

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 # S299A160070

Grants.gov Tracking#: GRANT12175593

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

Closing Date: May 31, 2016

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

Application for Federal Assistance SF-424

| | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
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| | |
|--|--|
| * 3. Date Received: <input type="text" value="05/31/2016"/> | 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: <input type="text" value="Kenaitze Indian Tribe"/> | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="920069243"/> | * c. Organizational DUNS: <input type="text" value="1492113640000"/> |

d. Address:

| |
|--|
| * Street1: <input type="text" value="P.O. Box 988"/> |
| Street2: <input type="text"/> |
| * City: <input type="text" value="Kenai"/> |
| 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="99611-0988"/> |

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="Mrs."/> | * First Name: <input type="text" value="Jaylene"/> |
| Middle Name: <input type="text"/> | |
| * Last Name: <input type="text" value="Peterson-Nyren"/> | |
| Suffix: <input type="text"/> | |
| Title: <input type="text" value="Executive Director"/> | |

| |
|--|
| Organizational Affiliation: <input type="text"/> |
|--|

| | |
|---|---|
| * Telephone Number: <input type="text" value="907-335-7200"/> | Fax Number: <input type="text" value="907-335-7239"/> |
|---|---|

| |
|---|
| * Email: <input type="text" value="jpnnyren@kenaitze.org"/> |
|---|

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Kenaitze Indian Tribe NYCP Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="996,110.85"/> |
| * 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="996,110.85"/> |

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

| | |
|--|---|
| <p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Paige Hodges</p> | <p>TITLE</p> <p>Executive Director</p> |
| <p>APPLICANT ORGANIZATION</p> <p>Kenaitze Indian Tribe</p> | <p>DATE SUBMITTED</p> <p>05/31/2016</p> |

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

| | | |
|--|---|--|
| 1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance | 2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Kenaitze Indian Tribe"/> * Street 1: <input type="text" value="P.O. Box 988"/> Street 2: <input type="text"/> * City: <input type="text" value="Kenai"/> State: <input type="text" value="AK: Alaska"/> Zip: <input type="text" value="99611-0988"/> Congressional District, if known: <input type="text"/> | | |
| 5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: | | |
| 6. * Federal Department/Agency: <input type="text" value="Department of Education"/> | 7. * Federal Program Name/Description: <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/> | |
| 8. Federal Action Number, if known: <input type="text"/> | 9. Award Amount, if known: \$ <input type="text"/> | |
| 10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text" value="N/A"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/> | | |
| b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/> | | |
| 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: <input type="text" value="Paige Hodges"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="05/31/2016"/> | | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97) |

PR/Award # S299A160070

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

| | | | |
|--|----------------|-------------------|-----------------|
| | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

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 Kenaitze Indian Tribe | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: <input type="text"/> | * First Name: <input type="text" value="Jaylene"/> Middle Name: <input type="text"/> |
| * Last Name: <input type="text" value="Peterson-Nyren"/> | Suffix: <input type="text"/> |
| * Title: <input type="text" value="Executive Director"/> | |
| * SIGNATURE: <input type="text" value="Paige Hodges"/> | * DATE: <input type="text" value="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.]

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Project Partners: Kenaitze Indian Tribe (federally recognized Indian Tribe); Kenai Peninsula Borough School District (Local Education Agency); Native Education Program (Title VII partner)

Kenaitze Indian Tribe (Kenaitze), Kenai Peninsula Borough School District (KPBSD) and KPBSD's Native Education program seek \$996,110.85 in Department of Education-Indian Demonstration grant funding to develop a dropout prevention demonstration program designed to improve academic performance (Reading and Algebra I achievement, specifically) among American Indian/Alaska Native middle school students and improve engagement among American Indian/Alaska Native high school students. Intensive tutoring and coordination of support services, aligned with FAST (Families And Schools Together) teaching principles will work to address the achievement gaps, high rates of alcohol and/or substance use and socioeconomic barriers to college and career readiness American Indian/Alaska Native middle school students face. The development of a collaborative cultural credit program between KPBSD and Kenaitze will work to address the dropout rate among American Indian/Alaska Native high school students district-wide. Expected outcomes of the project include improved academic performance, leadership skill development, family cohesion and referral for services among targeted middle schoolers and improved academic and cultural engagement, attendance and retention in Kenaitze programs among targeted high schoolers.

The defined local geographic area to be served includes four KPBSD schools: Kenai, Seward and Homer middle schools, as well as Ninilchik School. This includes a service radius of about 190 miles on the Kenai Peninsula; the total number of American Indian/Alaska Native students to be served through intensive tutoring and service coordination includes 136 middle school

students identified as requiring extra support through the Native Education Program's Title VII Coordinator.

Barriers to be addressed through Kenaitze's Native Youth Community Project include the dropout rate among American Indian/Alaska Native KPBSD students; high rates of substance and/or alcohol use among American Indian/Alaska Native KPBSD students; achievement gaps in Reading and Algebra I among American Indian/Alaska Native KPBSD middle school students; and socioeconomic barriers to college and career readiness among American Indian/Alaska Native KPBSD students.

Community-based strategies to address barriers to college and career readiness include FAST and SAFE (Sequential; Active; Focused; Explicit) tutoring frameworks for middle school students; mental health first aid training for all tutors and/or interested KPBSD teaching staff; Positive Youth Development-focused tutoring and leadership opportunities available through Kenaitze Yaghanen program and Youth Council; and health and human services delivery for targeted students that is based on Trauma-Informed Care and Kenaitze's Dene Model of holistic healthcare.

Measurable objectives of the project include providing intensive tutoring to targeted middle school students; to provide efficient coordination of supportive services to targeted students; to improve family engagement and prevent substance and/or alcohol abuse among targeted middle school students; and to develop a cross-collaborative cultural credit program to benefit targeted high school students and improve cultural awareness and understanding among KPBSD teaching staff.

Project Narrative File(s)

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Need for Project:

Kenaitze Indian Tribe (Kenaitze) and Kenai Peninsula Borough School District (KPBSD), along with the Kenai Peninsula Alaska Native Education Program (NEP) have identified the following barriers to in and out of school readiness among local Indian students:

Dropout rate: The dropout rate among Alaska Native/American Indian students is nearly 2 percentage points higher than that of their Caucasian counterparts, with 3.17% of Caucasian students dropping out and 5.15% of Alaska Native students dropping out in 2013-2016. District-wide, Alaska Native/American Indian students have the lowest attendance and graduation rates among the entire student population, as well as the highest dropout rate. This disparity in dropout rates is the single greatest barrier to college and career readiness among American Indian/Alaska Native students, and adversely affects their ability to earn a living wage, find and retain gainful employment and live above the poverty line¹. Locally, the dropout rate among tribal members directly relates to a low percentage of individuals who have earned a two year and/or a four-year college degree or technical certification: of 227 surveyed tribal survey respondents, only 51% had earned a high school diploma or GED; less than 5% of those same respondents had completed a two-year college degree or certificate program. Even fewer surveyed respondents completed a four-year degree program or technical certificate program; while 7% of tribal members indicated that they had earned their Bachelor's degree and 2% indicated they had earned a Master's Degree. Dropout rates among Alaska Native/American Indian students at KPBSD for FY 14-15 are as follows:

¹ Youth Indicators, America's Youth: Transitions to Adulthood. National Center for Education Statistics
Kenaitze Indian Tribe: NYCP project

| Drop Out Rates Grades 7-12 | | |
|-----------------------------------|-------------------------|-----------------------|
| 2014/2015 | District Overall | District AN/AI |
| | | 2.83% |
| School | School Overall | School AN/AI |
| Homer High | 0.98% | 0.00% |
| Kenai Central High | 1.57% | 0.00% |
| Ninilchik | 3.57% | 5.56% |
| Seward High | 1.61% | 8.33% |

High rates of substance and/or alcohol use among American Indian/Alaska Native youth: Underage drinking and alcohol abuse remains alarmingly prevalent in Alaska; the alcohol consumption rate has been highest or among the highest in the nation since the 1980s². Further, American Indian/Alaska Native youth are twice as likely to consume alcohol as their non-native counterparts and those who do consume more alcohol in volume than their non-native counterparts³. Kenaitze has observed a high rate of binge drinking among populations across the Kenai Peninsula: Kenai Resident Alaska Natives binge drink in higher rates than their Alaska Native counterparts: 24% of Kenai Resident Alaska Natives indicate that they binge drink, while 22% of Alaska Natives and only 16% of US Whites binge drink⁴. Among youth under age 21, AN/AI youth continue to be the most prevalent minority in contact with the juvenile justice system in Alaska in regards to alcohol-related offenses: State of Alaska data for FY 2013 shows that 37% of all juveniles referred to DJJ identified as American Indian/Alaska Native; while 7.7% of 212 total referrals in the KPB (Kenai Peninsula Borough) identified as American

² *Drinking and Drinking Related Problems Among Alaska Natives*, Segal, Bernard. Alcohol Health and Research World, Vol. 22, No.4. 1998.

³ Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment, March 2013.

⁴ Kenaitze Indian Tribe Community Needs Assessment.

Indian/Alaska Native youth. Kenaitze's own Tribal Circle has served an average of five youth per year over the past six years with MCA (Minor Consuming Alcohol) charges; similar amounts of youth are involved in alcohol-related offenses such as theft and/or damage to property.

According to Tribal Circle Co-coordinators, alcohol use may be as prevalent as 60-80% among Circle participants just entering the program, regardless of the nature of their offense. Where alcohol may not be a presenting problem for all youth in the circle, prevention and intervention activities as they occur in Tribal Circle serve to assist youth with alcohol issues who may not have entered the juvenile justice/Tribal Court System. Many of these youth may additionally be receiving behavioral health services through Kenaitze's Dena'ina Wellness Center (DWC); nearly 80 youth were provided with emotional health/behavioral health services through Kenaitze's DWC in 2013 and it is estimated that half of these children have had exposure to alcohol. This prevalence of youth exposure to alcohol continues to be a reliable predictor for alcohol dependence and abuse—young people who begin drinking before age 15 are four times more likely to develop alcohol dependence and 2.5 times more likely to become alcohol abusers than those who drink alcohol at a later age⁵. Such high rates of alcohol and/or substance use among American Indian/Alaska Native youth strongly correlate with high drop-out rates: nationwide, substance-use rates among dropouts is nearly 60% while substance use among students still in school is just 22%⁶.

Few Native students meet Algebra I requirements: One of the biggest barriers to college and career readiness of KPBSD's American Indian/Alaska Native middle and high school students is the requirement to successfully pass Algebra I; participation in the Alaska Native Science &

⁵ Alaska's Strategies to prevent underage drinking, State of Alaska Department of Health and Human Services, 2012.

⁶ Substance Use among 12th grade aged youths by Dropout status, the NSDUH report. February 12, 2013.

Engineering Program, or ANSEP, includes an Algebra I prerequisite that prohibits otherwise eligible students from enrolling in preparatory middle school and high school academies.

Participation in ANSEP allows Native students to engage in hands-on learning opportunities that are designed to promote STEM education and career development. Without access to ANSEP, many American Indian/Alaska Native middle schoolers subsequently do not have access to ANSEP’s STEM Career Exploration five-day residential programs and never apply for high school ANSEP opportunities including accelerated learning programs, Jump Start Math and Science Courses, and Summer Bridge college and career prep courses.

Reading Scores: Achievement Gaps in reading are also a primary barrier for American

| Middle School | % of AI/AN students meeting Algebra I requirements by 8th Grade | % all students meeting Algebra I requirements by 8th grade | |
|----------------------|---|--|--|
| Kenai Middle | 6% | 9% | Indian/Alaska Native middle school students in preparing for college and careers. Middle-school aged students consistently earn below average scores in Reading at greater rates than their non-native counterparts. At the four middle schools targeted for the NYCP project, an average of one quarter—nearly 25%—of American Indian/Alaska Native |
| Seward Middle | 7% | 14% | |
| Ninilchik | 0% | 4% | |
| Homer Middle | 13% | 16% | |
| | | | |

students perform below average in Reading. It is important to note that this achievement gap presents at middle school age and is not evidenced during elementary school years when

academic supports for native students are more robust.

| Middle School | % of AN/AI students with below-average scores in reading | % of all students with below-average scores in reading |
|----------------------|---|---|
| Kenai Middle | 62% | 53% |
| Seward Middle | 88% | 52% |
| Ninilchik | 57% | 45% |
| Homer Middle | 36% | 28% |

Socioeconomic Barriers: Links between low household income/poverty rates and other social determinants, such as low or no access to healthcare, transportation and peer support programs puts Title VII eligible American

Indian/Alaska Native youth at-risk for low academic achievement across all four middle schools. At every targeted project site except for Homer Middle School, American Indian/Alaska Natives experience higher rates of poverty than their non-Native counterparts.

| AN/AI % Economically Disadvantaged | | |
|---|-----------------|---------------------|
| YEAR | 2015 | |
| | Econ Dis | Not Econ Dis |
| Homer Middle School | 43% | 57% |
| Kenai Middle School | 63% | 37% |
| Ninilchik Elementary/High | 74% | 26% |
| Seward Middle School | 64% | 36% |

| School Wide % Economically Disadvantaged | | |
|--|----------|--------------|
| YEAR | 2015 | |
| | Econ Dis | Not Econ Dis |
| Homer Middle School | 43% | 57% |
| Kenai Middle School | 42% | 58% |
| Ninilchik Elementary/High | 61% | 39% |
| Seward Middle School | 40% | 60% |

Opportunities in the local community to support Indian students: While there are many supports for elementary and high-school age American

Indian/Alaska Native students on the Kenai Peninsula, there are no programs specifically designed to provide intensive academic and social opportunities for tribal and/or American Indian/Alaska Native youth in grades 6-8. A brief survey of existing local programs and services includes:

- Title VII services: Alaska Native Education Program (NEP) services include part-time tutoring services at Skyview Elementary School, Susan B. English School (K-12), Nanwalek School (K-12), Port Graham School (K-12), Nikiski School (7-12) and Tebugna School (prek-12); due to funding limitations, Title VII funds distributed to program sites with the greatest need for academic support, meaning that crucial tutoring is not provided at Kenai, Seward and Homer Middle Schools or for middle school students at Ninilchik School. Title VII funds help defray tuition costs for native students enrolling in ANSEP programs; funds additionally support transportation needs and after-school support.
- ANSEP: ANSEP provides STEM Career Exploration, Summer Academy, High School Acceleration Academy, Jump Start College-level math and science courses, Summer Bridge College and career readiness, paid internship programs and university and graduate learning community/study group opportunities.

- KPBSD CTE Pathways: KPBSD provides Career and Technical Education pathways to high school students interested in obtaining employment in four main Career Clusters: Agricultural and Natural Resources, Construction, Manufacturing and Engineering Services, Business & IT, and Health and Human Services.
- Title I, Part A: Title I funds pay for tutoring and additional academic opportunities, including pre-K reading intervention for K-12 students at program sites where the poverty rate is above 40%. This includes 11 schools served through eight pre-K Academic Interventionists.
- Kenaitze's Head Start program: Kenaitze provides Head Start services for 48 tribal and/or American Indian/Alaska Native children ages 3-5 and provides summer school services for 71 students ages 3-5. This includes breakfast and lunchtime meals, Dena'ina language education, developmental and health screenings, student education plan development, early learning activities and parent education.
- Kenaitze's week long Environmental Jantah Science Camp is provided to AI/AN Elementary School students through partnership with Kenai Peninsula College. The camp allows youth to survey coastal landscape change and explore environmental factors that contribute to that change. Kenaitze's Environmental Program also provides Lego Robotics Workshops for an average of 50 youth per year.
- Alaska Native Education for an average of 50 children each year: Kenaitze's ANE program has been providing afterschool programming, including Dena'ina language instruction, healthy nutrition and exercise activities to tribal children for over a decade.
- Yaghanen Prevention and Intervention: Yaghanen's after-school prevention and intervention programming includes transportation to and from school; tutoring; Native

Youth Olympics orientation, coaching and training; Elementary Dena'ina Language Cultural Orientation; Intertribal Drumming classes; Jabila'ina Dance Group; Healthy Choices; and a host of camps, including Winter Moose Camp, Summer Fish Camps, and Susten Archeological Camp to American Indian/Alaska Native youth ages 8-19 and their families.

- Youth Council: Kenaitze's 10-member youth council provides peer support and positive youth development activities for tribal youth ages 14-24 with a focus on drug and alcohol use prevention and intervention. Youth Council has determined that their 2016-2017 projects will focus on improving access to healthy foods for tribal members, engaging other youth in environmental/conservation of the Kenai beachfront, and working with students receiving afterschool tutoring at Yaghanen to provide peer support. Youth Council members will be crucial members of FAST student teams.
- Substance Abuse and Suicide Prevention at Spirit Lake Camp: Kenaitze recently received funding to support meth and suicide prevention activities through intensive 14-day recovery camps at Spirit Lake, a wooded camping site with lake access, a banya, and six cabins. Youth and families who are at risk/involved in drugs and/or alcohol will be routed to the program via Tribal Circle, Juvenile Healing to Wellness Court, Yaghanen, Tutoring or Youth Council programs. Yaghanen Healthy Choices: Yaghanen has been providing Healthy Choices drug prevention and intervention programming for a number of years. The program is designed to help you build resistance skills and practice refusal strategies in real-time.
- Juvenile Healing to Wellness Court and Tribal Circle: Kenaitze's Juvenile Healing to Wellness Court provides diversion services to American Indian/Alaska Native youth and

families who are involved in criminal cases where drugs and/or alcohol use is a contributing factor. Tribal Circle peacemaking between the offending youth, their family, tribal members and mentors allows youth to build back communities of trust and works to reduce recidivism through active mentoring relationships.

- Henu Healing to Wellness Court: Kenaitze's Henu Court is the first joint-jurisdictional tribal-state wellness court in Alaska. The Court is designed to prevent individuals involved in drug or alcohol related offenses from further involvement with the criminal justice system. Youth of parents involved in the court will be referred to tutoring, Yaghanen, Spirit Lake camps, Youth Council and any other applicable programs to ensure that they are provided a safe and stable school, afterschool and home environment.
- Kenaitze Education and Career Development services: Kenaitze's newly developed Education and Employment services include the Dagggeyi paid internship program, assistance with scholarship applications, resume building, coordination of on the job training and assistance in pursuing postsecondary education. The Education and Career Development program also provides assistance to Title VII eligible students through the Student Services Coordinator.
- Project Grad and the Native Youth Leadership Council: Project Grad is a College and Career Readiness program that provides middle school and high school leadership institutes, Spring Career Institutes, spring and Fall Phlight Club (a youth leadership and empowerment retreat). KPBSD currently maintains and Memoranda of Agreement with Project Grad to coordinate the Native Youth Leadership Council, a peer development program for middle school and high school American Indian/Alaska Native students. See attached for a letter of support from Project Grad leadership.

- Kenai Peninsula College Rural and Native Student Services Program: The Rural and Native Students program assists with the recruitment and retention of American Indian/Alaska Native students at Kenai Peninsula College. Students are paired with Elders for mentoring services, coordination of student services are provided, elementary Dena'ina Language classes are held, assistance with scholarships is provided and various cultural events are facilitated through the program.

Existing local policies and practices:

- I-Team Intervention Process: Kenaitze Tutor Liaisons will work with KPBSD middle school teachers to identify, screen and place American Indian/Alaska Native students in appropriate NYCP programs and services through the extant I-Team Intervention process. I-Team relies on teachers to contact parent/guardians when there is a concern about student academic performance; the tiered approach to I-Team results in intervention plan creation when a student's academic performance falls below the 25th percentile and then again when a student's performance falls below the 10th percentile. Kenaitze's intensive NYCP Tutor/Liaison approach will build off of the I-Team approach to provide early intervention for American Indian/Alaska Native middle school students who may be at risk of poor academic performance by providing intensive FAST support before they fall behind the 25th percentile. The I-Team intervention process is appended to this proposal.
- Title VII outreach: Kenaitze's Student Services Coordinator currently provides Title VII outreach to parents and teachers who may not be aware that their student qualifies for assistance. Once a student is identified for Title VII support, the Student Services Coordinator works with the KPBSD Title I Interventionist to broker support services.

Quality of Project Design:

Geographic Area: Kenaitze's NYCP project will focus on a total of 136 American Indian/Alaska Native students enrolled at Kenai, Homer and Seward Middle school, and middle school students at Ninilchik School. KPBSD's service area includes 43 program sites located across 17 different communities on the Kenai Peninsula, across a land mass that is 25,600 square miles. KPBSD's Title VII program serves 181 students among 114 different Alaska Tribal affiliations. The attached map shows the defined geographic service region; one-way traveling distance from Homer, Ninilchik to Kenai and on to Seward is approximately 190 miles.

Proposed Project and Cultural Appropriateness: To address the academic and social support needs of American Indian/Alaska Native middle school students so that they are less likely to dropout when they reach high school age, Kenaitze Indian Tribe is proposing a dual Tutoring and Cultural Credit Intervention designed to address achievement gaps among Native youth during middle school years and address retention and attendance among high-school age youth.

KPBSD will provide four Tutor/Liaison positions at four middle school sites in Kenai, Seward, Ninilchik and Homer. Tutors will spend .50 of their time providing academic support as identified through I-Team and FAST intervention processes and .50 of their time providing coordination of services, including Title VII support, referral to Kenaitze programs and referral to project partners. Of the 136 middle school students identified by the NEP Coordinator as Title VII eligible, it is estimated that 100% will require some form of NYCP support, therefore, it is estimated that the NYCP will operate with a Tutor/Student ratio of 1:30 or 1:35 (The distribution of American Indian/Alaska Native students is fairly equal among program sites). Kenaitze Tutors will utilize the following research-based, proven interventions to address identified barriers to college and career readiness among middle school youth: Families and Schools Together

(FAST): Tutors will utilize the FAST framework to directly improve STEM achievement, address the middle school achievement gap in Reading and reduce risky behaviors among targeted native students at targeted middle school sites. FAST is a family based practice for children ages 4-15 with identified behavioral and academic problems that proven to enhance family functioning, prevent school failure, prevent substance and reduce stress among AI/AN students and families⁷. NYCP students will benefit from a FAST team that includes, at minimum, a youth partner that attends their school, one school partner (usually a teacher), a parent partner, a youth advocate (Kenaitze Tutor/Liaison) and a Community partner to collaborate on academic intervention plans and provide social support. FAST provides parent/child extracurricular activities across ten weeks as a way to improve family cohesiveness and build peer support. SAFE Approach: Tutors will address the need for improved STEM and Reading achievement, expand Kenaitze's capacity for effective tutoring, and address social determinants of student health and academic achievement through a SAFE approach to classroom and afterschool tutoring. This simple approach relies on 1) A **step-by-step**, or **sequential**, teaching/training structure across subject areas; 2) An **active** learning focus that encourages youth to practice new skills; 3) **Focus** on skill development; and 4) An **explicit** plan for defining skills that will be promoted or achieved relative to scheduled interventions⁸. Mental Health First Aid: Tutors will be adept at referring targeted students who are at-risk or already involved in drug and/or alcohol use to appropriate Kenaitze prevention and intervention programs (such as juvenile healing to wellness court, Tribal Circle, and/or Spirit Lake Recovery

⁷ Yellow Horse, Susan & Brave Heart, Maria Yellow Horse. A review of the literature: Evidence-based, promising and culturally-appropriate practices for American Indian /Alaska Native Children with Mental Health Needs. University of Denver. Retrieved from calmhsa.org.

⁸ Durlak, Joseph A., & Weissberg, Roger P. Afterschool Programs That Follow Evidence-based Practices to Promote Social and Emotional Development Are Effective. *Big Views Forward: A Compendium on Expanded Learning*. Retrieved from expandedlearning.org.

programs) through Mental Health First Aid Training. This eight-hour certification teaches staff how to appropriately respond and refer clients who may be experiencing anxiety disorders, depression, substance use disorders and/or psychosis to appropriate treatment and/or care.

Cognitive Behavioral Therapy: The Tribe's Dena'ina Wellness Center provides Behavioral Health programming for youth and adults experiencing drug and/or alcohol-related issues and mental health problems. Tutors will be an active, primary link to in-house DWC treatment and recovery programs that provide group and individual counseling utilizing a CBT-based approach. Young females, in particular, will have access to an all-girls therapy group established by the Behavioral Health Department in 2015. Positive Youth Development (PYD): Tutors will work with Yaghanen staff and Kenaitze Youth Council to enhance existing programs and new tutoring interventions through the use of PYD principles including: promoting protective factors in young people and addressing negative behaviors; acknowledging youth assets, including the capacity for growth and positive development, preparing youth for a happy and safe adulthood, involving youth as active agents and allowing youth to work with adults to engender change, involving youth in civic engagement and community service, and encouraging youth leadership across programs and communities. PYD is proven to reduce alcohol and drug use and improve self-esteem and cultural identity among Native American Youth as well as youth-adult engagement⁹.

Trauma Informed Care: Tutors will address the holistic health care needs of targeted American Indian/Alaska Native youth by utilizing SAMHSA's trauma-informed approach. Tutors will structure learning environments around the six key principles of a trauma-informed approach, including: providing a safe place for learning; engaging in trustworthiness and transparency;

⁹ Zimmerman, M., & Arunkumar, R. (1994). Resiliency research: Implications for school and policy. Social Policy Report, 8, Ann Arbor, MI: Society for Research on Child Development. Retrieved from youth.gov/youth-topics/how-culture-influences-positive-youth-development#sthash.6Dvk0HQU.dpuf

providing peer support opportunities and activities, fostering attitudes of collaboration, promoting empowerment, voice and choice, and addressing cultural, historical and gender identity¹⁰. Dene Model of Care and Motivational Interviewing: The Dene' Model of Care, as utilized by staff and providers at Kenaitze's DWC, is one focused on an approach to healthcare that is holistic and client-driven. A client's first stop when visiting the DWC is with an intake worker who is trained in Motivational Interviewing. This intake worker assesses client needs utilizing a framework that engenders acceptance, compassion and collaboration to identify health needs, review available services and begin building a health plan. To date, using Motivational Interviewing as an intake tool has not only improved client retention, it has increased participation in subsequent treatment/health programs at the DWC. The intake worker then works collaboratively with a provider panel-not just a sole provider- as well as the client- to address the holistic health needs. Provider panels could consist of Kenaitze Tutors as well as Behavioral Health Clinicians, Primary Care practitioners, dentists, traditional healers, diabetes prevention teams and wellness and fitness staff. This approach allows the client and the provider panel to choose and utilize services on a continuum basis, as needed and as appropriate. Further, provider panels are fully integrated with Na'ini Social Services programs, Elder programs, Tribal Court, Tribal Circle and Housing Assistance programs so that clients with emergent needs benefit from a referral process that is timely, efficient and streamlined. **Accreditation of Kenaitze cultural programs:** To address the high dropout rate among high school students, the Curriculum and Assessment Coordinator at KPBSD will lead cross-collaborative groups of certified educators to implement a high school cultural credit process that will allow Native Youth to earn credit hours for their completion of Yaghanen programs (see description of

¹⁰ SAMHSA's Six Key Principles of TIA retrieved from samhsa.gov/nctic/trauma-interventions
Kenaitze Indian Tribe: NYCP project

Yaghanen programs and services on pages 7 and 8, above, and an example of this process on pages 16 & 17, below). These teams will be comprised of a certified Kenaitze educator (the current Student Services Coordinator); the KPBSD Curriculum Coordinator; and other KPBSD educators. The goal of this team will be to develop, codify and implement an accreditation process for Kenaitze cultural initiatives, with a focus on Yaghanen programs. American Indian/Alaska Native students who are Title VII eligible and are interested in enrolling in Yaghanen programs will be able to earn course credit; Kenaitze Tutors will be uniquely positioned to inform the cultural credit process, provide one-to-one middle school STEM and Reading focused academic assistance and coordinate support services. Steps in this process will involve a survey of existing Kenaitze programs being considered for the cultural credit; identifying opportunities for learning in each of the programs; building the cultural credit criteria by aligning curricula with State of Alaska cultural learning standards; and developing a system for what types of programs and services would provide a full credit or half (.5) a credit. An example of this process might include the high school content

| Kenaitze Program/Location | Cultural Activity | Aligned Academic Standard/Content Standard |
|--|--|---|
| Susten five-day archeology camp, Swanson River | Archeological survey; Geophysical survey; geological history and cultural history of the Dena'ina people of the Cook Inlet | Earth Science Unit I Maps, Rocks, Minerals and Earth History- HS-ESS1-6: Develop a model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere and biosphere |

Goals, objectives and outcomes to be achieved: NYCP goal: Improve the college and career readiness of middle school and high school aged American Indian/Alaska Native students.

GPR indicator 1: The percentage of the annual measurable objectives, as described in the applications that are met by grantees. GPR indicator 2: The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children Kenaitze and project partners will meet GPR Indicator 1 through the following objectives:

Objective 1: To provide STEM intensive, culturally appropriate, one-to-one tutoring and liaison services to targeted at-risk American Indian/Alaska Native students in both classroom and afterschool settings designed to improve academic performance and reduce drop-out rates.

Outcome 1: Train four Kenaitze Tutor/Liaisons in SAFE teaching approaches as well as Mental Health First Aid at least one month post-award date, as measured through pre- and post-surveys administered by the NYCP Program Director.

Outcome 2: Provide 136 Alaska Native/American Indian students at four middle school sites with in-school SAFE-enriched tutoring and coordination of services over the 48-month project period, as measured through school enrollment records, academic records and tutor case files.

Objective 2: To refer students at risk of dropping out to holistic healthcare and culturally appropriate interventions, specifically through the Dene Model of Care/Motivational Interviewing approach.

Outcome 1: Provide an estimated 50% (or 68 of 136) of targeted American Indian/Alaska Native Youth who are at-risk or experiencing substance and/or alcohol use to the Dena'ina Wellness Center for primary, traditional wellness, dental and behavioral health services, including age-

specific Cognitive Behavioral Therapy services designed to prevent student drop out and promote peer engagement. Referral to the Dena'ina Wellness Center will be measured through provider case files.

Outcome 2: Provide 136 targeted American Indian/Alaska Native Youth with in-school and afterschool learning environments that are structured according to principles of trauma-informed care, including providing a safe place for learning and promoting a sense of cultural belonging. Perception of learning environment(s) will be measured by students through surveys administered pre- and post-program exit.

Objective 3: Targeted American Indian/Alaska Native middle school students will improve their academic performance and school attendance through the NYCP program

Outcome 1: Actively promote Positive Youth Development (PYD) activities to 136 targeted Alaska Native/American Indian middle school students with focus on extant ANE and Kenaitze programs including ANSEP, NYO, Yaghanen Summer Camps, Susten Archeology Camp, Environmental Summer Camp, Spirit Lake Recovery Camp, Youth Council Leadership programs and on-site internship programs as measured through Tutor case files/reporting. Academic performance and attendance will be measured through KPBSD records.

Kenaitze and project partners will meet GPRA Indicator 2 through the following objectives:

Objective 4: Kenaitze and project partners will collaborate to improve family engagement, reduce drop-out, and prevent substance and/or alcohol use among targeted middle school students.

Outcome 1: 100% of middle school teachers, parents and tutors will be trained in FAST interventions, establishing parent/teacher/tutor teams designed to improve the health, academic

performance and leadership skills of students. Health, performance and leadership skill assessment will be measured through pre-and post-surveys. Teacher, Tutor and parent satisfaction will also be measured through pre- and post-surveys.

Outcome 2: 100% (at least 68) of parent/guardians will be recruited for family-based Kenaitze programs, including Spirit Lake Camps, Family Nights at the DWC and other programs. Family engagement will be measured through pre-and post-surveys administered by Kenaitze staff.

Objective 5: Improve College and career readiness of targeted American Indian/Alaska Native high school students by creating collaborative cultural credit teams to provide school credit for participation in select Kenaitze cultural programs.

Outcome 1: Create a cross-collaborative accreditation team comprised, at minimum, of KPBSD staff, the NEP Coordinator, and Certified Kenaitze tutors to establish policies and procedures to accredit Kenaitze cultural programs. Creation of cultural credit procedures will be measured in quarterly and year-end progress reports.

Outcome 2: Develop a collaborative cultural curriculum that outlines KPBSD content standards with aligned Kenaitze cultural activities. Progress towards the creation of a curriculum will be measured in quarterly and year-end reports.

Outcome 3: By the end of the project period (September 2020) at least three of eight Kenaitze youth programs will provide cultural credits for participants, allowing students to earn high school and/or college credit for participation in Kenaitze camps, Youth Council or NYO programs. Progress towards developing cultural credits for programs will be measured in quarterly and end of year reports. **Project Design is appropriate according to need:** As project discussions around the supportive needs of American Indian/Alaska Native students began

between KPBSD, Kenaitze Tribal leadership and parents, and the Native Education Program Coordinator, it became apparent that gaps in services for middle school students were most apparent. Gaps in reading and Algebra I present in middle school, while reading and math scores among American Indian/Alaska Native students are higher than the scores of their non-native counterparts during their elementary years. Kenaitze and project partners, including parents of Native students, attribute this achievement gap to a lack of services for middle-school aged students. By providing an NYCP program that dually addresses the holistic needs of middle school students and seeks to provide college credit to native students participating in cultural programs, Kenaitze and project partners not only seek to improve the college and career readiness and reduce the drop-out rate among Native students, but additionally embolden youth to become active members of their tribal communities. Classroom based and afterschool tutoring and improved access to Yaghanen programs will allow youth a wealth of Positive Youth Development activities that directly address the five barriers discussed in this proposal, including high drop-out rates, substance and/or alcohol abuse, low academic achievement in areas specific to Algebra I and Reading, and, finally, socioeconomic barriers. Further, all primary interventions to be utilized by Tutor/Liaisons and staff are proven to be effective among middle-school aged American Indian/Alaska Native Youth, including FAST, SAFE, CBT and Motivational Interviewing; Mental Health First Aid is proven to help adults recognize signs, symptoms and risk factors of mental illness and respond appropriately. SAMHSA's Trauma-Informed Approach was chosen for Kenaitze's NYCP proposal due to its adaptability to any service setting and its focus on ensuring that individuals, organizations and programs 1) Realize the widespread impact of trauma and understand potential paths for recovery; 2) Recognize the signs and symptoms of trauma in clients, families, staff and others; 3) Respond by fully

integrating knowledge about trauma into policies procedures and practices; and 4) seek to actively resist re-traumatization. To date, Kenaitze is working on implementing a Trauma-Informed Approach across programs and services, to better meet the needs of tribal members and American Indian/Alaska Native clients who have experienced mass/intergenerational trauma.

Collaboration of appropriate partners: In early 2015, KPBSD invited Kenaitze to a community-wide education meeting to address the need for tutoring and support for American Indian/Alaska Native students who were falling behind academically. KPBSD expressed that Kenaitze's experience and history of pairing Individual Skills Providers with children in need of academic support made the Tribe a worthwhile partner in tackling the achievement gap among American Indian/Alaska Native students. At the same time these discussions were taking place between KPBSD and Kenaitze, Tribal parents participating in family nights at the DWC were reporting that their children were failing academically and required crucial support services, namely, one-to-one academic tutoring. As a result, Tribal leadership developed a strategic initiative to keep kids from dropping out and met with the NEP coordinator to identify the schools with the most need for tutoring and afterschool PYD support activities. After discussion, it was decided that an intensive tutoring program that provided STEM and Reading-focused instruction but also focused on the holistic healthcare needs of each student was designed. Long-term goals around improving college and career readiness through accreditation of Kenaitze cultural programs was also discussed, and a process for developing collaborative accreditation teams became a stated goal of the NYCP project. **Quality of Personnel:** Mr. Conrad Woodhead, Alaska Native Education Coordinator for the Kenai Peninsula School District and Principal of the Chapman School, located in Anchor Point, Alaska, will serve as a Project Coordinator for the NYCP project. He will be responsible for the successful implementation of the program and the

supervision of Tutor/Liaisons throughout the four-year project period. Mr. Woodhead has served as principal of Chapman School for over five years, and was Assistant Principal for the Bering Strait School District in Unalakleet Alaska for four years. Mr. Woodhead's leadership experience in developing and implementing projects similar to Kenaitze's NYCP program are many. He has served as Curriculum and Instruction Liaison, was a Success for All Reading Facilitator, a school district Administrator Mentor, and led the Alaska DEED (Department of Education and Early Development) State Instructional Audit for the Bering Strait School District before joining KPBSD. Mr. Woodhead, a member of the Native Village of St. Paul Island, directs a number of ANE support services and programs for Native students throughout the KPBSD, this includes in-school and afterschool tutoring programs, coordination and referral to the ANSEP program, and ensuring that students are provided with appropriate assistance in developing postsecondary education plans. Mr. Woodhead serves on the Title VII advisory committee for the Kenai Peninsula, and has most recently worked with Kenaitze to develop intensive afterschool tutoring in two high-need KPBSD schools, Skyview Elementary and Kenai Middle Schools. Mr. Woodhead received his B.A. in Science at Eastern Oregon University at La Grande, Oregon, and his M.A. in Education Administration from Grand Canyon University in Phoenix, Arizona. Mr. Woodhead will be Kenaitze's primary contact for the NEP program, ANSEP, proposed NYCP tutoring/liaison work, and other programs related to academic and social support for targeted Alaska Native/American Indian middle school students. Mr. Woodhead's resume is attached to this proposal. His time on the project (b)(5) will be considered an in-kind contribution. David Knight, Program Director of Kenaitze's Education and Career Development Department, will directly coordinate with Mr. Woodhead to assist with referral of students to Kenaitze's array of programs and Services. Mr. Knight has over two years of experience in developing,

implementing and operating Kenaitze's Education and Career Development program, which includes managing a Student Services Coordinator and an Education Specialist. Mr. Knight has developed procedures for Education and Career Development programs including Workforce Investment and Opportunity Act opportunities, Tribal Scholarship programs, vocational training partnerships, career pathway development for tribal students, and has established partnerships with KPBSD, Alaska Christian College and the University of Alaska-Kenai Peninsula College to assist in the college and career readiness of tribal and/or Alaska Native/American Indian students. Most recently, Mr. Knight has collaborated with KPBSD and Mr. Woodhead to develop an awareness campaign to promote, encourage and foster self-sufficiency for American Indian/Alaska Native students by developing culturally relevant afterschool tutoring that incorporates academic achievement, positive youth development tribal internship opportunities and experiential learning. Before becoming Education and Employment Manager at Kenaitze, Mr. Knight was an Education and Employment Specialist at Kenaitze Indian Tribe for over three years. Mr. Knight graduated with a B.S. in Psychology from the University of California. As part of Kenaitze's NYCP project, Mr. Knight's resume is appended to this proposal. Melissa Linton, Curriculum and Assessment Coordinator for KPBSD, will lead cross-collaborative accreditation development and implementation between Kenaitze tutors, the Student Services Coordinator, KPBSD middle school teachers, the Alaska Native Education Coordinator, and, when applicable, KPBSD administrative staff. She will additionally develop collaborative professional development opportunities for KPBSD staff that could include cultural awareness activities (provided through partnership with Kenaitze). As Curriculum and Assessment Coordinator, Mrs. Linton has three years of experience in supervising teacher enrichment programs, planning and assisting with professional development activities for

teaching staff, providing curriculum revision processes for all content areas and in ensuring that resources align with developed curricula. Mrs. Linton additionally works as an independent consultant to provide high-quality professional development training to administrative teams and teachers on classroom and school improvement initiatives across rural Alaska. Prior to her work at KPBSD, Mrs. Linton spent seven years as principal at Kalifornsky Beach Elementary School in Soldotna, Alaska, where she provided instructional leadership for over K-6 students and 50 staff and served as Curriculum and Federal Grants Coordinator at Franklin Northwest Supervisory Union in Swanton, Vermont, focusing on Title I intervention programs. Mrs. Linton received her B.A. in Music Education at the Eastman School of Music in Rochester, New York, her M.A. in Music from Northwestern University in Evanston, Illinois, and is currently earning her Ed.D. in Educational Leadership and Policy Studies at the University of Vermont, Burlington. Her time on the NYCP project (b)(5) developing cultural credits and professional development activities will be considered in-kind. Shannon Dodge, Student Services Coordinator for Kenaitze, will work directly with Mrs. Linton to plan, develop and implement a process for a cultural credit system that will allow Native students participating in Yaghanen programs to earn course credit at the high school and/or college level. Before joining Kenaitze, Mrs. Dodge was an Early Childhood Educator for over seven years, working first in the Annette Islands School District and then in the Bering Strait School District. Prior to her role as Student Services Coordinator within Kenaitze's Na'ini Family Services program, Ms. Dodge was a Family Care Specialist for the Tribe. Mrs. Dodge's resume is appended to this proposal. Dr. Patricia Partnow, independent evaluator for Partnow Consulting, has extensive experience in developing and implementing formative and summative evaluation plans based on stated goals, objectives and outcomes. Dr. Partnow has had experience in evaluating similar demonstration

projects aimed at improving educational and social outcomes for American Indian and Alaska Native students; she previously provided evaluation of *Take Wing Alaska*, a three year Department of Education grant designed to prepare Yup'ik students for post-secondary education, *Project Ki'l*, a nine-year Department of Education grant that targeted Native male youth in need of academic support, and *Project Puggigtut*, a six- year Department of Education grant designed to provide online high school courses for Native students at-risk for dropping out. Dr. Partnow's resume will be appended to this application. Kenaitze's Tutor/Liaison instructors will earn Alaska Teaching Certificates; prior experience working with American Indian/Alaska Native Youth will be preferred, with preference given to Kenaitze Tribal members under the Indian Self-Determination and Education Assistance Act. **Demonstrated Capacity to Improve Relevant Outcomes:** It has been a stated goal of Kenaitze's Tribal Council to address disparities in academic achievement among tribal youth since the Tribe became federally recognized in 1971. Kenaitze has operated an Alaska Native Education program (ANE), *Dena'ina Qezahda*, providing developmental screenings, afterschool education, 10-week summer science camp and meal programs for an average of 50 children ages 0-9 annually. Kenaitze additionally operates a Head Start preschool program that serves 48 children each year. Kenaitze's Environmental Science Camps provide STEM-based science education to Tribal Youth, including six-day Janteh Science Camp and LEGO robotics camps. As discussed elsewhere in this application, Kenaitze's Yaghanen program provides Positive Youth Development-based Fish Camp, Moose Camp, Spirit Lake Camp, Susten Archeology Camp and Native Youth Olympics programs focused on the educational needs, improvement of resiliency factors, and leadership development of youth from elementary age through young adulthood. NYO alone has proven to be 75% effective as a dropout prevention intervention, and additionally

works to improve the self-confidence, academic performance, health and wellbeing of participants.¹¹ Kenaitze additionally operates over 60 federal, state, and foundation-funded programs through the Department of Education, the Administration for Children and Families, Indian Health Service, the Department of Housing and Urban Development, and the Institute of Museum and Library Services. **Kenaitze’s policies for hiring underrepresented groups and American Indian/Alaska Native Individuals:** Kenaitze’s Human Resources Department has attended the CIRI job fair and the NYO Native Hire Job Fair in order to better reach our Alaska Native/American Indian populations. During the hiring process preference is given to eligible and qualified Alaska Native and American Indian applicants pursuant to P.L. 93-638 Indian Self Determination Act. A breakdown of employee demographics is as follows:

| Demographic | As of April 2016 | 2015 |
|-------------------------------|------------------|------|
| Female | 74.6% | 73% |
| Tribal Member | 26.7% | 24% |
| American Indian/Alaska Native | 23% | 18% |

