official documents of the Community.

SECTION 8. The Secretary shall collect, without commission, and receipt for all taxes, fines and fees levied by the Council, and shall deposit said payments with the Treasurer taking proper receipt therefor.

SECTION 9. The Secretary shall prepare for signature of the Mayor all warrants on the Treasurer as ordered by the Council.

SECTION 10. The Secretary shall keep a record of the births and deaths in the Community, and shall report these vital statistics every month to the local representative of the Office of Indian Affairs.

SECTION 11. The Secretary shall be a member, ex officio, of the Executive Committee; he shall keep a record of its proceedings and shall present all recommendations of this Committee to the Council when it convenes.

SECTION 12. The Secretary shall post a copy of every ordinance passed by the Council before it becomes operative in at least three public places on the Reserve, and a fourth copy he shall, within three days after its passage, hand to the local representative of the Office of Indian Affairs.

SECTION 13. The Secretary shall receive the salary of \$600 per annum, or such other amount as may be fixed by the Council.

SECTION 14. The Secretary shall give a bond to the Council for the faithful performance of all his official duties. This bond shall be subject to the approval of the Commissioner of Indian Affairs. The annual premium on the bond of the Secretary shall be paid from funds under the control of the Council.

Until otherwise ordered by the Council, with the approval of the Commissioner of Indian Affairs, the amount of the bond of the Secretary shall be fixed at \$5,000.

SECTION 15. The Treasurer shall receive from the Secretary all moneys collected by him, rendering proper receipts therefor.

SECTION 16. The Treasurer shall pay out money only upon warrants drawn upon him by the Secretary and countersigned by the Mayor or by the Acting Mayor. All warrants paid shall be preserved in his official files.

SECTION 17. The Treasurer shall keep in a book which shall at all times be open to the inspection of the Mayor, the Secretary, the auditing committee and authorized representatives of the Office of Indian Affairs, a correct copy of all moneys received and paid out by him.

SECTION 18. The Treasurer shall be, ex officio, a member of the Executive Committee.

SECTION 19. The Treasurer shall make an annual report to the Council at the last meeting in October, giving a full account of all receipts and disbursements for the year.

SECTION 20. The Treasurer shall receive for his services \$240 per year, or such other amount as may be fixed by the Council.

SECTION 21. The Treasurer shall give bond to the Council for the faithful disbursement of all moneys which may come into his hands by virtue of his office and for the faithful performance of all his official duties. His bond shall be subject to approval by the Commissioner of Indian Affairs. The annual premium on the bond of the Treasurer shall be paid from funds under the control of the Council.

Until otherwise ordered by the Council, with the approval of the Commissioner of Indian Affairs, the amount of the bond of the Treasurer shall be fixed at \$5,000.

## ARTICLE II -- THE DUTIES OF THE COMMITTEES

SECTION 1. The Executive Committee shall be composed of the Mayor, who shall be, ex officio, its chairman, the Secretary, the Treasurer, and the local representative of the Office of Indian Affairs. The Executive Committee shall meet at least once a month. Meetings, however, may be called at any time by the Mayor or by the local representative of the Office of Indian Affairs.

SECTION 2. It shall be the duty of the Executive Committee to make recommendations to the Council regarding the ways and means for bettering the conditions of the Community. The Secretary shall keep a record of the proceedings of the Committee and shall report its recommendations to the Council.

SECTION 3. In the absence of a majority of the members of the Council from the Reserve, the Executive Committee shall carry on the work of the Council and shall report its actions in full to the Council at its next meeting; provided that the Executive Committee shall have no power to levy taxes or fines, or to repeal any ordinance passed by the Council.

SECTION 4. The Council may add to the duties of the Executive Committee from time to time.

SECTION 5. It shall be the duty of the auditing committee, elected as provided in Article IV, Section 7 of the Constitution

to audit all claims against funds controlled by the Council and to report upon the same to the Council at the next meeting of that body. This committee shall audit the accounts of the Treasurer and make a report on the same to the Council at the last meeting in October of each year and at such other times as the Council shall direct.

SECTION 6. It shall be the duty of the public health committee, elected as provided in Article IV, Section 7 of the Constitution to assist the Secretary in collecting and preserving the vital statistics, to cooperate with the local representative of the Office of Indian Affairs who is a Territorial Health Officer, in maintaining sanitary conditions throughout Annette Islands Reserve and enforcing quarantine regulations.

### ARTICLE III -- RATIFICATION OF CONSTITUTION AND BY-LAWS

This Constitution and By-laws shall be effective upon its ratification by a majority vote of those voting at an election called for the purpose by the Secretary of the Interior, provided at least 30 percent of those entitled to vote shall vote in such election, such ratification to be formally certified by the present Mayor and Council.

The persons entitled to vote are all the adult Metlakatla Indians of purpose by the Secretary of the Interior, provided at least 30 percent on a list of such Indians compiled by the Council with the assistance of the local representative of the Office of Indian Affairs under the Instructions of the Secretary of the Interior.

This Constitution and By-laws are herewith approved by the Assistant Secretary of the Interior and submitted for ratification by members of the Metlakatla Indian Community, Annette Islands Reserve, Territory of Alaska, in a popular referendum called and held under the Instructions of the Secretary of the Interior.

All rules and regulations heretofore promulgated by the Interior Department or by the Office of Indian Affairs, so far as they may be incompatible with any of the provisions of the said Constitution and By-laws will be inapplicable to the Metlakatla Indian Community, Annette Islands Reserve, Territory of Alaska, from and after the date of adoption of this Constitution. —

All officers and employees of the Interior Department are ordered to abide by the provisions of the said Constitution and By-laws.

/SEAL/

Oscar L. Chapman  
Assistant Secretary of the Interior

Washington, D.C., August 23, 1944.

C E R T I F I C A T I O N

Pursuant to an order approved August 23, 1944, by the Assistant Secretary of the Interior, the attached Constitution and By-laws were submitted for ratification to the members of the Metlakatla Indian Community, Annette Islands Reserve, Territory of Alaska, and were on December 19, 1944, duly ratified by a vote of 105 for, and 17 against, in an election in which over 30% of those entitled to vote cast their ballots in accordance with Section 16 of the Indian Reorganization Act of June 18, 1934 (48 Stat. 984) as amended by the Act of June 15, 1935 (49 Stat. 378) and the Act of May 1, 1936 (49 Stat. 1250).

Mrs. Ted S. Blandov  
Chairman, Election Board

Mrs. Cora Lang  
Secretary, Election Board

Wendell H. Cordle  
Government Representative

#### C E R T I F I C A T I O N

Pursuant to a Secretarial Election authorized by the Area Director, Portland Area Office, Bureau of Indian Affairs on June 8, 1987, an amendment to Article V -- Judiciary, of the Constitution of the Metlakatla Indian Community was submitted to the qualified voters of the tribe and was on December 15, 1987 duly adopted by a vote of 125 for and 47 against, and 4 cast ballots found to be spoiled or mutilated, in an election in which at least thirty percent (30%) of the 176 entitled to cast their ballots, in accordance with Section 16 of the Indian Reorganization Act of June 18, 1934 (48 Stat. 984), as amended by the Act of June 15, 1935 (49 Stat. 378).

December 15, 1987

Henry C. Alameda, Sr.  
Chairman, Election Board

Beverly Guthrie  
Election Board Member

Gregory Auriol Argel  
Election Board Member

Johanna Bolton  
Election Board Member

Ronald A. Brown  
Acting Area Director

#### C E R T I F I C A T I O N

Pursuant to a Secretarial Election authorized by the Area Director, Portland Area Office, Bureau of Indian Affairs, on May 17, 1989, an amendment to Article III --- Local Government, of the Constitution of the Metlakatla Indian Community was submitted to

the qualified voters of the tribe and was on August 4, 1989 duly adopted by a vote of 116 for and 10 against, in an election in which at least thirty percent (30%) of the 126 entitled to cast their ballots, in accordance with Section 16 of the Indian Reorganization Act of June 18, 1934 (48 Stat. 984), as amended by the Act of June 15, 1935 (49 Stat. 378).