Adequacy of resources and Demonstrated

Commitment of Each Partner: Kenaitze and project partners will work together to ensure that each youth served by NYCP receives the support they require to successfully graduate and enter college and/or career pathways. Kenaitze’s Yaghanen program will provide space and

resources for afterschool tutoring and additionally provide the majority of Positive Youth Development activities for the program through NYO, camps and peer-to-peer mentoring activities. Kenaitze’s Education and Career Development Department will provide scholarship

¹¹ Survey of 411 NYO Athletes, Cook Inlet Tribal Council, Inc. 2015. <http://citci.org/event-programs/nyo-games/support/nyo-impact/>

assistance, in-house internship programming, and organizational space for collaborative curriculum building meetings. Kenaitze's Youth Council will provide NYCP youth with mentoring activities with a focus on cultural activities through Yaghanen. Kenaitze's Dena'ina Wellness Center will provide holistic health services to American Indian/Alaska Native youth, including Cognitive Behavioral Therapy that is specific to the needs of at-risk teens and pre-teens. The Dena'ina Wellness Center will additionally host once monthly family nights designed to improve family engagement. As a partner in the program, the NEP Coordinator will provide 25% of his time collaborating with Kenaitze Tutors to meet the needs of identified NYCP students and will provide eligible students assistance with transportation and tuition associated with ANSEP enrollment. The ANE Coordinator will additionally provide information and outreach to the Title VII Parent Advisory Committee. KPBSD provides public pre-K, elementary, middle and high school education on the Kenai Peninsula and has provided oversight on Federal grants and projects, including ELL Education, Title I, Students in Transition, Migrant Education and Title VII programs. Most recently, Kenaitze and KPBSD have collaborated on a local suicide prevention initiative, health education expansion programming, and elementary school tutoring proposals. As a partner in the NYCP proposal, KPBSD will provide classroom instructional space for up to four tutors at four middle school sites and provide data to the NYCP collaborative and evaluation team as it relates to NYCP-enrolled students. **Costs, Results, and Benefits:** Although a formal cost benefit analysis of per-student enrollment in NYCP has not been conducted, and would vary greatly dependent on individual student need, similar, less intensive tutoring programs at KPBSD's Title I elementary school locations average \$2,500 per student, per year. Due to the fact that Kenaitze's NYCP program is student-driven and will provide support on a continuum basis, determining costs for participation at the high-end and the

low end of the service spectrum could vary greatly. For example, a student at high-risk for developing substance use disorders may receive intensive in-school and afterschool tutoring, participate in Yaghanen programs, receive holistic healthcare support from the DWC and be provided with supplemental Title VII assistance. If all 136 targeted NYCP middle school students received equal support through the program, per-person cost would be \$7,324 over the entire project period, or \$1,831 per student, per year. **Adequacy of Management Plan:** Kenaitze provides support and services to 1,634 enrolled tribal members and over 5,000 American Indian/Alaska Native individuals each year. Kenaitze currently administers an operating budget of over \$29 million. The Tribe has administered over 900 grants and contracts since 1980. On a bi-monthly basis, the Executive Director provides reports to the Tribal Council on the progress and accomplishment of strategic, operating and financial goals of the Tribe and provides performance data relative to all active grant awards. KIT's financial management system has been designed for ensuring compliance with generally accepted accounting principles, maintaining proper internal controls over financial reporting, and providing safeguards against loss and unauthorized disposition of Tribal assets. KIT's fund accounting software, Microsoft Dynamics GP, provides an audit trail for each financial transaction and enables all grants/contracts to be separately monitored, recorded, and reported. The Tribe's accounting system is compliant with the requirements of 7 AAC 78.160, 24 CFR Part 85 and 1003, OMB Circulars A-87 and A-133, as well as the grant program and grant solicitation, and is guided by extensive accounting policies and procedures approved by the Tribal Council. Managers and staff are trained on these policies and procedures and adherence is expected at all levels within the organization. KIT undergoes annual audits of their financial management systems in compliance with federal regulations. The Tribe's most recent single audit report is for FY 2015

and it contained no material weaknesses or compliance deficiencies. Kenaitze has been working with KPBSD and the NEP Program Coordinator since 2014-2015 and is experienced in providing supplemental academic and social support to students, specifically at-risk American Indian/Alaska Native students. The following timeline identifies program goals, activities and completion dates for Kenaitze's NYCP project. This timeline is based on timeframes for similar tutoring programs in KPBSD elementary schools and is realistic based on the input from all NYCP partners and project staff.

| Start Date(s) | Project Goal | Activities | Expected completion date | Person Responsible |
|----------------------------|---|---|--------------------------|---|
| 9.1.2016-2020 (ongoing) | To improve college and career readiness of middle school and high school American Indian/Alaska | Program Year One begins; Tutor/Liaison positions posted; coordination with KPBSD to secure additional tutoring space begins; cross-collaborative cultural professional development activities begin | 12.1.2016 | David Knight; KPBSD staff; NEP Coordinator; Curriculum and Assessment Coordinator |
| 11.1.2016-12.1.2016 | Native Students. | Tutors hired; Mental Health First Aid training begins; FAST training begins. | 1.3.2016 | David Knight, Tutors; DWC Behavioral Health staff |

| | | | | |
|------------------------------|--|--|--|--|
| 11.1.2017-2020 (ongoing) | | Tutors begin to formulate lesson plans utilizing FAST frameworks and SAFE teaching principles | 2.15.2016 | All Tutors, David Knight |
| 12.17.2016 | | Second Academic Quarter begins; Tutoring begins at all four project sites | 1.5.2017 | All Tutors |
| 3.11.2017 | | Begin collaborative cultural credit process for Yaghanen programs; provide one professional development event for Kenaitze tutors and KPBSD educators | 4.1.2018 | Tutors; Student Services Coordinator Shannon Dodge; KPBSD Curriculum Coordinator |
| 8.21.2017-2020 (ongoing) | | First quarter of academic year begins; Tutoring begins at four site locations for approximately 136 Title VII students (approximately 30-35 youth per four tutors, per year) | 10.19.2017 -2020 (quarterly/ ongoing) | Tutors; KPBSD staff; NEP Coordinator; David Knight |
| 10.20.2017-2020 (ongoing) | | Second quarter of academic year begins; Tutoring continues at four site locations for approximately 130 Title VII | 12.18.2017 -2020 (ongoing) | Tutors; KPBSD staff; NEP Coordinator; David Knight |

| | | | | |
|----------------|--|---|----------------|---|
| | | students (approximately 8 youth per four tutors) | | |
| 1.5.2018 | | Third quarter of academic year begins; Tutoring continues at four site locations for approximately 130 Title VII students (approximately 8 youth per four tutors) | 3.20.2018 | Tutors; KPBSD staff; |
| 3.21.2018-2020 | | Last Quarter of academic year begins; Tutoring begins at four site locations for approximately 130 Title VII students (approximately 30-35 youth per four tutors); provide yearly cross-cultural | 5.18.2018-2020 | Tutors; KPBSD staff; Curriculum and Assessment Coordinator |
| 5.19.2018 | | 4 th Quarter ends; Tutors, NEP Coordinator and Employment and Education Manager collect data relative to the number of NYCP students with improved attendance, the number of students with improved AMP test scores, and the number of | 6.1.2018 | Tutor; students participating in tutoring; KPBSD staff; Evaluator |

| | | | | |
|-----------------------------|--|--|----------------|--|
| | | students indicating that NYCP activities improved their leadership skills, peer support skills and/or family connectivity through surveys; preparation for summer school tutoring begins | | |
| 6.1.2017-2020 (ongoing) | | Summer school tutoring begins | 8.19.2017-2020 | Tutors; KPBSD staff |
| 6.15.2017-2020 (ongoing) | | Yaghanen Camps begin | 9.1.2017-2020 | Tutor, Yaghanen Staff; Tribal Circle staff |
| 7.6.2017-2020 (ongoing) | | Meth and Suicide Prevention Spirit Lake Camp | 7.18.2017 | Tutor, KPBSD Summer School staff |

Performance Feedback and assessment towards progress: Kenaitze’s NYCP Program

Director, Conrad Woodhead, will provide feedback and continual project improvement through coordination with project partners and communication with the program evaluator, Dr. Partnow. Mr. Woodhead and Dr. Partnow will meet on a quarterly basis to discuss program outcomes related to both tutoring interventions as well as cultural credit development. Mr. Woodhead will share quarterly program data as collected by tutors specific to the number of students enrolled in the NYCP program, the number and types of referrals to Kenaitze programs and partner programs, and qualitative data specific to student and parent satisfaction. Tutoring staff will be

supervised by Mr. Woodhead. Mrs. Dodge and Mr. Knight will meet on-site with Mr. Woodhead and KPBSD principles on a quarterly basis to discuss NYCP student progress, processes, and outcomes. Ms. Dodge and Mr. Knight will additionally meet quarterly with Ms. Linton as part of the NYCP collaborative cultural credit team. Once a credit process is codified, meetings with Mrs. Linton will focus on student feedback, program retention and continual project improvement so that additional Kenaitze cultural programs can become accredited in the future.

Tribal leadership and parent involvement in NYCP proposal: Kenaitze's Tribal Education Committee had significant input in the planning phase of the NYCP project. A committee member, Jon Ross, provided significant program information specific to cultural education and curriculum development as it related to the development of a high school and/or college credit process for Kenaitze's cultural programs. Mr. Ross additionally provided input he received from parents of tribal youth when he conducted Kenaitze's 2013 Needs Assessment via his Tsiltan Consulting firm. Parent feedback on the NYCP project was directly requested during Family Nights at the Dena'ina Wellness Center, in which parents and children share a meal together and discuss important tribal issues. Finally, a brief survey concerning the educational needs of American Indian/Alaska Native youth was administered to members of the Title VII Parent Advisory group to better inform the structure and strategies outlined in this proposal. The NYCP goal of creating FAST parent/student/tutor/teacher/peer team for each middle school student will ensure that student concerns and feedback are incorporated into the required 10-week FAST cycle. Further, Kenaitze has been developing a student and parent feedback process for all participants in Kenaitze youth programs that will be utilized in an upcoming tribal-wide needs assessment that will measure client satisfaction, increase in knowledge/skill level, and improvement in resiliency factors, among other outcomes. This data will directly inform the

NYCP project through the four-year program period and provide crucial data relative to Kenaitze's need for a tribal-wide culturally-focused educational system. **Capacity Building and Sustainability:** Kenaitze, KPDSB and the Native Education Coordinator's commitment to closing the achievement gap for American Indian/Alaska Native students is demonstrated through similar proposals for elementary school tutoring, bolstered health education and suicide prevention initiatives for native youth submitted to various federal funders in the past year. KPBSD's commitment to the success of Native students is demonstrated through their ongoing support of (b)(5) of the cost of Mr. Woodhead's position as NEP Coordinator. Further, KPBSD will contribute to the sustainability of the proposed project through the in-kind contribution of Mr. Woodhead's and Ms. Linton's time on the project. NYCP middle school tutoring will exist in perpetuity through protocols and procedures that successfully identify, assess, refer and meet the needs of at-risk native students utilizing a trauma-informed, evidence based approach that is already being implemented, without federal assistance, at several KPBSD elementary school sites. Accreditation of Kenaitze cultural programs will extend beyond the period of NYCP assistance through the creation of a collaborative, capacity-building process that will allow certified Kenaitze educators to work directly with certified KPBSD teachers to provide course credit for participation in cultural programs. **Quality of Project Evaluation:** Dr. Patricia Partnow, of Partnow Consulting, located in Anchorage, Alaska, will provide independent evaluation of Kenaitze's NYCP program. This will focus on qualitative evaluation of youth resiliency factors, empowerment, family connectedness and other outcomes prior to, during, and post-program exit and will use non-Native youth and the KPBSD overall student population as control groups. Methods of evaluation will be process-based, goal based, and outcome based. Data will be collected weekly, monthly and quarterly as appropriate to the type of data and

project activities, and will be verified through quarterly meetings with NYCP staff. Dr. Partnow will develop instruments and protocols for collecting data for the project, including qualitative and quantitative survey tools to provide both formative and summative information. Results collected through the independent evaluation will be used to monitor program progress, and discussed with NYCP staff. NYCP staff will work with Dr. Partnow to discuss outcomes and continuous project improvement. Dr. Partnow will work closely with Ms. Dodge and Mr. Knight to gather data specific to student enrollment, attendance, referral, service provision and academic performance. The Native Education Program Coordinator will additionally keep information relative to the number of native middle school students receiving NYCP tutoring and liaison support. The evaluator will work directly with Ms. Linton to survey partnership collaboration and advancement towards cultural credit protocols. All data will be collected at baseline (program year one); during (program years two, three, and four); and post-program (year four). Evaluation instruments for both interventions will include:

| Evaluation Method | Frequency of Data Collection/Evaluation |
|--|--|
| Native student enrollment in NYCP programs at Kenai, Ninilchik, Seward and Homer Middle Schools | Quarterly |
| AMP (Alaska Measures of Performance) test scores in Reading, Math and Science for middle school students, to be gathered by KPSD and communicated to evaluator | Yearly |

| | |
|---|-------------------------------------|
| Algebra I Pre-requisite for ANSEP; ANSEP enrollment | Yearly |
| Title VII student enrollment at Kenai, Ninilchik, Seward and Homer Middle Schools | Quarterly |
| FAST Qualitative Survey | Yearly |
| Collaborative Cultural Credit Team partnership data (protocols/processes developed, programs accredited, etc.) | Yearly |
| Qualitative Professional Development Survey to assess training methods and content of tutors | After each PD course or workshop |
| Assessment of tutoring methods to ensure cultural appropriateness and academic effectiveness | Yearly |
| Family connectivity assessment through records of family participation provided by Kenaitze Tribe | Gathered quarterly, reported yearly |
| Camp effectiveness assessed through observations and youth focus groups | Yearly |
| Student academic attitudes assessment pre- and post- tests, to assess changes in student behaviors and attitudes about higher education as a result of the programs | Yearly |

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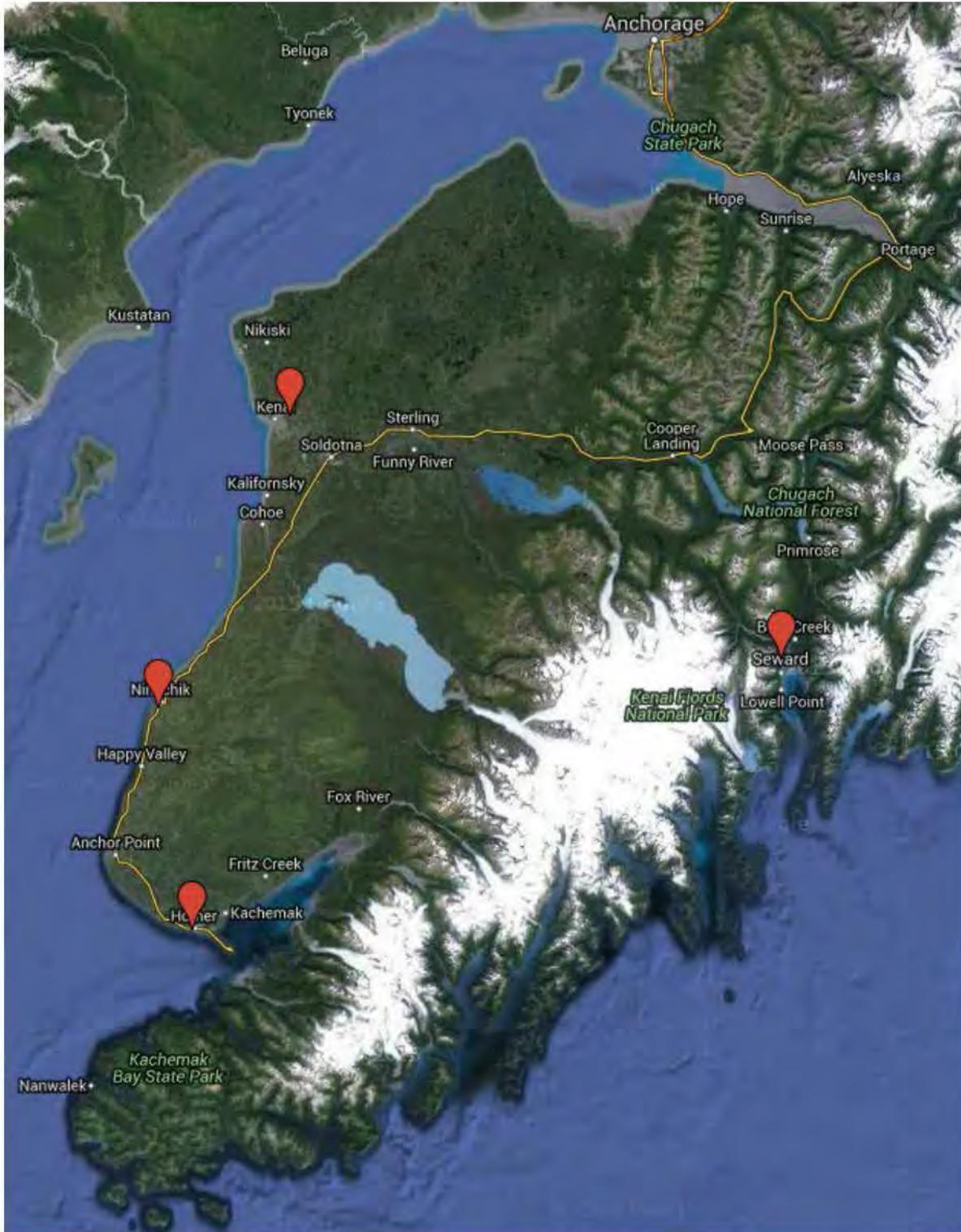
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Description of the Defined Geographic Area Kenaitze's Native Youth Community Project will serve middle school students across four sites on the Kenai Peninsula: Homer, Seward and Seward Middle Schools and Ninilchik School.



Kenaitze Indian Tribe-Required Other Attachments

Needs Assessment or other Data Analysis

Please note that Kenaitze's attached 2013 Community Needs Assessment includes the following information concerning barriers to college and career readiness among Native and/or tribal youth as outlined in the NYCP proposal:

- Education needs, including dropout rates and achievement gaps: pages 15-25
- Education level of youth and families: page 23
- High prevalence of alcohol/substance use among youth and families: pages 64-65
- Household income/high poverty rates: page 80,84
- Opportunities in the local community to support Indian students: page 84-87

Existing local policy: Also note that Kenaitze and KPBSD will utilize the attached I-team intervention process to identify eligible Title VII Native students for placement in the proposed NYCP project.

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment Volume One Community Needs Assessment



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Introduction - K'tl'ugh - Headwaters

In January of 2012, Tsiltan Management Group began conducting a needs assessment for the Kenaitze Indian Tribe. Our team provided a comprehensive approach in research and data collection, using a mix of focus groups, key informant interviews, and paper surveys. Our team also ensured that the data collected corresponded to and was organized with reference to categories that will help the Tribe to move forward with their short and long-term goals.

The 2025 Community Needs Assessment included:

- Communicating with KIT staff, tribal members, and Alaska Native/American Indians in the KIT service area.
- At least three different methods for collecting information (key informant interviews, focus groups, community meetings, surveys, phone calls, etc.)
- Demographic information
- Prioritization of KIT customer program needs
- Increased awareness throughout the service area of KIT's programs, mission, core purpose and goals
- Strengthening of KIT's relationship and interaction with the Alaska Native/American Indian community in KIT service area
- Input about KIT's 2025 long term goals was collected and is contained within this report.

The KIT 2025 Needs Assessment includes information gathered from approximately 150 people in 10 focus group and 17 key informant interviews, as well as from 533 respondents to our mail-out survey.

The needs assessment also has been undertaken in tandem with a facilities evaluation (Volume Two) which includes a comprehensive evaluation of those facilities owned by the Tribe as well as a more programmatic evaluation of those facilities leased by the Tribe. The programmatic evaluation of leased spaces will seek to determine whether or not the existing facility will continue to meet the needs of the program services.

Key Informant Interviews

During the summer of 2012 Jon Ross conducted sixteen key informant interviews. The list of individuals included Council members, Tribal Elders, KIT Staff, and representatives of the two closest tribes. Key informant interviews were conducted with the following individuals:

| | | | |
|------------------------|---------|-----------------|---------|
| Rose Tepp | 7/5/12 | Kim Franke | 7/6/12 |
| James Segura | 8/13/12 | Tim Scheffel | 7/5/12 |
| Mary Ann Mills | 9/21/12 | Tim Gillis | 8/13/12 |
| Clare Swan | 7/3/12 | Penny Carty | 7/6/12 |
| Jaylene Peterson-Nyren | 7/3/12 | Donita Slawson | 7/12/12 |
| David Segura | 7/3/12 | Ivan Encelewski | 7/6/12 |
| Sasha Lindgren | 7/6/12 | Alan Boraas | 7/3/12 |
| Stan Mishin | 8/13/12 | Steve Atwater | 7/6/12 |
| Rusty Swan | 8/23/12 | | |

Focus Groups

During the summer and early fall of 2012 Jon Ross conducted ten focus groups. The following focus groups were conducted with these groups:

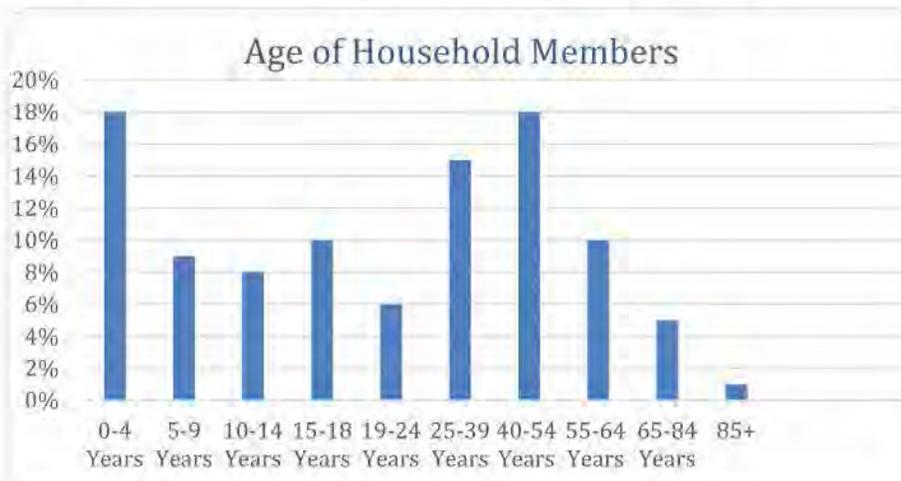
| | |
|---|----------|
| Yaghanen Youth, Staff, and Parents | 6/29/12 |
| KIT Committee Members (1) | 7/13/12 |
| KIT Committee Members (2) | 7/17/12 |
| Salamatof Native Association/Tribal Council | 7/12/12 |
| Dena'ina Clinic Staff | 10/24/12 |
| Nakenu Staff | 8/23/12 |
| Community Programs/Education Staff | 8/23/12 |
| Kenaitze Tribal Council Members | 8/17/12 |
| Local KIT Tribal Members (KIT Annual Meeting) | 10/6/12 |
| Kenai Natives Association | 9/21/12 |

Surveys

In the fall of 2012, 1096 surveys were sent to KIT tribal homes and 695 surveys were sent to Dena'ina Health Clinic customer homes. The survey sampled the Kenaitze Indian Tribe's 1,430 Tribal Members (as of 10/6/2012) and 3,000 Alaska Natives and American Indians within KIT's service area. The survey response rate was 25.86% (n=533), for a confidence level 95%, interval +/- 3.

Age Groups: "How many people in your household are within these age groups?"

- | | |
|-------------------|-------------------|
| ✓ 0-4- 246, 18% | ✓ 25-39- 204, 15% |
| ✓ 5-9-126, 9% | ✓ 40-54- 252, 18% |
| ✓ 10-14- 113, 8% | ✓ 55-64- 136, 10% |
| ✓ 15-18- 142, 10% | ✓ 65-84- 64, 5% |
| ✓ 19-24 – 89, 6% | ✓ 85+ 16, 1% |



Gender

34% of survey respondents were male and 59% were female. 7% did not respond to this question.

Other survey data will be discussed throughout this report under the corresponding 2025 Goal.

Report Organization

This report has been organized around the Kenaitze Indian Tribe's Vision for 2025. There is one chapter in the report for each of the eight goals of 2025 vision. The pertinent key informant, focus group, and survey data has been organized to fit within these chapters as well as program information and program specific data.

This document is intended for use as a planning tool for KIT Council, KIT committees KIT staff, and KIT tribal members as we continue to define our vision for 2025 and the specific things that we would like to accomplish. In the Dena'ina language "nen ch'at yeninzen yaqech' t'htuni'" means what you think about, intend, and want is what you're going to get". As the Kenaitze Indian Tribe collectively becomes more specific about what to focus on and pursue, that's how much closer we will be to seeing what we want happen.

KIT Purpose

The purpose of the Kenaitze Indian Tribe is to assure Kahtnuht'ana Dena'ina thrive forever. A way of saying this in Dena'inaq' is "Kahtnuht'ana q'udi gu ha qezahda, k'ghulugh qech' qevk'teya ninkentghudeh", which means the Kenai peoples now, and in the future until the end of time, they will grow strong.

KIT Vision

The Tribe's vision is by 2025, the Kahtnuht'ana Dena'ina have enhanced and strengthened the prosperity, health, and culture of their people and Tribe by:

- Working towards united effort with Native organizations and other governments that impact our people
- Developing and implementing a tribal education system
- Living our traditional values and practices
- Empower our sovereignty
- Continuing to demonstrate resiliency
- Striving for excellence in all of our programs
- Elevating the wellness of our people
- Using our talents and resources to ensure we are able to take care of ourselves and share with others

A way of articulating this vision in the Dena'ina language is "qezahda n'at ts'i\ghetna ts'i\ghetna ch'qilu beq'di, q'uyehdi Kahtnuht'ana shex, ch'dalkidi, ha kenagh q'aydini\daq" which literally means, in the future, in 2025, the Kenai people's health, provisions, and heritage are raised to full growth.

Kenaitze Indian Tribe Eight Goals for the 2025 Vision

The remainder of this report (Volume One) is organized around the eight goals of the Kenaitze Indian Tribe for 2025. Each of the eight goals have been summarized by a short phrase in the Dena'ina language as follows:

By 2025, the Kahtnuht'ana Dena'ina have enhanced and strengthened the prosperity, health, and culture of their people and tribe by:

Goal One - Ts'e\q'i - Ni\kighelchini K'ghetnuh – Working Together

Working towards united effort with Native organizations and other governments that impact our people.

Goal Two - Nutiha – Kahtnuht'ana Hqeldihch' – Kenaitze Education

Developing and implementing a tribal education system

Goal Three - Tuq'i - Dekenaghch' Deggech'inten – Honoring Our Heritage

Living our traditional values and practices

Goal Four - Dink'i – Dena'inaq' Qilchinch' Daghi'tiy – Dena'ina Ways Are Strong

Empower our sovereignty

Goal Five - Ch'qilu – Kahtnuht'ana Deyninqidghi'tey – Kenai People are Strong Minded

Continuing to demonstrate resiliency

Goal Six - K'uzhch'eni – Daggeyh'i T'qi'an – Try Your Best

Striving for excellence in all of our programs

Goal Seven - Qents'ugh'i – Deshich'idnulk'et'i Ni\tu Qghich'ex – We Live For Good Health

Elevating the wellness of our people

Goal Eight - \taqul'i – Huhghilyah Da – Be Ready

Using our talents and resources to ensure we are able to take care of ourselves and share with others



Goal One
Ts'e\q'i

**Working Towards United Effort
with Native Organizaions and
Other Governments That
Impact Our People**

**Ni\kighelchini K'ghetnuh
Working Together**

Goal One -Ts'e'q'i - Nìkighelchìni K'ghetnuh – Working Together – Working Towards United Effort with Native Organizations and Other Governments That Impact Our People

The first goal of the Kenaitze Indian Tribe's Vision for 2025 is working towards united effort with Native organizations and other governments that impact our people. A way of saying this in Dena'inaq' is *nìkighelchìni k'ghetnuh* (working together).

Key Informant Interviews

When we asked the key informants what ideas they had to accomplish the goal of united effort with Native organizations and other governments that impact our people, we most frequently heard that KIT should continue partnerships with the city of Kenai, the Kenai Peninsula Borough, Cook Inlet Housing, and the state of Alaska. In terms of resources, activities and processes that would be needed they said KIT should focus on teaching youth to form partnerships, and acknowledge the past but move forward. The obstacles that were commonly reported were fear and distrust.

When we asked what do you see as Tribe's greatest present contribution to the community as a whole, we heard that the Tribe provides a sense of balance, maintains a strong voice, provides stability and leadership, provides a link to Native culture, cultural preservation, and growth of individual tribal members.

It was suggested that was a significant opportunity to collaborate between the education programs and the KPBSD including the Title VII program, and also youth leadership, tutoring, and art camps. Another suggestion was that more partnering could provide more services to I.H.S. beneficiaries.

Another example of an opportunity to work together is the Russian River Memorandum of Understanding. The ancestral lands of the Kenaitze Indian Tribe include the Cooper Landing area. Archaeological studies document 10,000 years of use at the confluence of the Russian and Kenai rivers. CIRI selected lands in the Russian River area through the 14H1 process. The selection issue was settled through an act of Congress, the Russian River Land Act P. L. 107-362. In summary CIRI received two plots of land, one 40 acres overlooking the confluence and another 20 acres next to K'Beq', ownership of all archaeological resources on 502 acres of land, and ownership of all artifacts previously recovered from the Sqilantnu Archaeological District with the exception of Dena'ina artifacts. Dena'ina artifacts will belong to Kenaitze. CIRI also received right of first refusal to operate the Russian River Ferry concession (this includes the ferry and the small campground adjacent to it.) The Act authorizes 13.9 million to CIRI for the purpose of establishing the Sqilantnu Archaeological Research Center in affiliation with Kenaitze, the federal agencies, and the State Historic Preservation Office. Kenaitze is currently exploring opportunities to partner with CIRI's non-profit CITC in operating the ferry. Kenaitze is an active voice in the management of the Russian River area.

Focus Groups

When we asked the focus groups if they see areas where KIT could partner with other organizations to share programs, services, or facilities, these were the most frequent responses. KIT should partner with:

- ❖ Environmental/wildlife – Park Service, Wildlife Refuge, Cook Inlet Keeper, Watershed Forum, Alaska Department of Fish and Game, Department of Environmental Conservation, work with city of Kenai on dip net fishery,
- ❖ Salamatof Native Association – more cooperation on roads and fishery with BIA funding, Spirit Lake facilities,
- ❖ Work more with Kenai Native Association, partner with other tribes such as Ninilchik, Seldovia, Afognak – tribal courts, youth exchanges,
- ❖ Other non-profits and foundations – Cook Inlet Tribal Council, Love Inc., Alaska Native Heritage Center, Boys and Girls Club, etc. Educational – Kenai Peninsula College for life skills, General Education Development; Alaska Christian College, KPBSD – Title VII

The most frequent ideas shared in the area of working towards united effort with Native organizations and other governments that impact our people included the following:

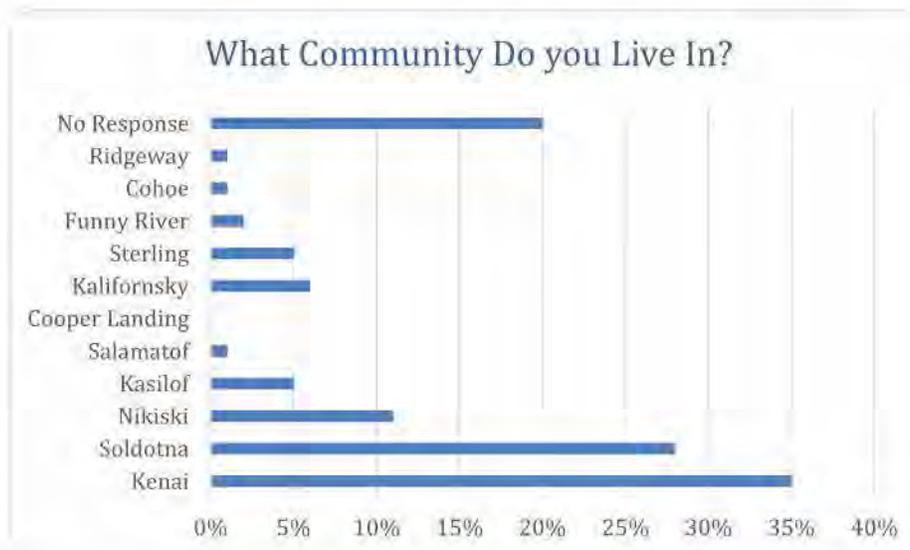
- ❖ Increase youth participation/involvement in decision-making, and focus efforts on youth in drug abuse prevention, learning traditions, school programs
- ❖ Work more with other Native organizations and tribes
- ❖ More drug and alcohol abuse prevention and treatment programs
- ❖ Work more with local, state and federal governments

Demographic Information

Surveys

Community of Residence (Note: A number of people may not be aware of the actual census area they reside in.)

- | | |
|----------------|---------------------|
| ✓ Kenai 35% | ✓ Cooper Landing 0% |
| ✓ Soldotna 28% | ✓ Kalifornsky 6% |
| ✓ Nikiski 11% | ✓ Cohoe 1% |
| ✓ Kasilof 5% | ✓ Ridgeway 1% |
| ✓ Salamatof 1% | ✓ Funny River 2% |
| ✓ Sterling 5% | ✓ No response 20% |



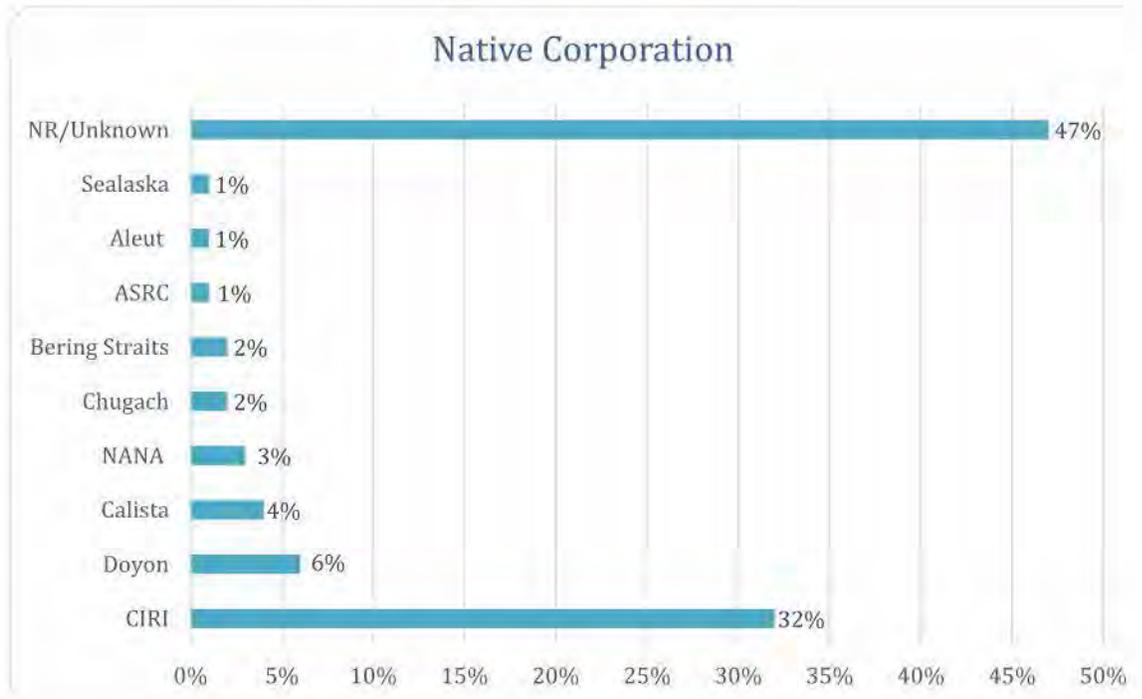
Goal One

Tribal Membership



Respondents were from 103 different tribes. The most frequent responses were: Kenaitze 25%, Salamatof 3%, Tyonek 1%, Ninilchik 2%, Tlingit 3%. 43% were from other Tribes, and 23% did not respond to this question.

Native Corporation Shareholders



Historical Context

The Kenaitze Indian Tribe (KIT) is headquartered at 150 N. Willow Street in Kenai, Alaska, approximately 160 road miles from Anchorage. KIT was reorganized in 1971 under statutes of the Indian Reorganization Act of 1934, as amended for Alaska in 1936. Our Kahtnuht'ana Dena'ina ancestors settled into the Cook Inlet Basin in Southcentral Alaska over one thousand years ago, living near the mouths of several rivers pouring into Cook Inlet. This area was rich in salmon and sea life, as well as caribou, small mammals, birds, green plants, and berries, which provided sustenance for our families. We call the Kenai area *Yaghanen*, "the good land." Scholars, historians, and linguists have acknowledged the Dena'ina as a highly complex and innovative culture. Kenai was one of the first areas to be settled by Russians in search of furs in the 1700's, followed by Americans in the late 1800's in search of rich fishing resources. From the time of Russian contact, the Kenai area also was home to missionaries (Russian Orthodox, followed by other denominations) and educators whose social practices sought to eradicate Native language, culture, and identity. After WWII there was a massive and rapid influx of non-Native homesteaders, followed by oil workers in the 1970's. Our Native village by the Kenai River was eventually surrounded and engulfed by homesteaders, settlers and cannery workers. The impact of a very long period of Western occupation, compounded by a tuberculosis epidemic in the early 1900's and the subsequent boarding school era, has dramatically eroded Dena'ina language and cultural practices. There have been continued efforts to preserve and revitalize Dena'ina life ways, as reflected in the Eight KIT Goals.

"Long before Russian fur traders first arrived in Alaska in 1741, there was a thriving Dena'ina Athabascan Indian Village on the high bluff overlooking Cook Inlet near the mouth of the Kenai River. At that time, about 1,000 Dena'ina lived there in a village called Shk'ituk't." – Kenai Peninsula Borough Comprehensive Plan (2005)

KIT Population and Membership

Q'udi jan gu, yagheli naghelninyu Kahtnu Qayeh, Alaska.

Welcome to Kenai, Alaska.

Kahtnuht'ana ch'ilan.

We are the Kenai River people.

Kahtnuht'ana e'nena gini di. Yaghanen qilan ha Dena'ina e'nena qilan.

This is the Kenai River people's country. This is the good land and Dena'ina country.

The Alaska Native population within KIT's service area has been described as a "community within a community" without reservations or a significant tribal land base. Unlike many more homogenous Native villages in Alaska, the areas we serve are dominated by Non-Natives. The Kenai area is primarily English speaking and there are currently no fluent speakers of our dialect.

Goal One

There are 1,430 enrolled KIT Tribal members who are of Dena'ina Athabascan descent. In addition, the Tribe currently serves as many as 3,700 Alaska Native residents (including persons of Aleut/Sugpiaq, Unangaax, Yup'ik/Cup'ik, Inupiat, Tlingit, Haida, Athabascan, and American Indian descent).



Population of Service Area

The service area for the Tribe includes Soldotna, Kenai, Nikiski, Sterling, Kasilof, Cohoe, Cooper Landing, Funny River, Kalifornsky, Ridgeway, and Salamatof census areas, with an estimated total population just over 36,000.

| KIT Service Area | 1990 | | 2000 | | | 2010 | | |
|------------------|-----------------------|--------------|---------------|--------------|-------------------|---------------|--------------|-------------------|
| | Population | Native Pop. | Population | AN/AI alone | AN/AI alone/combo | Population | AN/AI alone | AN/AI alone/combo |
| Cohoe | 508 | 9 | 1168 | 53 | 90 | 1364 | 61 | 113 |
| Cooper Landing | 243 | 3 | 369 | 11 | 18 | 289 | 4 | 9 |
| Funny River | Was not in CDP in '90 | | 636 | 11 | 22 | 877 | 40 | 55 |
| Kalifornsky | 285 | 12 | 5,846 | 269 | 430 | 7,850 | 392 | 703 |
| Kasilof | 383 | 11 | 471 | 15 | 29 | 549 | 23 | 55 |
| Kenai | 6,327 | 535 | 6,942 | 607 | 842 | 7,100 | 632 | 1,074 |
| Nikiski | 2,743 | 168 | 4,327 | 327 | 437 | 4,493 | 347 | 522 |
| Ridgeway | 2,018 | 93 | 1,932 | 83 | 152 | 2,022 | 87 | 185 |
| Salamatof | 999 | 104 | 954 | 190 | 213 | 980 | 175 | 236 |
| Soldotna | 3,482 | 158 | 3,759 | 187 | 260 | 4,163 | 181 | 362 |
| Sterling | 3,802 | 79 | 4,705 | 153 | 216 | 5,617 | 246 | 405 |
| totals | 20,790 | 1,172 | 31,109 | 1,906 | 2,709 | 35,304 | 2,188 | 3,719 |

Population Changes by US Census Area 1990-2010

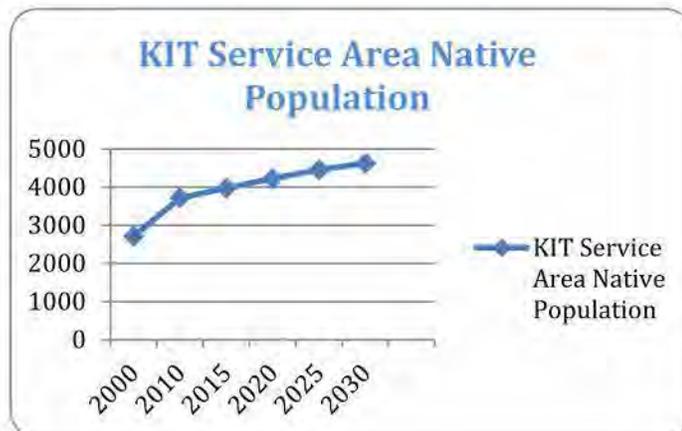
The Alaska Native population has increased from 5.64% of total KIT service area population in 1990, to 10.53% of total service area population in 2010. The number of Alaska Natives in the Kenaitze Alaska Native Village Statistical Area increased 41% from 2,423 in 2000 to 3,417 in 2010.