August 21, 1989

Henry C. Alameda, Sr.  
Chairman, Election Board

Bernice G. Scudero  
Election Board Member

Gregory Auriol Argel  
Election Board Member

Johanna Bolton  
Election Board Member

Stanley Speaks  
Area Director

#### C E R T I F I C A T I O N

Pursuant to a Secretarial election authorized by the Area Director, Portland Area Office, Bureau of Indian Affairs on December 3, 1991, the attached Proposed Amendment A and Amendment B to the Constitution of the Metlakatla Indian Community were submitted to the qualified voters of the tribe on December 3, 1991, and were duly adopted by a vote of 105 for and 48 against and 0 cast ballots found spoiled or mutilated in an election in which at least 30 percent of the 437 members entitled to vote cast their ballot in accordance with Section 16 of the Indian Reorganization Act of June 18, 1934 (48 Stat.378), as amended by the Act of June 15, 1935 (49 Stat.378)

December 3, 1991

Henry C. Alameda, Sr.  
Chairman, Election Board

Johanna Bolton  
Election Board Member

Gregory Auriol Argel  
Election Board Member

Beverly J. Guthrie  
Election Board Member

ACT OF MARCH 3, 1891 (26 Stat. 1101)

SECTION 15. That until otherwise provided by law the body of lands known as Annette Islands, situated in Alexander Archipelago in Southeastern Alaska, on the north side of Dixon entrance, is, and the same is hereby set apart as a reservation for the use of the Metlakatla Indians, and those people known as Metlakatlans who have recently emigrated from British Columbia to Alaska, and such other Alaska Natives as may join them, to be held and used by them in common under such rules and regulations, and subject to such restrictions, as may be prescribed from time to time by the Secretary of the Interior.

By the President of the United States of America  
A PROCLAMATION

WHEREAS it is provided by section fifteen, of the act of Congress, approved March third, eighteen hundred and ninety-one, entitled "An Act to repeal timber-culture laws, and for other purposes, "that" Until otherwise provided by law, the body of lands known as Annette Islands, situated in the Alexander Archipelago in southeastern Alaska, on the north side of Dixon's entrance, be, and the same is hereby, set apart as a reservation for the use of the Metlakatla Indians, and those people known as Metlakatlan's who have recently emigrated from British Columbia to Alaska, and such other Alaskan Natives as may join them, to be held and used by them in common, under such rules and regulations, and subject to such restrictions, as may be prescribed from time to time by the Secretary of the Interior," and

WHEREAS the Secretary of the Interior, with a view to assisting the Metlakatlans to self-support, has decided to place in operation a cannery on Annette Island; and

WHEREAS it is therefore necessary that fishery in the waters contiguous to the hereinafter described group comprising the Annette Islands to reserved for the purpose of supplying fish and other aquatic products for said cannery;

Now, therefore, I, Woodrow Wilson, President of the United States of America, by virtue of the power in me vested by the laws of the United States, do hereby make known and proclaim that the waters within three thousand feet from the shore lines at mean low tide of Annette Island, Ham Island, Walker Island, Lewis Island, Spire Island, Hemlock, and adjacent rocks and islets, located within the area segregated by the broken line upon the diagram hereto attached and made a part of this proclamation; also the bays of said islands, rocks, and islets, are hereby reserved for the benefit of the Metlakatlans and such other Alaskan natives as have joined them or may join them in residence on these islands, to be used by them under the general fisheries laws and regulations of the United States as administered by the Secretary of Commerce.

Warning is hereby expressly given to all unauthorized persons

not to fish in or use any of the waters herein described or mentioned.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington this 28th day of April, in the year of our Lord one thousand nine hundred and (SEAL) sixteen, and of the Independence of the United States the one hundred and fortieth.

By the President:  
Robert Lansing  
Secretary of State

WOODROW WILSON

*Empowering our Future Generations*  
*CFDA 84.299a*

**Statement of Previous Grants**

**Annette Island School District (lead applicant) is a current recipient two Alaska Native Educational Program grants:**

1. Name of Project: *Wap suwilaawksa* (House of Learning)

Award Number: S356A140033

Date of Award: 08/25/2014

2. Name of Project: *The Tsimshian Education Achievement Model (TEAM) Project*

Award Number: S356A150030

Date of Award: 09/01/2015

**Association of Alaska School Boards (Contracted Partner) is a current recipient an Alaska Native Educational Program grant:**

1. Name of Project: *Alaska ICE (Initiative for Community Engagement)*

Award Number: S356A130001

Date of Award: FY2013



THE STATE  
of **ALASKA**  
GOVERNOR BILL WALKER

Department of Education  
& Early Development

SCHOOL FINANCE & FACILITIES

510 West 10<sup>th</sup> Street, Suite 200  
P.O. Box 119500

Juneau, Alaska 99811-0500

Main: 907.465.8683

Fax: 907.463.5279

Email: [Meridith.Boman@alaska.gov](mailto:Meridith.Boman@alaska.gov)

April 8, 2016

Charlene Jimenez, Business Manager  
Annette Island School District  
P.O. Box 7  
Metlakatla, AK 99926

Dear Ms. Jimenez:

The Alaska Department of Education & Early Development has been delegated the authority, by the U.S. Department of Education, to approve *Restricted Federal Indirect Cost Rate Proposals* pursuant to delegation agreement number 2014-180, effective until June 30, 2016. The FY2017 approved Restricted Federal Indirect Cost Rate for Annette Island School District is 3.50%. The restricted Federal rate is effective from 7/1/2016 to 6/30/2017.

If you have any questions regarding this rate or the rate approval process, please contact me at (907) 465-8683 or [meridith.boman@alaska.gov](mailto:meridith.boman@alaska.gov).

Sincerely,

(b)(6)

Meridith Boman  
School Finance Specialist

Enclosure

*Empowering our Future Generations: KEY PERSONNEL*

AISD Staff	TITLE (Project Allocation)	EXPERIENCE & QUALIFICATIONS	PROJECT RESPONSIBILITIES
<p align="center"><b>Annette Island School District (Staff)</b></p>	<p align="center"><b>Project Director, Empowering our Future Generations (1 FTE)</b></p>	<p><b>*Local community member</b>                      *Bachelor's Degree (required) – school counseling preferred                      *Experience in – and passion for - community engagement, improving family-school partnerships in Native Alaskan communities                      *Ability to meet deadlines, multi-task, and work in a self-directed environment                      *Able to meet objectives and outlines</p>	<p>* Facilitate district &amp; community project planning;                      * Coordinate professional development;                      * Coordinate dual capacity-building family-school framework;                      *Act as liaison between Metlakatla Indian Community, School District, Metlakatla Community members, and Association of Alaska School Boards;                      * Support implementation and evaluation.</p>
Contracted Team Members	Title (Project Allocation)	EXPERIENCE	PROJECT RESPONSIBILITIES
<p align="center"><b>AASB (Evaluation Staff)</b></p>	<p align="center"><b>School Climate Coordinator/Evaluator (.05 FTE Equiv.)</b></p>	<p>* AASB, working with the American Institute of Research, administers and compiles reports of the School Climate and Connectedness Survey.                      * AASB has been working to compile reports integrating data for school districts across the state.                      * AASB hosts community dialogs</p>	<p>* Co-host community and district conversations to guide culturally responsive planning / CQI;                      * Develop data reports and work with district on outcome and continuous quality improvement.</p>
<p align="center"><b>AASB Professional Development Supports and Engagement</b></p>	<p align="center"><b>Community Engagement Educator (.25 FTE)</b></p>	<p>* AASB has decades of experience planning and implementing community engagement in rural Alaska (including 2013-2016 in Metlakatla)</p>	<p>* Coach and support staff on developing effective strategies for family engagement, coalition building, lifeskills and transition activities;                      *Host community conversations to ensure consensus-building and community-specific activities/strategies;                      *Provide technical support on an as-needed basis.</p>
<p align="center"><b>Metlakatla Indian Community</b></p>	<p align="center"><b>Post-Secondary Mentoring Coordinator, Empowering our Future Generations (.30 FTE)</b></p>	<p><b>*Bachelor's degree (required) / Local community member</b>                      *Passion for Metlakatla youth and the importance of education and career training for the Metlakatla community                      *Experience in career counseling                      *Committed to mentoring youth to improve strength-based skills                      *Flexibility, creativity, optimism, and inherent respect for all members of Metlakatla community                      *Ability to travel, and work nights and weekends.</p>	<p>* Postion works directly under Project Director for "Empowering our Future Generations;"                      * Coordinate pre/post-secondary support/mentoring programs for Metlakatla high school graduates, both on island and off island, in college and career training;                      *Maintain close partnership with Project Director, members of Metlakatla community, and Annette Island School District.</p>