The Alaska Native population also has been the fastest growing population in the state over the past decade, and this trend is likely to continue.

Service Area Native population projections based on Alaska Department of Labor Work Force Development statewide growth rate projections for Alaska Natives

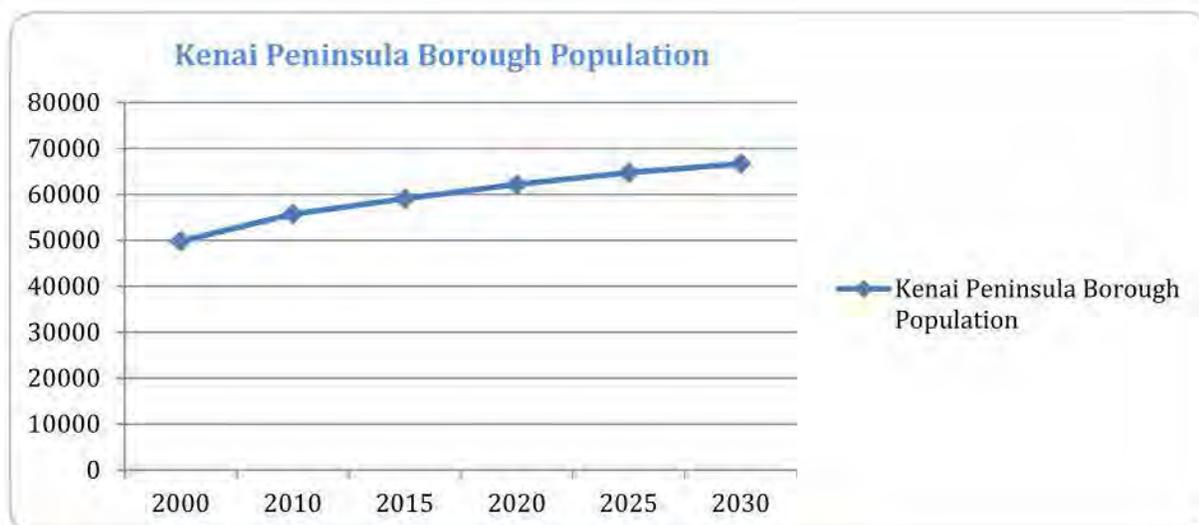
KIT Service Area Native Population Projections

| Year | Population |
|------|------------|
| 2000 | 2709 |
| 2010 | 3719 |
| 2015 | 3975 |
| 2020 | 4225 |
| 2025 | 4454 |
| 2030 | 4626 |



Growth Rate for Kenai Peninsula

- Net Migration to Kenai Peninsula in 2011-2012 was 1,407. The majority of people came from Anchorage, Mat-Su, and Fairbanks (Alaska Permanent Fund data).
- The total KPB population grew by 5,709 from 2000 to 2010.
- 2011 Borough population is estimated at 56,293



AK Dept. of Labor and Workforce Development Population Projections (2012)

Goal One

Native Organizations and Other Governments that Impact our People

The city of Kenai was founded in 1791 as a Russian Fur Trading Post and was incorporated in 1960. Soldotna was incorporated as fourth class city in 1960, and the Kenai Peninsula Borough was incorporated in 1964 as a second class borough. The Borough includes portions of Chugach National Forest, Kenai National Wildlife Refuge, Kenai Fjords National Park, and portions of Lake Clark and Katmai National Park.

The city of Kenai's Comprehensive Plan Community Facilities and Services Development Policy CF6 "Promote joint use of municipal land and facilities" includes "support (for) the expansion of the Kenaitze Head Start Program." The Tribe is included under Transportation Policy T1, "Coordinate transportation improvements with the city's land use plan recommendations, capital improvements program, Alaska Department of Transportation and Public Facilities transportation plans, the Kenaitze Indian Tribe, and Salamatof Tribal Council."

Since 2004 KIT has partnered with eleven other Central Peninsula organizations in the Health Services Opportunities Collaborative. The HSOC works on regional health services strategic planning that integrates public and private health resources.

Cook Inlet Region, Incorporated, also known as CIRI, is one of twelve land-based Alaska Native regional corporations created by the Alaska Native Claims Settlement Act of 1971 (ANCSA). CIRI was incorporated on June 8, 1972, just after the establishment of the Kenaitze Indian Tribe in 1971. Most of the KIT Tribal members are CIRI Shareholders. Cook Inlet Housing Authority was created in 1974 by the Alaska Legislature. CIHA is the tribally designated housing entity (TDHE) for CIRI and has historically provided housing services on the Kenai Peninsula, although KIT partners with Salamatof Tribal Council in operating its own TDHE.

Salamatof Native Association, Inc. (SNA, Inc.) is a Native corporation formed under the Alaska Native Claims Settlement Act (ANCSA) of 1971. There are 336 (as of 7/2012) shareholders, the majority of whom reside on the Kenai Peninsula. KIT partners with the co-local Salamatof Tribal Council in the delivery of health, housing and mental health services.

Cook Inlet Tribal Council was established in 1983, and collaborates with eight federally recognized tribes including Kenaitze Indian Tribe, Native Village of Eklutna, Chickaloon Village Traditional Council, Knik Tribal Council, Ninilchik Traditional Council, Salamatof Tribal Council, Seldovia Village Tribe, and the Native Village of Tyonek. KIT is represented on CITC Board of Directors. CITC provides an array of social and educational services to over 12,000 people within the region.

In addition, KIT currently partners with the following organizations:

Federal: U.S. Department of the Interior, Bureau of Indian Affairs, U.S. Department of Transportation Federal Transit Administration, U.S. Department of Housing and Urban Development Area Office of Native American Programs, U.S. Department of Health and Human Services Indian Health Service, Administration for Children and Families Administration on Aging, U.S. National Park Service, U.S. Forest Service, U.S. Department of Labor Employment and Training Administration, U.S. Department of Agriculture, Institute of Museum and Library Services.

State: Alaska Department of Health and Social Services, Division of Public Assistance, Division of Behavioral Health, Office of Children's Services, Division of Public Health, Division of Juvenile Justice, Alaska Department of Education and Early Development, and Alaska State Museum.

Local: Kenai Peninsula Borough School District, Central Peninsula Hospital

Alaska Native Organizations: Southcentral Foundation, Alaska Native Tribal Health Consortium

Private: M.J. Murdock Charitable Trust, Rasmuson Foundation, RurAL CAP, American Seafoods, Center for Alaskan Coastal Studies



Goal Two Nutiha

Developing and Implementing a Tribal Education System

Kahtnuht'ana Hqeldihch' Kenaitze Education

Goal Two - Nutiha – Kahtnuht'ana Hqeldihch' – Kenaitze Education - Developing and Implementing a Tribal Education System

The second goal of the Kenaitze Indian Tribe's Vision for 2025 is developing and implementing a tribal education system. In the Dena'ina language Kenaitze education can be described as Kahtnuht'ana Hqeldihch'. Peter Kalifornsky used to say, "*Duhhdeldiht duhdeldihna qghuhhaghula, lach'u niltu q'udi gu ninench*", which means to prepare school students for the reality of today's world.

Key Informant Interviews

The ideas from key informants for accomplishing the development and implementation of a tribal education system included the following:

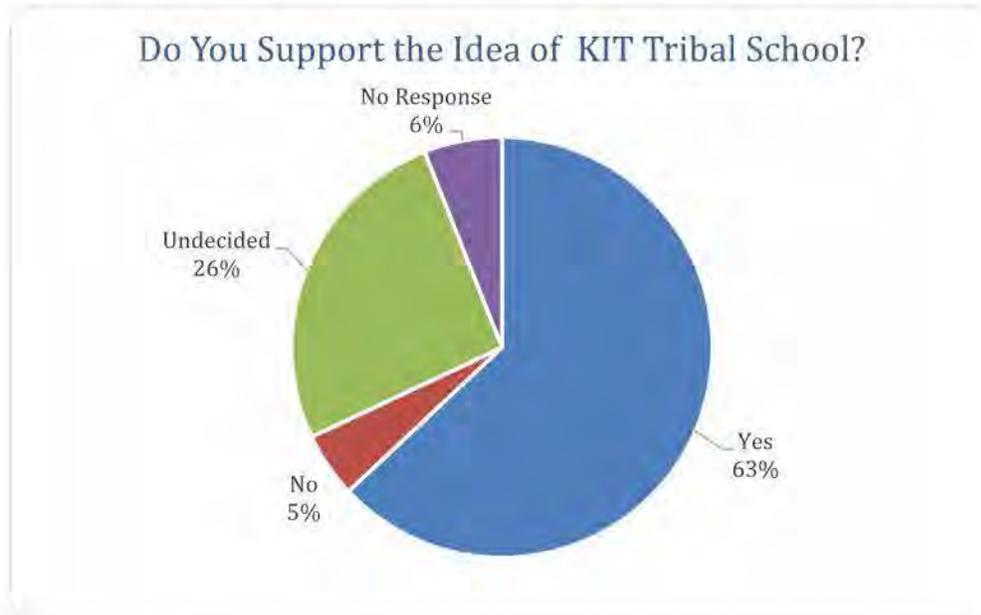
- ❖ Tribal school
- ❖ Charter school with boarding school component in-home educational services
- ❖ Tutoring
- ❖ Work with home school families
- ❖ Teach trades
- ❖ Tribal college/on-line courses
- ❖ Ensure tribal members are on the KPBSD Title VII Indian Education Program Committee and other education committees/boards
- ❖ Infuse language into KPBSD schools
- ❖ Encourage non-Native students to learn Native culture
- ❖ Promote lifelong learning
- ❖ Use schools to revive language

When key informants were asked what resources, activities and processes were needed for developing and implementing a tribal education system, the predominant responses included:

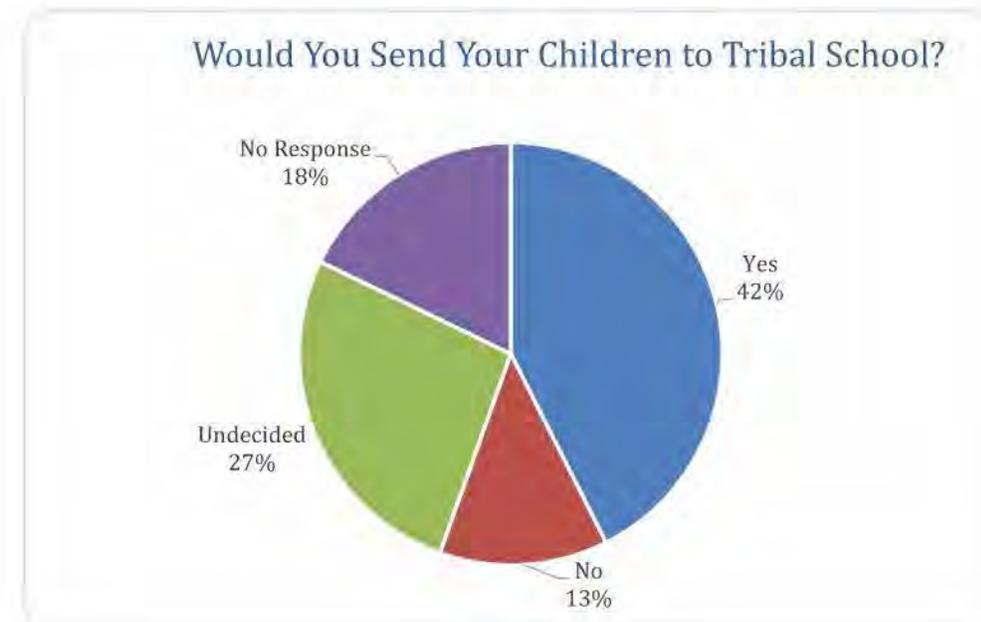
- ❖ Curriculum (place-based)
- ❖ Curriculum that teaches students to be successful in both Western and traditional contexts
- ❖ Funding/financial commitment by KIT to set aside funds for school
- ❖ Realistic timeline to develop a system not dictated by outside priorities
- ❖ People who have started tribal schools who can show us how to do it
- ❖ Models of other successful schools,
- ❖ Staff who can wear a lot of different hats
- ❖ Multi-disciplinary teachers
- ❖ Lots of field experiences
- ❖ Development of three levels of Dena'ina language instruction for all ages

Surveys

When we asked if people are supportive of Kenaitze Indian Tribe starting a Tribal School, 63% of the survey respondents said yes they would be supportive, 26% said they were undecided, and 5% said no they would not be supportive. 6% did not respond to this survey question.

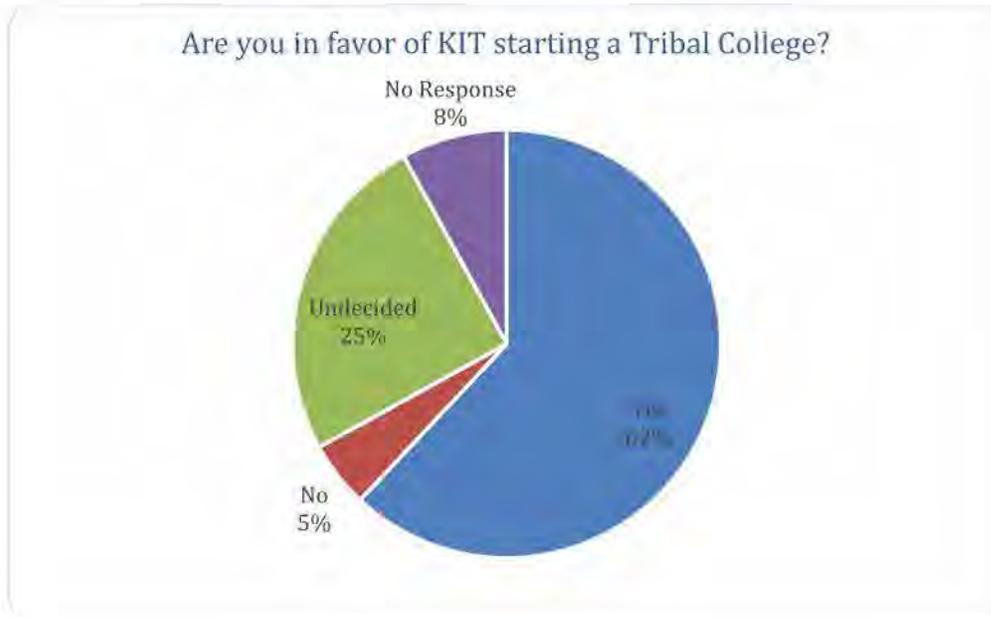


We also asked "If you have children, would you send them to a Tribal School if one were available?" 42% said yes, 13% said no, 27% were undecided and 18% did not respond to this question.



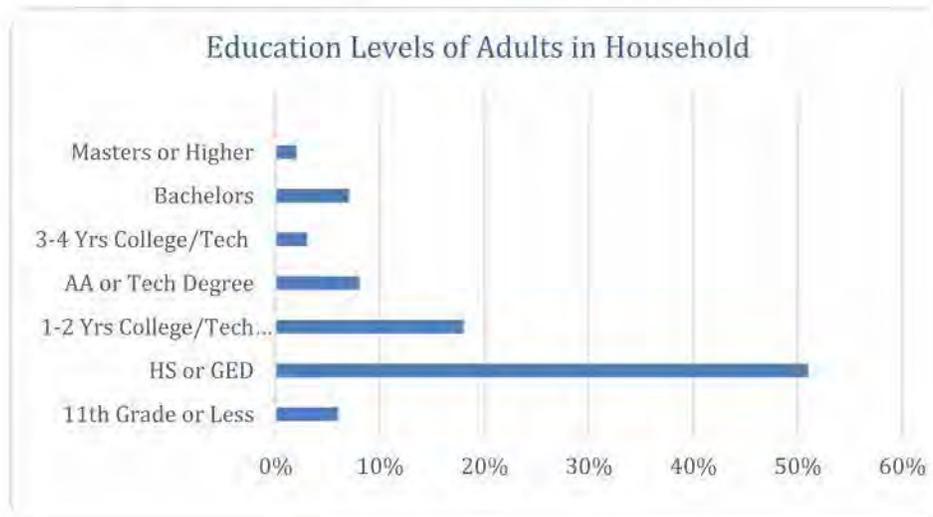
Goal Two

When we asked if people would be supportive of the Kenaitze Indian Tribe starting a Tribal College 62% said yes, 5% said no, 25% were undecided, and 8% did not respond to this question.



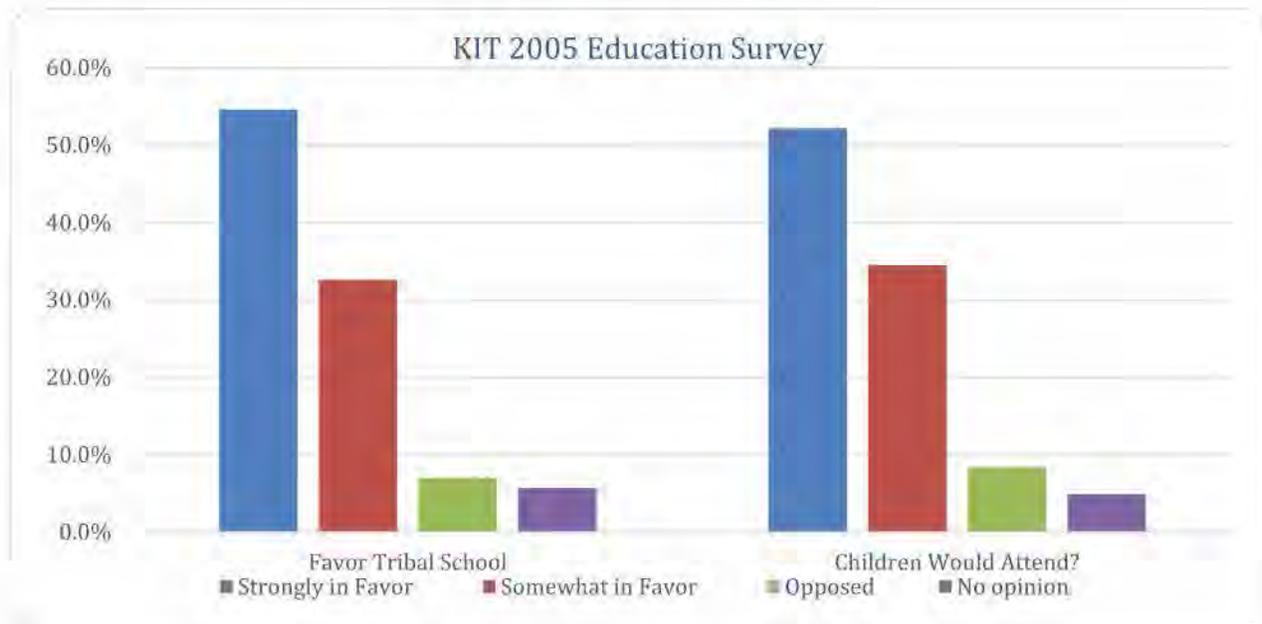
In the survey we asked respondents about the education level of the adults in their household:

- ✓ Did not graduate from High School (11th grade or less) 6%
- ✓ Earned high school diploma or GED 51%
- ✓ 1-2 years college or technical school 18%
- ✓ Associates or Technical cert. 8%
- ✓ Two year college degree or certificate 4%
- ✓ Completed 3-4 years college or technical school 3%
- ✓ Earned Bachelor's degree 7%
- ✓ Earned Master's degree or higher - 2%



2005 KIT Education Survey

KIT conducted an education survey in 2005. There were 227 respondents. Participants were asked to what extent they favored KIT starting a Tribal School, and if they would be interested in having their children attend.



2005 KIT Education Survey Top 10 Areas of Instruction Ranked by Importance

1. History of Kenaitze Tribe
2. Standard Curriculum
3. Dena'ina Language
4. Cultural History of Kenai
5. Cultural Life Skills
6. History of Athabascan Nations
7. Career Paths
8. Cultural Values
9. Technology
10. Traditional Songs and Dances

2005 KIT Education Survey Most Frequent Education Services Used

1. Busing – 92 respondents
2. Reduced Lunch – 54 respondents
3. Tutoring – 50 respondents
4. After School Programs – 41 respondents
5. Special Education – 37 respondents

Goal Two

Data from Kenai Peninsula Borough Schools

2012 Kenai Peninsula Borough School District enrollment was 9,327. There are 44 schools within KPSD.

- 11% of students are Alaska Native (1026 students)
- According to the KPBSD website, there are “approximately 1014 enrolled Native Students in the Title VII Program. Student eligibility for Title VII support is determined solely on the submission of a Title VII, Indian Education OE506 form. Title VII, Indian Education Tutors are assigned to schools having the greatest need of academic support. Students needing assistance receive tutoring in reading, language arts, math and study skills.”
- Native students have the lowest attendance and graduation rates, and highest dropout rates among all KPB students.

2011-2012 Attendance, Graduation, and Dropout Rates KPBSD

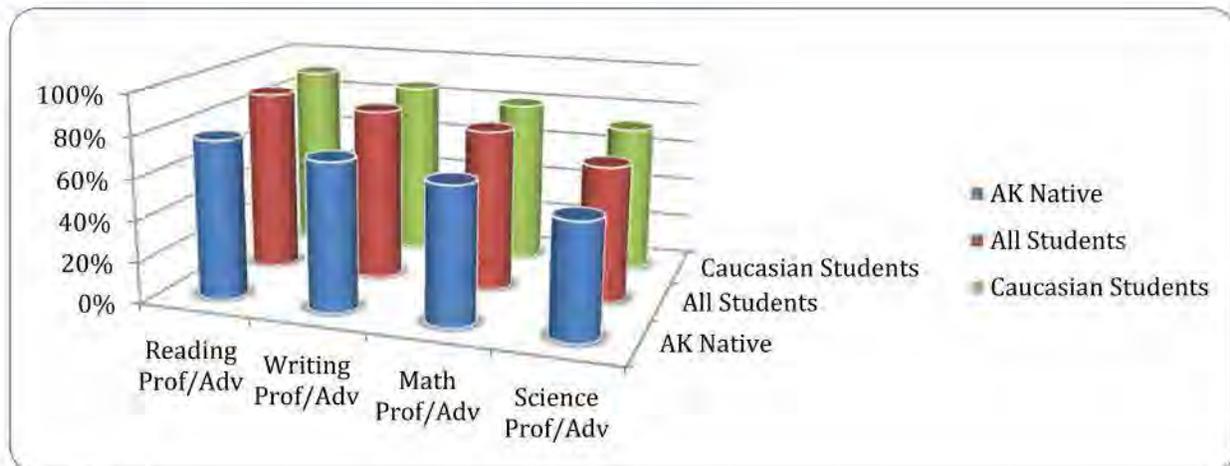
| Subgroup | Attendance Rate | Graduation Rate | Dropout Rate | Statewide Dropout Rate |
|---------------------------|-----------------|-----------------|--------------|------------------------|
| All Students | 93.01% | 79.18% | 3.29% | 4.8% |
| AK Native/American Indian | 91.16% | 67.74% | 5.15% | 8.0% |
| Caucasian | 93.31% | 81.27% | 3.17% | 3.4% |
| Hispanic | 92.28% | 79.31% | 1.79% | 4.7% |
| African American | 93.01% | 75.00% | 0.00% | 5.8% |
| Asian/Pacific Islander | 93.98% | 81.82% | 4.6% | 4.1% |
| Two or More Races | 92.80% | 68.18% | 1.69% | 5.9% |

Alaska Native students also are lagging academically:

2011-2012 Standards Based Assessments – Grades 3-10 KPBSD

| Subgroup | % Proficient or Advanced Reading | % Proficient or Advanced Writing | % Proficient or Advanced Math | % Proficient or Advanced Science |
|---------------------------|----------------------------------|----------------------------------|-------------------------------|----------------------------------|
| All Students | 88.66% | 83.62% | 77.91% | 65.41% |
| AK Native/American Indian | 77.00% | 71.45% | 65.79% | 55.11% |
| Caucasian | 90.73% | 85.62 | 80.06 | 71.71% |

2011-12 Standards Based Assessments - % Proficient or Advanced



Head Start

Kuya Qyut’anen Early Childhood Center

The Kenaitze Indian Tribe Early Childhood Center Head Start is a center-based preschool that provides comprehensive early childhood education services to income-eligible children from three-to five-years-old. Kuyaqa qyut’ana means smart grandchildren. The center operates as a partial day program for 4.5 hours, four days a week from September through the middle of May. The Head Start is a federally funded program that utilizes a culturally responsive curriculum based on the research-based Creative Curriculum philosophy and incorporating the Head Start Child Outcomes Framework. The Dena’ina language and culture are integrated into the classrooms by the Kenaitze Indian Tribe Cultural Heritage program and the Kenaitze Indian Tribe’s cultural preschool curriculum. Each classroom is supported by an early childhood teacher and teacher aide. The Center emphasizes family support and involvement and offers regular family events and activities. The Center also works closely with its community partners to provide dental and health screenings, nutrition services, daily physical activity and a variety of programs for children with special needs. The program is required to enroll ten percent of children with diagnosed disabilities and also who are over income eligibility. Head Start utilizes family partners who visit the homes twice a year and collaborate with families to plan and accomplish goals set for themselves and their children. The Head Start policy makers include the Parent Policy Council, the Kenaitze Indian Tribal Council, and Head Start administration. Currently there are fifty-seven students enrolled in the Head Start program.

2011-12 Program Information Report (Head Start)

- Served 63 children in 2011-2012 in center-based, part-time program (4 days per week)
- 3 classrooms
- Funded enrollment is 57, ages 3-5
- 68% AN/AI, 27% White, 5% Multi-racial

2012-2013 PIR Data

- 65 children served in 2012-2013
- 12 children are on wait-list

Goal Two

Funding is through Administration for Children and Families, state of Alaska Department of Education and Early Development, and USDA Child and Adult Care Food Program.

KIT Early Childhood Center also receives US Department of Education Alaska Native Education grant funding for preschool services for families who are not Head Start eligible, and for afterschool tutoring. This program component serves 40 children.

Other Early Childhood Education Services

There are approximately 100 students enrolled in pre-kindergarten services through KPBSD, and an additional 109 enrolled in pre-school special education services.

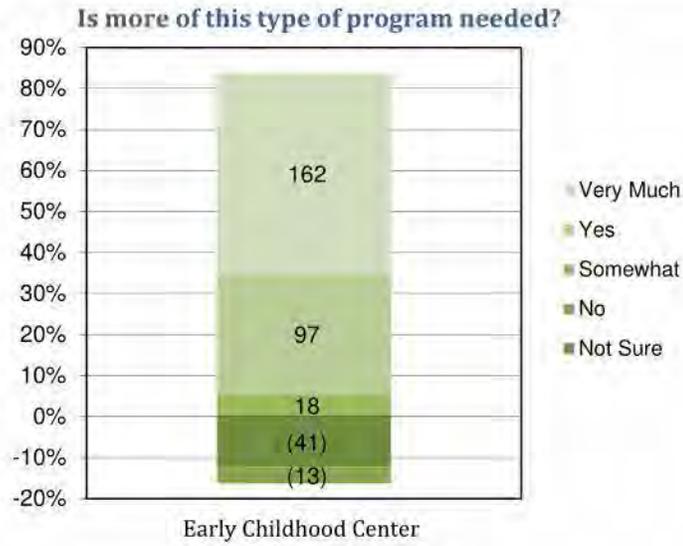
Head Start Survey Results

- 11% of survey respondents use this program
- The most frequent way that people heard about the Head Start program was by word of mouth at 43%; 8% learned of the program by the newsletter, and 3% for both brochure and newsletter.

When asked the level of importance of the program, of those who responded to this question 58% said very important. 19% said important, 6% said somewhat important, 17% said not important. (39% did not respond to this question.)



When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 49% said yes very much, 29% said yes, 5% said only a little, 4% said not at all, 12% said not sure.





Goal Three Tuq'i

Living Our Traditional Values and Practices

Dekenaghch' Deggech'inten Honoring Our Heritage

Goal Three – Tuq'i - Dekenaghch' Deggech'inten – Honoring Our Heritage - Living Our Traditional Values and Practices

The third goal of the Kenaitze Indian Tribe's Vision for 2025 is living our traditional values and practices. In the Dena'ina language our traditions and heritage can be described by the word *dekenaghch'*, which relates to our basis. Dena'ina hnaga be\ qunuhdetulni\ ha hahnaga nuditultesh means our language will be preserved and will get strong again.

Key Informant Interviews

The most frequent key informant ideas to accomplish living our traditional values and practices included: validate the practice of traditions, issue permits for moose hunts, explain the meaning of traditions, such as first moose hunt, monthly fish days for mental health clients, Native crafts, drumming, and increase connection with Elders.

Key informants said that the resources, activities and processes needed to live our traditional values and practices include: more time spent talking about traditions, stop being ashamed of traditions, add schedule of drumming to newsletter and invite public, use more Dena'ina songs.

Key informants said that the obstacles to living our traditional values and practices include: fear and employees may not understand the importance of traditional practices. They also indicated that this goal does have a fit with other local or statewide efforts, saying the timing is good and there is less backlash than in the past.

When asked how they think language loss has affected Tribal members' view of the world and of themselves key informants said:

- ❖ Loss of perspective/way of thinking
- ❖ Loss of some Tribal values
- ❖ Loss of our foundation
- ❖ Loss of belief system and identity
- ❖ Loss of part of your soul
- ❖ Letting others tell us who we are and how we are supposed to be
- ❖ Shame

When key informants were asked, "What are your thoughts and feelings about using more traditional practices to help Tribal members?" they said:

- ❖ Those who still know are leaving us – should write it down
- ❖ Cultures change and adapt – we can adapt culture to modern times
- ❖ Practices change, not values
- ❖ Teach with stories that have real meaning
- ❖ Use more traditional approaches to substance abuse and mental health treatment – especially with Elders, be aware they might not be used to talking about themselves
- ❖ Tribal court fosters respect for self and community – youth realize that everything they do affects the community
- ❖ Could include Russian Orthodox ceremonies, for example blessing of the waters
- ❖ Use drumming and traditional healing
- ❖ Should be an individual choice
- ❖ Some beliefs are not made explicit, they are just practiced
- ❖ Bring back hunting ceremonies

Key informants were asked about things that the Tribe could do to fulfill its Values statement in the way we approach community and economic development. Major themes included:

- ❖ Demonstrate a cohesive and ethical Tribal Council
- ❖ Use Values Wheel to better ourselves
- ❖ Have conversation about being “tribal” and what that means
- ❖ Celebrate accomplishments
- ❖ Look at our resources, personal and others', to solve our own problems
- ❖ Use Values Wheels in daily interactions with agencies, etc. to treat others the way we want to be treated
- ❖ Translate values into actions – such as adopting a section of highway to show respect for land, or develop Honor Bead program with list of actions that earn them, have people wear their sashes with honor beads at Tribal ceremonies
- ❖ Have more Council presence in public events of the Tribe
- ❖ More performing arts

Focus Groups

When we asked the Focus Groups “How important is revitalizing our language and culture?”, we received 75 positive responses, and one negative.

When asked what they see as resources to help with this, they said:

- ❖ Head Start
- ❖ Yaghanen youth programs,
- ❖ Tribal school, Alan Boraas
- ❖ Language classes
- ❖ Dictionary
- ❖ Word of the day
- ❖ Elders
- ❖ Funding

They said that the obstacles are:

- Requires commitment, desire, overcoming prejudice
- Public education system
- Diversity of cultures among staff and within region
- Cultural pressure – globalization
- Usually taught during childhood, by parents
- Lack of speakers, interpreters, teachers

When we asked our Focus Groups about the KIT Values Statement and specific things KIT can do to honor these values as we develop new educational and economic opportunities, the most frequent responses were:

- ❖ Communication
- ❖ Attitudes
- ❖ Decision making - “be open minded,” “listen to people’s ideas,” “build people up”
- ❖ Practice the values
- ❖ Honesty
- ❖ Flexibility
- ❖ Respect for self and others
- ❖ Framework for decision making vetted with reference to values
- ❖ Develop an education system

Goal Three

- ❖ Practice traditions – sharing, Elder's knowledge, spiritual aspects of hunting and fishing
- ❖ Pride in identity

When the focus groups were asked what ideas do you have for living our traditional values and practices, the most frequent responses were:

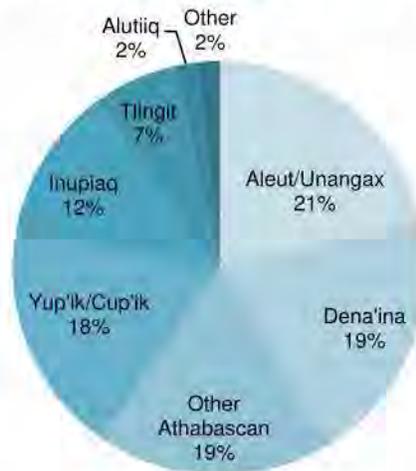
- ❖ Youth – work programs, summer jobs, teen wellness center, pass on values and traditions to youth, NYO for youth with disabilities, pool for NYO training, tribal school
- ❖ Culture, language – Kalifornsky Village, or more programs like K'Beq; develop more Dena'ina language speakers; more application of cultural practices to daily life
- ❖ Develop more classes – beading, making baskets, traditional clothing, cultural activities, and promote more traditional clothing at events
- ❖ Elders – more integration of Elders and youth, youth helping Elders, Elders storytelling, rename Tyotkas to Dena'ina word for Elder "Naqetna"
- ❖ More events such as potlatches, traditional food and food preparation, and more outdoor activities and camps

Surveys

In the survey we asked what cultural group people are a member of, and this was the response:

- | | |
|--------------------------|---------------------|
| • Yup'ik/Cup'ik- 18% | • Alutiiq - 2% |
| • Inupiaq- 12% | • Tlingit - 7% |
| • Dena'ina - 19% | • Other - 2% |
| • Other Athabascan - 19% | • No response - 22% |
| • Aleut/Unangax - 21% | |

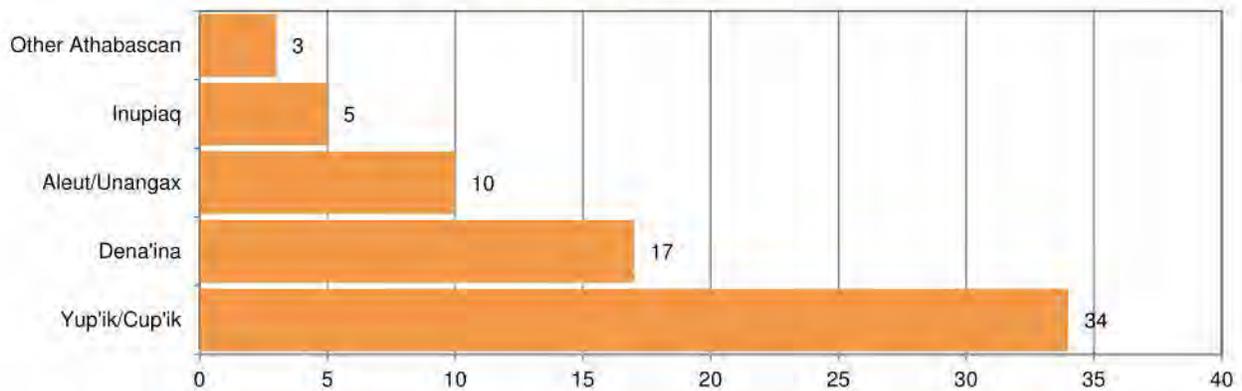
What cultural group are you a member of?



When we asked what Alaska Native languages are spoken in your home we found the following:

- | | | |
|-------------------------------------|----------------------|-------------------------|
| • None, we only speak English – 77% | • Aleut/Unangax - 2% | • Eyak - 0% |
| • Yup'ik/Cup'ik – 7% | • Alutiiq - 1% | • Other Athabascan – 1% |
| • Inupiaq - 1% | • Tlingit - 1% | • No response – 9% |
| • Dena'ina- 3% | • Tsimshian - 1% | |

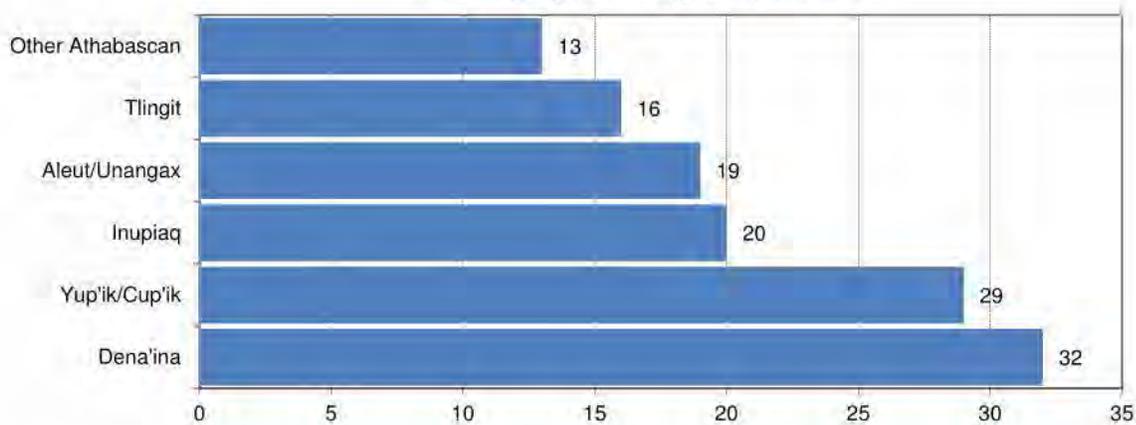
AK Native languages spoken in your home



We asked “What languages would you like to learn to speak?”

- Yup'ik/Cup'ik – 7%
- Inupiaq - 5%
- Dena'ina - 7%
- Aleut/Unangax - 4%
- Alutiiq - 1%
- Siberian Yup'ik – 0%
- Tlingit - 4%
- Haida - 1%
- Tsimshian- <1%
- Eyak - 0%
- Other Athabascan – 3%
- No response – 69%

What languages would you like to learn?



We asked “What are the most important cultural practices to your family?”, and this was what people said (in order of most frequent response);

1. Traditional foods – 12%
2. Hunting and fishing – 10%
3. Dancing, singing – 7%
4. Potlatch – 7%
5. Steam bath – 6%
6. Medicinal Plants – 5%
7. Arts and crafts – 5%
8. Spiritual Practices – 4%
9. Making clothing/regalia – 3%
10. Naming – 3%
11. Funeral Ceremonies – 3%
12. Storytelling- 2%
13. Making tools/implements – 2%
14. Intertribal Gatherings – 1%
15. Clans/relationship rules – 1%
16. Use of traditional healers – 1%
17. Subsistence Camp – 1%
18. Other: 1%
19. No response – 28%

Goal Three

Survey Comments about culture, language, and Tribal education: (abbreviated list) for full list see Volume One Appendix

- I have a hard time getting my Native foods.
- We have a Rosetta Stone CD of Inupiaq
- Removed from original Tribal area and not in touch with people from there or from people in this area
- Should keep it alive
- I believe these are all important
- Also languages
- Need for Tribal gatherings and classes for these
- It is very important to keep your cultural beliefs
- Important to carry on
- I make drums and paint Tlingit
- Not until education services are available for the 3 year old - 12 grade population
- I want to learn to speak Dena'ina
- I was raised in Anchorage and am not really into the Alaska way of life, although I do respect the effort
- All Tribes should be able to learn their own language
- Haven't been involved since grade school age
- Very supportive of education
- We need more access to our cultural practices, books, tapes, CD's, etc. let's document story-telling and other things then make them available
- If I lived in the area, language, song, dance, naming, arts and craft, storytelling, traditional healing would be part of our family practices
- All are interesting but I was a "throw-away" child raised outside of my cultural area with no connection to any
- All 3 of these are very important. As I got older, I learned these were stripped from me. Stolen.
- Very important to all ages/peoples
- Under our Creator we all are one! Work Together
- Without our language, our culture knowledge and traditional ways will become overpowered by the language of popular use and our Native ways of knowing will be lost- forever and our people will become over-run by "the norm."
- Native language preservation and teaching. Without our language what defines who we are? Our very identity will become lost-faded and over shadowed
- if the Tribe does a college it should be in partnership with kpc since kpc is on dena'ina archaeological sites & general regs could be obtained at kpc
- It's a great idea!
- My 2 nieces are adopted Native Alaskan
- My granddaughters are adopted Native. It is important these services and education are available to them
- I think it is important
- I believe very important to preserve and educate the young people
- I do as much as I know
- Relatively new to Kenai. Presently reside w/my PCA whose husband refuses to find employment or even help w/household chores if things don't change in his lack of desire to gain employment I will be forced to dismiss her & possibly regain residence in an ALH
- Don't hear about more going on
- This would take much more than a line

Yaghanen Youth Programs

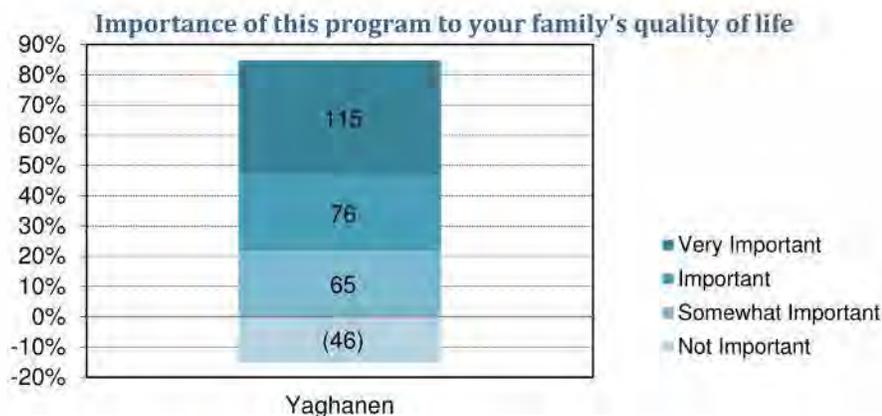
Yaghanen Youth Programs include Jabila'ina Dance Group, Ggugguyuni Native Youth Olympics, Cultural Youth Camps, Youth Drum, and Youth Tutoring.