## Empowering our Future Generations: IMPLEMENTATION TIMELINE

Activities	2016					2017					2018																		
	Month	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	
<b>Culturally Responsive Process and Practice Integration</b>																													
Establish Team	X	X																											
Build Consensus		X	X																										
Host Dialogues			X	X	X	X																							
Enhance Materials						X	X	X	X	X																			
Infuse into Practice											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Scan/Assessment	X				X	X		X				X				X	X		X					X					
<b>Culturally Responsive Family-School Dual Capacity-Building Framework</b>																													
Establish Team	X	X																											
Build Consensus		X	X																										
Host Dialogues			X	X	X	X	X	X																					
Embed into Curriculum Goals						X	X	X																					
Staff and Family Professional Development			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Infuse into Practice											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Scan/Assessment						X				X							X							X					
<b>Strengthening Culturally Appropriate Independent Living Skills</b>																													
Establish Team	X	X																											
Scan/Assessment		X					X				X						X				X								
Enhance Materials			X	X	X	X	X	X	X																				
Infuse Practice into Afterschool						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Infuse in Practice											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Post-Secondary Mentorship and Support Infrastructure</b>																													
Establish Team	X	X																											
Scan/Assessment			X				X					X					X								X				
Build Longitudinal Tracking Systems		X	X																										
Professional Development				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Infuse into Practice				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Activities	2019												2020									
	Month	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S
<b>Culturally Responsive Process and Practice Integration</b>																						
Infuse into Practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Scan/Assessment		X	X		X				X					X	X		X					X
<b>Culturally Responsive Family-School Dual Capacity-Building Framework</b>																						
Staff and Family Prof. Development	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Infuse into Practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Scan/Assessment				X				X								X					X	
<b>Strengthening Culturally Appropriate Independent Living Skills</b>																						
Infuse Practice into Afterschool	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Infuse in Practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Scan/Assessment					X			X								X					X	
<b>Post-Secondary Mentorship and Support Infrastructure</b>																						
Prof. Development	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Scan/Assessment					X				X							X						X

***Empowering our Future Generations:***  
**Dual Capacity-Building Family-School Partnerships Framework**

**Conditions and Outcomes**

<b>Conditions Necessary for Successful Dual Capacity-Building Family-School Partnerships</b>							
<p align="center"><b><u>PROCESS Conditions:</u></b></p> <ol style="list-style-type: none"> <li>1) Linked to Learning</li> <li>2) Relational</li> <li>3) Development vs. Service Orientation</li> <li>4) Collaborative</li> <li>5) Interactive</li> </ol>	<p align="center"><b><u>ORGANIZATIONAL Conditions:</u></b></p> <ol style="list-style-type: none"> <li>1) Systematic: Across the Organization</li> <li>2) Integrated: Embedded in All Programs</li> <li>3) Sustained: With Resource and Infrastructure</li> </ol>						
<b>Family and Staff Capacity Outcomes</b>							
<p align="center"><b><u>School Staff Who Can:</u></b></p> <ol style="list-style-type: none"> <li>1) Honor and recognize families' funds of knowledge</li> <li>2) Connect family engagement to student learning</li> <li>3) Create welcoming, inviting cultures</li> </ol>	<p align="center"><b><u>Families Who Can Negotiate Multiple Roles</u></b></p> <table border="0"> <tr> <td>1) Supporters</td> <td>4) Advocates</td> </tr> <tr> <td>2) Encouragers</td> <td>5) Decision Makers</td> </tr> <tr> <td>3) Monitors</td> <td>6) Collaborators</td> </tr> </table>	1) Supporters	4) Advocates	2) Encouragers	5) Decision Makers	3) Monitors	6) Collaborators
1) Supporters	4) Advocates						
2) Encouragers	5) Decision Makers						
3) Monitors	6) Collaborators						

May 22, 2015

On behalf of Liwaayda Canoe Society, I am writing to support the Annette Island School District and Metlakatla Indian Community's request for funding to embed strategies and frameworks to ensure Metlakatla students can successfully pursue college and career opportunities after high school.

*Liwaayda's mission is to enhance and promote our culture and traditions to our youth through our canoe journeys.* We promote unity by advocating for an alcohol and drug free lifestyle, teaching Tsimshian traditional values, and building leadership skills. Our program allows many Metlakatla youth and adults to travel the waterways of our ancestors.

Liwaayda is excited to lend our support to project Empowering Our Future Generations. We believe the needs outlined in this project and the proposed strategies and activities will honor the Tsimshian culture while empowering our families and community to teach our youth Tsimshian culture and independent living skills.

There is a tremendous body of research to indicate that cultural connectedness and ethnic identity are crucial components of success for Native students and other minorities. Enculturation into, and strong positive identification with, minority students' heritage culture, especially among Indigenous peoples, are resiliency factors. These factors will help Metlakatla students succeed in college and careers.

The activities proposed in the Annette Island School District and Metlakatla Indian Community's proposal for Project Empowering Our Future Generations have the potential to vastly improve the foundation for Metlakatla students' learning and student outcomes in a way that is consistent with our Tsimshian culture. This project will also provide an opportunity to bridge the divide between our school district and families, by customizing a framework for a new family-school shared partnership to support student success.

We appreciate any opportunity to join Annette Island School District and Metlakatla Indian Community in this application. Please direct any questions or comments to John Atkinson, Director of Liwaayda Canoe Society, at (907) 617-1267, or liwaayda@gmail.com

Sincerely,

John Atkinson

(b)(6)

5-22-16

**Alaska Native Girls  
Metlakatla, Alaska**

(b)(6)

May 22, 2015

To Whom It May Concern:

This is a letter of support for the Annette Island School District and Metlakatla Indian Community's application to promote college and career readiness with Metlakatla students.

**The mission of ALASKA NATIVE GIRLS is to empower women by improving independence through promoting our inherit right to our culture, spiritual traditions, cultural enhancement, and seeking economic justice. Build self-esteem and self-confidence by encouraging our rights to self-determination as indigenous people. Enhance leadership skills by addressing the special needs of the elders and children for the well being of our people.**

We are native women that want to better our communities by addressing the issues that affect our elders and youth. We make a difference in other women's lives by promoting healthy living, as we help women build self-esteem and self-confidence. We lift up indigenous women, help them achieve their aspirations, and show them that there is a positive way to live their lives and give back to our community.

Alaska Native Girls is excited to support *Project Empowering Our Future Generations* because we believe that the outlined strategies will truly help our students and families, and help support the Tsimshian culture. We look forward to sharing our voice and experience to help make *Project Empowering Our Future Generations* successful.

We look forward to joining Annette Island School District and Metlakatla Indian Community in this application. Please direct any questions or comments to Tia Atkinson, Founder and Executive Director of Alaska Native Girls, at (b)(6) or (b)(6)

Yours respectfully (b)(6)

Tia Atkinson

## References

- Doyle, A., Kleinfeld, J., & Reyes, M. (2009). The Educational aspirations/attainment gap among rural Alaska native students. *The Rural Education, 30*(3), 25-33.
- Gonzalez, J., & Bennett, R. (2011). Conceptualizing Native Identity with a Multidimensional Model. *American Indian and Alaska Native Mental Health Research: The Journal of the National Center. 17*(2), 22-42.
- Guillory, R., & Wolverton, M. (2008). It's About Family: Native American Student Persistence in Higher Education. *The Journal of Higher Education, 79*(1), 58-87.
- Hanson, H., & Pierson, A. (2016). Alaska students' pathways from high school to postsecondary education and employment (REL 2016-114). Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.
- Mapp, K., & Kuttner, P. (2013). Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. *Southwest Educational Development Laboratory, U.S. Department of Education*.
- Mosholder, E., Waite, B., & Goslin, C. (2011). Encouraging post-secondary Native American student persistence. *Unpublished technical research paper*.
- National Clearinghouse for English Language Acquisition (2011). Postsecondary Success

for Native American Students: A Brief Summary of Research, Programs, and Practices. *National Clearinghouse for English Language Acquisition.*