This prevention and early intervention program helps youth understand Dena'ina culture and develop life skills through fun activities, including the Jabila'ina Dance Group, the Del Dumí Intertribal Drum Group, and the Ggugguyuni Native Youth Olympic Team. Our youth also have been learning the ancient skill of archery and have made a video titled "Ice Patch Expedition 2011," one of several videos produced by our Kenaitze youth who participated in a Yaghanen expedition into traditional hunting grounds high in the Kenai Mountains. These videos are posted on the Web and can be found at www.YouTube.com.

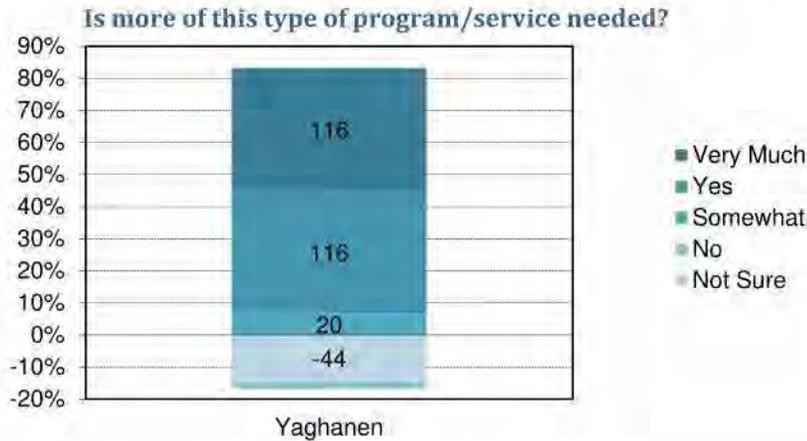
- 24 youth participated in Junior NYO during the first quarter of FY12-13.
- 11 youth were involved in Senior NYO during the first quarter of FY12-13.
- 19 youth participated in Jabila'ina Dance Group during the first quarter of FY12-13.
- 8 youth participated in Del Dumí Youth Drum during the first quarter of FY12-13.

Yaghanen Survey Results

- 19% of survey respondents indicated they use the program.
- The most frequent way that people heard about the Yaghanen Youth Programs was by word of mouth at 35%; 7% learned of the program by the newsletter. 47% did not respond to this question.
- When asked the level of important of the program, of those who responded to this question 38% said very important. 25% said important, 22% said somewhat important, 15% said not important. (43% did not respond to this question.)



When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 38% said yes very much, 38% said yes, 7% said only a little, 2% said no, 15% said not sure.



K’Beq Interpretive Site

Kenaitze Indian Tribe partners with the Chugach National Forest to preserve, protect and provide interpretation at the K’Beq’ “footprints” interpretive site at Sqilantnu (meaning “Ridge Place River”) which is located in the area now called Cooper Landing. At K’Beq’, Tribal members share traditions and culture with visitors through interpretive walks featuring the archeological site and traditional plant use during the months of June through September.

2012 K’Beq’ Visitor Counts

| | |
|-----------|-----|
| June | 543 |
| July | 846 |
| August | 528 |
| September | 68 |

Hours of operation:

Office hours are 9 a.m. – 6 p.m. (Monday-Friday)

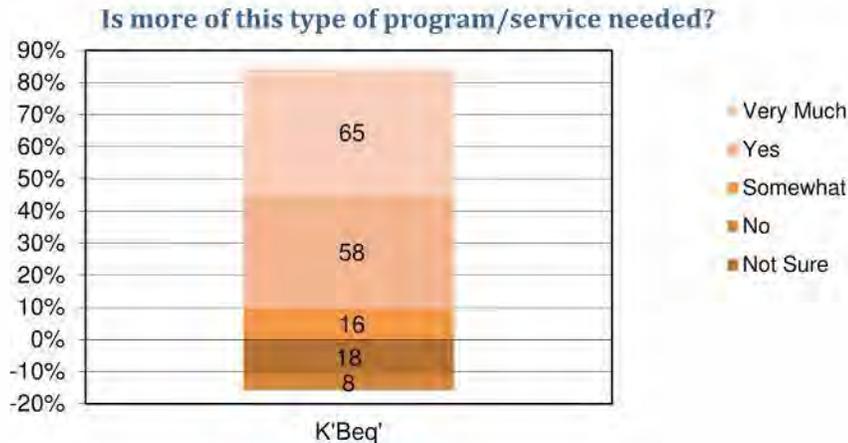
K’Beq’ Survey Results

- 11% of survey respondents indicated they use the program.
- The most frequent way that people heard about the K’beq’ program was by word of mouth at 20%; 5% learned of the program by the newsletter, and 1% for each of brochure, internet, and referral. 73% did not respond to this question.

When asked the level of important of the program, of those who responded to this question 41% said very important, 26% said important, 21% said somewhat important, 11% said not important. (70% of people did not respond to this question.)



When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 39% said yes very much, 35% said yes, 10% said only a little, 5% said not at all, 0% said not sure.



Goal Three

Tribal Educational Fishery

“The indigenous peoples of Alaska have a basic human right to their subsistence way of life and to maintain their cultural beliefs and practices – rights acknowledged in the United Nations Declaration on the Rights of Indigenous Peoples.” - 2011 AFN Federal Priorities

The Kenaitze Indian Tribe’s Tribal Fishery teaches the importance of preserving the cultural and traditional way of life established by the early Dena’ina. The program brings together people of all ages creating a sense of unity that helps ensure our cultural and traditional values thrive for future generations. Each season, the Tribe sets two six-fathom nets at traditional fishing sites along the Kahtnu (Kenai), Ggasilatnu (Kasilof) and Yaghehtnu (Swanson) Rivers, which are allowed 8,000 salmon per year.

Kenaitze Indian Tribal programs also conduct Fish Camps as part of our educational curriculum, where youth, Elders and guests practice methods of setting the net, identifying salmon species, cleaning fish and preserving them for winter.

The Tribal Fishery is administered by the Tribal Council through a permit from the state of Alaska. Kenaitze Indian Tribe also shares its Fishery permit with members of the Salamatof Tribe.

- In 2012 there were 181 KIT members and 103 Salamatof members who used their permits to use the net. The net was set out approximately 592 times in 2012.

Hours of operation:

The Tribal Fishery runs annually from May 1 through November 30.

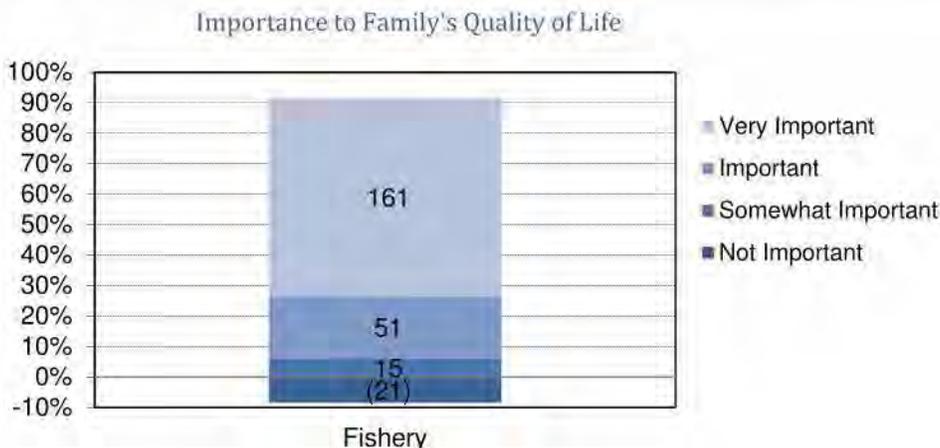
Location and Contact Information:

150 North Willow Street, Kenai, Alaska 99611
(907) 335-7200

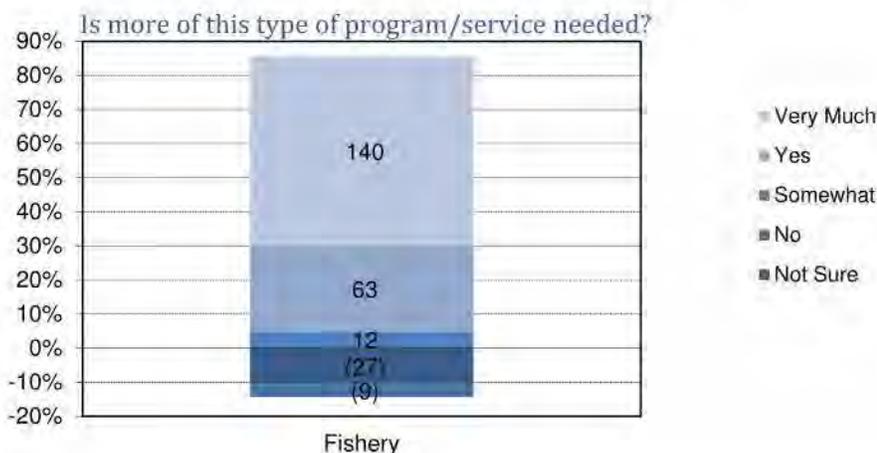
Tribal Fishery Survey Results

- The survey showed that about 26% of the respondents use educational fishery.
- The most frequent way that people heard about the Educational Fishery was by word of mouth at 34%; 5% learned of the program by the newsletter, and 2% for each of brochure and internet, and 1% by newspaper and referral.

When asked the level of important of the program, of those who responded to this question 65% said very important, 21% said important, 6% said somewhat important, 8% said not important. (53% of people did not respond to this question.)



When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 56% said yes very much, 25% said yes, 5% said only a little, 4% said not at all, 11% said not sure. (53% did not respond.)



Area Fisheries

The Kenai River is a large glacial river which begins at Kenai Lake near the community of Cooper Landing and flows approximately 82 miles down to its mouth in Upper Cook Inlet, near the community of Kenai. Alaskans harvest around 100,000 sockeye per year in the Kenai personal use salmon fishery, which takes place from late June through July in the marine waters of Cook Inlet just off the mouth of the Kenai River. The Kasilof River is a large glacial river system draining Tustumena Lake, and emptying into Upper Cook Inlet after approximately 20 river miles. Personal use fisheries are allowed only at the mouth of the Kasilof, which is approximately 180 highway miles south of Anchorage. There are both dipnet and gillnet personal use salmon fisheries allowed on the Kasilof River. The Kenai and Kasilof Rivers are designated as “nonsubsistence areas.” Both rivers are highly popular sports fishing areas.

The Kenai Fish and Wildlife Office of the USFWS monitors salmon, trout and resident species populations and their habitats in Southcentral Alaska. Current monitoring projects in our service

Goal Three

area include: Lake trout spawning distribution study, Hidden Lake; Funny River Chinook salmon and steelhead escapement monitoring; and Killey River Chinook salmon escapement monitoring.

KIT is represented on the Kenai River Special Management Area Board working group, which also includes the Alaska Department of Natural Resources, Department of Environmental Conservation Fish & Game, city of Soldotna, city of Kenai, Kenai Peninsula Borough, US Fish and Wildlife Service, US Forest Service, and the Environmental Protection Agency, as well as Kenai River Guides, Kenai Sport Fishing Association, and Kenai Watershed Forum.

Environmental Program

Kahtnuht'ana Dena'ina Values include stewardship: respectful use of land, resources and all creations. It is our strong belief that we are each responsible to be stewards of our land and resources. The Kenaitze Indian Tribe's Environmental Program is facilitating environmental protection goals with projects and activities that demonstrate our values.

- In 2012 the environmental program recycled 4883 pounds of paper, newspaper, cardboard, aluminum cans, and glass.
- During the first quarter of FY13, the environmental program collected the following recycling materials: 1160 pounds of paper, 320 pounds of newspaper, 175 pounds of cardboard, 20 pounds of aluminum cans, and 30 pounds of glass.
- KIT Environmental Program also conducted public outreach to 2160 people in 2012 and 677 people during the first quarter of FY 13.

Environmental Science Camp

Kenaitze Indian Tribe's Environmental Program also operates Environmental Program Camps. These fun camps not only help participating youth learn our traditional stewardship values, but also generate interest in possible careers in environmental sciences. Janteh Day Camp is held in July and introduces young students to environmental education and conservation. Kahtnu Qayeh (Camp Kenai) is a science camp based on traditional ecological knowledge for students ages 9 to 12.

- 32 Students attended Janteh Camp in 2012

Hours of operation:

Office hours are 9 a.m. – 5 p.m. (Monday-Friday)

Location and Contact Information:

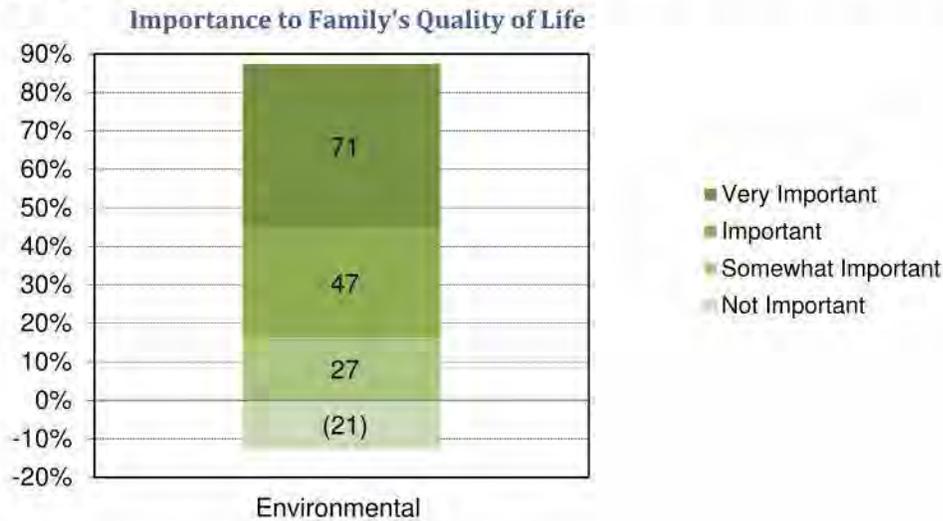
35105 K-B Drive, Soldotna, Alaska 99669

(907)-335-7290

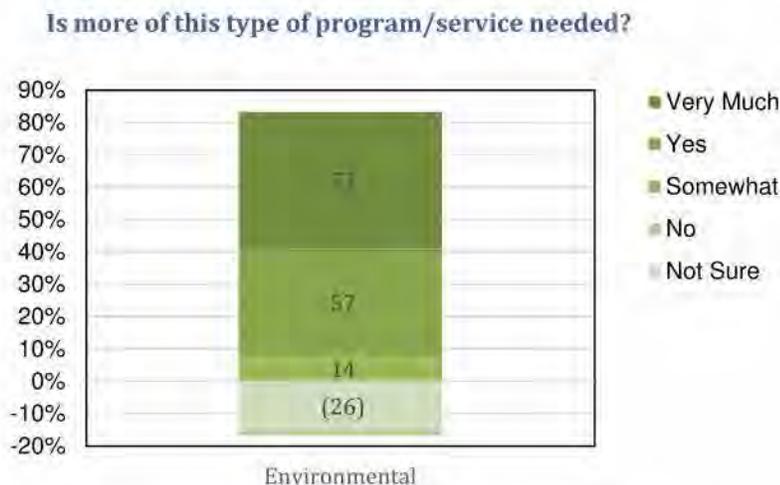
Survey Results

- 10% of survey respondents indicated they use the program.
- The most frequent way that people heard about the Environmental Program was by word of mouth at 17%; 6% learned of the program by the newsletter, and 2% for by brochure, and 1% by internet. 72% did not respond to this question.

When asked the level of important of the program of those who responded to this question 43% said very important, 28% said important, 16% said somewhat important, 13% said not import. (69% of people did not respond to this question.)



When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 42% said yes very much, 33% said yes, 8% said only a little, 2% said not at all, 15% said not sure. (68% did not respond to this question.)



Dena'ina Qenaga or Kahnuht'ana Qenaga Language Web Site

The Dena'ina Qenaga website is a web-based resource for the Dena'ina Athabascan language. This site offers information about the Dena'ina language, including grammar, pronunciation, spelling, etc.; information about learning the Dena'ina language (phrases and conversations, stories, etc.); and information about community language revitalization programs. The site also contains digital language archives and is maintained by the University of Alaska's Alaska Native Language Center. The on-line archive currently provides access to a database of more than two

Goal Three

hundred documents and more than two hundred audio recordings relating to the Dena'ina language.

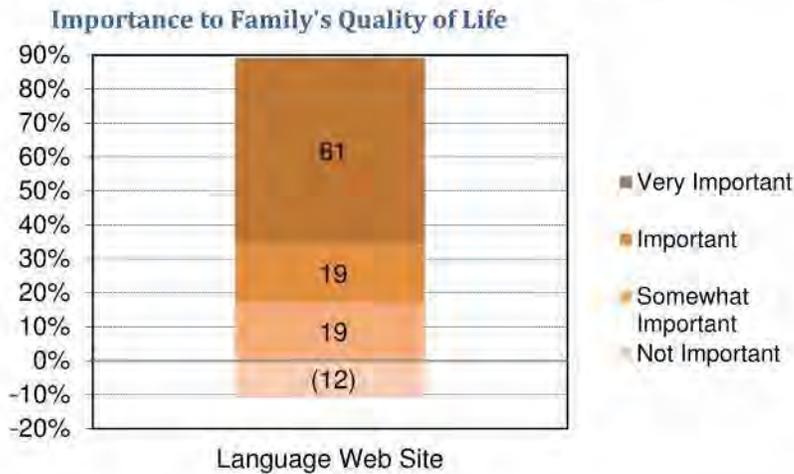
Location

<http://qenaga.org/>

Survey Results

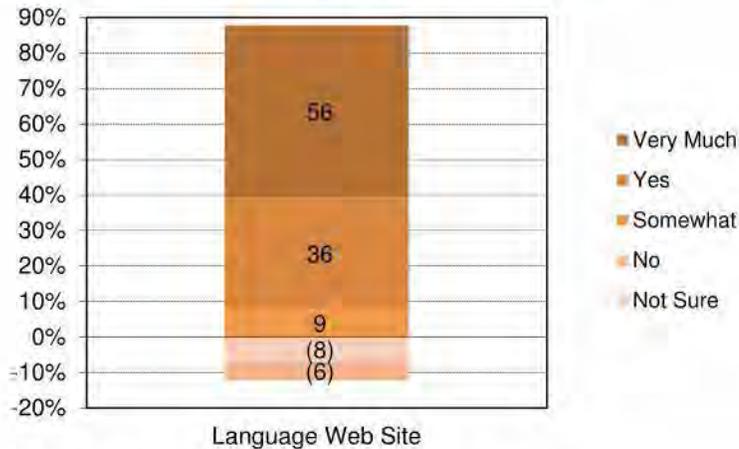
- 14% of survey respondents indicated they use the program.
- The most frequent way that people heard about Dena'ina Qenaga or Kahtnuht'ana Qenaga Language Website was by word of mouth at 10%; 4% learned of the program by Internet, and 2% for by KIT newsletter. 83% did not respond to this question.

When asked the level of importance of the program, of those who responded to this question, 55% said it is very important. 17% said important, 17% said somewhat important, 11% said not important. (79% of people did not respond to this question.)



When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 49% said yes very much, 31% said yes, 8% said only a little, 5% said not at all, 7% said not sure. (78% did not respond.)

Is more of this type of program/service needed?



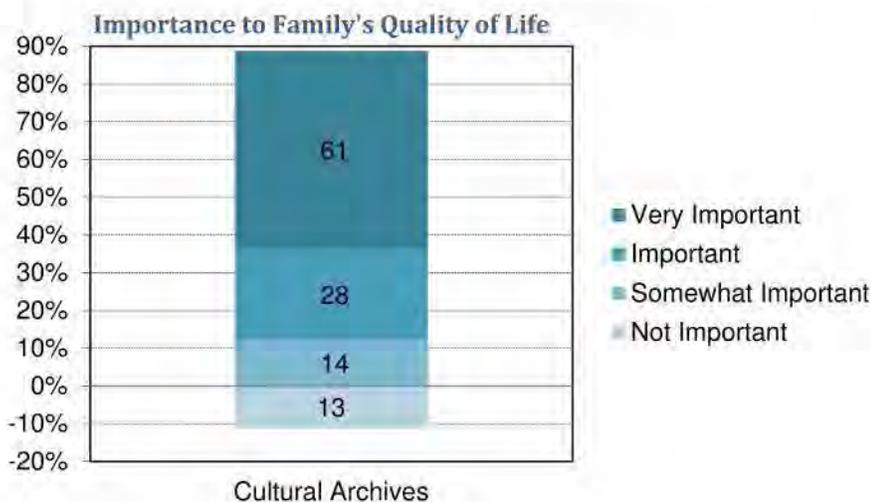
KIT Cultural Archives

The Ts'itsatna Tribal Archives Collection houses over 400 items documenting the culture, tradition, and language of the Kenaitze. These include books, oral tapes, video tapes, and computer based data collection. Members of the Kenaitze Cultural Researchers Committee work with Tribal administration to perpetuate Kenaitze customs, language, and tradition.

Survey Results

- 6% of survey respondents indicated they use this program.
- The most frequent way that people heard about KIT Cultural Archives was by word of mouth at 12%; 5% by KIT newsletter, 2% learned of the program by both Internet and referral.

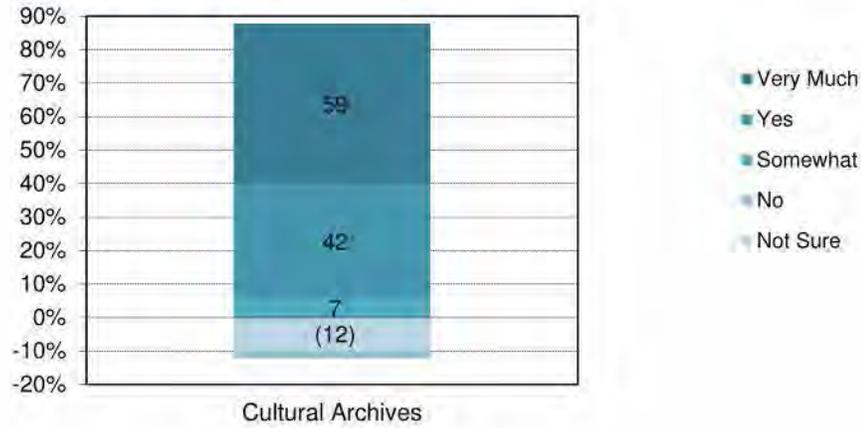
When asked the level of importance of the program, of those who responded to this question 53% said it is very important. 24% said important, 12% said somewhat important, 11% said not important. 78% of responders did not answer this question.



Goal Three

When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 48% said yes very much, 34% said yes, 6% said only a little, 2% said not at all, and 10% said not sure. 77% of responders did not answer this question.

Is more of this type of program/service needed?





**Goal Four
Dink'i**

Empower Our Sovereignty

**Dena'inaq' Qilchinch' Daghi\ltiy
Dena'ina Ways Are Strong**

Goal Four – Dink'i – Dena'inaq' Qilchinch' Daghi'tiy – Dena'ina Ways Are Strong- Empower Our Sovereignty

The fourth goal of the KIT Vision for 2025 is to empower our sovereignty. Dena'inaq' dench'ida'tey means Dena'ina ways are strong. When our ways are strong we empower our sovereignty. Kahtnuht'ana means the Kenai people. We are a people with a territory. Iqech' Kahtnu Qayeh, Alaska ha Kahtnuht'ana hch'ilan means this is Kenai, Alaska, and we are the people of this territory; we are the Kenai River people.

Key Informant Interviews

The Key informants told us their ideas to empower our sovereignty:

- ❖ More education on ANCSA
- ❖ Educate about history
- ❖ Educate Tribal Court members in the role of the Tribal Court
- ❖ Develop Tribal school
- ❖ Clearly define sovereignty and build understanding about Tribal membership
- ❖ Rebuild houses on Tribal land
- ❖ Develop understanding of United Nations Declaration on the Rights of Indigenous Peoples
- ❖ Implement full subsistence rights.

The resources, activities and processes the focus groups told us are needed to empower our sovereignty are:

- ❖ Develop a Tribal/regional history
- ❖ Train Tribal Council on codes
- ❖ Broader discussion of UNDRIP
- ❖ Including controversial issues
- ❖ Facilitated meetings to discuss UNDRIP
- ❖ Alignment of KIT subsistence goals with AFN's subsistence goals

The key informants said that the main obstacles to empowering our sovereignty are:

- ❖ Anger
- ❖ Getting people to believe in our sovereignty
- ❖ Public resistance
- ❖ Entities convince people not to act in their own best interest

When asked how KIT's opportunities in this goal area fit with other local or statewide efforts, key informants mentioned:

- ❖ Timing – now there are more (mandated) consultations with Tribe
- ❖ International indigenous rights agenda
- ❖ Tribal-based history of subsistence
- ❖ AFN subsistence goals

Focus Groups

The ideas that the focus groups most often identified to empower our sovereignty were:

- ❖ Youth – educate youth on sovereignty and Tribal governance, youth corps, youth council with representation on Tribal Council, intramural sports
- ❖ Governance and legal – Tribal ID's as passports, continued education on sovereignty, Tribal police force, full recognition of Tribal Court by state of Alaska
- ❖ Economic – financial self-sufficiency/sustainability, develop for-profit entity, job development

- ❖ Social/community – build a steam bath for Tribe, more potlatches and social activities, classes on Native success, Halloween gathering
- ❖ Food, basic needs – Tribal food bank, food drives for homeless, low income apartments

Nitghu k't'uch' qenashen Tribal Court

Dena'ina people have historically resolved dispute and conflict, maintained community peace and delivered justice among each other using traditional Athabascan laws, customs and practices.

Written Tribal codes give authority and jurisdiction to hear and adjudicate matters concerning child protection, voluntary relinquishment and involuntary termination of parent rights, Tribal adoption, child custody, domestic violence, marriage, divorce and annulments, protection for Elders and vulnerable adults, and conservatorship and guardianship.

Today, the Nitghu k't'uch' qenashen Tribal Court (meaning "One Who Talks for Equity") aims to acknowledge and honor our traditional laws, customs and practices for the purpose of preserving, strengthening and ensuring justice on behalf of our families into the future. The Tribal Court is recognized by federal and state governments, and judges are appointed by the Tribal Council, which serves as the appellate court.

KIT Tribal Court also adjudicates cases under the Indian Child Welfare Act (ICWA), a federal law that governs the removal and out-of-home placement of Alaska Native and American Indian children. The law was enacted in 1978 after recognition by the federal government that Alaska Native and American Indian children were being removed from their homes and communities at a much higher rate than non-Native children. ICWA established standards for the placement of Indian children in foster and adoptive homes and enabled Tribes and families to be involved in child welfare cases.

The Court's Tribal Youth Justice Program serves Alaska Native and American Indian youth dealing with issues that have led to delinquency, or that threaten to do so. The program provides Talking Circles to allow youth, their family and community members to engage in dialogues to address core issues in an environment of respect, honesty, responsibility and honor.

Hours of operation:

Office hours are 8 a.m. – 5 p.m. (Monday-Friday)

Location and Contact Information:

150 North Willow Street, Kenai, Alaska 99611 (907) 335-7200

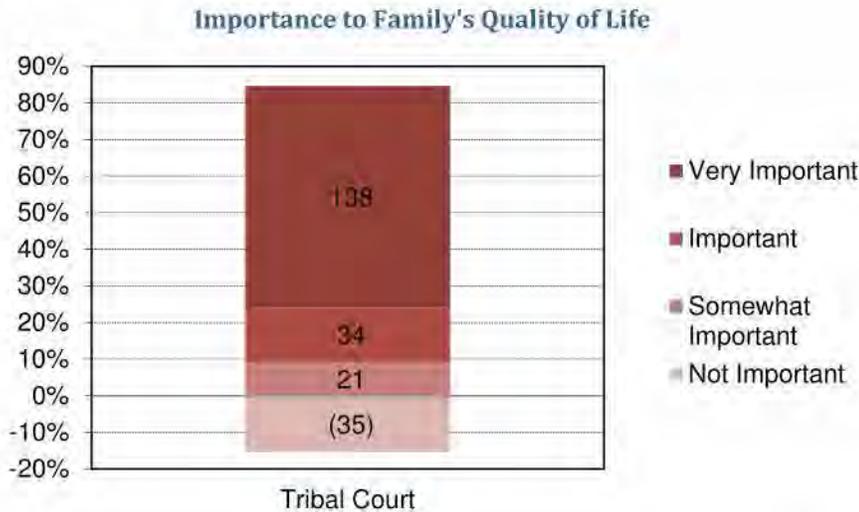
- KIT Tribal Court docketed 23 cases in 2012, and 23 cases during the first quarter of this fiscal year. 48% were child in need of aid, 22% were conservatorships, 17% were custody cases, and 13% were guardianships.

Tribal Court Survey Results

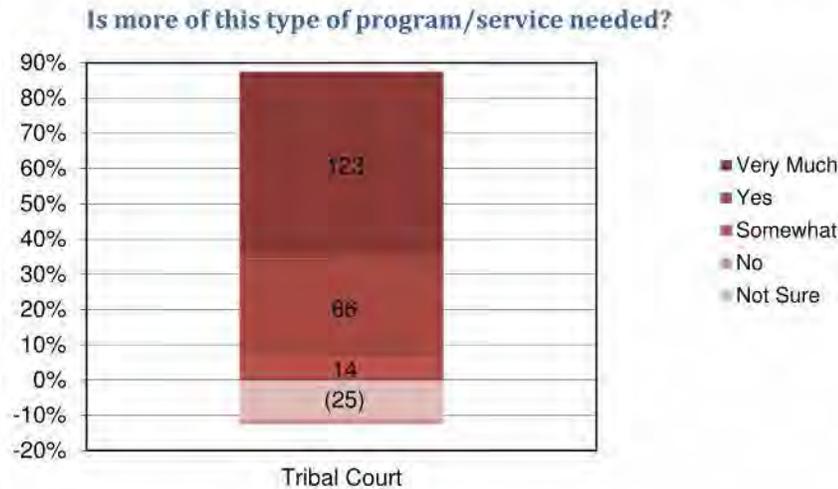
- 7% of survey respondents indicate they use this program.
- The most frequent way that people heard about Tribal Court Indian Child Welfare Act (ICWA) was by word of mouth at 26%; 7% by KIT newsletter, 4% learned of the program by referral, and 1% for internet, brochure, and newspaper

Goal Four

When asked the level of importance of the program, of those who responded to this question, 61% said it is very important, 15% said important, 9% said somewhat important, 15% said not important. 57% of responders did not answer this question.

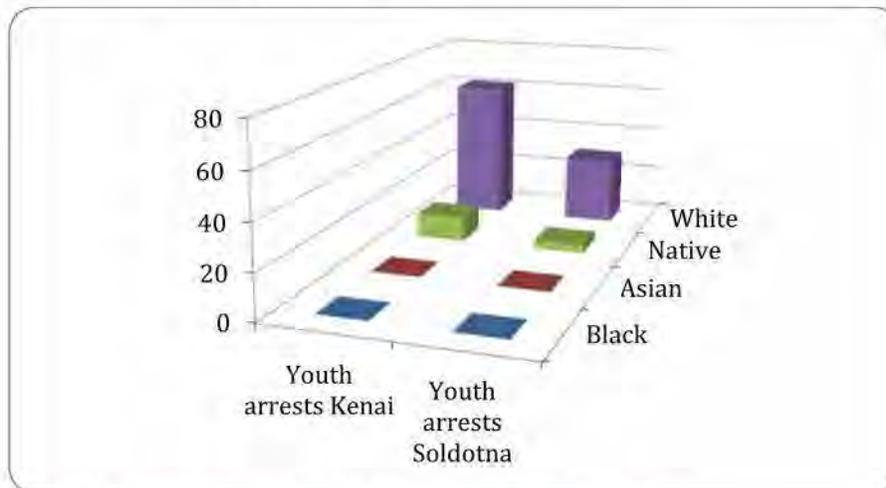


When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 53% said yes very much, 28% said yes, 6% said only a little, 2% said not at all, and 11% said not sure. 56% of responders did not answer this question.



Area Youth Crime Data

- 16.3% of under age 18 arrests in Kenai and Soldotna were Alaska Native/American Indian, according to 2011 Uniform Crime Reporting, whereas Natives comprise only 10.5% of the total service area population. Statewide, Alaska Native youth comprise 33% of referrals to Alaska Division of Juvenile Justice.
- Alaska Division of Juvenile Justice operates a 10-bed secure facility in Kenai.
- Both Native youth and adults are disproportionately represented in the justice systems in the Kenai Peninsula Borough.

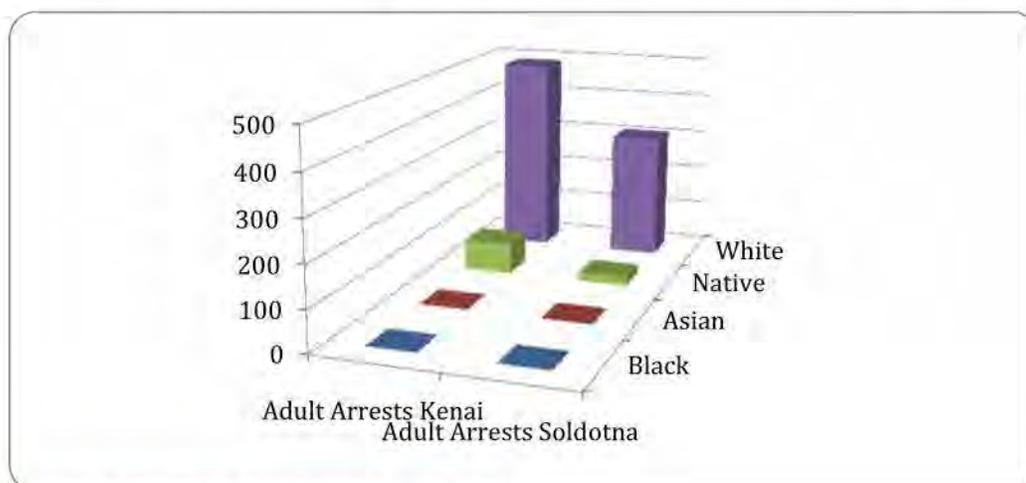


2011 Arrests under Age 18, Uniform Crime Reporting

Alaska Division of Juvenile Justice has been working to address disproportionate minority contact. In its *2012 Annual Report to the Governor*, the Alaska Juvenile Justice Advisory Committee has made the following recommendation: “Support DJJ in continuing to implement its systems improvements that help reduce racial disparity through programs to divert youth from detention and court.” This represents a continued opportunity for the KIT Tribal Court’s juvenile justice programs to expand programming and demonstrate effective alternatives for Native youth. There also is a Disproportionate Minority Contact Committee through which KIT could provide ongoing input to DJJ.

Adult Crime Data

12.28% of adults arrested in Kenai and Soldotna in 2011 were Alaska Native/American Indian, according to 2011 Uniform Crime Reporting. There is no UCR data for other KIT service area communities. Native males represented 8.2% of all adult arrests. The two highest categories of arrests were for “Other Assaults” and “Other”.



Adult Arrests by Race, 2011 Uniform Crime Data

Goal Four

KIT Tribal CASA Program

KIT recruits, trains, and matches volunteer Court Appointed Special Advocates (CASA's) to children in child-in-need-of-aid cases. These volunteers are an important link in representing the child's best interests to the courts. This program operates as a member of the state and national CASA organizations.

Location and Contact Information:

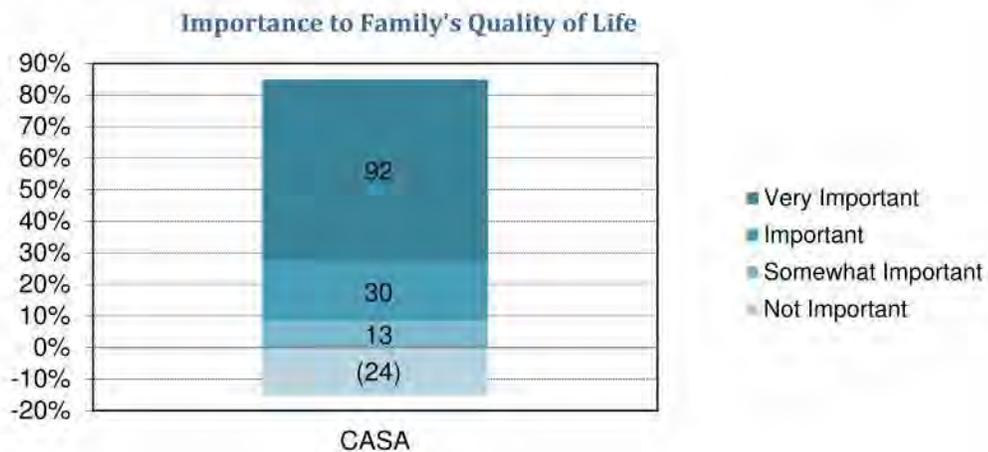
Kenai Peninsula CASA
150 N. Willow Street, Kenai, Alaska. 99611
(907)-335-7219

KIT's Tribal CASA program worked with 23 children in 2012, and had caseloads of up to 24 children per month during the first quarter of this fiscal year.

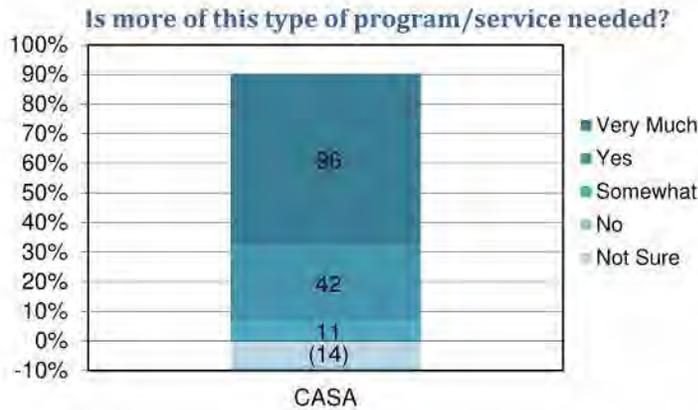
Survey Results

- 6% of survey respondents indicate they use this program.
- The most frequent way that people heard about CASA Program was by word of mouth at 18%; 5% by KIT newsletter, 2% learned of the program by referral, and 1% for internet, brochure, and newspaper. 60% did not respond to this question.

When asked the level of importance of the program, of those who responded to this question 58% said it is very important. 19% said important, 8% said somewhat important, 15% said not important. (70% did not respond to this question.)



When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 58% said yes very much, 25% said yes, 7% said only a little, 1% said not at all, and 8% said not sure. 69% of responders did not answer this question.



Regional Child Protective Data

- As of January 2013, there were 198 Native children in out-of-home placements (Office of Children’s Services) in the Southcentral region which includes KIT’s service area.
- 2010 OCS Annual Report Data: In 2010 there were a total of 450 substantiated allegations of child abuse on the Kenai Peninsula, and 243 child abuse victims.
- 43% of all Alaska Native children in out-of-home placements in 2010 were children ages 5 and under, 25% were ages 6-10, and 32% were ages 11-18.
- The 2010 KIT Head Start Community Assessment survey of local service providers found that 24% of respondents saw an increase in child abuse/neglect.



**Goal Five
Ch'qilu**

**Continuing to Demonstrate
Resiliency**

**Kahtnuht'ana Deyninqidghiltey
Kenai People Are Strong Minded**

Goal Five – Ch'qilu – Kahtnuht'ana Deyningidghit'ey – Kenai People are Strong Minded - Continuing to Demonstrate Resiliency

The fifth goal of the KIT vision for 2025 is continuing to demonstrate resiliency. In the Dena'ina language a way of talking about resiliency is “nanutset qit'a ideshni ha q'udi gu naqezahda ch'ighetneq”, which means understanding our past and taking hold of our future now.

A beautiful waiata in the Maori language (with translation) can help us get the feeling of resiliency goes like this:

Waiata (Maori Song) – Porea nei e te hau

| | |
|-------------------------|----------------------------------|
| Porea nei e te hau | Scattered by the wind |
| Horoia e te ua | Washed by the rain |
| Whitiwhitia e te ra | And transformed by the sun |
| Mahea ake nga poraruru | All doubts are swept away |
| Makere ana nga here | All restrains are cast down |
| | |
| E rere wairua, e rere | Fly O free spirit, fly |
| Ki ngna ao o te rangi | To the clouds in the heavens |
| Whitiwhitia e te ra | Transformed by the sun |
| Mahea ake nga poraururu | With all doubts swept away |
| Makere ana nga here, | And all restrains cast down |
| Makere ana nga here | Yes, all restrains are cast down |

Key Informant Interviews

An idea from the key informants to accomplish the goal of continuing to demonstrate resiliency was to let people know they can do it. They said resources, activities, and processes needed are “tough love,” and that an obstacle is entitlement.