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:** Annette Island School District 84.299a Budget Narr

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

---

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

**BUDGET NARRATIVE**

**Personnel (Line 1):**

*Total Personal Services: \$232,000*

<u>Staff Name</u>	<u>Title/Duties</u>	<u>FTE</u>	<u>Salary</u>	<u>4 Year Allocation</u>
Name (TBD)	Project Director	1	\$58,000	\$232,000

\*\*\*\* Additional Time is Allocated to this Project in Contractual Section (see Evaluation Contract, First Alaskans, District Staff).

*Justification: 1 FTE will be dedicated to this project. This position will: 1) facilitate district and community project planning, implementation, and evaluation; 2) coordinate family, community, and staff project professional development; 3) coordinate dual capacity-building family school framework process; and 4) Act as project liaison and maintain/facilitate constant open communication between Annette Island School District, Metlakatla Indian Community and contracted project position ( community elders, students, parents, and Association of Alaska School Boards.*

<u>Staff Name</u>	<u>Percent Benefits</u>	<u>Total Benefits \$192,682</u>
Project Director - benefits	\$58,0000 x .31= \$17,980	\$75,890
Project Director - health ins.	\$3,400 x 12= \$40,800	\$116,792

*Justification: Above benefits include are the standard benefit package for district employees including Employer FICA, Employer Pension, Employer Uninsurance, and Worker's Compensation. All rates including health insurance are estimates based on this year's rates and can change in future.*

**Travel (Line 3):**

*Total Travel: \$12,000*

<u>Purpose</u>	<u># of staff</u>	<u>Amount</u>	<u># of visits</u>	<u>Yrs</u>
Grantee meeting	1	\$4,000	3	\$12,000

*Justification: This Indian Education Demonstration Grant (CFDA 84.299a) requires attendance at annual grantee meeting. The amount takes into account expensive travel costs to – and from – Metlakatla, Alaska.*

**Equipment (Line 4):** No equipment will be purchased with this grant.

Supplies (Line 5):

Total Supplies: \$29,400

<u>Type</u>	<u>Cost</u>	<u>Length of Time</u>	<u>Total</u>
<i>Cultural Activities Supplies (Objective 1)</i>			
Elementary and Middle School Project-Based Cultural Activities Sourcing Materials:	See below	See below	See below
* Fabric/sewing materials (beads, thread, tracing paper, masking tape, bias tape) for Tsimshian dance regalia	\$1,000	4 years	\$4,000
* 2 sewing machines and one projector for making Tsimshian dance regalia	\$200 x 2	1 time cost	\$400
* Materials for Tsimshian art work – drums, masks, panels, carvings (cedar wood and bark, paint, paper, carving tools, sandpaper, acrylic paint and acrylic paintbrushes, paint containers)	\$1,500	4 years	\$6,000
* Materials for subsistence activities (plant/berry harvesting, fish/game harvesting)	\$750	4 years	\$3,000
* Materials for drums and wood flutes (animal skins, paint, brushes, cedar wood)	\$1,500	4 years	\$6000
* Tsimshian History Activities Instructional Supplies	\$500	4 years	\$2,000
<i>Independent Living Skills Supplies:</i>			
* Materials for driver’s education gasoline; financial literacy workshops instructional supplies; healthy relationships classes’ instructional supplies.	\$2,000	4 years	\$8,000

*Justification: All cultural activities supplies go to achieving successful Objective 1 outcomes (increased cultural identity). Tsimshian cultural activities are project-based (subsistence, canoeing, dance, art work, language) and to ensure success, we need to purchase supplies. The two sewing machines are for sewing regalia. The projector is needed to project dance regalia designs on the wall so participants can attach tracing paper to wall. This greatly facilitates the process and ensures that all students can complete projects. Independent living skills supplies directly relate to Objective 3 (increased independent living skills). We will purchase online and paper instructional supplies and gasoline for independent living classes.*

BUDGET NARRATIVE: ANNETTE ISLAND SCHOOL DISTRICT

*Empowering our Future Generations*

The Indian Education Demonstration Grants Program CFDA 84.299A

Contractual (Line 6):

*Total Contractual: \$ 400,000*

<u>Type</u>	<u>Cost</u>	<u>Length of Time</u>	<u>Total</u>
Metlakatla Indian Community	\$60 x 600 hours= \$36,000	4 years	\$144,000
AASB	50 days (daily rate \$800)	4 years	\$160,000
AASB Contractual Travel	\$1,000 x 6 =\$6,000	4 years	\$24,000
College/CareerEd Student Travel to return to Metlakatla and mentor/speak	\$1500 x 3 + \$4,500	4 years	\$18,000
Mentor Stipends	\$200 x 10= \$2,000	4 years	\$8,000
Metlakatla Indian Community Contractual Travel	\$1,500 x 3 = \$4,500	4 years	\$18,000
Cultural content providers	\$500 x 10= \$5,000	4 years	\$20,000
Partner grantee travel	\$4,000	2 years	\$8,000

*Justification: Metlakatla Indian Community will support many of the activities outlined in this grant including putting together a mentor bureau, identifying a support network on campuses, assist with apprenticeship support, and following up with students that leave to pursue post-secondary education, both via distance and through travel. Recent high school graduates currently pursuing higher education will travel to Metlakatla and mentor/support current students. Our agreement is designed that the district will reimburse staff time directly allocated to this project. The Association of Alaska School Boards (AASB) will provide a variety of services including evaluation services: conducting additional focus groups and interviews, developing surveys, compiling data from school climate and connectedness survey, reporting on progress of outcomes. We have worked successfully with the Association of Alaska School Boards in other Alaska Native Education Program Grants. Separate staff at the Association of Alaska School Boards will provide technical assistance on community and family engagement on a quarterly basis. The Association of Alaska School Boards will work with MIC and LEA staff to ensure that they remain on track for implementation and successfully reaching the outcomes in the grant. Travel is included for AASB and other mentors to provide in-community support. Stipends are provided to mentors and to cultural content providers for the activities listed in the grant including professional mentors for middle school students and cultural content providers that will assist with the development of accurate Alaska Histories materials and the development of mentor infrastructure.*

Total Direct Costs: \$866,082  
Other/Indirect Costs (3.5%): \$25,982

Total Project Costs: \$892,064

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

**1. Project Director:**

Prefix: Mr.	First Name: Tim	Middle Name:	Last Name: Bauer	Suffix:
----------------	--------------------	--------------	---------------------	---------

Address:

Street1:	4 Milton Street
Street2:	
City:	Metlakatla
County:	
State:	AK: Alaska
Zip Code:	99926-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-886-6332	

Email Address:  
tbauer@aisdk12.org

**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
--	----------------	-------------------	-----------------

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Annette Island School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	58,000.00	58,000.00	58,000.00	58,000.00	0.00	232,000.00
2. Fringe Benefits	48,171.00	48,171.00	48,170.00	48,170.00	0.00	192,682.00
3. Travel	4,000.00	4,000.00	4,000.00		0.00	12,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	7,350.00	7,350.00	7,350.00	7,350.00	0.00	29,400.00
6. Contractual	100,000.00	100,000.00	100,000.00	100,000.00	0.00	400,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	217,521.00	217,521.00	217,520.00	213,520.00	0.00	866,082.00
10. Indirect Costs*	6,495.00	6,495.00	6,496.00	6,496.00	0.00	25,982.00
11. Training Stipends						
12. Total Costs (lines 9-11)	224,016.00	224,016.00	224,016.00	220,016.00	0.00	892,064.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 3.50%.

(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 # S299A160068

Name of Institution/Organization Annette Island School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

**SECTION 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