When asked how recent and more distant past changes have affected Tribal members, key informants most frequently said:

- ❖ World view changed
- ❖ Dene ideas are not taught in schools
- ❖ Loss of sense of connection to everything
- ❖ Recently less shame, more positive identification as Tribal members
- ❖ More youth are involved in Tribal programs

When asked what they see as the biggest impacts on Tribal members, both positive and negative, key informants said:

- ❖ ANSCA – no land base for KIT
- ❖ Statehood
- ❖ No longer being a village
- ❖ Introduction of financial assistance shaped expectation that things will be given to (us/them)
- ❖ Funding availability increased willingness to identify as Native
- ❖ Formation of IRA
- ❖ Tribal net was positive development, increased sense of community
- ❖ The Native American Graves Protection and Repatriation Act increased consultation with tribes

- ❖ ANCSA = rifts and jealousies in the community
- ❖ Canneries
- ❖ Loss of subsistence rights
- ❖ Depopulation due to influenza
- ❖ Economic changes – affect Native men, how to be a provider
- ❖ Creation of Salamatof Native Association and Kenai Native Association
- ❖ Regulations – The Health Insurance Portability and Accountability Act, etc.
- ❖ Language loss, identity crisis

When key informants were asked what they see in future changes that could affect the Tribe/community, they said decreased federal funding, re-instilling pride, and bringing language back. They also said increased exploration for mineral resource extraction, land leasing could create tension or strain on subsistence resources.

Focus Groups

The focus groups were asked “What major changes have you noticed that affect the Tribal and Native community?” There were four top themes, listed in order of frequency of response:

1. Cultural Changes – particularly associated with technology, media, roads, telephone. Also loss of traditions.
2. Population changes, including racial composition: population increased, more non-Native people, “influx” from other AK Native communities. Also racism directed towards Native people by non-Natives.
3. Economic changes – more economic pressures, change to cash economy, both new job opportunities starting with Indian Action Program and Tribal jobs, and a current lack of jobs. Also economic changes spurred by resource development.
4. Changes regarding subsistence – loss of subsistence rights, associated dietary changes. More recently a positive change was the educational net/fishery.

The ideas that the focus groups had for continuing to demonstrate resiliency, in order of most frequent responses, were:

1. Media/outreach – Facebook page, Kindle Fire education program, Native radio station, Caring for the River awareness, more use of Tribal logo in media, annual logo competition
2. Business/commerce – Tribal smoke house, Tribal bank, for-profit entity, Tribal garage sale, commercial reindeer herd, Tribal co-op or non-profit farm for healthy foods
3. Tribal unity/resiliency – Tribal resiliency training for KIT, community, other Tribes; find out why so few show up for annual meeting; work towards unity with all Tribal members; “keep it Tribal”
4. Health – Physical therapy, care for Elders, recognize generational trauma, make sure social services are funded, preventive care, mental health care
5. Collaboration and outreach to other tribes and organizations

Where else might we be scattered to? Uhi yuhi.

Where are our relatives? Uhi yuhi.

Where are the friends who might come to us with cheer? Uhi yuhi.

Where are our loved ones who might come to us with kindness? Uhi yuhi.

Our relatives have come back to us, have come back to us. Uhi yuhi.

Our loved ones with kindness, too, have come back to us, have come back to us.

Uhi yuhi. - “Potlatch Song of a Lonely Man,” by Peter Kalifornsky



**Goal Six
K'uzhch'eni**

**Striving for Excellence in
All of Our Programs**

**Daggeyh'i T'qi'an
Try Your Best**

Goal Six – K'uzhch'eni – Daggeyh'i T'qi'an – Try Your Best - Striving for Excellence in All of Our Programs

The sixth goal of the KIT Vision for 2025 is striving for excellence in all of our programs. In the Dena'ina language daggeyh'i t'qi'an means to try your best.

Key Informant Interviews

The key informants were asked about their ideas to accomplish the goal of striving for excellence in all our programs, and the two main themes were 1) focus on staff retention, and 2) increase employee involvement in developing strategies and action plans.

Key informants identified the following resources, activities, and processes needed for excellence: 1) focus more on staff need, 2) define excellence beyond monetary terms, and 3) evaluate how programs align with KIT strategic goals. An obstacle to striving for excellence in all our programs which was mentioned most often was becoming "corporate" because it alienates staff and we should remain Tribal.

Key informants said the greatest obstacles/barriers to accessing KIT programs are:

- ❖ Fees for substance abuse treatment
- ❖ Transportation
- ❖ Information gap about what KIT offers
- ❖ Lack of master planning

When asked "What other ideas about KIT's programs, local needs, or the 2025 Vision do you have?" people responded with:

- ❖ Remain "Tribal" vs. "corporate"
- ❖ Increase use of language and Dena'ina signage
- ❖ More dancing and drumming events, even develop new songs and dances – more celebrations, annual for food and reconnection, potlatches or even powwows
- ❖ Develop residential treatment center, more wellness programs
- ❖ Reaffirm values of respect for Elders, honor Elders and people
- ❖ Appreciate the children
- ❖ Develop Elders housing
- ❖ More community service opportunities
- ❖ Improve foster care/children's group home
- ❖ Include physical fitness as part of health
- ❖ Look into managing federal lands – moose range
- ❖ Value the earth
- ❖ "Getting our language back is like getting ourselves back"
- ❖ Embrace indigenous rights – United Nations Declaration on Indigenous Rights
- ❖ Establish Kalifornsky Village as a Tribal center, primarily, for ceremonies (First Salmon)
- ❖ Develop our own interpretation of our history
- ❖ Develop the internal workings to care for the people in the proper way – be the first place people turn to for help
- ❖ Develop more knowledge of Tribal Codes within the Council, who are the appellate court
- ❖ Develop more positive relationships with KNA and SNA

When asked, "What do you see as Tribes' greatest present contributions to community as a whole?" the following were mentioned most often:

- ❖ Sense of balance

- ❖ Maintaining a strong voice
- ❖ Stability
- ❖ Leadership
- ❖ Link to Native culture, cultural preservation,
- ❖ Growth of individual Tribal members

Focus Groups

When the focus groups were asked, “What do you see as the greatest barriers or obstacles to accessing to KIT programs?” in order of most frequent responses, they said:

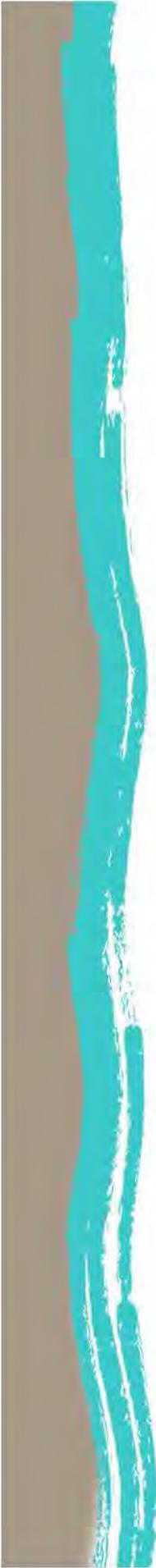
1. Difficulties in learning about and applying for services, including forms, office hours, application process
2. Eligibility criteria, including income limits
3. Transportation
4. Funding
5. Basic needs aren’t met – need food and shelter first

When the focus groups were asked, “Do feel you have enough opportunities to contribute your knowledge, ideas and skills to what KIT is doing/participate in Tribal governmental affairs?”, out of 50 responses 30 said no, and 20 said yes. When asked why they said no, people responded with politics, bureaucracy, money/funding, and lack of receptiveness/response.

When the focus groups were asked, “What are your ideas for striving for excellence in all of our programs?” in order of most frequent responses, they said:

1. Public awareness – unified branding, a gathering to make a flag, use technology and social media to promote programs, raise awareness about K’Beq
2. Education – job shadowing for youth, “educate our people,” “let our fellow members know the meaning of family care and education,” beading classes; fish smoking classes.
3. Program evaluation – outcome based, and consumer feedback

Thought: How It May Be
Qech’qaniyush –choose your ability, power
Qech’ ninzen – give your close attention
Qech’ qidini – think about it
Qech’ hdek’ni’uh- hope and wish
Qech’ qaynik’dninchit – bring your mind to it ...
Peter Kalifornsky



**Goal Seven
Qents'ugh'i**

**Elevating the Wellness
of Our People**

**Deshich'idnulk'et'i Niltu Qghich'ex
We Live For Good Health**

Goal Seven – Qents'ugh'i – Deshich'idnulk'et'i Ni'tu Qghich'ex – We Live For Good Health - Elevating the Wellness of Our People

The seventh goal of the KIT vision for 2025 is elevating the wellness of our people. "Ts'i'ghetna ts'i'ghetna ch'qilu enda'ich' shu'u ch'tut'a'?", means "in the year 2025, I wonder how we'll be (health)? "Iqech'Dena'ina Wellness Center ch'qighux. Yaghelich' q'u na'a ita'qun. Naqantughedu'", translates as "we are building the Dena'ina Wellness Center. It is a good day that is dawning on us. The tide has turned around and it is coming back in now."

Some Dena'ina terminology about good health:

- Uhudintish - get yourself strong
- Hu\yitni yida – take care of yourself
- \uq'u nunqiditultesh - everyone will regain strength
- Dench'ida'tey - we (pl) are strong
- Deshich'idnulk'et'i ni'tu qghich'ex - may we live for good health

Key Informant Interviews

When the key informants were asked "What are your ideas to accomplish elevating the wellness of our people?" they said:

- ❖ Involve more youth
- ❖ Educate parents on the value of youth wellness programs
- ❖ Teach life skills
- ❖ Beauty for Ashes
- ❖ Family-based programs
- ❖ Use activities like moose hunt
- ❖ Promote the idea that people are responsible for their own health
- ❖ Health education
- ❖ Exercise promotion
- ❖ More mental health groups
- ❖ More access to substance abuse treatment
- ❖ Zero tolerance for alcohol abuse
- ❖ Concerted sobriety effort
- ❖ Physical health/diabetes prevention/health foods initiative

The resources activities and processes that the key informants said are needed to elevate the wellness of our people include:

- ❖ Funding, leadership
- ❖ Gender-specific programs
- ❖ Afterschool programs – Tribal
- ❖ Boys and Girls Club
- ❖ Lower the cost of substance abuse treatment
- ❖ Ask the Elders how they stayed healthy

Key informants identified the following as obstacles to elevating the wellness of our people:

- ❖ Bureaucracy – grants
- ❖ Liability – vs. steam bath
- ❖ Video games
- ❖ Western influence
- ❖ Medical model conflicts with mental health delivery model

Focus Groups

When the focus groups were asked for their ideas for elevating the wellness of our people, in order of most frequent responses, they said:

1. Youth programming – teen circles, hospital volunteer program for high school students, gender specific programming for adolescent males, more social activities for youth, drug awareness for youth, more youth involvement, more parent and child activities
2. Prevention and wellness concepts – emergency preparedness, surveys/interviews regarding well-being, primary disease prevention, prevention of early pregnancy, definitions of wellness, health promotion for all ages
3. Events and classes – demonstrations during NYO, nutrition classes, potlatches and gatherings, beading and drum making classes, open house at DWC, annual fund raiser for cancer
4. Drug and alcohol prevention/treatment – detox center, Tribal AA/NA, treatment facility (inpatient/residential), drug awareness for youth
5. Meet basic needs – family housing, food drive for homeless, homeless shelter, low income emergency housing, shelter for single fathers with children, public transportation, weekly shuttle to ANMC

Dena'ina Wellness Center – Coming Soon!

Kenaitze Indian Tribe has received an Indian Health Service (IHS) Joint Venture award to operate a health care facility in Old Town Kenai. The new Dena'ina Wellness Center will house the health and dental clinics and Nakenu Family Center, resulting in service integration between primary care, dental care, behavioral health, chemical dependency and wellness programs. New services include physical therapy, traditional healing and optometry services. Enhanced services include pharmacy, lab and imaging services - enhancing both convenience and continuity of care for our customers. The facility will serve more than 3,700 Tribal members, Alaska Native and American Indian people, and other residents of the central Kenai Peninsula. All state of Alaska-sponsored programs, including Community Mental Health Services, will be open to the public. The Patient Protection and Affordable Care Act may increase the enrollment of people who are not Alaska Native or American Indian.

The Dena'ina Wellness Center is one of only three projects nationwide selected by IHS for the highly competitive program in FY 2011. Under this agreement, we will design and construct the new facility, and IHS will provide funding for its operation and maintenance for a minimum of 20 years. The size of the Center is determined by a feasibility study and based on the funding commitment from IHS. In addition to providing exceptionally high-quality services, the new Dena'ina Wellness Center will serve as a strong community partner, benefiting Kenai and the surrounding area.

Nakenu Behavioral Health Services

Nakenu Family Center is a comprehensive behavioral health and chemical dependency treatment facility offering individual and family services to Tribal members, Alaska Native and American Indian people, and community members at large.

Behavioral health services include individual and family therapy, interactive play therapy for children, crisis intervention and a variety of other therapeutic groups. The Nakenu Chemical Dependency Recovery Program works with individuals and families whose lives have been affected by substance abuse and/or dependency. Early intervention, outpatient and continuing

Goal Seven

Care services are available onsite, as well as assistance with transitions to residential treatment programs.

Customers of Nakenu Family Center benefit from comprehensive assessments, treatment recommendations specific to individual needs, and support services to assist in successful outcomes. Care is provided in a culturally relevant environment and incorporates traditional activities such as arts and crafts, singing, drumming and Talking Circles.

Hours of operation.

Office hours are 8 a.m. – 5 p.m. (Monday-Friday)

Location and Contact Information:

110 North Willow Street, Kenai, Alaska 99611

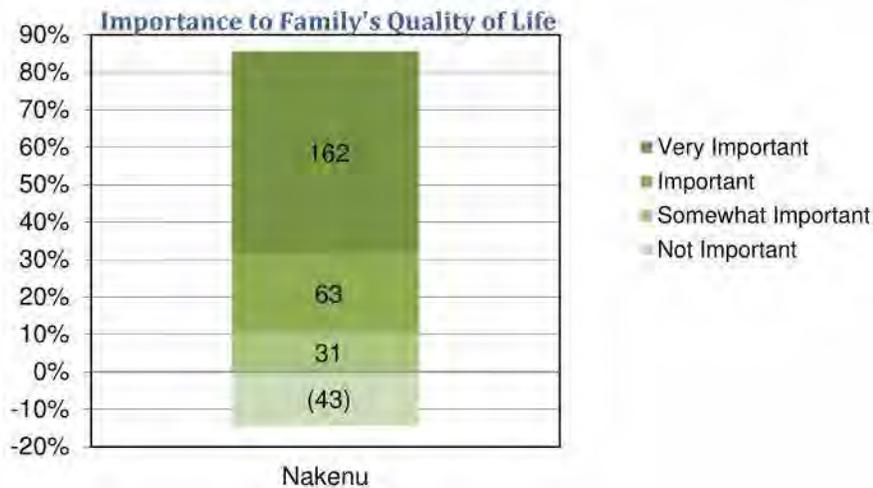
(907) 335-7370

- Nakenu serves 30-40 substance abuse clients, 80-90 behavioral health clients, and 56-77 seriously emotionally disturbed children each quarter.

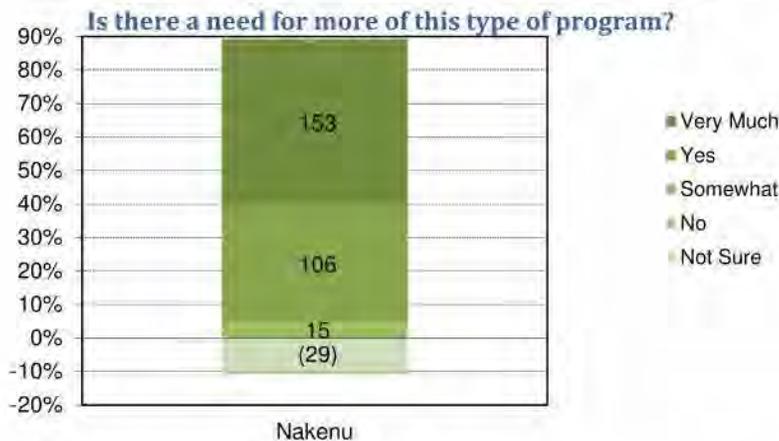
Nakenu Survey Results

- 16% of survey respondents indicate they use this program.
- The most frequent way that people heard about the Nakenu programs was by word of mouth at 34%; 10% learned of the program by referral, 6% by KIT newsletter, 3% learned of the program by brochure, and 2% by internet. (45% did not respond to this question.)

When asked the level of importance of the program, of those who responded to this question 54% said it is very important, 21% said important, 10% said somewhat important, 14% said not important. (44% did not respond to this question.)



When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 50% said yes very much, 35% said yes, 5% said only a little, 1% said not at all, and 9% said not sure. (42% did not respond to this question.)



Local/Regional Behavioral Health Needs

According to Alaska Department of Health and Social Services Bring the Kids Home Initiative, Alaska Native children represent 49% of the OCS custody children sent to out-of-state behavioral health treatment and 22% of the non-custody children sent to out-of-state treatment.

- The Nakenu Family Center provides individualized wrap-around behavioral health services for up to 76 children per month, aimed at assisting them to remain in their local community. There are 5 children on the current wait list for these services.
- KIT Focus groups indicated one of the most pressing community needs is for foster homes and group homes for special needs children.
- The 2012 Community Health Needs Assessment conducted for Central Peninsula Hospital by the University of New England’s Center for Community and Public Health reported that 29% of Central Peninsula 10th and 12th graders endorsed depressive symptoms on Youth Risk Behavior Surveys.

According to Alaska DHSS, a 2006 study of prevalence of mental health issues estimated that 4.6 percent (21,754) of Alaskan adults in households had a serious mental illness and 7.2 percent (12,725) of Alaska youth had serious emotional disturbance.

- Nakenu served 48 behavioral health clients during the first quarter of FY13.
- Nine percent (9%) of KIT’s survey respondents reported having a household member with behavioral health problem.
- The 2010 KIT Head Start Community Assessment survey of local service providers found that 24% of respondents saw an increase in need for behavioral health services.

An estimated 800 Alaskans are treated for traumatic brain injury each year.

- Nakenu Family Center reports serving three TBI clients each month (turnstile data).

According to Alaska DHHS, Alaskans have a much higher prevalence of alcohol dependence than the rest of the U.S. Statewide estimates are:

- Alcohol dependence (age 12 or older): 22,000
- Alcohol dependence or abuse (age 12 or older): 41,000
- Alcohol dependence or abuse (age 12 to 17): 4,000
- Illicit drug dependence or abuse (age 12 or older): 52,000

Goal Seven

Each year Alaskan adults report more binge drinking than in the rest of United States, and binge drinking is more prevalent than heavy drinking. According to the Behavior Risk Factor Surveillance Survey, between 2002 and 2007, binge drinking in Alaska rose 1.2 percent and heavy drinking rose .4 percent. Alaska has over 2.5 times the U.S. rate of alcohol induced deaths, and nearly half of all alcohol induced deaths are by Alaska Natives. The 2012 Community Health Needs Assessment conducted for Central Peninsula Hospital by the University of New England's Center for Community and Public Health found that 35% of Central Peninsula 10th and 12th graders had used alcohol in the past month; 20% had engaged in binge drinking in the past month; and 25% had used marijuana in the past month, as reported in Youth Risk Behavior Surveys.

- 29 customers received Nakenu substance abuse services, and there were 18 people waitlisted for substance abuse services, during the first quarter of FY 13.
- Six percent (6%) of KIT survey respondents indicated having a household member who abuses drugs or alcohol.
- KIT Focus Groups identified developing more drug and alcohol abuse prevention and treatment programs as one of the top four priorities in partnering with other Native and governmental organizations.

Suicides

According to the Alaska Division of Public Health, during the years 2004-2008 suicides among AN/AI's occur at a rate of 40.9 per 100,000 persons, which is over 2.2 times the rate for Caucasians. AN/AI males in the 20-29 year age group had by far the highest rate of suicide, at 150.2 per 100,000 persons. Alcohol intoxication and depressed mood were the most common antecedents – 32% had a known alcohol problem and 77% had a prior diagnosis of depression. The Gulf Coast Region, which includes the KIT service area, is ranked 4th highest of six Alaska regions, with a suicide rate of 19.7 per 100,000.

Disabilities

There were 652 individuals on the Alaska registry awaiting developmental disabilities services as of 6/30/2012. Of these 202, or approximately 31%, were Alaska Native. There were 144 eligible persons in the Southcentral region excluding Anchorage. Approximately 33% of the "DD eligible" waitlist are over age 22. The top three services requested were in-home support (48%), shared care (29%) and supported living (23%).

- Nakenu reported a turnstile count of 27 individuals with co-occurring disorders or Fetal Alcohol Spectrum Disorders during the first quarter of FY13.
- 22% of KIT survey respondents indicated having a household member with a disability.
- Last year eight KIT Head Start children were reported to have speech and language disabilities.

Dena'ina Health Services

Kenaitze Indian Tribe understands and values a person-centered approach that addresses all dimensions of wellness. We offer a wide variety of medical, behavioral health, chemical dependency, dental and wellness programs to work toward a balance among physical, spiritual, emotional and social health. Currently, primary care and medical services are offered through the Dena'ina Health Clinic and include care teams consisting of physicians, advanced nurse practitioners, certified physician assistants, an RN case manager and medical assistants. Each customer of the Clinic has his/her own care team, which is supported by a wellness department

offering diabetes prevention, lifestyle coaching, nutritional assessment, tobacco cessation, fitness evaluation, digital storytelling and activity programs. Our in-house laboratory and digital radiology capabilities provide essential diagnostic resources. We provide care coordination with specialty services offered through Alaska Native Medical Center and local-area hospitals and clinics.

Hours of operation:

Clinic hours are 8 a.m. – 5 p.m. (Monday-Saturday)

Location and Contact Information:

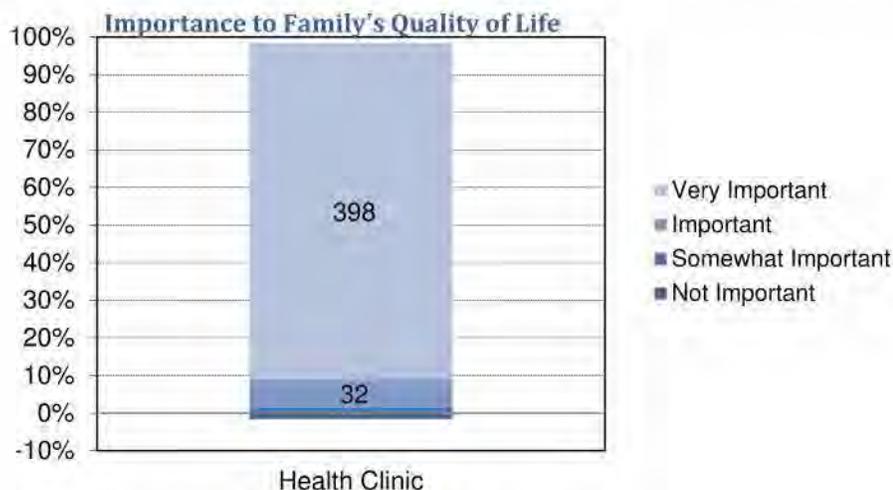
416 Frontage Road, Suite 200, Kenai, Alaska 99611
(907) 335-7300

- Dena'ina Health Clinic had 11,321 patient visits in 2012.
- Dena'ina Health Clinic saw 483 new patients in 2012.
- There were 289 emergency room visits in 2012.

Dena'ina Health Services Survey Results

- 76% of survey respondents indicate they use this program. 5% said they use DHC seasonally, 11% said annually, 26% said 2+ times per year, 29% said monthly, 2% said weekly, and 3% said 2+ times per week.
- The most frequent way that people heard about the Dena'ina Health Clinic was by word of mouth at 55%; 14% learned of the program by referral, 6% by KIT newsletter, 4% learned of the program by internet, and 1% by brochure. 20% did not respond to this question.

When asked the level of importance of the program, of those who responded to this question 90% said it is very important, 7% said important, 2% said somewhat important, 2% said not important. (17% did not respond to this question.)



When asked if there is a need for more of this type of program/service in our community, of those who responded to this question, 70% said yes very much, 19% said yes, 3% said only a little, 1% said not at all, and 6% said not sure. (16% did not respond to this question.)



Dena’ina Dental Services

Dena’ina Dental Clinic provides primary dental services and offers a wide range of general dentistry needs, including exams, x-rays, cleanings, fillings, emergency treatment and some specialty treatment. Emphasis is placed on prevention and education to reduce the amount of dental decay and dental emergencies. The Dena’ina Dental Clinic also partners with the Kenaitze Head Start Program to provide annual dental exams and biannual fluoride treatments. Dena’ina Dental Clinic provides assistance with referrals to Alaska Native Medical Center as needed.

Hours of operation:

Clinic hours are 8 a.m. – 5 p.m. (Monday-Friday)

Emergency appointments are available by calling the phone number below

Location and Contact Information:

412 Frontage Road, Suite 20, Kenai, Alaska 99611

(907) 335-7350

- There were 3,221 dental appointments filled in 2012.
- The dental clinic saw 873 children, 1786 adults (age 18-54), and 562 Elders (age 55+) in 2012.

Area Health Data

- The teen birth rate for the Kenai Peninsula Borough is 29 births per 1000 population. This is on the low end of Alaska regions, with the mean being 41 per 1000, and the range being 23-99. The national rate in 2010 was 34.2 per 1000. Teen pregnancy is associated with less prenatal care, poor maternal weight gain, pre-term delivery, and other health risks.
- In 2011-2012 there were 13 KIT Head Start children without health insurance, representing 20% of enrolled children. 16% of enrolled children had private health insurance, and 64% had publicly-funded health insurance (Medicaid, Denali Kid Care).
- In 2011-2012, 5% of KIT Head Start children were reported as underweight, and 29% were reported as overweight or obese.

- In 2011-2012, the top chronic health conditions that KIT Head Start children were diagnosed with were anemia, asthma, and hearing and vision problems.
- The 2010 KIT Head Start Community Assessment survey of local service providers found that 24% of respondents saw an increase in need for dental services.
- According to Alaska Native Tribal Health Consortium, cancer was the leading cause of death among Kenai Region Alaska Native people during 2004-2008.
- The top three leading causes of death among Kenai Region Alaska Native people were the same as those for Alaska Native people statewide (cancer, heart disease, and unintentional injury).
- Central Peninsula mortality rates for 2009-2010 are highest for malignant neoplasms, followed by cardiovascular disease, and unintentional injuries. Chronic lower respiratory disease ranks 4th for Central Peninsula and cerebrovascular disease ranks 5th. These mirror Alaska's 2009 ranking of mortality rates.
- The 2012 Household Health Survey conducted for Central Peninsula Hospital by the University of New England's Center for Community and Public Health found the top health care needs were for cancer care, Alzheimer's services, cardiology services, dialysis services, assisted living, and wellness services for children and adults.

KIT Elders Health Data

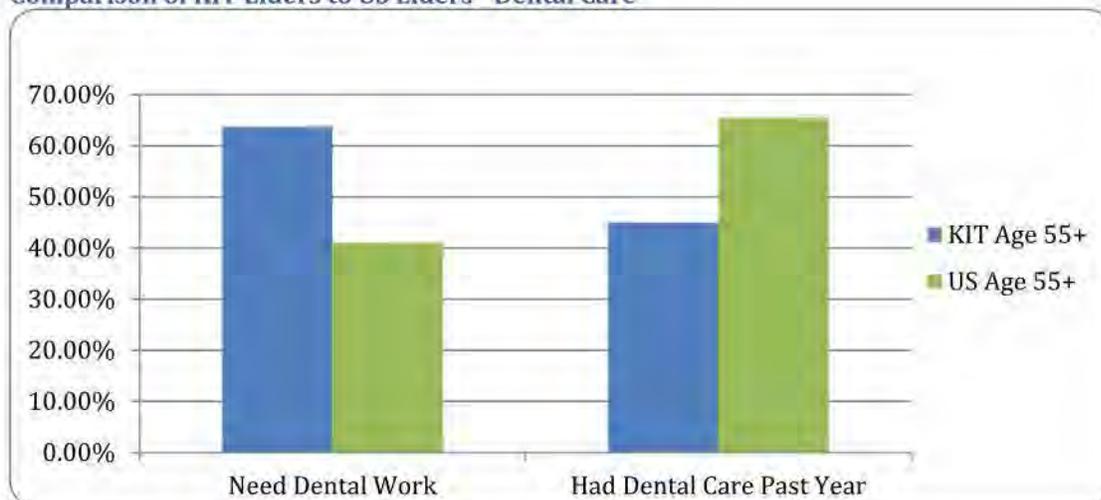
In 2010, KIT participated in the Elders Health Survey conducted by the National Resource Center on Native American Aging, as part of the U.S. Administration on Aging Title VI grant application process. 118 Elders age 55 and over were surveyed.

- 79% of Elders surveyed reported they had not had a full checkup in the past 5 years
- 19% reported they smoke every day
- Over 70% reported being in good, very good, or excellent health
- Almost 31% reported having fallen during the past year.
- 22.6% reported they have a family member providing care for them.
- 37.3% were estimated to have a moderate to severe long term care need, based on responses to need for assistance with ADL's (Activities of Daily Living) and IADL's (Instrumental Activities of Daily Living).

Dental Care

- 63.7% of KIT Elders surveyed needed dental work, compared to 41% of U.S.

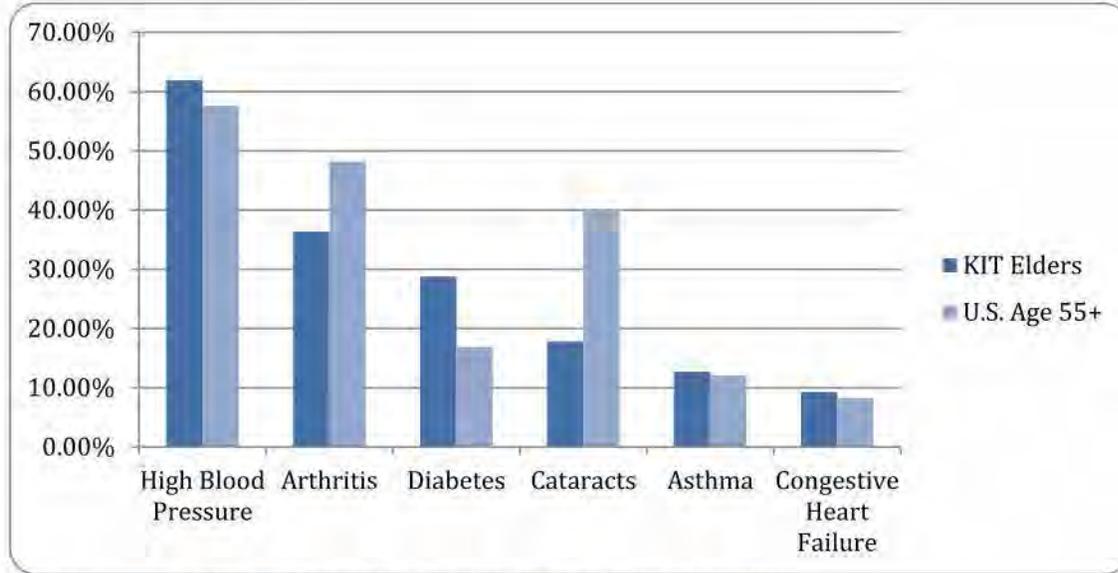
Comparison of KIT Elders to US Elders - Dental Care



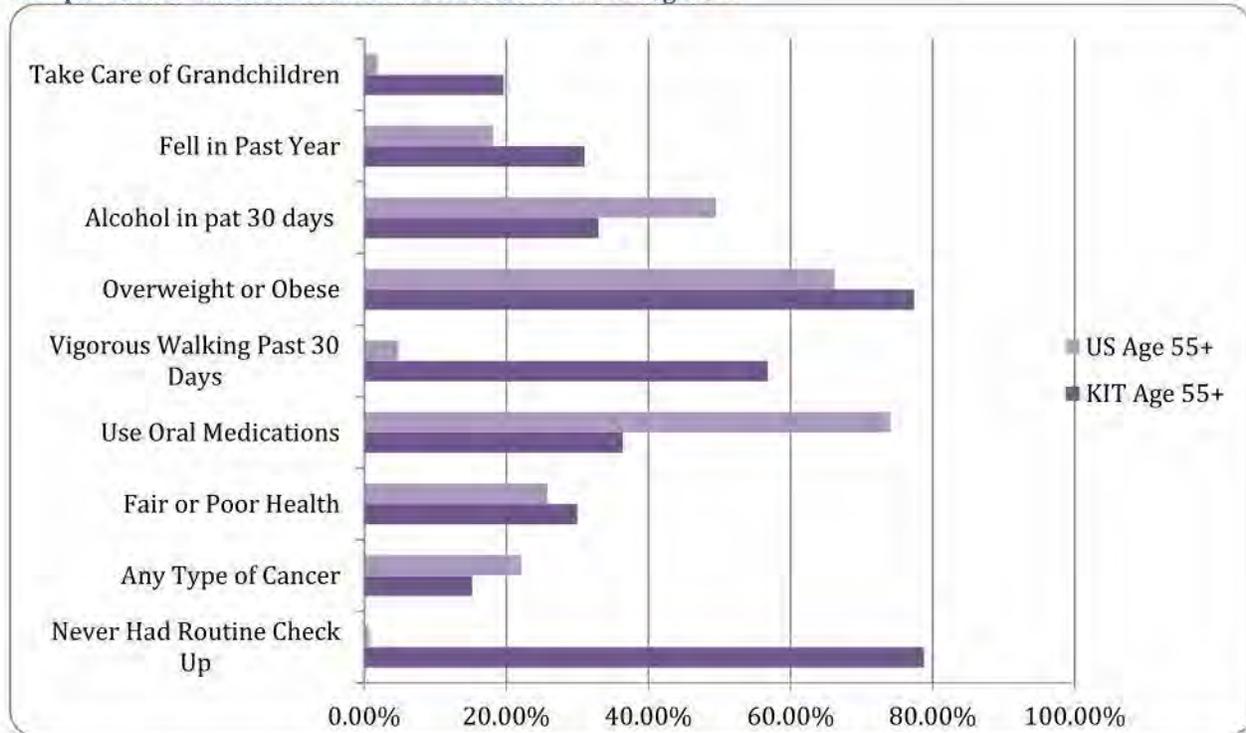
Goal Seven

Elders Top Five Medical Conditions

1. High Blood Pressure 61.9%
2. Arthritis 36.4%
3. Diabetes 28.8%
4. Cataracts 17.8%
5. Asthma 12.7%



**Comparison of KIT Age 55+ to U.S. Age 55+ Top Medical Conditions
Comparison of Selected Health Indicators KIT vs. US Age 55+**





Goal Eight
\taqul'i

**Using Our Talents and Resources
to Ensure We are Able to
Take Care of Ourselves and
Share with Others**

**Huhghilyah Da
Be Ready**

Goal Eight - \taqul'i – Huhghilyah Da – Be Ready – Using Our Talents and Resources to Ensure We are Able to Take Care of Ourselves and Share with Others

The eighth goal of the KIT vision for 2025 is using our talents and resources to ensure we are able to take care of ourselves and share with others. Here is some Dena'ina terminology about being prepared:

Huhghilyah - prepare yourself
Huhghilyah da - be ready
hunuqeghtghelya\ - I will prepare myself
Hunuqeghanlyu - I got prepared again
Ta\qunda huhghilyahda - tomorrow you should be ready
Nihunilya - Prepare yourself
Qech' qanhuk'qul'u - they depended on themselves
K'nuyeshdlan - I am ready, prepared

Key Informant Interviews

When we asked the key informants for their ideas to accomplish the goal of using our talents and resources to ensure we are able to take care of ourselves and share with others they said:

- ❖ track the skills of Native people who move into the area
- ❖ find out what they have to contribute to the community
- ❖ view everyone as a resource
- ❖ sharing is a part of our culture
- ❖ encourage people to get along better
- ❖ develop more jobs in education and health
- ❖ increase education levels
- ❖ give general assistance recipients opportunities to contribute through community services such as a community garden

Key informants' ideas about resources, activities and processes that are needed to use our talents and resources to ensure we are able to take care of ourselves and share with others included:

- ❖ developing a talent bank
- ❖ revamping General Assistance/Low Income Home Energy Assistance Program to encourage self-sufficiency and contribution
- ❖ developing more staff skills to promote self-sufficiency.

When asked about needs that are not being met, key informants identified the following: housing, Elder and child welfare, parenting skills, and drug/alcohol assessments.

Key informants said that the most critical needs that KIT is meeting for Native community, that are not being met elsewhere in community are:

- ❖ Sense of place, identity – otherwise would “melt away”
- ❖ NYO is not enough
- ❖ Transportation
- ❖ Access to healthcare

Focus Groups

The focus groups said that the top five most critical needs that KIT is meeting at this time, that are not being met anywhere else in the community are:

1. Culture and language programming
2. Head Start, youth programs, and educational programs
3. Health, wellness, behavioral health services
4. Financial/material assistance and job related
5. Tribal court

Focus groups said that the needs that are not being met, in order of most frequent responses, are:

1. Family and social: foster or group homes for special needs children, Elder assisted living, more safe places for youth to hang out, more youth activities, activities for younger children, services for vulnerable adults and women, meals on wheels for Elders, services for new mothers
2. Educational/Early Childhood needs: charter school, more camps, school advocacy, tutoring, school advocacy, and affordable childcare, Early Head Start
3. More cultural and language programming
4. More communication about the services that are available

When the focus groups were asked for their ideas for using our talents and resources to ensure we are able to take care of ourselves and share with others they responded with, in order of most frequent responses:

- ❖ Business and jobs – develop many successful businesses under Kahtuht’ana Development Corp, “economic self-sufficiency,” more Native hire, develop a market brand, fish processing and retail sales, more youth summer hire, develop work for Tribal members who lack drivers licenses or housing
- ❖ Youth and education – intertribal youth gatherings, teach children traditional values, teach Dena’ina culture in schools, Tribal middle school with emphasis on stewardship, tribal day care, youth life skills and independent living programs
- ❖ Events and public outreach – Elders Day with sharing/storytelling, concert with rally for traditional values, more Tribal dances in different places, concerts and dances
- ❖ More education for staff and tribal members – staff training, teamwork training, encourage staff to complete their degrees, “teach all who will learn,” “educate and advance our people.”
- ❖ Media and technology – Native radio station, smartphone capabilities in all programs, Facebook group
- ❖ Traditional foods – teach traditional food preparation, using Dena’ina language, encourage healthy foods, seaweed, smoked fish, berries, etc.

Surveys

In the survey we asked some questions about your families and households:

We asked what are the 5 most pressing problems/needs for your family? The top five responses were:

1. Paying necessary bills 8%
2. Lack of employment 6%
3. Getting help for home or car repairs, etc. 5%
4. Job training 4%
5. Dental care 4%

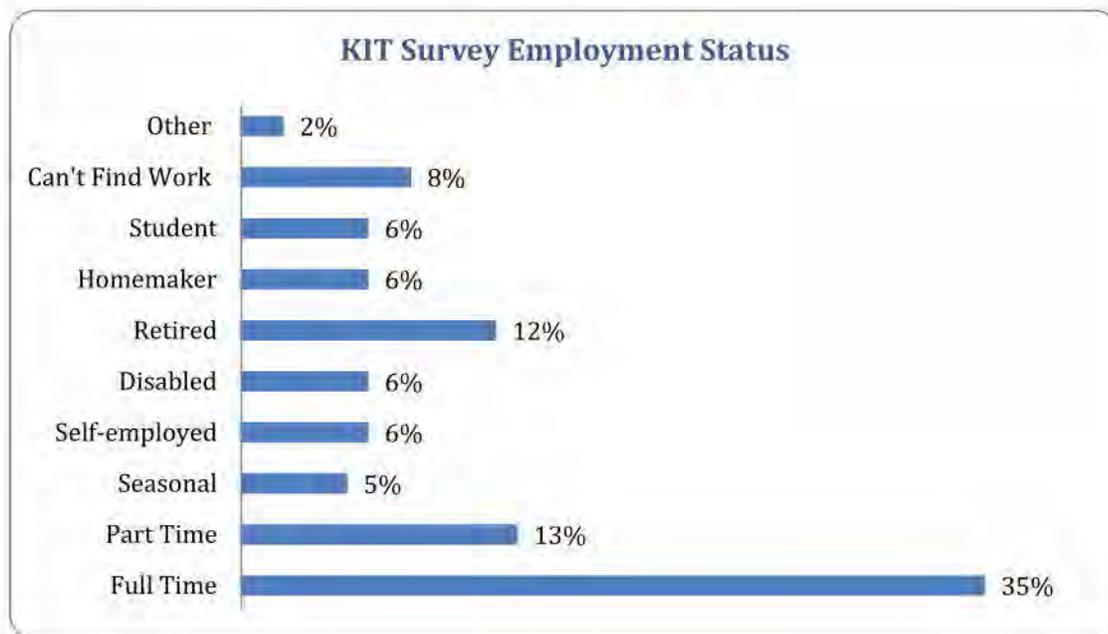
Goal Eight

When Tribal members were asked about using services from outside of Kenaitze Indian Tribe the top five responses were:

1. Health Care 4%
2. Dental 4%
3. Emergency Food/Food Bank 3%
4. Elder/Disability Services 2%
5. Public Assistance 2%

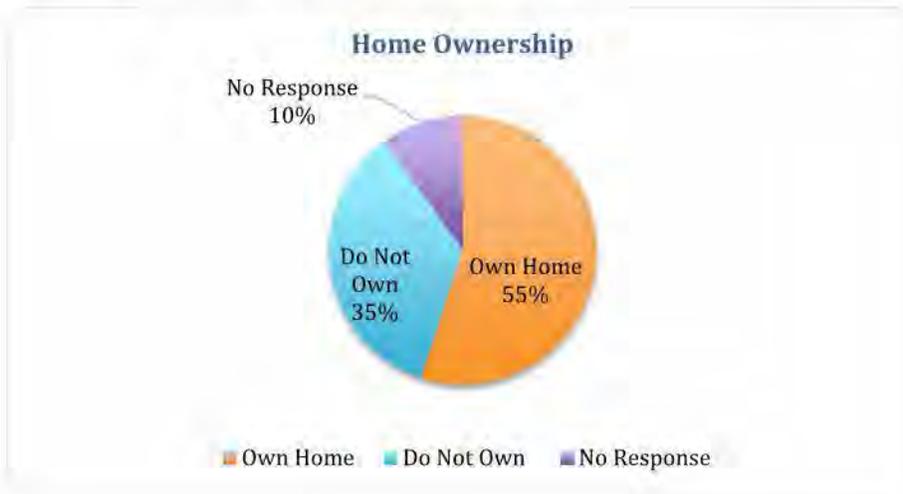
Survey respondents indicated the employment status for adults in their households as follows:

- Full-time employed 35%
- Part-time employed 13%
- Seasonal work 5%
- Self-employed 6%
- Unemployed – student 7%
- Unemployed - SSI / Disability 6%
- Unemployed - by choice (homemaker, etc.) 6%
- Unemployed - cannot find job 8%
- Retired 12%
- Other: 2%



Home Ownership

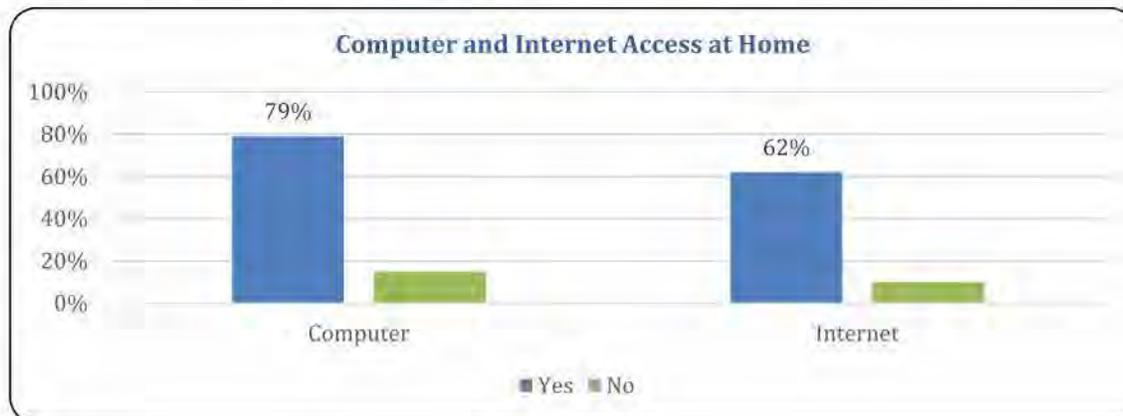
When asked about home ownership, 55% said yes they own their home, while 35% said no they do not. 10% did not provide a response.



Computer

When asked about a computer in the home, 79% said yes they have a computer in their home, and 15% said no they do not. 6% did not provide a response.

When asked about Internet access, 62% said yes they have Internet access, and 10% said no they do not. 28% did not provide a response.



Survey Results for Household Income

Because so many of KIT’s services use income eligibility criteria, we surveyed for the prevalence of low income families.

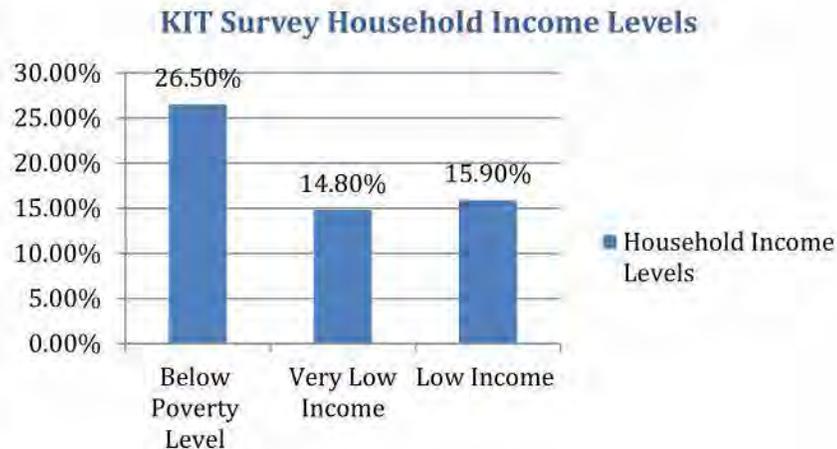
- Estimated median income for Native households surveyed by KIT falls between \$37,201- \$41,650.
- 53% (282 households) reported income levels below the HUD Low Income threshold for 2012.

Goal Eight



➤ Of these, 26.5% (141 households) were below the Federal poverty level.

| 2012 Poverty Guidelines for Alaska | |
|------------------------------------|-------------------|
| Persons in household | Poverty guideline |
| 1 | \$13,970 |
| 2 | 18,920 |
| 3 | 23,870 |
| 4 | 28,820 |
| 5 | 33,770 |
| 6 | 38,720 |
| 7 | 43,670 |



Written comments from survey respondents about community needs indicated the following: (abbreviated list – for full list see Volume One Appendix)

- Need more help for Elders
- Need better dental
- Too many people relying on welfare and food stamps instead of finding and getting paying jobs, need better education
- Awareness and community involvement
- Community Involvement
- We are owed everything. Sex, abuse, alcohol, cultural acceptance of welfare
- Why can't I get help with a down payment on a house?
- Teach when young, respect, education, responsibility
- Housing costs have skyrocketed on the Peninsula, my family and I were homeless for 9 months in 2011 and 2012

- The cost of gas and food are crippling families
- ER visits covered
- The Tribe is doing outstanding in health care
- Detox center to help families heal
- Need a big rehab to pull all of the addicts
- Need better core education and fewer "programs"
- Too many homeless people, child abuse and neglect
- Real doctors in the clinic. There needs to be a bus for people that don't have transportation to go to store and appointments to pay bills it should be free even to Soldotna
- Doing great
- Checking only 5 is impossible
- Need more clothing stores!
- Basic necessities
- So many are very important!
- Teenage homelessness is a growing concern
- All of the above is very important
- You talk about money for higher ed. but what about support and other ways to help. Programs like AHINA at UAA. Encourage our young to interact with all cultures. It is important to preserve ours as well as learn about others and the others about us.
- Counseling for teens
- Less alcohol and more input to the people
- Education for all above that's marked
- Must care for the Elderly. Must address drug problems of the young or lose the entire generation.
- Observed upon visiting and through person to person contact
- For Kodiak, teachers need to pay more attention to Native students who are not to be heard
- So many concerns!
- It is hard to pick top 5 - #1 Drug Abuse
- Too many Native high school drop-outs in KPSD
- The kids in Soldotna don't have a place to hang out after school. No kid's recreational center
- Need a vision center
- Behavioral/mental health access
- Too new to region
- Better use of the people resources
- Healing of the soul. I really don't feel community. I live alone and visit family. Community really hasn't existed for me
- Higher education is very important
- I live out of state of Alaska

Written comments from survey respondents about your family's needs indicated the following: (abbreviated list – for full list see Volume One Appendix)

- Right now nothing. My Washington tribe pay me a stipend every month
- Needed for all shareholders
- Kenaitze College would be awesome

Goal Eight

- Have managed to become overall "Not need" at this time.
- All the rain we've had is causing mold/mildew (unsafe)
- We need to stop our Elders welfare culture
- New born and toddler actives in community. As I stated health care for all other services that are open to natives members and their children should be available for the spouse as long as they stay married
- Parents are unable to assist myself and my sisters through college how they would like so we have lots of debt
- Why can't I get my bills paid for me?
- Ok Retired
- No pressing problems or needs
- No pressing problems/Needs in our family
- Mom & Dad have no pressing problems/needs
- Regional Native Dancing
- My family is having trouble with government regulations
- Single mother raising & caring for children with no help from birth father
- ER covered
- We have an older home, that's in need of repairs and weatherization
- We are retired and in reasonable good health but I'm aware of the rest of the the community and their needs.
- We live paycheck to paycheck
- Mental illness. Nakenu needs eating disorder treatment.
- Homelessness
- Does not apply x5
- We are blessed! Services are for those that really need them.
- Health Care
- I know that as soon as I'm able to find a job that can support my reg. bills the child care for kids then hopefully I will be able to save money for my kids to have braces I will be happy
- Very poor
- Sometimes I need my car fixed health issues
- Doing the best I can
- Not being eligible creates more problems
- Need Doctors Specialist, Pediatrics (child)
- Difficult grandchild with legal problems
- Access to health care for spouse
- Homeless
- Fuel costs
- Am retired Elder living in Anchorage, Low income but comfortable & proud of my KIT heritage.
- Transportation
- Gainful employment near trusting childcare and transportation
- Exercise program to deal w/ joint pains
- If is different to manage health care needs with an average education.
- My kids all have their own places- the items checked are what I see they need.
- Need housing (affordable) and cash assistance (as of cash aid welfare)
- For me - RESPECT. Health care: in past when I was visiting my sister who lives in Kenai.

- Doing OK
- We need but we get along
- I am 18 with little job skills and no money for continuing education
- All taken care of
- The need for assistance of family's w/an adult seeking higher education to meet day to day financial needs & debt.
- We are responsible and doing well with finances
- Vision Center is a need for our family
- Need a Vision Center x5
- Lack of funds
- Struggling in college for job/finances
- Lack of initiative of PCA's husband in seeking employment
- No investors in future
- No current problems
- Independence during retirement
- Would love for a better paying job, but can't afford higher ed. for it.
- Learn how to use a computer I'd like to be more involved with kit programs such as exercise beading and or volunteering but can't afford the gas and don't like driving in the snow thanks
- None needed
- I have to get some assistance every winter!
- Our father works on platform and it's hard to get health food.
- Everything
- My family needs nothing

Kenai Peninsula Income Data

- 9.1% of Kenai Peninsula Borough Residents are below poverty level, according to the 2007-2011 American Community Survey Estimates, whereas 26.5% of Native households surveyed by KIT (2012) were below the federal poverty guidelines for Alaska.
- Median household income for Kenai Peninsula Borough is \$59,256 according to 2007-2011 American Community Survey Estimates.

Educational Services

KIT Educational Services include job training, job placement, higher education scholarships, student housing, and youth job training (Workforce Investment Act).

- Youth employment and training services were provided to 6 persons during the first quarter of FY12-13; presumably this number is higher during summer months. Adult employment/training services were provided to 20 clients during the first quarter of FY12-13. Last summer three youth worked through the WIA summer employment program.
- From fall 2012- summer 2013, KIT will have assisted 60 students through its higher education program (including one student who will be completing a master's degree in Dena'ina education/Dena'ina language this year).

Goal Eight

Local Adult Educational Resources

Kenai Peninsula College

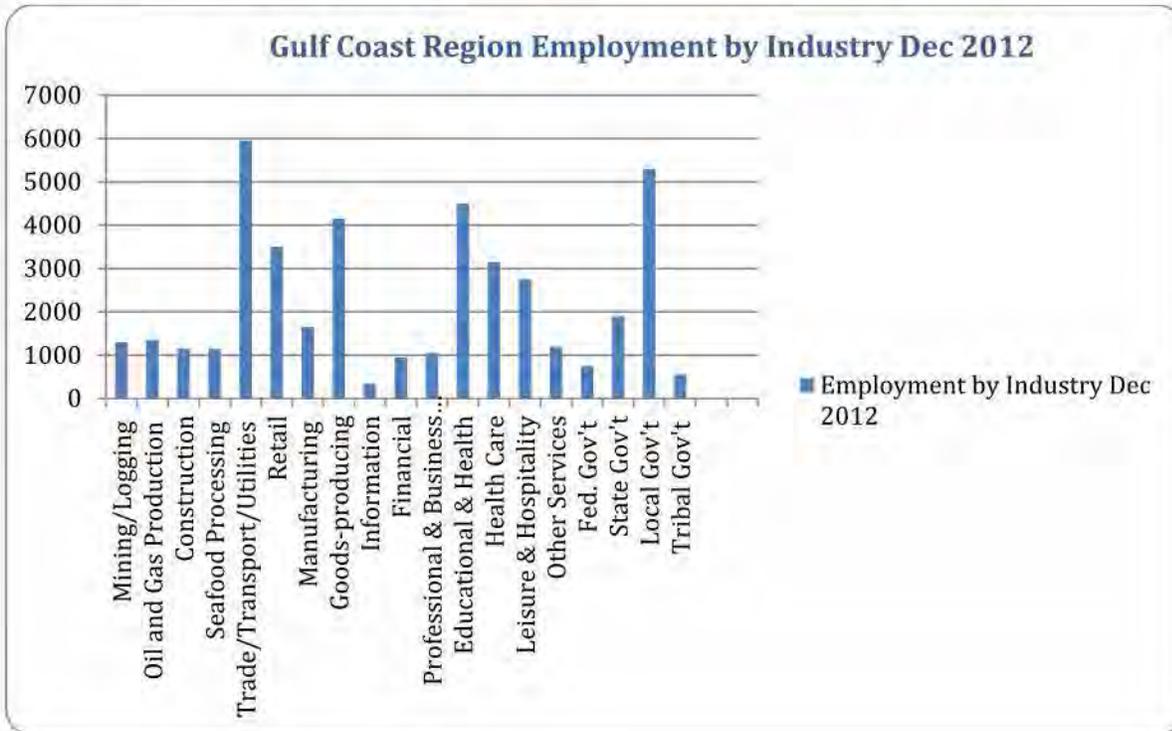
- Spring 2012 Kenai Peninsula College enrollment was 3027, including 271 Alaska Native/American Indian students
- KPC awarded 102 degrees or certificates in high demand disciplines in 2012, as well as over 100 GED's.

Alaska Christian College

Alaska Christian College is located in Soldotna, operated by the Evangelical Covenant Church, and is accredited through the Commission on Accreditation of the Association for Biblical Higher Education. ACC offers 30 and 60 credit certificates in Biblical and Theological Studies. The mission of Alaska Christian College is "to empower Alaska Natives through biblically-based education and Christian formation to pursue excellence in character, learning, and service as followers of Christ."

Area Employment Data

- Kenaitze Indian Tribe currently employs 123 full-time and eight part-time personnel.
- The Kenai Peninsula Borough December 2012 unemployment rate was reported at 8.4%.
- Alaska Natives comprised 12.2% of Unemployment Insurance Claimants for the Kenai Peninsula Borough.
- Approximately one third of jobs in the Kenai Peninsula Borough are in the oil and gas industry, which includes exploration, extraction, storage, processing/manufacturing, and transportation.
- Tourism is reported to be the fastest growing industry in the Borough.



Educational Services Survey Results

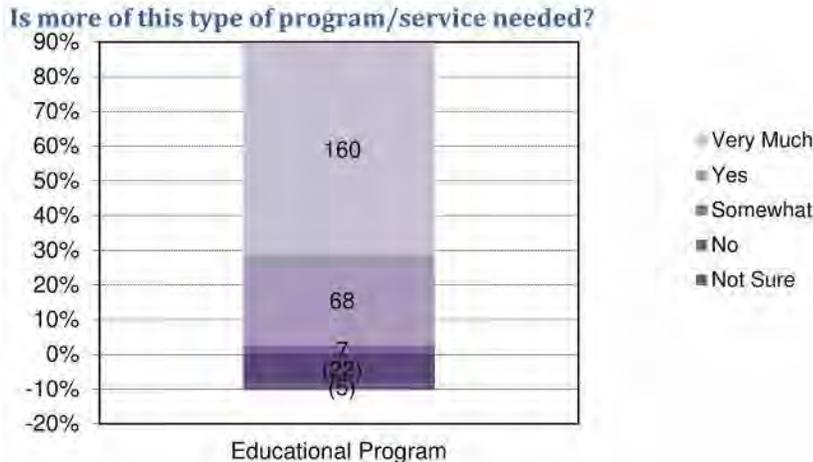
- 18 % of survey respondents indicate they use this program.
- The most frequent way that people heard about the Educational Services was by word of mouth at 28%; 5% learned of the program by referral, 5% by KIT newsletter, 5% learned of the program by internet, 2% by brochure, and 1% by newspaper. 54% did not respond to this question.

When asked the level of importance of the program, of those who responded to this question 72% said it is very important, 12% said important, 6% said somewhat important, 10% said not important. (52% did not respond to this question.)



Goal Eight

When asked if there is a need for more of this type of program/service in our community, of those who responded to this question, 61% said yes very much, 26% said yes, 3% said only a little, 2% said not at all, and 8% said not sure. (51% did not respond to this question.)



Tyotkas Elder Program

Kenaitze Indian Tribe’s Elder service program, called Tyotkas, serves over 125 Elders and aims to improve quality of life through fostering an environment of quality, dignity and pride. Tyotkas works to prevent isolation, provide healthy activities and access to healthy choices, and ensure independent living for Elders. Tyotkas also provides information and resources to family members who care for parents, grandparents or older relatives. Services include the Elders lunch program, the caregiver support program, transportation to doctor appointments and other activities, home visits, abuse and neglect prevention, the Elder advocate program, exercise programs, field trips, and traditional and non-traditional crafts.

Hours of operation:

Tyotkas is open from 8 a.m. – 5 p.m. (Monday –Friday)

Lunch is served from 11 a.m. – 1 p.m. (Monday-Friday)

Other schedules vary by service

Location and Contact Information:

1000 Mission Avenue, Kenai, Alaska 99611

(907) 335-7280

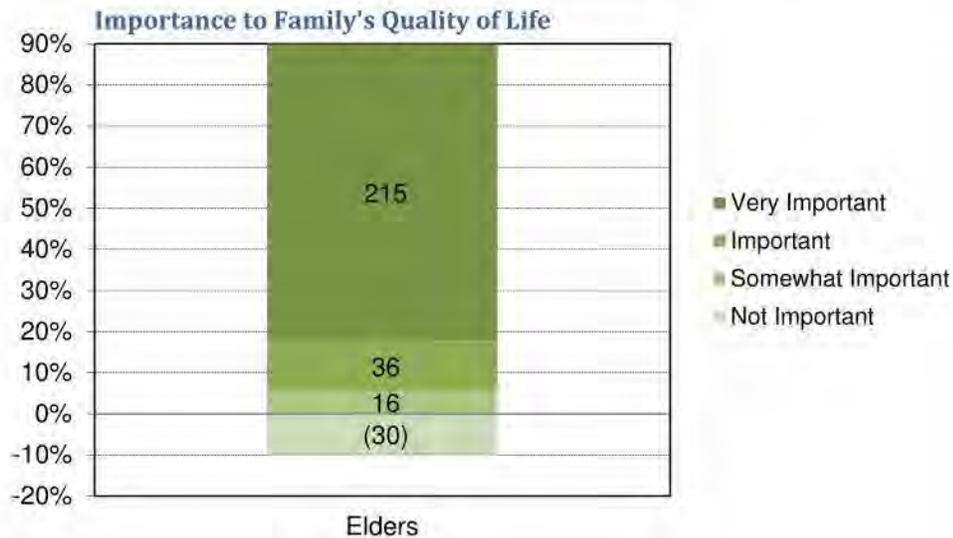
- KIT serves an average of 502 meals per month to Elders and people with disabilities through its Tyotkas Elder Program. 88% of customers are over age 55.
- 4,553 outreach contacts were made in 2012.
- 433 home care visits were made in 2012.
- 528 medical care visits were made in 2012.

Tyotkas Survey Results

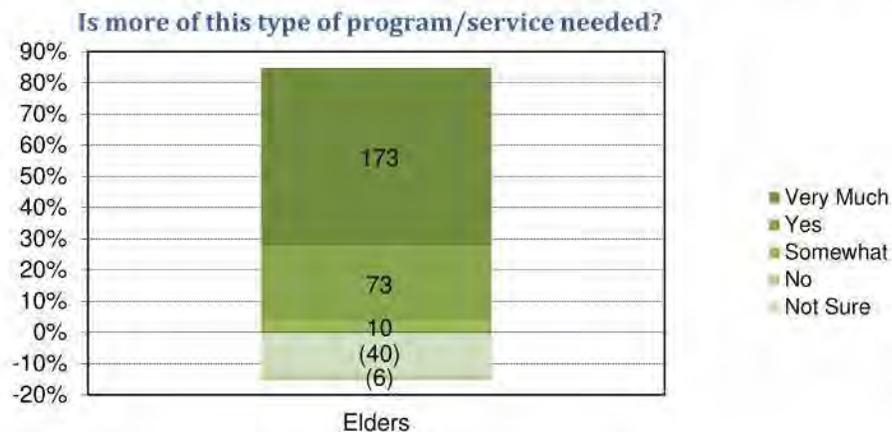
- 27% of survey respondents indicate they use this program.
- The most frequent way that people heard about the Tyotkas Elder Program was by word of mouth at 39%; 9% learned of the program by KIT newsletter, 2% learned of the

program by internet, 1% by brochure, and 1% by newspaper. 47% did not respond to this question.

When asked the level of importance of the program, of those who responded to this question 72% said it is very important, 12% said important, 5% said somewhat important, 10% said not important. (44% did not respond to this question.)



When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 57% said yes very much, 24% said yes, 3% said only a little, 2% said not at all, and 13% said not sure. (43% did not respond to this question.)



- 27% of KIT Survey respondents indicated they use some level of Elders services.
- 2% of KIT Survey respondents reported receiving Elders/disabilities services from outside of the Tribe.
- Elders assisted living was among the top most critical needs identified by KIT Focus Groups.

Goal Eight

Other Elders Needs Data

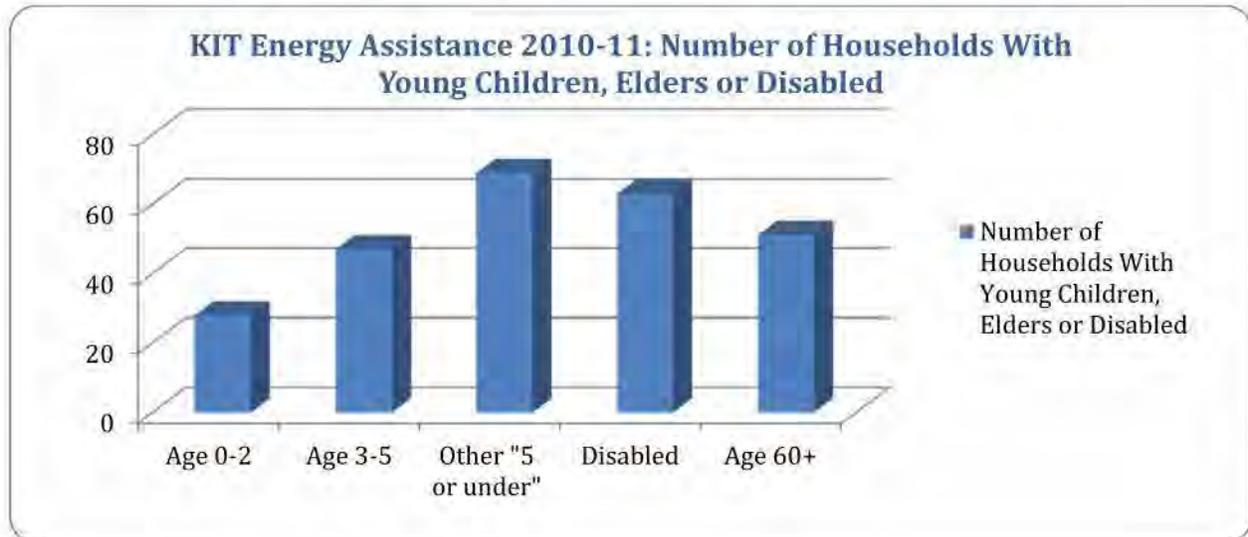
- The 2012 Household Health Survey conducted for Central Peninsula Hospital by the University of New England's Center for Community and Public Health found that assisted living was among the top five most needed services, endorsed by 46% of respondents.
- According to the Alaska Commission on Aging the number of Alaskans over age 65 increased by 20% from 2001-2009 across all regions of the state. The number of Elders in the over 85 age bracket is expected to increase dramatically in the next 20 years. "Over the next 25 years, the population age 60+ is projected to grow at an average annual rate of 3.3%. This is more than three times the expected rate of increase of the total population of Alaska over this time period. Already during the period from 2001 through 2009, the growth rate of Alaska's senior population has been 13 times that of the state's under-18 population (52% versus 4%)." *Alaska State Plan for Senior Services, FY 2012-2015*
- Alaska Natives are underrepresented among seniors, comprising only 14.9% of Alaskans over age 65.

According to the *Alaska State Plan for Senior Services, FY 2012-2015*: "Approximately 15 percent of Alaskan seniors are Alaska Natives. While many live in extremely remote communities, unconnected by road to the state's urban centers, there has been an increasing trend for Native Elders to migrate to the Railbelt region, particularly Anchorage and Fairbanks, to be closer to more specialized health care, to obtain assisted living or nursing home care, and often to live near family members who have migrated to the city for greater opportunity. While many move by choice, others move to a hub community or urban area for care unavailable in their home villages, despite their desire to continue living in their home communities where they are immersed in familiar culture, language, foods, and social networks.

Urban health care and service providers may lack an understanding of Native culture. As members of a collective culture which assigns a deeply meaningful role to its Elders, Alaska Natives do not "retire" or disengage from society; they retain an important role, acting as transmitters of valued cultural knowledge. Native Elders can cease to feel a sense of connection and meaning when they are away from their families, communities, and tribes. Elders often speak indirectly in metaphors and stories, as English may not be their first language. Access to traditional Native foods is essential for Elders' health and wellbeing. Finally, the long-term effects of mass trauma such as Native children's forced removal from their homes and communities to distant boarding schools; the destruction of Native languages, spiritual practices, and cultural traditions; the influence of western commercial culture; and the influenza and tuberculosis epidemics of the early 20th century are all traumas still impacting living Natives today. In the past, Native Elders were cared for at home by members of their extended families. Today, with longer life spans, smaller families, and more geographic dispersion of family members, many Elders do not have a traditional support system which would help them to remain living in their villages. Supported senior housing and assisted living facilities are needed in the rural hub communities that serve a network of Native villages. For Elders who remain at home, help with household chores and shopping is a priority. (Appendix C, p. 8)

Social Services: General Assistance

These programs include Low Income Home Energy Assistance and Alaska Heating Assistance, as well as General Assistance. In 2012, 50 families applied for and 22 received General Assistance, 92 applied for, and 84 were approved for AK Heating Assistance, and 381 applied for and 367 were approved for LIHEAP. Historically a large number of families receiving LIHEAP have young children, elderly, or family members with disabilities.



Social Services Survey Results

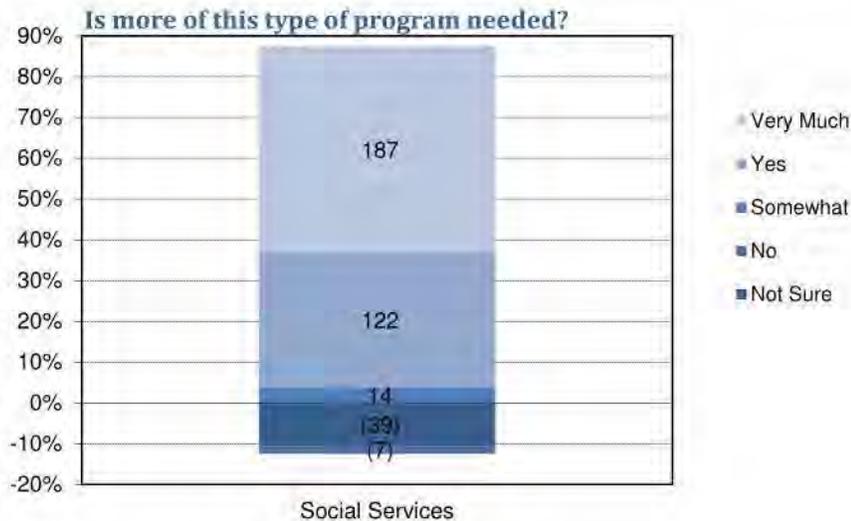
- 33% of survey respondents indicate they use this program.
- The most frequent way that people heard about Social Services was by word of mouth at 45%; 8% learned of the program by KIT newsletter, 5% learned of the program by referral, 2% learned of the program by internet, 1% by brochure, 1% by newspaper, and 1% by radio or TV. (35% did not respond to this question.)

When asked the level of importance of the program, of those who responded to this question 62% said it is very important, 17% said important, 8% said somewhat important, 13% said not important. (32% did not respond to this question.)



Goal Eight

When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 51% said yes very much, 33% said yes, 4% said only a little, 2% said not at all, and 11% said not sure. (31% did not respond to this question.)



SASP/Healthy Relationships Programs

Services are provided to women who have experienced domestic violence, sexual assault, dating violence and stalking. Financial Services Include: housing assistance, emergency housing, gas cards, CARTS cards, food and clothing cards, and utilities. KIT also provides a Sexual Assault Services Program for women, men and adolescents who have experienced sexual assault, including financial assistance for emergency housing, gas cards, and food and clothing.

Non-financial services are provided, as needed, including:

- Culturally relevant advocacy
- Educational/community awareness
- Filling out protective orders
- Attending state of Alaska or Tribal Court regarding protection orders for support
- Self-Sufficiency Plan
- Safety Plan

SASP personnel also participate in:

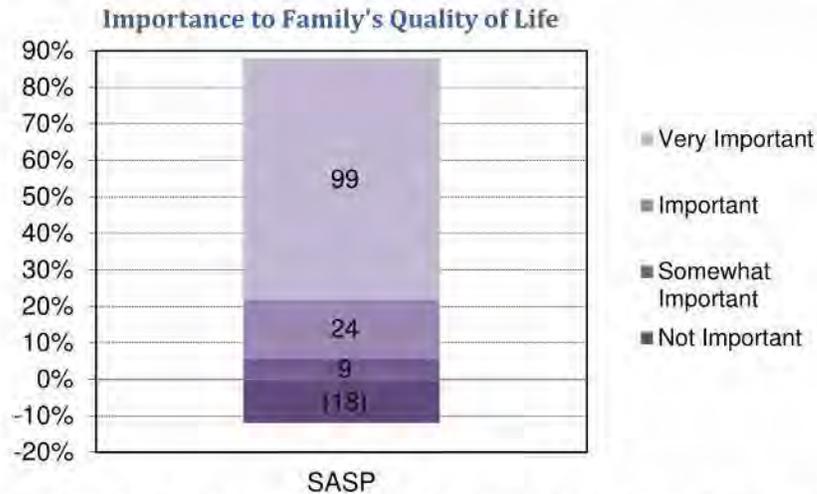
- Sexual Assault Response Teams/Domestic Violence Task Force, Community Awareness Workshop, Interagency meetings, Project Homeless Connect
- Facilitate Tribal Coordinating Council meetings, Tribal Forums, Candlelight Vigils
- Coordinating services with community agencies such as The Lee Shore Center, Merit Inn, OCS, etc.
- Coordinating Services with other KIT programs

SASP served 52 clients during the first quarter of FY 2013.

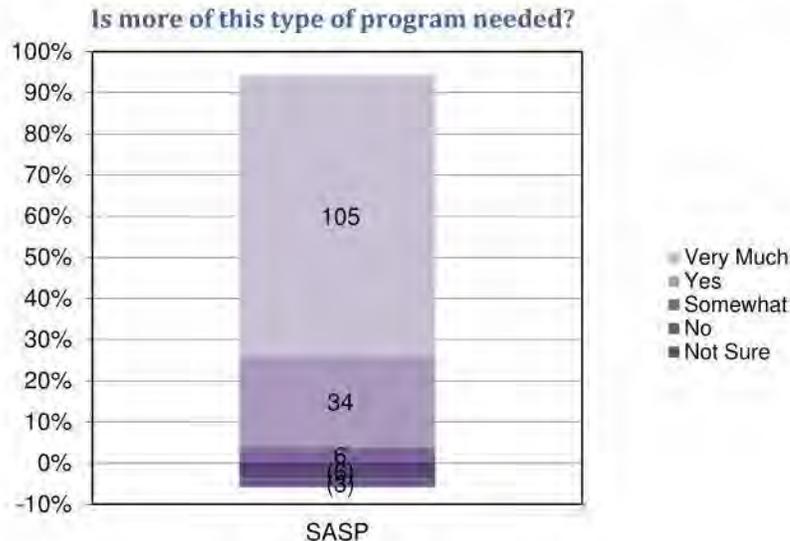
SASP Survey Results

- 4% of survey respondents indicate they use this program.
- Word of mouth was the most frequent way people heard of the program, indicated by 15% of respondents. 4% learned about it through the newsletter, 2% via internet, 2% via brochure, and 1% through referral. 72% of responders did not answer this question.

When asked the level of importance of the program, of those who responded to this question, 66% said it is very important. 16% said important, 6% said somewhat important, 12% said not important.



When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 68% said yes very much, 22% said yes, 4% said only a little, 2% said not at all, and 4% said not sure. 71% of responders did not answer this question.



Goal Eight

Housing and Basic Needs Data

- In 2010-2011, 20% of KIT Head Start families received emergency assistance with food, clothing or shelter. Six families were reported as homeless.
- Last year, 49% of KIT Head Start families participated in the WIC program, and 21% received Supplemental Nutrition Assistance (food stamps).
- The 2010 KIT Head Start Community Assessment survey of local service providers found that 70% of respondents saw an increase in the number of low income families contacting their agency.
- The 2010 KIT Head Start Community Assessment survey of local service providers identified homeless shelters/available housing/emergency housing as the most needed additional community resource for low income families, in addition to transportation.
- The Kenai Peninsula Food Bank, located in Soldotna, was opened in 1988 and provides food to 67 non-profit organizations as well as commodities to almost 1,700 persons each month. The Soup Kitchen serves lunch from 11:30-2:30 Monday-Friday and provides an average of 1788 meals per month. There are also classes on nutrition, budgeting, gardening and food preparation.

Affordable Housing

Between 2001 and 2007 there was an estimated 3.3% increase in the number of housing units in the Kenai Peninsula Borough. 830 new units were added, including 656 single family homes, 169 multi-family dwellings, and 5 mobile homes (Information Insights, 2009 Housing Assessment). Unfortunately, the rate of population increase in the Borough has been more than double the rate of increase in housing units.

In 2010 there were 30,578 housing units in the Kenai Peninsula Borough. 6083 of these were vacant due to seasonal use, leaving just 2334 vacant for potential occupancy. There were 1,288 vacant units within the KIT service area in 2010, as follows:

| Kenai | Soldotna | Nikiski | Salamatof | Kalifornsky | Kasilof | Funny River | Sterling | Cooper Landing | Cohoe | Ridgeway |
|-------|----------|---------|-----------|-------------|---------|-------------|----------|----------------|-------|----------|
| 253 | 150 | 180 | 29 | 171 | 15 | 81 | 235 | 27 | 80 | 67 |

The cost of a single family home in the Kenai Peninsula Borough is ranked lowest in the state, at an average of \$226,000. The average rent for a two-bedroom apartment is \$847. In 2007, ISER conducted a study on homelessness on the Kenai Peninsula. An estimated 400-500 people per year are homeless, with the majority being in Kenai. A large number of Kenai's homeless, as many as 143 per year, are women and children displaced by domestic violence.

Kenai Peninsula Housing Initiatives is a community housing development organization that works with a number of other community organizations to develop affordable rental housing, community housing, transitional housing, and programs that prevent homelessness. KPHI

administers two supportive housing complexes for adults with mental illness (Crestview and Watts Homestead), as well as a 5 unit large-family affordable housing complex (Hillcrest Manor) and a 6 unit senior housing complex (Silverwood) in Soldotna.

Kenai Peninsula Housing Initiatives, Inc.
3751 Sterling Hwy
Homer, Alaska 99603
Office phone: 907-235-4357

Childcare

- According to the 2010 KIT Head Start Community Assessment, there are 25 state licensed child care providers in the Kenai and Soldotna area. These include six child care centers in Soldotna, each with an average capacity of 50, six group homes (capacity= 12), and four provider homes with a capacity of eight children each, plus three centers, three group homes, and three homes in Kenai. Total estimated licensed capacity is 450 center slots, 108 group home slots, and 56 home slots.
- According to the 2010 KIT Head Start Community Assessment Parent Survey, 21 parents (48% of respondents) indicated a need for regular childcare; 13 of these parents need full-day child care. The 2010 KIT Head Start Community Assessment survey of local service providers also found that 12% -18% of respondents saw an increase in need for childcare for all ages of children.
- The 2010 KIT Head Start Community Assessment survey of local service providers found that 58% of respondents saw an increase in the number of grandparents raising grandchildren.

Transportation

KIT Tyotkas Elder Program provides approximately 1,860 rides per year for appointments, shopping, meals, and social outings. The vast majority of rides provided by KIT are through the Elders and Head Start programs. Some KIT programs are able to provide a limited number of CARTS vouchers to their customers and several programs have access to GSA vehicles or program vehicles.

Survey Results

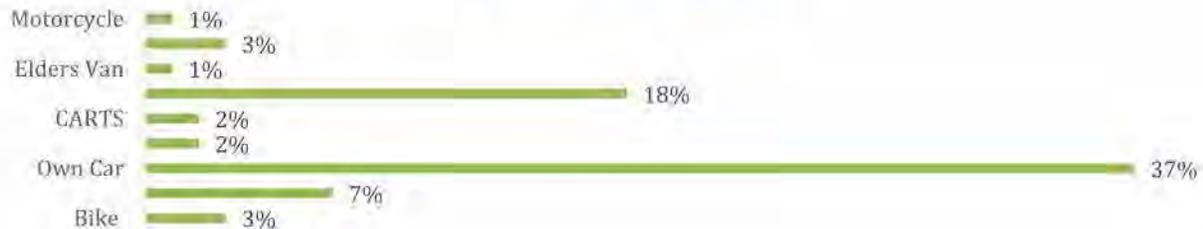
We asked about the distance that people live from basic services and amenities. Their responses are summarized in the chart below.



Goal Eight

We also asked “How to you usually get to the above places?”

Top Modes of Transportation



Other Transportation Data

- There is no mass public transportation in the Kenai Peninsula. There are a number of private taxicab companies serving the area.
- Central Area Rural Transit System (CARTS) serves Kenai, Soldotna, Kasilof, Nikiski, and Sterling, including all points in between. Passenger fares are based on the number of zones they travel through based on 13 designated zones. Rides are reserved in advance.
- The 2010 KIT Head Start Community Assessment survey of local service providers found that 59% of respondents saw an increase in the need for transportation services.
- The 2010 KIT Head Start Community Assessment survey of local service providers identified transportation as the number one barrier to receiving community services.

Kenaitze-Salamatof Housing

Through our Tribally Designated Housing Entity (TDHE), Housing Assistance Programs include Safe Home Repairs, Rental Assistance, and Snowplowing/Sanding for Elders.

The Snow Plowing/Sanding Program is available for eligible Elders and disabled individuals. The program provides the plowing/sanding services at no charge, helping make their winter a little bit easier. The Safe Home Program helps to renovate and repair homes of Kenaitze and Salamatof Tribal members, as well as those of other Alaska Natives and American Indians that are income qualified. The program addresses health and safety issues by providing disabled accessibility, and smoke and carbon monoxide detectors. The program also helps increase housing efficiency by providing new roofs, energy efficient heating systems, weatherization and even energy-efficient light bulbs. The Housing Program is also responsible for Kenaitze Indian Tribe’s facility maintenance and custodial services.

- In 2012, 30 families were assisted with Safe Home repairs.
- During first quarter of FY12-13, there were 10 approved Safe Home applicants, and 17 Elders approved for snowplowing.
- Four families received emergency housing during the first quarter of FY12-13.

Ames Road Housing Development

The Ames Road Project is the Tribal Housing plan for the old garden and greenhouse site located at the end of Ames Road to become an energy-efficient, sustainable community. The initial phase will be an eight-unit residential complex for income-qualified Elders and families to live together in a traditional setting. This project will promote Tribal beliefs and ways by bringing Elders and new families together in the community in the same way villages did in days past. Not only can the young families benefit from the Elders' experience and wisdom, but also the Elders will be shown they are still significant and needed.

Wildwood Project

The Native American Lands Environmental Mitigation Program (NALEMP) has funded training and cleanup activities for the former Wildwood military site, now owned by Kenai Native Association (KNA). Previous activities included assessing the extent of soil contamination and removing concrete debris from the site. These efforts will restore KNA property to its natural state.

Hours of operation:

Office hours are 8 a.m. – 5 p.m. (Monday – Friday)

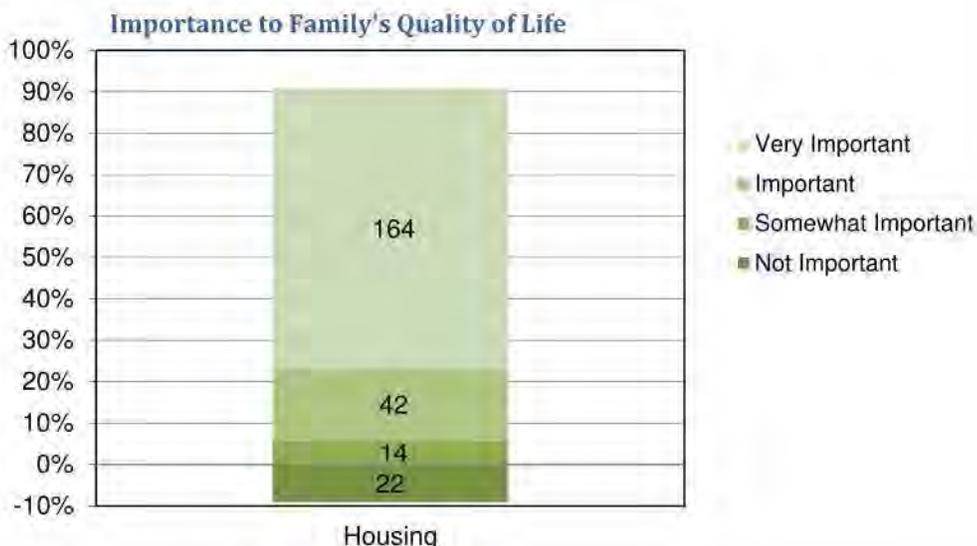
Location and Contact Information:

150 North Willow Street, Kenai, Alaska 99611
(907) 335-7200

KIT/Salamatof Housing Survey Results

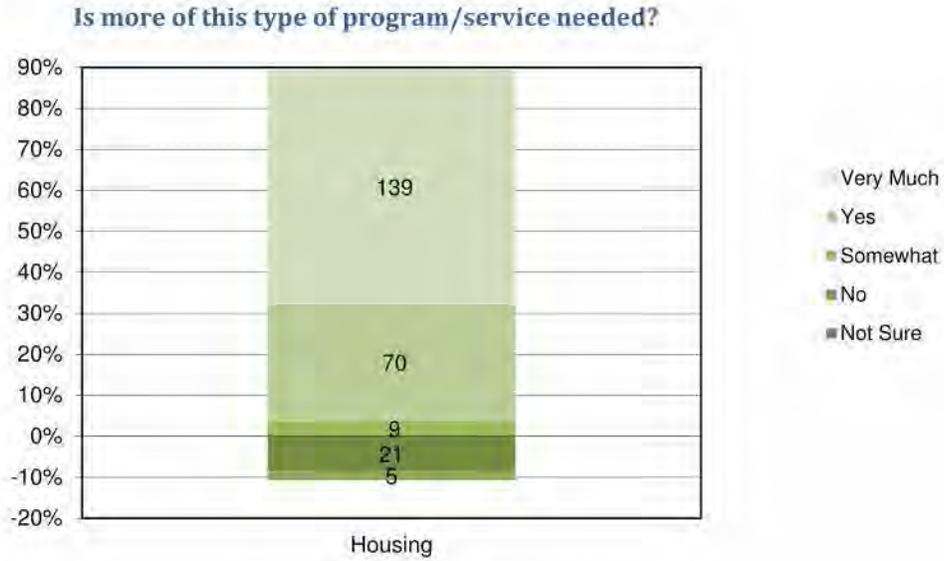
- 14% of survey respondents indicate they use this program.
- The most frequent way that people heard about KIT-Salamatof Housing was by word of mouth at 27%; 8% learned of the program by KIT newsletter, 3% learned of the program by referral, 2% learned of the program by internet, 2% by brochure, 1% by newspaper. 57% did not respond to this question.

When asked the level of importance of the program, 68% of those who responded to this question said it is very important, 17% said important, 6% said somewhat important, 9% said not important.



Goal Eight

When asked if there is a need for more of this type of program/service in our community, of those who responded to this question 57% said yes very much, 29% said yes, 4% said only a little, 2% said not at all, and 9% said not sure. (54% of survey participants did not respond to this question.)





Summary

Ni\ghasdlen Confluence

Summary - Ni\ghasdlen - Confluence

In summary we will be taking a look at what the key informants, focus group participant, and survey respondents said was most important. When 2025 rolls around, we expect to be able to say, "naghuynisdi t'qilyuq", our wish came true.

Key Informant Interviews

Key informants were asked to choose the three things that they thought would be the most helpful to the Tribal community and to the accomplishment of the vision for 2025 and they said:

- ✓ Education – for all ages
- ✓ Wellness – health system
- ✓ Sovereignty
- ✓ Employment
- ✓ Financial independence of Tribe
- ✓ Increase partnership with SNA and KNA
- ✓ Make people more aware of KIT programs and the strength of the Tribe, reach more Native people
- ✓ Physical and mental health through traditional values
- ✓ Get Tribal members more involved
- ✓ Reaffirm love of land and family vs. materialism

Key informants said that if they had to choose only three things that would make or support those things happening said they are:

- ✓ Resources
- ✓ Every Tribal member gets training to develop and become what they want to be
- ✓ Live traditional values
- ✓ Demonstrate resiliency
- ✓ United efforts – more sharing

The three actions that key informants said they could take personally to help bring these things about were:

- ✓ One on one involvement with teens
- ✓ Speak language
- ✓ Story telling
- ✓ Teach children and grandchildren
- ✓ Be an example
- ✓ Be available and aware of motivation
- ✓ Continue being on Council
- ✓ Donate personal wealth
- ✓ Live values – thanks giving
- ✓ Demonstrate resiliency
- ✓ Advocate to ensure housing for out-of-state college students
- ✓ Help with education by hiring college students in the summer
- ✓ Foster traditional practices
- ✓ Roll up sleeves and get busy
- ✓ Reinforce kids' identity
- ✓ Work for Tribe, develop Tribal programs
- ✓ Be cognizant of personal conduct, aware of how it represents the Tribe

The other thoughts and ideas that key informants had when asked were:

- ✓ Continue to be economically strong

- ✓ Function in both worlds
- ✓ Choose wise leaders and keep them from getting burned out
- ✓ Care for people's mental health regardless of the cost as a way of taking care of Tribal members, is not enabling
- ✓ Focus on meeting needs in community

Focus Groups

The focus groups were asked to look at the KIT 2025 Vision and to identify the three most important things the Tribe could do that would move us towards the realization of the Vision and, in order of most frequent responses, they said:

- ✓ Tribal education system and youth programming
- ✓ Use talents and resources to ensure we are able to take care of ourselves and share with others
- ✓ Traditional values and practices – including more use of traditional approaches in wellness and mental health

Surveys

Survey respondents were asked to indicate the top 5 concerns in the community:

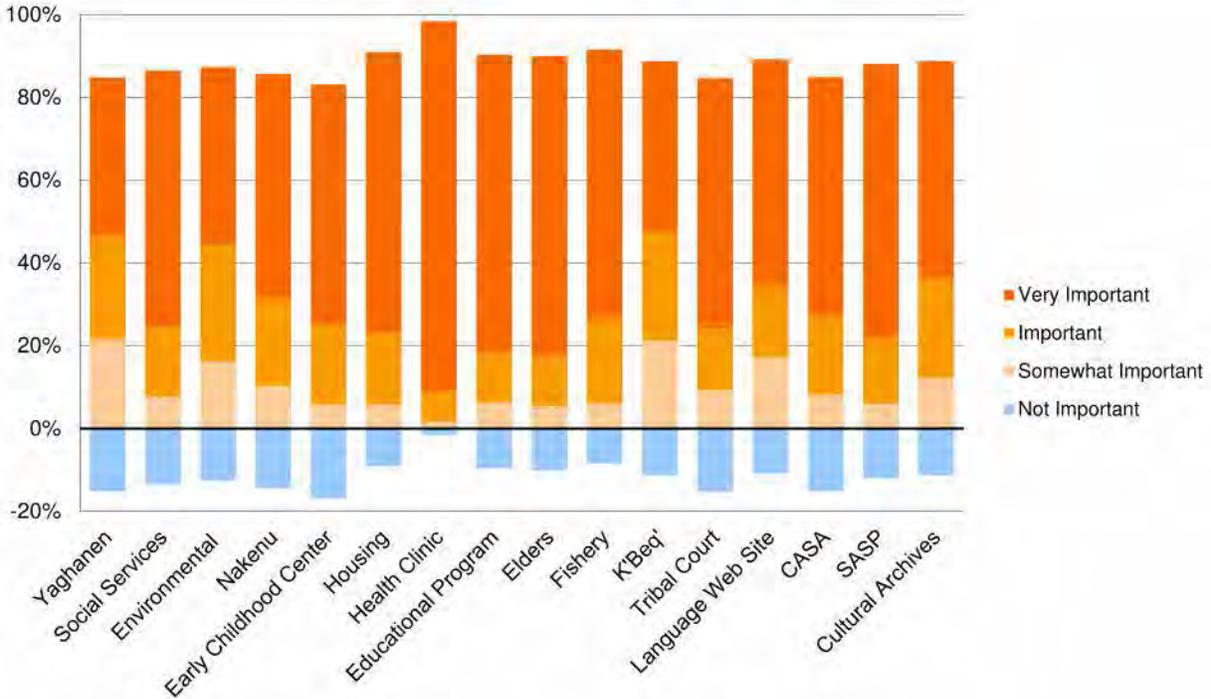
1. Need more job training 10%
 2. Not enough jobs 10%
 3. Schools and education for children 9%
 4. Not enough affordable housing 7%
 5. Safety in schools 6%
- Lack of subsistence foods 6%
Better use of finances 6%

Homelessness 5%, Racism 4%, and Health Care 2% were also issues of concern.

Level of Importance – All Programs

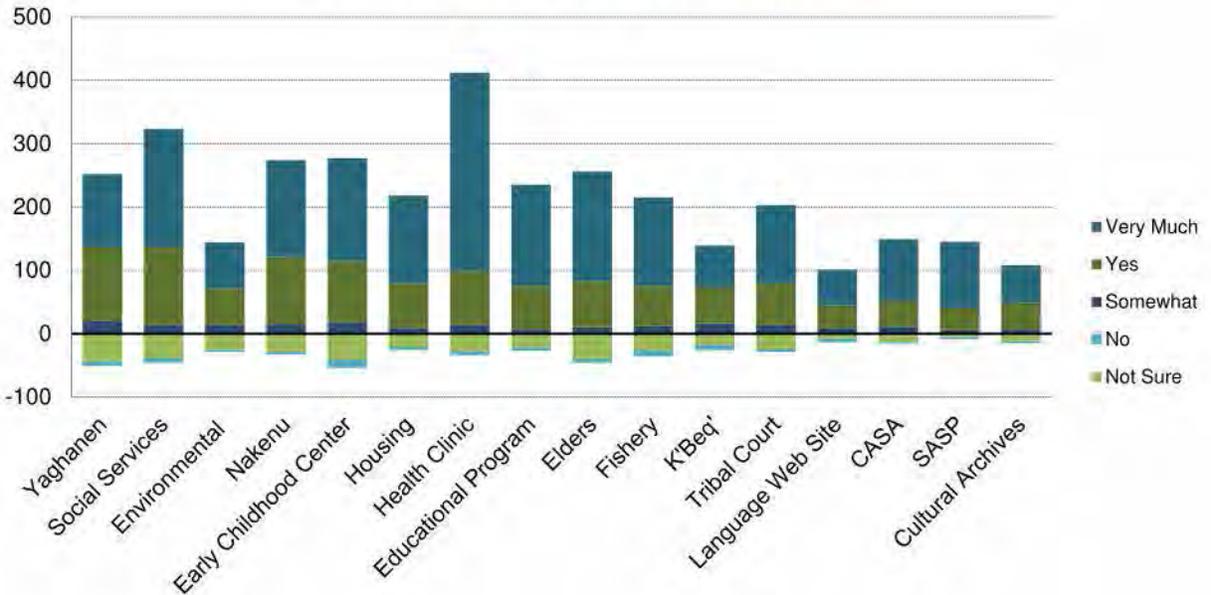
Summary

Importance to Family's Quality of Life



Need for More Services – All Programs

Is more of this type of program/service needed?





Appendix

Sukdu Kala Story's Tail

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Survey Instrument and Results

Kenaitze Indian Tribe 2012 Community Needs Survey Results

First, we are interested in learning which of Kenaitze Indian Tribe’s programs you are aware of and/or have used in the past year. For each program or service, please answer the following questions. If you are not familiar with the program, please check “I am not aware of these programs” and skip to the next program.

| Kenaitze Indian Tribe Programs 533 Surveys Returned | How did you learn of this program? | How often do you or a family member(s) use this program? | Level of Importance of this program to your family’s quality of life | Is there a need for <u>more</u> of this type of program/service in our community? |
|---|--|--|--|--|
| Yaghanen Youth Programs Jabila’ina Dance Group, Ggugguyni Native Youth Olympics, Cultural Youth Camps, Youth Drum, Youth Tutoring <input type="checkbox"/> I am not aware of these programs (skip to next program) | Internet 3% Word of Mouth 35% Referral 2% Radio or TV 1% Newsletter 7% Brochure 2% Newspaper 2% No response 47% | Never 37% 2+ times per week 2% Weekly 2% Monthly 2% 2+ times per year 3% Annually 5% Seasonally 6% No response 44% | Very important 22% Important 14% Somewhat important 12% Not important 9% No response 43% | Yes very much 22% Yes 22% Only a little 4% No not at all 1% Not sure 8% No response 43% |
| Social Services General Assistance Low Income Home Energy Assistance Alaska Heating Assistance <input type="checkbox"/> I am not aware of these programs (skip to next program) | Internet 2% Word of Mouth 45% Referral 5% Radio or TV 1% KIT Newsletter 8% Brochure 3% Newspaper 1% No response 35% | Never 35% 2+ times per week 1% Weekly 0% Monthly 8% 2+ times per year 5% Annually 13% Seasonally 6% No response 33% | Very important 42% Important 11% Somewhat important 5% Not important 9% No response 32% | Yes very much 35% Yes 23% Only a little 3% No not at all 1% Not sure 7% No response 31% |

| Kenaitze Indian Tribe Programs | How did you learn of this program? | How often do you or your family use this program? | Level of Importance of this program to your family's quality of life | Is there a need for <u>more</u> of this type of program/service in our community? |
|--|---|---|---|--|
| <p>Environmental Program GAP Program Environmental Camps</p> <p><input type="checkbox"/> I am not aware of these programs (skip to next program)</p> | <p>Internet 1% Word of Mouth 17% Referral 0% Radio or TV 0% KIT Newsletter 6% Brochure 2% Newspaper 0% No response 72%</p> | <p>Never 23% 2+ times per week 0% Weekly 0% Monthly 1% 2+ times per year 1% Annually 4% Seasonally 4% No response 68%</p> | <p>Very important 13% Important 9% Somewhat important 5% Not important 4% No response 69%</p> | <p>Yes very much 14% Yes 11% Only a little 3% No not at all 1% Not sure 5% No response 68%</p> |
| <p>Nakenu Mental Health Services Chemical Dependency Services Circle Justice STOP Violence against Native Women</p> <p><input type="checkbox"/> I am not aware of these programs (skip to next program)</p> | <p>Internet 2% Word of Mouth 34% Referral 10% Radio or TV 0% KIT Newsletter 6% Brochure 3% Newspaper 0% No response 45%</p> | <p>Never 41% 2+ times per week 1% Weekly 3% Monthly 5% 2+ times per year 2% Annually 3% Seasonally 2% No response 45%</p> | <p>Very important 30% Important 12% Somewhat important 6% Not important 8% No response 44%</p> | <p>Yes very much 29% Yes 20% Only a little 3% No not at all 1% Not sure 5% No response 42%</p> |
| <p>Head Start Family Services Parenting Classes</p> <p><input type="checkbox"/> I am not aware of these programs (skip to next program)</p> | <p>Internet 2% Word of Mouth 43% Referral 2% Radio or TV 2% KIT Newsletter 8% Brochure 3% Newspaper 3% No response 38%</p> | <p>Never 48% 2+ times per week 2% Weekly 3% Monthly 1% 2+ times per year 1% Annually 5% Seasonally 3% No response 37%</p> | <p>Very important 35% Important 12% Somewhat important 4% Not important 10% No response 39%</p> | <p>Yes very much 30% Yes 18% Only a little 3% No not at all 2% Not sure 8% No response 38%</p> |

| Kenaitze Indian Tribe Programs | How did you learn of this program? | How often do you or your family use this program? | Level of Importance of this program to your family's quality of life | Is there a need for <u>more</u> of this type of program/service in our community? |
|---|---|---|---|--|
| <p>KIT-Salamatof Housing Safe Home Repairs, Rental Assistance Buy-Down Loan Program Snowplowing/Sanding for Elders</p> <p><input type="checkbox"/> I am not aware of these programs (skip to next program)</p> | <p>Internet 2% Word of Mouth 27% Referral 3% Radio or TV 0% KIT Newsletter 8% Brochure 2% Newspaper 1% No response 57%</p> | <p>Never 30% 2+ times per week 1% Weekly 1% Monthly 1% 2+ times per year 2% Annually 5% Seasonally 4% No response 56%</p> | <p>Very important 31% Important 8% Somewhat important 3% Not important 4% No response 55%</p> | <p>Yes very much 26% Yes 13% Only a little 2% No not at all 2% Not sure 4% No response 54%</p> |
| <p>Dena'ina Health Clinic Dental Clinic Diabetes Prevention Program Tobacco Cessation</p> <p><input type="checkbox"/> I am not aware of these programs (skip to next program)</p> | <p>Internet 4% Word of Mouth 55% Referral 14% Radio or TV 0% KIT Newsletter 6% Brochure 1% Newspaper 0% No response 20%</p> | <p>Never 8% 2+ times per week 3% Weekly 2% Monthly 29% 2+ times per year 26% Annually 11% Seasonally 5% No response 16%</p> | <p>Very important 75% Important 6% Somewhat important 1% Not important 1% No response 17%</p> | <p>Yes very much 59% Yes 16% Only a little 3% No not at all 1% Not sure 5% No response 16%</p> |
| <p>Educational Services Job Training, Job Placement Higher Education Scholarships Student Housing Youth Job Training (WIA)</p> <p><input type="checkbox"/> I am not aware of these programs (skip to next program)</p> | <p>Internet 5% Word of Mouth 28% Referral 5% Radio or TV 0% KIT Newsletter 5% Brochure 2% Newspaper 1% No response 54%</p> | <p>Never 30% 2+ times per week 1% Weekly 1% Monthly 2% 2+ times per year 4% Annually 7% Seasonally 3% No response 52%</p> | <p>Very important 35% Important 6% Somewhat important 3% Not important 5% No response 52%</p> | <p>Yes very much 30% Yes 13% Only a little 1% No not at all 1% Not sure 4% No response 51%</p> |

| Kenaitze Indian Tribe Programs | How did you learn of this program? | How often do you or your family use this program? | Level of Importance of this program to your family's quality of life | Is there a need for <u>more</u> of this type of program/service in our community? |
|---|--|--|---|--|
| Tyotkas Elder Program Elders Luncheon, Caregiver Support, Home Visits, Wellness Activities/Outings Transportation, Respite Care, Information and Referral, Other In-home Services <input type="checkbox"/> I am not aware of these programs (skip to next program) | Internet 2% Word of Mouth 39% Referral 1% Radio or TV 0% KIT Newsletter 9% Brochure 1% Newspaper 1% No response 47% | Never 29% 2+ times per week 5% Weekly 4% Monthly 5% 2+ times per year 6% Annually 4% Seasonally 3% No response 44% | Very important 40% Important 7% Somewhat important 3% Not important 6% No response 44% | Yes very much 32% Yes 14% Only a little 2% No not at all 1% Not sure 8% No response 43% |
| Educational Fishery <input type="checkbox"/> I am not aware of these programs (skip to next program) | Internet 2% Word of Mouth 34% Referral 1% Radio or TV 0% KIT Newsletter 5% Brochure 2% Newspaper 1% | Never 21% 2+ times per week 1% Weekly 0% Monthly 1% 2+ times per year 4% Annually 7% Seasonally 13% No response 53% | Very important 30% Important 10% Somewhat important 3% Not important 4% No response 53% | Yes very much 26% Yes 12% Only a little 2% No not at all 2% Not sure 5% No response 53% |
| K'Beq Interpretive Site <input type="checkbox"/> I am not aware of these programs (skip to next program) | Internet 1% Word of Mouth 20% Referral 1% Radio or TV 0% KIT Newsletter 5% Brochure 1% Newspaper 0% No response 73% | Never 16% 2+ times per week 1% Weekly 0% Monthly 0% 2+ times per year 1% Annually 4% Seasonally 7% No response 70% | Very important 12% Important 8% Somewhat important 6% Not important 3% No response 70% | Yes very much 12% Yes 11% Only a little 3% No not at all 2% Not sure 3% No response 69% |

| Kenaitze Indian Tribe Programs | How did you learn of this program? | How often do you or your family use this program? | Level of Importance of this program to your family's quality of life | Is there a need for <u>more</u> of this type of program/service in our community? |
|--|--|---|--|--|
| Tribal Court Indian Child Welfare Act (ICWA) <input type="checkbox"/> I am not aware of these programs (skip to next program) | Internet 1% Word of Mouth 26% Referral 4% Radio or TV 0% KIT Newsletter 7% Brochure 1% Newspaper 1% No response 60% | Never 33% 2+ times per week 1% Weekly 0% Monthly 1% 2+ times per year 2% Annually 2% Seasonally 1% No response 60% | Very important 26% Important 6% Somewhat important 4% Not important 7% No response 57% | Yes very much 53% Yes 12% Only a little 3% No not at all 1% Not sure 5% No response 56% |
| Dena'ina Qenaga or Kahnuht'ana Qenaga Language Web Site <input type="checkbox"/> I am not aware of these programs (skip to next program) | Internet 4% Word of Mouth 10% Referral 0% Radio or TV 0% KIT Newsletter 2% Brochure 0% Newspaper 0% No response 83% | Never 12% 2+ times per week 1% Weekly 1% Monthly 1% 2+ times per year 2% Annually 4% Seasonally 5% No response 80% | Very important 11% Important 4% Somewhat important 4% Not important 2% No response 79% | Yes very much 11% Yes 7% Only a little 2% No not at all 1% Not sure 2% No response 78% |
| KIT Cultural Archives <input type="checkbox"/> I am not aware of these programs (skip to next program) | Internet 2% Word of Mouth 12% Referral 2% Radio or TV 0% KIT Newsletter 5% Brochure 1% Newspaper 0% No response 79% | Never 14% 2+ times per week 1% Weekly 1% Monthly 1% 2+ times per year 1% Annually 2% Seasonally 2% No response 79% | Very important 11% Important 5% Somewhat important 3% Not important 2% No response 78% | Yes very much 11% Yes 8% Only a little 1% No not at all 1% Not sure 2% No response 77% |
| CASA Program <input type="checkbox"/> I am not aware of these programs (skip to next program) | Internet 1% Word of Mouth 18% Referral 2% Radio or TV 1% KIT Newsletter 5% Brochure 1% Newspaper 1% No response 73% | Never 25% 2+ times per week 1% Weekly 1% Monthly 1% 2+ times per year 1% Annually 1% Seasonally 1% No response 71% | Very important 17% Important 6% Somewhat important 2% Not important 5% No response 70% | Yes very much 18% Yes 8% Only a little 2% No not at all 1% Not sure 3% No response 69% |

Next we would like to ask you a few questions about your transportation needs:

| Approximately how far do you live from: | 1-3 miles | 4-10 miles | 11-20 miles | 21-30 miles | 31-60 miles | 61+ miles | No Response |
|--|-----------|------------|-------------|-------------|-------------|-----------|-------------|
| Kenaitze Indian Tribe’s Health and Dental Clinic (one way)? | 18% | 29% | 25% | 9% | 3% | 10% | 6% |
| Kenaitze Indian Tribe’s main office, Head Start, and Nakenu? | 16% | 27% | 25% | 9% | 2% | 9% | 11% |
| Elders or cultural programs? | 13% | 23% | 23% | 8% | 2% | 8% | 23% |
| Where you normally shop for food? | 30% | 34% | 15% | 7% | 2% | 3% | 9% |
| Where you receive other medical and social services? | 17% | 22% | 11% | 7% | 1% | 4% | 38% |
| Your workplace? | 17% | 22% | 11% | 7% | 1% | 4% | 39% |
| Church or religious activities? | 22% | 29% | 13% | 2% | 0% | 2% | 32% |
| Regular recreation or social activities? | 19% | 30% | 18% | 9% | 2% | 4% | 18% |

How do you usually get to the above places? Please check the two (2) means of transportation you use most often:

- Walk 7%
- Own car 37%
- Cab with CARTS Voucher 2%
- Head Start Bus 0%
- Family drives me 18%
- No response 26%
- Bike 3%
- Taxi Cab 2%
- Elders Van/KIT Van 1%
- Friend or volunteer drives me 3%
- Motorcycle 1%

Questions about your community, tribe and culture:

Where do you live? (Closest town) Kenai 35% Soldotna 28% Nikiski 11% Kasilof 5% Salamatof 1% Sterling 5% Cooper Landing 0% Kalifornsky 6% Coho 1% Ridgeway 1% Funny River 2% No response 20%

How long have you lived in your community? ____ Years

What Tribe are you a member of? 103 Different Responses: 25% Kenaitze, 3% Salamatof, 1% Tyonek, 2% Ninilchik, 3% Tlingit, 43% Others, 23% No Response

If you have household members in a different tribe, please list: _____

Which Native corporation are you a member of? CIRI- 32%, Doyon - 6%, Calista – 4%, NANA – 3%, Chugach – 2%, Bering Straits – 2%, ASRC – 1%, Aleut- 1%, Sealaska – 1%, No Response/Unknown – 47%

If you have household members in a different corporation, please list: CIRI – 1%, ASRC 1%, Bering Straits < 1%, Calista <1%, Doyon <1%, NANA <1%

What cultural group are you a member of? (Check all that apply): Yup'ik/Cup'ik- 14% Inupiaq-9% Dena'ina- 15%
Other Athabascan-15% Aleut/Unangax- 17% Alutiiq- 1% Siberian Yup'ik- <1% Tlingit- 5% Haida -<1% Tsimshian – 1% Eyak - <1% No response - 22%

What Alaska Native languages are spoken in your home? None, we only speak English – 77% Yup'ik/Cup'ik – 7% Inupiaq- 1%
Dena'ina- 3% Aleut/Unangax -2% Alutiiq - <1% Siberian Yup'ik – 0% Tlingit - <1% Haida - 0% Tsimshian- <1% Eyak - 0% Other Athabascan – 1% No response – 9%

What languages would you like to learn to speak? Yup'ik/Cup'ik – 7% Inupiaq- 5% Dena'ina- 7% Aleut/Unangax -4% Alutiiq - 1% Siberian Yup'ik – 0% Tlingit - 4% Haida - 1% Tsimshian- <1% Eyak - 0% Other Athabascan – 3% No response – 69%

What languages are you able to teach? English – 5% Yup'ik/Cup'ik – 13% Inupiaq- 1% No response – 81%

Would you be supportive of Kenaitze Indian Tribe starting a Tribal School? Yes – 63% No - 5% Undecided – 26% No response – 6%

If you have children, would you send them to a Tribal School if one were available? Yes – 43% No – 13% Undecided – 27% No response - 18%

Would you be supportive of Kenaitze Indian Tribe starting a Tribal College? Yes – 62% No – 5% Undecided – 25% No response – 8%

What are the most important cultural practices to your family? Check all that apply:

| | | | |
|--------------------------|-------------------------------|---------------------------------|-----------------------------|
| Traditional foods – 12% | Dancing, singing – 7% | Hunting and fishing – 10% | Subsistence Camp – 1% |
| Medicinal Plants – 5% | Potlatch – 7% | Making tools/implements – 2% | Traditional Protocols – 0% |
| Naming – 3% | Funeral Ceremonies – 3% | Arts and crafts – 5% | Intertribal Gatherings – 1% |
| Spiritual Practices – 4% | Clans/relationship rules – 1% | Use of traditional healers – 1% | Other: <1% |
| Steam bath – 6% | Making clothing/regalia – 3% | Storytelling- 2% | No response – 28% |

Comments about culture, language, and Tribal education: _____

What do you feel are the top 5 concerns in your community? (Check only 5)

- | | | |
|---|--|---|
| — Need more job training 10% | — Health Care 2% | — Child abuse and neglect 1% |
| — Not enough jobs 10% | — Communicable diseases (HIV/AIDS, hepatitis, etc) <1% | — Pollution (air, water, ground) <1% |
| — Schools and education for children 9% | — Lack of transportation 1% | — Money for higher education 2% |
| — Safety in schools 6% | — Roads and street repair 1% | — Drug and alcohol abuse 3% |
| — Racism 4% | — Utilities (gas, electric, water) 1% | — High cost of fuel 3% |
| — Lack of subsistence foods 6% | — Child care 1% | — High cost of food 2% |
| — Better use of finances 6% | — Teen pregnancy 1% | — Suicide <1% |
| — Not enough affordable housing 7% | — Need more recreational/social outlets 1% | — School drop-out rates <1% |
| — Homelessness 5% | — Teenage delinquency <1% | — Lack accessibility for disabled persons <1% |
| — Food for low-income people <1% | — Crime, thefts, robberies <1% | — Other <1% |
| — Food for the elderly <1% | — Violent crime <1% | — No response 11% |
| — Getting help for home or car repairs, etc. 1% | — Domestic violence 1% | |
| — Getting help for personal needs 1% | — Safety for citizens <1% | |

Comments about community needs: _____

Finally, we would like to ask you some questions about your family and household:

What are the 5 most pressing problems/needs for your family? (Check only 5)

- | | | |
|---|---|----------------------------------|
| ___ Job training 4% | ___ Getting help for personal needs 2% | ___ Adult with disability 2% |
| ___ Lack of Employment 6% | ___ Transportation 3% | ___ Family conflicts 2% |
| ___ Educational services (tutoring, etc) 2% | ___ Child care for infants, toddlers, preschoolers 2% | ___ Legal problems 1% |
| ___ Education for myself (adult) 3% | ___ Child care for school-age children 1% | ___ Bad credit 3% |
| ___ Paying necessary bills 8% | ___ Elder care 2% | ___ Treatment for addictions 1% |
| ___ Need affordable housing 3% | ___ Personal safety 1% | ___ Chronic health conditions 3% |
| ___ Food (not enough) 2% | ___ Access to health care 3% | ___ Other: 1% |
| ___ Managing finances 3% | ___ Dental care 4% | ___ No response 36% |
| ___ Getting help for home or car repairs, etc. 5% | ___ Child with disability 1% | |

Comments about your family's needs: _____

How many people in your household are age: 0-4- 246, 18% 5-9-126, 9% 10-14- 113, 8% 15-18- 142, 10% 19-24 – 89, 6% 25-39- 204, 15% 40-54- 252, 18% 55-64- 136, 10% 65-84- 64, 5% 85+ 16, 1%

Does anyone in your household have a:

Disability? Yes- 22%, No- 1%, No response – 76%
Mental health problem? Yes- 9%, No- 2%, No response – 89%
Abuse drugs or alcohol? Yes- 6%, No- 3%, No response – 91%

Does anyone in your family receive any services from outside of Kenaitze Indian Tribe? (Check all that apply): ___ Housing 1% ___ Rent Assistance 1% ___ Emergency Food/Food Bank 3% ___ Elder/Disability Services 2% ___ Mental health/addiction treatment 1% ___ Tutoring 1% ___ Health Care 4% ___ Dental 4% ___ Cultural Program 1% ___ Job Training and Placement 1% ___ Public Assistance 2% ___ Public Health Nurse 1% ___ Food vouchers/WIC 1% ___ Childcare Assistance 1% Other: 1% No response 77%

Education - Please indicate the number of adults in your household who:

___ Did not graduate from High School (11th grade or less) 6% ___ Completed 3-4 years college or technical school 3%
___ Earned high school diploma or GED 51% ___ Earned Bachelor's degree 7%
___ Completed 1-2 years college or technical school 18% ___ Earned Master's degree or higher 2%
___ Earned Associate degree or technical certificate 8%
___ Two year college degree or certificate 4%

Employment Status - How many adults in your household are:

___ Full-time employed 35% ___ Unemployed - SSI / Disability 6%
___ Part-time employed 13% ___ Unemployed - by choice (homemaker, etc.) 6%
___ Seasonal work 5% ___ Unemployed - cannot find job 8%
___ Self-employed 6% ___ Retired 12%
___ Unemployed – student 7% ___ Other: 2%

Are you a homeowner? ___ yes 55% ___ no 35% No response 10%

Is there a computer in your home? ___ yes 79% ___ no 15% No response 6%
If yes, do you have internet access? ___ Yes 62% ___ no 10% No response 28%

- You may complete an additional online survey on community and Tribal vision and goals, and enter to win an IPOD, at:

Are you ___ Male 34% ___ Female 59% No response 7% What is your age? ___

What is your annual gross household income (before any deductions)?

| | | |
|--------------------------|--------------------------|--------------------------|
| ___ Under \$14,000 17% | ___ \$37,201-\$41,650 3% | ___ \$69,051-\$73,800 2% |
| ___ \$14,001-\$18,920 8% | ___ \$41,651-\$44,000 2% | ___ \$73,801-\$78,550 2% |
| ___ \$18,921-\$23,870 6% | ___ \$44,001-\$47,600 2% | ___ \$78,551-\$88,550 2% |
| ___ \$23,871-\$26,050 5% | ___ \$47,601-\$53,550 6% | ___ \$88,551+ 13% |
| ___ \$26,051-\$28,820 4% | ___ \$53,551-\$59,500 4% | No response 11% |
| ___ \$28,821-\$33,500 5% | ___ \$59,501-\$64,300 4% | |
| ___ \$33,501-\$37,200 4% | ___ \$64,301-\$69,050 2% | |

Thank you for your time! If you would like to enter a drawing for a free iPad, please return the enclosed ticket with your survey in the enclosed pre-stamped envelope.

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results **Volume One – Community Needs Assessment**

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|------------------------|--------------------|------------|-------|---------------|------|
| 1 | A | Yag_Program_Learned | Internet | 16 | 3% | 16 | 6% |
| | | | Word of Mouth | 189 | 35% | 189 | 67% |
| | | | Referral | 11 | 2% | 11 | 4% |
| | | | Radio or TV | 6 | 1% | 6 | 2% |
| | | | KIT Newsletter | 36 | 7% | 36 | 13% |
| | | | Brochure | 13 | 2% | 13 | 5% |
| | | | Newspaper | 11 | 2% | 11 | 4% |
| | | | Unknown | 251 | 47% | | 0% |
| | | Total | 533 | 100% | 282 | 100% | |
| 2 | B | Yag_Program_Frequecy | Never | 195 | 37% | 195 | 65% |
| | | | 2+ times per week | 13 | 2% | 13 | 4% |
| | | | Weekly | 9 | 2% | 9 | 3% |
| | | | Monthly | 8 | 2% | 8 | 3% |
| | | | 2+ times per year | 16 | 3% | 16 | 5% |
| | | | Annually | 28 | 5% | 28 | 9% |
| | | | Seasonally | 31 | 6% | 31 | 10% |
| | | | Unknown | 233 | 44% | | 0% |
| | | Total | 533 | 100% | 300 | 100% | |
| 3 | C | Yag_Program_Importance | Very important | 115 | 22% | 115 | 38% |
| | | | Important | 76 | 14% | 76 | 25% |
| | | | Somewhat important | 65 | 12% | 65 | 22% |
| | | | Not important | 46 | 9% | 46 | 15% |
| | | | Unknown | 231 | 43% | | 0% |
| | | Total | 533 | 100% | 302 | 100% | |
| 4 | D | Yag_Program_need | Yes very much | 116 | 22% | 116 | 38% |
| | | | Yes | 116 | 22% | 116 | 38% |
| | | | Only a little | 20 | 4% | 20 | 7% |
| | | | No not at all | 7 | 1% | 7 | 2% |
| | | | Not sure | 44 | 8% | 44 | 15% |
| | | | Unknown | 230 | 43% | | 0% |
| | | | | | Total | 533 | 100% |
| 5 | E | SS_Program_Learned | Internet | 13 | 2% | 13 | 4% |
| | | | Word of Mouth | 241 | 45% | 241 | 70% |
| | | | Referral | 27 | 5% | 27 | 8% |
| | | | Radio or TV | 3 | 1% | 3 | 1% |
| | | | KIT Newsletter | 43 | 8% | 43 | 12% |
| | | | Brochure | 15 | 3% | 15 | 4% |
| | | | Newspaper | 4 | 1% | 4 | 1% |
| | | | Unknown | 187 | 35% | | 0% |
| | | Total | 533 | 100% | 346 | 100% | |
| 6 | F | SS_Program_Frequency | Never | 184 | 35% | 184 | 52% |
| | | | 2+ times per week | 6 | 1% | 6 | 2% |
| | | | Weekly | 1 | 0% | 1 | 0% |
| | | | Monthly | 40 | 8% | 40 | 11% |
| | | | 2+ times per year | 25 | 5% | 25 | 7% |
| | | | Annually | 67 | 13% | 67 | 19% |
| | | | Seasonally | 33 | 6% | 33 | 9% |
| | | | Unknown | 177 | 33% | | 0% |
| | | Total | 533 | 100% | 356 | 100% | |
| 7 | G | SS_Program_Importance | Very important | 225 | 42% | 225 | 62% |
| | | | Important | 61 | 11% | 61 | 17% |
| | | | Somewhat important | 28 | 5% | 28 | 8% |
| | | | Not important | 49 | 9% | 49 | 13% |
| | | | Unknown | 170 | 32% | | 0% |
| | | Total | 533 | 100% | 363 | 100% | |
| 8 | H | SS_Program_need | Yes very much | 187 | 35% | 187 | 51% |

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|------------------------|--------------------|------------|------|---------------|------|
| | | | | | | | |
| | | | Yes | 122 | 23% | 122 | 33% |
| | | | Only a little | 14 | 3% | 14 | 4% |
| | | | No not at all | 7 | 1% | 7 | 2% |
| | | | Not sure | 39 | 7% | 39 | 11% |
| | | | Unknown | 164 | 31% | | 0% |
| | | | Total | 533 | 100% | 369 | 100% |
| 9 | I | Env_Program_Learned | Internet | 7 | 1% | 7 | 5% |
| | | | Word of Mouth | 92 | 17% | 92 | 62% |
| | | | Referral | 2 | 0% | 2 | 1% |
| | | | Radio or TV | 2 | 0% | 2 | 1% |
| | | | KIT Newsletter | 34 | 6% | 34 | 23% |
| | | | Brochure | 11 | 2% | 11 | 7% |
| | | | Newspaper | 1 | 0% | 1 | 1% |
| | | | Unknown | 384 | 72% | | 0% |
| | | | Total | 533 | 100% | 149 | 100% |
| 10 | J | Env_Program_Frequency | Never | 122 | 23% | 122 | 72% |
| | | | 2+ times per week | 1 | 0% | 1 | 1% |
| | | | Weekly | 0 | 0% | 0 | 0% |
| | | | Monthly | 5 | 1% | 5 | 3% |
| | | | 2+ times per year | 3 | 1% | 3 | 2% |
| | | | Annually | 20 | 4% | 20 | 12% |
| | | | Seasonally | 19 | 4% | 19 | 11% |
| | | | Unknown | 363 | 68% | | 0% |
| | | | Total | 533 | 100% | 170 | 100% |
| 11 | K | Env_Program_Importance | Very important | 71 | 13% | 71 | 43% |
| | | | Important | 47 | 9% | 47 | 28% |
| | | | Somewhat important | 27 | 5% | 27 | 16% |
| | | | Not important | 21 | 4% | 21 | 13% |
| | | | Unknown | 367 | 69% | | 0% |
| | | | Total | 533 | 100% | 166 | 100% |
| 12 | L | Env_Program_need | Yes very much | 73 | 14% | 73 | 42% |
| | | | Yes | 57 | 11% | 57 | 33% |
| | | | Only a little | 14 | 3% | 14 | 8% |
| | | | No not at all | 3 | 1% | 3 | 2% |
| | | | Not sure | 26 | 5% | 26 | 15% |
| | | | Unknown | 360 | 68% | | 0% |
| | | | Total | 533 | 100% | 173 | 100% |
| 13 | M | Nak_Program_Learned | Internet | 8 | 2% | 8 | 3% |
| | | | Word of Mouth | 179 | 34% | 179 | 61% |
| | | | Referral | 52 | 10% | 52 | 18% |
| | | | Radio or TV | 2 | 0% | 2 | 1% |
| | | | KIT Newsletter | 33 | 6% | 33 | 11% |
| | | | Brochure | 16 | 3% | 16 | 5% |
| | | | Newspaper | 2 | 0% | 2 | 1% |
| | | | Unknown | 241 | 45% | | 0% |
| | | | Total | 533 | 100% | 292 | 100% |
| 14 | N | Nak_Program_Frequency | Never | 218 | 41% | 218 | 73% |
| | | | 2+ times per week | 6 | 1% | 6 | 2% |
| | | | Weekly | 15 | 3% | 15 | 5% |
| | | | Monthly | 24 | 5% | 24 | 8% |
| | | | 2+ times per year | 12 | 2% | 12 | 4% |
| | | | Annually | 14 | 3% | 14 | 5% |
| | | | Seasonally | 10 | 2% | 10 | 3% |
| | | | Unknown | 234 | 44% | | 0% |
| | | | Total | 533 | 100% | 299 | 100% |
| 15 | O | Nak_Program_importance | Very important | 162 | 30% | 162 | 54% |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results **Volume One – Community Needs Assessment**

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|------------------------|--------------------|------------|------|---------------|------|
| | | | | | | | |
| | | | Important | 63 | 12% | 63 | 21% |
| | | | Somewhat important | 31 | 6% | 31 | 10% |
| | | | Not important | 43 | 8% | 43 | 14% |
| | | | Unknown | 234 | 44% | | 0% |
| | | | Total | 533 | 100% | 299 | 100% |
| 16 | P | Nak_Program_need | Yes very much | 153 | 29% | 153 | 50% |
| | | | Yes | 106 | 20% | 106 | 35% |
| | | | Only a little | 15 | 3% | 15 | 5% |
| | | | No not at all | 4 | 1% | 4 | 1% |
| | | | Not sure | 29 | 5% | 29 | 9% |
| | | | Unknown | 226 | 42% | | 0% |
| | | | Total | 533 | 100% | 307 | 100% |
| 17 | Q | ECC_Program_Learned | Internet | 12 | 2% | 12 | 4% |
| | | | Word of Mouth | 227 | 43% | 227 | 69% |
| | | | Referral | 13 | 2% | 13 | 4% |
| | | | Radio or TV | 8 | 2% | 8 | 2% |
| | | | KIT Newsletter | 42 | 8% | 42 | 13% |
| | | | Brochure | 15 | 3% | 15 | 5% |
| | | | Newspaper | 11 | 2% | 11 | 3% |
| | | | Unknown | 205 | 38% | | 0% |
| | | | Total | 533 | 100% | 328 | 100% |
| 18 | R | ECC_Program_Frequency | Never | 255 | 48% | 255 | 76% |
| | | | 2+ times per week | 10 | 2% | 10 | 3% |
| | | | Weekly | 18 | 3% | 18 | 5% |
| | | | Monthly | 7 | 1% | 7 | 2% |
| | | | 2+ times per year | 5 | 1% | 5 | 1% |
| | | | Annually | 25 | 5% | 25 | 7% |
| | | | Seasonally | 15 | 3% | 15 | 4% |
| | | | Unknown | 198 | 37% | | 0% |
| | | | Total | 533 | 100% | 335 | 100% |
| 19 | S | ECC_Program_Importance | Very important | 189 | 35% | 189 | 58% |
| | | | Important | 63 | 12% | 63 | 19% |
| | | | Somewhat important | 19 | 4% | 19 | 6% |
| | | | Not important | 55 | 10% | 55 | 17% |
| | | | Unknown | 207 | 39% | | 0% |
| | | | Total | 533 | 100% | 326 | 100% |
| 20 | T | ECC_Program_need | Yes very much | 162 | 30% | 162 | 49% |
| | | | Yes | 97 | 18% | 97 | 29% |
| | | | Only a little | 18 | 3% | 18 | 5% |
| | | | No not at all | 13 | 2% | 13 | 4% |
| | | | Not sure | 41 | 8% | 41 | 12% |
| | | | Unknown | 202 | 38% | | 0% |
| | | | Total | 533 | 100% | 331 | 100% |
| 21 | U | Hou_Program_Learned | Internet | 11 | 2% | 11 | 5% |
| | | | Word of Mouth | 145 | 27% | 145 | 63% |
| | | | Referral | 15 | 3% | 15 | 7% |
| | | | Radio or TV | 1 | 0% | 1 | 0% |
| | | | KIT Newsletter | 41 | 8% | 41 | 18% |
| | | | Brochure | 13 | 2% | 13 | 6% |
| | | | Newspaper | 3 | 1% | 3 | 1% |
| | | | Unknown | 304 | 57% | | 0% |
| | | | Total | 533 | 100% | 229 | 100% |
| 22 | V | Hou_Program_Frequency | Never | 159 | 30% | 159 | 68% |
| | | | 2+ times per week | 4 | 1% | 4 | 2% |
| | | | Weekly | 6 | 1% | 6 | 3% |
| | | | Monthly | 4 | 1% | 4 | 2% |

**Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Volume One – Community Needs Assessment**

Survey Instrument and Results

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|------------------------|--------------------|------------|------|---------------|------|
| | | | 2+ times per year | 12 | 2% | 12 | 5% |
| | | | Annually | 27 | 5% | 27 | 12% |
| | | | Seasonally | 22 | 4% | 22 | 9% |
| | | | Unknown | 299 | 56% | | 0% |
| | | | Total | 533 | 100% | 234 | 100% |
| 23 | W | Hou_Program_Importance | Very important | 164 | 31% | 164 | 68% |
| | | | Important | 42 | 8% | 42 | 17% |
| | | | Somewhat important | 14 | 3% | 14 | 6% |
| | | | Not important | 22 | 4% | 22 | 9% |
| | | | Unknown | 291 | 55% | | 0% |
| | | | Total | 533 | 100% | 242 | 100% |
| 24 | X | Hou_Program_need | Yes very much | 139 | 26% | 139 | 57% |
| | | | Yes | 70 | 13% | 70 | 29% |
| | | | Only a little | 9 | 2% | 9 | 4% |
| | | | No not at all | 5 | 1% | 5 | 2% |
| | | | Not sure | 21 | 4% | 21 | 9% |
| | | | Unknown | 289 | 54% | | 0% |
| | | | Total | 533 | 100% | 244 | 100% |
| 25 | Y | Hc_Program_Learned | Internet | 22 | 4% | 22 | 5% |
| | | | Word of Mouth | 291 | 55% | 291 | 68% |
| | | | Referral | 77 | 14% | 77 | 18% |
| | | | Radio or TV | 1 | 0% | 1 | 0% |
| | | | KIT Newsletter | 32 | 6% | 32 | 7% |
| | | | Brochure | 3 | 1% | 3 | 1% |
| | | | Newspaper | 1 | 0% | 1 | 0% |
| | | | Unknown | 106 | 20% | | 0% |
| | | | Total | 533 | 100% | 427 | 100% |
| 26 | Z | Hc_Program_Frequency | Never | 41 | 8% | 41 | 9% |
| | | | 2+ times per week | 15 | 3% | 15 | 3% |
| | | | Weekly | 10 | 2% | 10 | 2% |
| | | | Monthly | 153 | 29% | 153 | 34% |
| | | | 2+ times per year | 141 | 26% | 141 | 32% |
| | | | Annually | 59 | 11% | 59 | 13% |
| | | | Seasonally | 27 | 5% | 27 | 6% |
| | | | Unknown | 87 | 16% | | 0% |
| | | | Total | 533 | 100% | 446 | 100% |
| 27 | AA | Hc_Program_Importance | Very important | 398 | 75% | 398 | 90% |
| | | | Important | 32 | 6% | 32 | 7% |
| | | | Somewhat important | 7 | 1% | 7 | 2% |
| | | | Not important | 7 | 1% | 7 | 2% |
| | | | Unknown | 89 | 17% | | 0% |
| | | | Total | 533 | 100% | 444 | 100% |
| 28 | AB | Hc_Program_need | Yes very much | 313 | 59% | 313 | 70% |
| | | | Yes | 85 | 16% | 85 | 19% |
| | | | Only a little | 14 | 3% | 14 | 3% |
| | | | No not at all | 6 | 1% | 6 | 1% |
| | | | Not sure | 28 | 5% | 28 | 6% |
| | | | Unknown | 87 | 16% | | 0% |
| | | | Total | 533 | 100% | 446 | 100% |
| 29 | AC | Edu_Program_Learned | Internet | 26 | 5% | 26 | 11% |
| | | | Word of Mouth | 151 | 28% | 151 | 61% |
| | | | Referral | 25 | 5% | 25 | 10% |
| | | | Radio or TV | 1 | 0% | 1 | 0% |
| | | | KIT Newsletter | 29 | 5% | 29 | 12% |
| | | | Brochure | 11 | 2% | 11 | 4% |
| | | | Newspaper | 4 | 1% | 4 | 2% |

**Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results**

Volume One – Community Needs Assessment

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|------------------------|--------------------|------------|------|---------------|------|
| | | | | | | | |
| | | | Unknown | 286 | 54% | | 0% |
| | | | Total | 533 | 100% | 247 | 100% |
| 30 | AD | Edu_Program_Frequency | Never | 160 | 30% | 160 | 63% |
| | | | 2+ times per week | 7 | 1% | 7 | 3% |
| | | | Weekly | 3 | 1% | 3 | 1% |
| | | | Monthly | 9 | 2% | 9 | 4% |
| | | | 2+ times per year | 22 | 4% | 22 | 9% |
| | | | Annually | 37 | 7% | 37 | 15% |
| | | | Seasonally | 16 | 3% | 16 | 6% |
| | | | Unknown | 279 | 52% | | 0% |
| | | | Total | 533 | 100% | 254 | 100% |
| 31 | AE | Edu_Program_importance | Very important | 185 | 35% | 185 | 72% |
| | | | Important | 32 | 6% | 32 | 12% |
| | | | Somewhat important | 16 | 3% | 16 | 6% |
| | | | Not important | 25 | 5% | 25 | 10% |
| | | | Unknown | 275 | 52% | | 0% |
| | | | Total | 533 | 100% | 258 | 100% |
| 32 | AF | Edu_Program_need | Yes very much | 160 | 30% | 160 | 61% |
| | | | Yes | 68 | 13% | 68 | 26% |
| | | | Only a little | 7 | 1% | 7 | 3% |
| | | | No not at all | 5 | 1% | 5 | 2% |
| | | | Not sure | 22 | 4% | 22 | 8% |
| | | | Unknown | 271 | 51% | | 0% |
| | | | Total | 533 | 100% | 262 | 100% |
| 33 | AG | Eld_Program_Learned | Internet | 9 | 2% | 9 | 3% |
| | | | Word of Mouth | 209 | 39% | 209 | 74% |
| | | | Referral | 7 | 1% | 7 | 2% |
| | | | Radio or TV | 0 | 0% | 0 | 0% |
| | | | KIT Newsletter | 48 | 9% | 48 | 17% |
| | | | Brochure | 6 | 1% | 6 | 2% |
| | | | Newspaper | 3 | 1% | 3 | 1% |
| | | | Unknown | 251 | 47% | | 0% |
| | | | Total | 533 | 100% | 282 | 100% |
| 34 | AH | Eld_Program_Frequency | Never | 154 | 29% | 154 | 52% |
| | | | 2+ times per week | 26 | 5% | 26 | 9% |
| | | | Weekly | 21 | 4% | 21 | 7% |
| | | | Monthly | 27 | 5% | 27 | 9% |
| | | | 2+ times per year | 31 | 6% | 31 | 10% |
| | | | Annually | 19 | 4% | 19 | 6% |
| | | | Seasonally | 18 | 3% | 18 | 6% |
| | | | Unknown | 237 | 44% | | 0% |
| | | | Total | 533 | 100% | 296 | 100% |
| 35 | AI | Eld_Program_Importance | Very important | 215 | 40% | 215 | 72% |
| | | | Important | 36 | 7% | 36 | 12% |
| | | | Somewhat important | 16 | 3% | 16 | 5% |
| | | | Not important | 30 | 6% | 30 | 10% |
| | | | Unknown | 236 | 44% | | 0% |
| | | | Total | 533 | 100% | 297 | 100% |
| 36 | AJ | Eld_Program_need | Yes very much | 173 | 32% | 173 | 57% |
| | | | Yes | 73 | 14% | 73 | 24% |
| | | | Only a little | 10 | 2% | 10 | 3% |
| | | | No not at all | 6 | 1% | 6 | 2% |
| | | | Not sure | 40 | 8% | 40 | 13% |
| | | | Unknown | 231 | 43% | | 0% |
| | | | Total | 533 | 100% | 302 | 100% |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Volume One – Community Needs Assessment

Survey Instrument and Results

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|-------------------------|--------------------|------------|-----|---------------|-----|
| | | | | | | | |
| 37 | AK | Fish_Program_Learned | Internet | 8 | 2% | 8 | 3% |
| | | | Word of Mouth | 181 | 34% | 181 | 78% |
| | | | Referral | 5 | 1% | 5 | 2% |
| | | | Radio or TV | 2 | 0% | 2 | 1% |
| | | | KIT Newsletter | 24 | 5% | 24 | 10% |
| | | | Brochure | 9 | 2% | 9 | 4% |
| | | | Newspaper | 3 | 1% | 3 | 1% |
| | | | Unknown | 301 | 56% | | 0% |
| | | Total | 533 | 100% | 232 | 100% | |
| 38 | AL | Fish_Program_Frequency | Never | 110 | 21% | 110 | 44% |
| | | | 2+ times per week | 6 | 1% | 6 | 2% |
| | | | Weekly | 2 | 0% | 2 | 1% |
| | | | Monthly | 5 | 1% | 5 | 2% |
| | | | 2+ times per year | 20 | 4% | 20 | 8% |
| | | | Annually | 38 | 7% | 38 | 15% |
| | | | Seasonally | 67 | 13% | 67 | 27% |
| | | | Unknown | 285 | 53% | | 0% |
| | | Total | 533 | 100% | 248 | 100% | |
| 39 | AM | Fish_Program_importance | Very important | 161 | 30% | 161 | 65% |
| | | | Important | 51 | 10% | 51 | 21% |
| | | | Somewhat important | 15 | 3% | 15 | 6% |
| | | | Not important | 21 | 4% | 21 | 8% |
| | | | Unknown | 285 | 53% | | 0% |
| | | Total | 533 | 100% | 248 | 100% | |
| 40 | AN | Fish_Program_need | Yes very much | 140 | 26% | 140 | 56% |
| | | | Yes | 63 | 12% | 63 | 25% |
| | | | Only a little | 12 | 2% | 12 | 5% |
| | | | No not at all | 9 | 2% | 9 | 4% |
| | | | Not sure | 27 | 5% | 27 | 11% |
| | | | Unknown | 282 | 53% | | 0% |
| | | Total | 533 | 100% | 251 | 100% | |
| 41 | AO | Kbeq_Program_Learned | Internet | 5 | 1% | 5 | 3% |
| | | | Word of Mouth | 106 | 20% | 106 | 73% |
| | | | Referral | 4 | 1% | 4 | 3% |
| | | | Radio or TV | 0 | 0% | 0 | 0% |
| | | | KIT Newsletter | 25 | 5% | 25 | 17% |
| | | | Brochure | 4 | 1% | 4 | 3% |
| | | | Newspaper | 2 | 0% | 2 | 1% |
| | | | Unknown | 387 | 73% | | 0% |
| | | Total | 533 | 100% | 146 | 100% | |
| 42 | AP | Kbeq_Program_Frequency | Never | 87 | 16% | 87 | 54% |
| | | | 2+ times per week | 3 | 1% | 3 | 2% |
| | | | Weekly | 1 | 0% | 1 | 1% |
| | | | Monthly | 2 | 0% | 2 | 1% |
| | | | 2+ times per year | 7 | 1% | 7 | 4% |
| | | | Annually | 22 | 4% | 22 | 14% |
| | | | Seasonally | 38 | 7% | 38 | 24% |
| | | | Unknown | 373 | 70% | | 0% |
| | | Total | 533 | 100% | 160 | 100% | |
| 43 | AQ | Kbeq_Program_Importance | Very important | 66 | 12% | 66 | 41% |
| | | | Important | 42 | 8% | 42 | 26% |
| | | | Somewhat important | 34 | 6% | 34 | 21% |
| | | | Not important | 18 | 3% | 18 | 11% |
| | | | Unknown | 373 | 70% | | 0% |
| | | Total | 533 | 100% | 160 | 100% | |
| 44 | AR | Kbeq_Program_need | Yes very much | 65 | 12% | 65 | 39% |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results **Volume One – Community Needs Assessment**

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|------------------------|--------------------|------------|------|---------------|------|
| | | | | | | | |
| | | | Yes | 58 | 11% | 58 | 35% |
| | | | Only a little | 16 | 3% | 16 | 10% |
| | | | No not at all | 8 | 2% | 8 | 5% |
| | | | Not sure | 18 | 3% | 18 | 11% |
| | | | Unknown | 368 | 69% | | 0% |
| | | | Total | 533 | 100% | 165 | 100% |
| 45 | AS | TC_Program_Leamed | Internet | 7 | 1% | 7 | 3% |
| | | | Word of Mouth | 140 | 26% | 140 | 65% |
| | | | Referral | 20 | 4% | 20 | 9% |
| | | | Radio or TV | 2 | 0% | 2 | 1% |
| | | | KIT Newsletter | 35 | 7% | 35 | 16% |
| | | | Brochure | 6 | 1% | 6 | 3% |
| | | | Newspaper | 4 | 1% | 4 | 2% |
| | | | Unknown | 319 | 60% | | 0% |
| | | | Total | 533 | 100% | 214 | 100% |
| 46 | AT | TC_Program_Frequency | Never | 174 | 33% | 174 | 82% |
| | | | 2+ times per week | 3 | 1% | 3 | 1% |
| | | | Weekly | 1 | 0% | 1 | 0% |
| | | | Monthly | 7 | 1% | 7 | 3% |
| | | | 2+ times per year | 9 | 2% | 9 | 4% |
| | | | Annually | 12 | 2% | 12 | 6% |
| | | | Seasonally | 7 | 1% | 7 | 3% |
| | | | Unknown | 320 | 60% | | 0% |
| | | | Total | 533 | 100% | 213 | 100% |
| 47 | AU | TC_Program_Importance | Very important | 138 | 26% | 138 | 61% |
| | | | Important | 34 | 6% | 34 | 15% |
| | | | Somewhat important | 21 | 4% | 21 | 9% |
| | | | Not important | 35 | 7% | 35 | 15% |
| | | | Unknown | 305 | 57% | | 0% |
| | | | Total | 533 | 100% | 228 | 100% |
| 48 | AV | TC_Program_need | Yes very much | 123 | 23% | 123 | 53% |
| | | | Yes | 66 | 12% | 66 | 28% |
| | | | Only a little | 14 | 3% | 14 | 6% |
| | | | No not at all | 4 | 1% | 4 | 2% |
| | | | Not sure | 25 | 5% | 25 | 11% |
| | | | Unknown | 301 | 56% | | 0% |
| | | | Total | 533 | 100% | 232 | 100% |
| 49 | AW | LWS_Program_Leamed | Internet | 22 | 4% | 22 | 24% |
| | | | Word of Mouth | 52 | 10% | 52 | 57% |
| | | | Referral | 2 | 0% | 2 | 2% |
| | | | Radio or TV | 2 | 0% | 2 | 2% |
| | | | KIT Newsletter | 12 | 2% | 12 | 13% |
| | | | Brochure | 2 | 0% | 2 | 2% |
| | | | Newspaper | 0 | 0% | 0 | 0% |
| | | | Unknown | 441 | 83% | | 0% |
| | | | Tota | 533 | 100% | 92 | 100% |
| 50 | AX | LWS_Program_Frequency | Never | 63 | 12% | 63 | 58% |
| | | | 2+ times per week | 5 | 1% | 5 | 5% |
| | | | Weekly | 3 | 1% | 3 | 3% |
| | | | Monthly | 15 | 3% | 15 | 14% |
| | | | 2+ times per year | 13 | 2% | 13 | 12% |
| | | | Annually | 4 | 1% | 4 | 4% |
| | | | Seasonally | 5 | 1% | 5 | 5% |
| | | | Unknown | 425 | 80% | | 0% |
| | | | Total | 533 | 100% | 108 | 100% |
| 51 | AY | LWS_Program_Importance | Very important | 61 | 11% | 61 | 55% |

**Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Volume One – Community Needs Assessment**

Survey Instrument and Results

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|-------------------------|--------------------|------------|------|---------------|------|
| | | | | | | | |
| | | | Important | 19 | 4% | 19 | 17% |
| | | | Somewhat important | 19 | 4% | 19 | 17% |
| | | | Not important | 12 | 2% | 12 | 11% |
| | | | Unknown | 422 | 79% | | 0% |
| | | | Total | 533 | 100% | 111 | 100% |
| 52 | AZ | LWS_Program_need | Yes very much | 56 | 11% | 56 | 49% |
| | | | Yes | 36 | 7% | 36 | 31% |
| | | | Only a little | 9 | 2% | 9 | 8% |
| | | | No not at all | 6 | 1% | 6 | 5% |
| | | | Not sure | 8 | 2% | 8 | 7% |
| | | | Unknown | 418 | 78% | | 0% |
| | | | Total | 533 | 100% | 115 | 100% |
| 53 | BA | CASA_Program_Learned | Internet | 3 | 1% | 3 | 2% |
| | | | Word of Mouth | 97 | 18% | 97 | 67% |
| | | | Referral | 9 | 2% | 9 | 6% |
| | | | Radio or TV | 1 | 0% | 1 | 1% |
| | | | KIT Newsletter | 25 | 5% | 25 | 17% |
| | | | Brochure | 5 | 1% | 5 | 3% |
| | | | Newspaper | 5 | 1% | 5 | 3% |
| | | | Unknown | 388 | 73% | | 0% |
| | | | Total | 533 | 100% | 145 | 100% |
| 54 | BB | CASA_Program_Frequency | Never | 132 | 25% | 132 | 86% |
| | | | 2+ times per week | 3 | 1% | 3 | 2% |
| | | | Weekly | 1 | 0% | 1 | 1% |
| | | | Monthly | 4 | 1% | 4 | 3% |
| | | | 2+ times per year | 5 | 1% | 5 | 3% |
| | | | Annually | 7 | 1% | 7 | 5% |
| | | | Seasonally | 1 | 0% | 1 | 1% |
| | | | Unknown | 380 | 71% | | 0% |
| | | | Total | 533 | 100% | 153 | 100% |
| 55 | BC | CASA_Program_Importance | Very important | 92 | 17% | 92 | 58% |
| | | | Important | 30 | 6% | 30 | 19% |
| | | | Somewhat important | 13 | 2% | 13 | 8% |
| | | | Not important | 24 | 5% | 24 | 15% |
| | | | Unknown | 374 | 70% | | 0% |
| | | | Total | 533 | 100% | 159 | 100% |
| 56 | BD | CASA_Program_need | Yes very much | 96 | 18% | 96 | 58% |
| | | | Yes | 42 | 8% | 42 | 25% |
| | | | Only a little | 11 | 2% | 11 | 7% |
| | | | No not at all | 2 | 0% | 2 | 1% |
| | | | Not sure | 14 | 3% | 14 | 8% |
| | | | Unknown | 368 | 69% | | 0% |
| | | | Total | 533 | 100% | 165 | 100% |
| 57 | BE | SASP_Program_Learned | Internet | 9 | 2% | 9 | 7% |
| | | | Word of Mouth | 81 | 15% | 81 | 63% |
| | | | Referral | 5 | 1% | 5 | 4% |
| | | | Radio or TV | 2 | 0% | 2 | 2% |
| | | | KIT Newsletter | 23 | 4% | 23 | 18% |
| | | | Brochure | 8 | 2% | 8 | 6% |
| | | | Newspaper | 0 | 0% | 0 | 0% |
| | | | Unknown | 405 | 76% | | 0% |
| | | | Total | 533 | 100% | 128 | 100% |
| 58 | BF | SASP_Program_Frequency | Never | 127 | 24% | 127 | 86% |
| | | | 2+ times per week | 3 | 1% | 3 | 2% |
| | | | Weekly | 1 | 0% | 1 | 1% |
| | | | Monthly | 6 | 1% | 6 | 4% |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results **Volume One – Community Needs Assessment**

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|-------------------------|--------------------|------------|------|---------------|------|
| | | | | | | | |
| | | | 2+ times per year | 0 | 0% | 0 | 0% |
| | | | Annually | 6 | 1% | 6 | 4% |
| | | | Seasonally | 5 | 1% | 5 | 3% |
| | | | Unknown | 385 | 72% | | 0% |
| | | | Total | 533 | 100% | 148 | 100% |
| 59 | BG | SASP_Program_importance | Very important | 99 | 19% | 99 | 66% |
| | | | Important | 24 | 5% | 24 | 16% |
| | | | Somewhat important | 9 | 2% | 9 | 6% |
| | | | Not important | 18 | 3% | 18 | 12% |
| | | | Unknown | 383 | 72% | | 0% |
| | | | Total | 533 | 100% | 150 | 100% |
| 60 | BH | SASP_Program_need | Yes very much | 105 | 20% | 105 | 68% |
| | | | Yes | 34 | 6% | 34 | 22% |
| | | | Only a little | 6 | 1% | 6 | 4% |
| | | | No not at all | 3 | 1% | 3 | 2% |
| | | | Not sure | 6 | 1% | 6 | 4% |
| | | | Unknown | 379 | 71% | | 0% |
| | | | Total | 533 | 100% | 154 | 100% |
| 61 | BI | CA_Program_Learned | Internet | 10 | 2% | 10 | 9% |
| | | | Word of Mouth | 64 | 12% | 64 | 58% |
| | | | Referral | 2 | 0% | 2 | 2% |
| | | | Radio or TV | 0 | 0% | 0 | 0% |
| | | | KIT Newsletter | 29 | 5% | 29 | 26% |
| | | | Brochure | 5 | 1% | 5 | 5% |
| | | | Newspaper | 0 | 0% | 0 | 0% |
| | | | Unknown | 423 | 79% | | 0% |
| | | | Total | 533 | 100% | 110 | 100% |
| 62 | BJ | CA_Program_Frequency | Never | 73 | 14% | 73 | 64% |
| | | | 2+ times per week | 5 | 1% | 5 | 4% |
| | | | Weekly | 5 | 1% | 5 | 4% |
| | | | Monthly | 3 | 1% | 3 | 3% |
| | | | 2+ times per year | 7 | 1% | 7 | 6% |
| | | | Annually | 13 | 2% | 13 | 11% |
| | | | Seasonally | 8 | 2% | 8 | 7% |
| | | | Unknown | 419 | 79% | | 0% |
| | | | Total | 533 | 100% | 114 | 100% |
| 63 | BK | CA_Program_Importance | Very important | 61 | 11% | 61 | 53% |
| | | | Important | 28 | 5% | 28 | 24% |
| | | | Somewhat important | 14 | 3% | 14 | 12% |
| | | | Not important | 13 | 2% | 13 | 11% |
| | | | Unknown | 417 | 78% | | 0% |
| | | | Total | 533 | 100% | 116 | 100% |
| 64 | BL | CA_Program_need | Yes very much | 59 | 11% | 59 | 48% |
| | | | Yes | 42 | 8% | 42 | 34% |
| | | | Only a little | 7 | 1% | 7 | 6% |
| | | | No not at all | 3 | 1% | 3 | 2% |
| | | | Not sure | 12 | 2% | 12 | 10% |
| | | | Unknown | 410 | 77% | | 0% |
| | | | Total | 533 | 100% | 123 | 100% |
| 65 | BM | Time_Distance_DHC | 1-3 miles | 95 | 18% | 95 | 19% |
| | | | 4-10 miles | 155 | 29% | 155 | 31% |
| | | | 11-20 miles | 135 | 25% | 135 | 27% |
| | | | 21-30 miles | 50 | 9% | 50 | 10% |
| | | | 31-60 miles | 15 | 3% | 15 | 3% |
| | | | 61+ miles | 51 | 10% | 51 | 10% |
| | | | Unknown | 32 | 6% | | 0% |

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 Volume One – Community Needs Assessment

Survey Instrument and Results

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|------------------------|-------------|------------|------|---------------|------|
| | | | | | | | |
| | | | Total | 533 | 100% | 501 | 100% |
| 66 | BN | Trans_Distance_Admin | 1-3 miles | 86 | 16% | 86 | 18% |
| | | | 4-10 miles | 144 | 27% | 144 | 30% |
| | | | 11-20 miles | 132 | 25% | 132 | 28% |
| | | | 21-30 miles | 49 | 9% | 49 | 10% |
| | | | 31-60 miles | 13 | 2% | 13 | 3% |
| | | | 61+ miles | 50 | 9% | 50 | 11% |
| | | | Unknown | 59 | 11% | | 0% |
| | | | Total | 533 | 100% | 474 | 100% |
| 67 | BO | Trans_Distance_Eld_Cul | 1-3 miles | 70 | 13% | 70 | 17% |
| | | | 4-10 miles | 120 | 23% | 120 | 29% |
| | | | 11-20 miles | 122 | 23% | 122 | 30% |
| | | | 21-30 miles | 43 | 8% | 43 | 10% |
| | | | 31-60 miles | 11 | 2% | 11 | 3% |
| | | | 61+ miles | 45 | 8% | 45 | 11% |
| | | | Unknown | 122 | 23% | | 0% |
| | | | Total | 533 | 100% | 411 | 100% |
| 68 | BP | Trans_Distance_Grocery | 1-3 miles | 161 | 30% | 161 | 33% |
| | | | 4-10 miles | 179 | 34% | 179 | 37% |
| | | | 11-20 miles | 82 | 15% | 82 | 17% |
| | | | 21-30 miles | 37 | 7% | 37 | 8% |
| | | | 31-60 miles | 10 | 2% | 10 | 2% |
| | | | 61+ miles | 17 | 3% | 17 | 3% |
| | | | Unknown | 47 | 9% | | 0% |
| | | | Total | 533 | 100% | 486 | 100% |
| 69 | BQ | Trans_Distance_med_ss | 1-3 miles | 89 | 17% | 89 | 27% |
| | | | 4-10 miles | 118 | 22% | 118 | 36% |
| | | | 11-20 miles | 60 | 11% | 60 | 18% |
| | | | 21-30 miles | 35 | 7% | 35 | 11% |
| | | | 31-60 miles | 5 | 1% | 5 | 2% |
| | | | 61+ miles | 21 | 4% | 21 | 6% |
| | | | Unknown | 205 | 38% | | 0% |
| | | | Total | 533 | 100% | 328 | 100% |
| 70 | BR | Trans_Distance_work | 1-3 miles | 89 | 17% | 89 | 27% |
| | | | 4-10 miles | 118 | 22% | 118 | 36% |
| | | | 11-20 miles | 60 | 11% | 60 | 18% |
| | | | 21-30 miles | 35 | 7% | 35 | 11% |
| | | | 31-60 miles | 5 | 1% | 5 | 2% |
| | | | 61+ miles | 21 | 4% | 21 | 6% |
| | | | Unknown | 208 | 39% | | 0% |
| | | | Total | 536 | 100% | 328 | 100% |
| 71 | BS | Trans_Distance_church | 1-3 miles | 117 | 22% | 117 | 32% |
| | | | 4-10 miles | 154 | 29% | 154 | 42% |
| | | | 11-20 miles | 67 | 13% | 67 | 18% |
| | | | 21-30 miles | 13 | 2% | 13 | 4% |
| | | | 31-60 miles | 2 | 0% | 2 | 1% |
| | | | 61+ miles | 10 | 2% | 10 | 3% |
| | | | Unknown | 170 | 32% | | 0% |
| | | | Total | 533 | 100% | 363 | 100% |
| 72 | BT | Trans_Distance_social | 1-3 miles | 100 | 19% | 100 | 23% |
| | | | 4-10 miles | 162 | 30% | 162 | 37% |
| | | | 11-20 miles | 98 | 18% | 98 | 23% |
| | | | 21-30 miles | 46 | 9% | 46 | 11% |
| | | | 31-60 miles | 8 | 2% | 8 | 2% |
| | | | 61+ miles | 21 | 4% | 21 | 5% |
| | | | Unknown | 98 | 18% | | 0% |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results **Volume One – Community Needs Assessment**

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|------------|--------|---|-------------------------------|------------|------|---------------|------|
| | | | | | | | |
| | | | Total | 533 | 100% | 435 | 100% |
| 73 | BU | Trans_means_1 | Walk | 71 | 13% | 71 | 14% |
| | | | Own car | 362 | 68% | 362 | 70% |
| | | | Cab with CARTS Voucher | 8 | 2% | 8 | 2% |
| | | | Head Start Bus | 1 | 0% | 1 | 0% |
| | | | Family drives me | 58 | 11% | 58 | 11% |
| | | | Bike | 4 | 1% | 4 | 1% |
| | | | Taxi Cab | 6 | 1% | 6 | 1% |
| | | | Elders Van/KIT Van | 0 | 0% | 0 | 0% |
| | | | Friend or volunteer drives me | 5 | 1% | 5 | 1% |
| | | | Motorcycle | 0 | 0% | 0 | 0% |
| | | | Unknown | 18 | 3% | | 0% |
| | | | Total | 533 | 100% | 515 | 100% |
| 74 | BV | Trans_means_2 | Walk | 1 | 0% | 1 | 0% |
| | | | Own car | 36 | 7% | 36 | 13% |
| | | | Cab with CARTS Voucher | 16 | 3% | 16 | 6% |
| | | | Head Start Bus | 0 | 0% | 0 | 0% |
| | | | Family drives me | 136 | 26% | 136 | 49% |
| | | | Bike | 24 | 5% | 24 | 9% |
| | | | Taxi Cab | 13 | 2% | 13 | 5% |
| | | | Elders Van/KIT Van | 9 | 2% | 9 | 3% |
| | | | Friend or volunteer drives me | 32 | 6% | 32 | 12% |
| | | | Motorcycle | 8 | 2% | 8 | 3% |
| | | | Unknown | 256 | 48% | | 0% |
| | | | Total | 531 | 100% | 275 | 100% |
| 73 - 74 | | Transportation Means | Walk | 72 | 7% | 72 | 9% |
| | | | Own car | 398 | 37% | 398 | 50% |
| | | | Cab with CARTS Voucher | 24 | 2% | 24 | 3% |
| | | | Head Start Bus | 1 | 0% | 1 | 0% |
| | | | Family drives me | 194 | 18% | 194 | 25% |
| | | | Bike | 28 | 3% | 28 | 4% |
| | | | Taxi Cab | 19 | 2% | 19 | 2% |
| | | | Elders Van/KIT Van | 9 | 1% | 9 | 1% |
| | | | Friend or volunteer drives me | 37 | 3% | 37 | 5% |
| | | | Motorcycle | 8 | 1% | 8 | 1% |
| | | | Unknown | 274 | 26% | | 0% |
| | | | Total | 1064 | 100% | 790 | 100% |
| 75 | BW | Service_Area | Kenai | 164 | 35% | 164 | 37% |
| | | | Soldotna | 131 | 28% | 131 | 30% |
| | | | Nikiski | 53 | 11% | 53 | 12% |
| | | | Kasilof | 22 | 5% | 22 | 5% |
| | | | Salamatof | 3 | 1% | 3 | 1% |
| | | | Sterling | 23 | 5% | 23 | 5% |
| | | | Cooper Landing | 2 | 0% | 2 | 0% |
| | | | Kalifornsky | 29 | 6% | 29 | 7% |
| | | | Cohoe | 3 | 1% | 3 | 1% |
| | | | Ridgeway | 6 | 1% | 6 | 1% |
| | | | Funny River | 7 | 2% | 7 | 2% |
| | | | Unknown | 20 | 4% | | 0% |
| | | | Total | 463 | 100% | 443 | 100% |
| 76 | BX | years_in_service_area sort by range? | 1-3 years | | | | |
| | | | 4-10 years | | | | |
| | | | 11-20 years | | | | |
| | | | 21-30 years | | | | |
| | | | 31-60 years | | | | |
| | | | 61+ years | | | | |
| | | | Unknown | | | | |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
 Volume One – Community Needs Assessment

Survey Instrument and Results

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|--------------------------|--|------------|----|---------------|----|
| | | | | | | | |
| | | | Total | | | | |
| 77 | BY | Tribe | afognak aleut | 1 | 0% | 1 | 0% |
| | | consolidate? Categorize? | Aleut | 12 | 2% | 12 | 3% |
| | | | aleut naknek | 1 | 0% | 1 | 0% |
| | | | afeut/alutiq | 1 | 0% | 1 | 0% |
| | | | Aleut/Nikolski IRA | 1 | 0% | 1 | 0% |
| | | | algarniq | 1 | 0% | 1 | 0% |
| | | | Alute | 1 | 0% | 1 | 0% |
| | | | Alutiq | 1 | 0% | 1 | 0% |
| | | | ambler | 1 | 0% | 1 | 0% |
| | | | anvik | 1 | 0% | 1 | 0% |
| | | | Asa'carsarmiut | 1 | 0% | 1 | 0% |
| | | | Asacursarmiut | 1 | 0% | 1 | 0% |
| | | | at large | 2 | 0% | 2 | 0% |
| | | | athabaskan | 1 | 0% | 1 | 0% |
| | | | B Crow | 1 | 0% | 1 | 0% |
| | | | Baan o yeel kon | 1 | 0% | 1 | 0% |
| | | | bbnc | 8 | 2% | 8 | 2% |
| | | | bering straits | 1 | 0% | 1 | 0% |
| | | | bering straits native corp. | 1 | 0% | 1 | 0% |
| | | | bitter water | 1 | 0% | 1 | 0% |
| | | | black feet | 1 | 0% | 1 | 0% |
| | | | boise forte | 1 | 0% | 1 | 0% |
| | | | bsnc | 1 | 0% | 1 | 0% |
| | | | cac | 5 | 1% | 5 | 1% |
| | | | calista | 1 | 0% | 1 | 0% |
| | | | canada | 1 | 0% | 1 | 0% |
| | | | Celista-BNC | 1 | 0% | 1 | 0% |
| | | | chenga/aleut | 1 | 0% | 1 | 0% |
| | | | cherikkee | 1 | 0% | 1 | 0% |
| | | | cheroke | 1 | 0% | 1 | 0% |
| | | | cheroke Nation | 1 | 0% | 1 | 0% |
| | | | Cherokee | 4 | 1% | 4 | 1% |
| | | | Cherokee of Oklahoma | 1 | 0% | 1 | 0% |
| | | | chickaloon | 1 | 0% | 1 | 0% |
| | | | Chinook | 2 | 0% | 2 | 0% |
| | | | Chinook/Quinault | 1 | 0% | 1 | 0% |
| | | | Chippewa | 2 | 0% | 2 | 0% |
| | | | choctaw | 2 | 0% | 2 | 0% |
| | | | Chuloonawick | 2 | 0% | 2 | 0% |
| | | | Chuloonawick Native village | 1 | 0% | 1 | 0% |
| | | | CIRI | 6 | 1% | 6 | 1% |
| | | | cofederated salish | 1 | 0% | 1 | 0% |
| | | | concow little lake pomo wailku | 1 | 0% | 1 | 0% |
| | | | cowlitz | 3 | 1% | 3 | 1% |
| | | | cowlitz, WA | 1 | 0% | 1 | 0% |
| | | | Curyung | 1 | 0% | 1 | 0% |
| | | | deloy ges INC | 1 | 0% | 1 | 0% |
| | | | denaina | 2 | 0% | 2 | 0% |
| | | | doyon | 8 | 2% | 8 | 2% |
| | | | Egegik | 1 | 0% | 1 | 0% |
| | | | egegik village | 1 | 0% | 1 | 0% |
| | | | eskimo | 5 | 1% | 5 | 1% |
| | | | eyak | 1 | 0% | 1 | 0% |
| | | | Fondulac band of Minnesota Chippewa | 1 | 0% | 1 | 0% |
| | | | Ford der lea Band of Minnesota Chippesa | 1 | 0% | 1 | 0% |
| | | | Ford du lac Band of MN Chippewa | 1 | 0% | 1 | 0% |
| | | | gana'yoo | 3 | 1% | 3 | 1% |
| | | | haida@lingit | 1 | 0% | 1 | 0% |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results **Volume One – Community Needs Assessment**

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|----------|----------------------------------|------------|-----|---------------|-----|
| | | | | | | | |
| | | | iliamana | 1 | 0% | 1 | 0% |
| | | | iliamna | 2 | 0% | 2 | 0% |
| | | | inl | 1 | 0% | 1 | 0% |
| | | | inupiaq, bering straits | 1 | 0% | 1 | 0% |
| | | | inupiaq/eskimo | 1 | 0% | 1 | 0% |
| | | | Inuqiaq | 7 | 1% | 7 | 2% |
| | | | K.I.T. | 1 | 0% | 1 | 0% |
| | | | karuk | 4 | 1% | 4 | 1% |
| | | | kenai | 2 | 0% | 2 | 0% |
| | | | Kenaitze | 75 | 14% | 75 | 19% |
| | | | Kenaitze/NTC | 1 | 0% | 1 | 0% |
| | | | kic | 1 | 0% | 1 | 0% |
| | | | kikitagrak | 1 | 0% | 1 | 0% |
| | | | King Cove | 2 | 0% | 2 | 0% |
| | | | kit | 60 | 11% | 60 | 15% |
| | | | kit/salamatof | 1 | 0% | 1 | 0% |
| | | | kna | 1 | 0% | 1 | 0% |
| | | | knik | 1 | 0% | 1 | 0% |
| | | | Kodiak | 1 | 0% | 1 | 0% |
| | | | kongiatwatxiaf kodiak bristl bay | | | | |
| | | | qujinkie | 1 | 0% | 1 | 0% |
| | | | Koniaq | 1 | 0% | 1 | 0% |
| | | | Kotzebue | 1 | 0% | 1 | 0% |
| | | | kuik | 1 | 0% | 1 | 0% |
| | | | kushkokwim | 1 | 0% | 1 | 0% |
| | | | LAC | 1 | 0% | 1 | 0% |
| | | | lime village | 1 | 0% | 1 | 0% |
| | | | Manokotak | 1 | 0% | 1 | 0% |
| | | | MARSHALL | 4 | 1% | 4 | 1% |
| | | | mekoyuk | 1 | 0% | 1 | 0% |
| | | | miwok | 1 | 0% | 1 | 0% |
| | | | n/a | 1 | 0% | 1 | 0% |
| | | | NANA | 4 | 1% | 4 | 1% |
| | | | nana-kenaitze | 1 | 0% | 1 | 0% |
| | | | native village | 1 | 0% | 1 | 0% |
| | | | native village of bering straits | 1 | 0% | 1 | 0% |
| | | | native village of fort yukon | 1 | 0% | 1 | 0% |
| | | | native village of koliganek | 3 | 1% | 3 | 1% |
| | | | native village of koliganck | 1 | 0% | 1 | 0% |
| | | | navajo | 4 | 1% | 4 | 1% |
| | | | newhalen | 1 | 0% | 1 | 0% |
| | | | Ninilchik | 11 | 2% | 11 | 3% |
| | | | ninilchik/kit | 1 | 0% | 1 | 0% |
| | | | nome eskimo | 1 | 0% | 1 | 0% |
| | | | none | 2 | 0% | 2 | 0% |
| | | | ntc | 2 | 0% | 2 | 0% |
| | | | nulato | 5 | 1% | 5 | 1% |
| | | | Nunakuiak Tribe | 1 | 0% | 1 | 0% |
| | | | nva | 1 | 0% | 1 | 0% |
| | | | paugvik | 1 | 0% | 1 | 0% |
| | | | salamantof | 2 | 0% | 2 | 0% |
| | | | salamatof | 16 | 3% | 16 | 4% |
| | | | salamatoff | 2 | 0% | 2 | 0% |
| | | | salamofof | 1 | 0% | 1 | 0% |
| | | | salamontof | 2 | 0% | 2 | 0% |
| | | | Sault St. Marie Chippewas | 1 | 0% | 1 | 0% |
| | | | sealaska | 1 | 0% | 1 | 0% |
| | | | shade clam | 1 | 0% | 1 | 0% |
| | | | shade clan | 1 | 0% | 1 | 0% |
| | | | sitnasuak | 1 | 0% | 1 | 0% |
| | | | St Michaels | 1 | 0% | 1 | 0% |
| | | | sunaq | 1 | 0% | 1 | 0% |
| | | | tanana chief conference | 1 | 0% | 1 | 0% |

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|--|------------------|------------|------|---------------|------|
| | | | tingethaida | 1 | 0% | 1 | 0% |
| | | | Tlingit | 14 | 3% | 14 | 3% |
| | | | Tlingit & Haida | 1 | 0% | 1 | 0% |
| | | | tingit hida | 1 | 0% | 1 | 0% |
| | | | Tlingt | 1 | 0% | 1 | 0% |
| | | | toghotthele | 1 | 0% | 1 | 0% |
| | | | Togothelle | 1 | 0% | 1 | 0% |
| | | | Tyonek | 3 | 1% | 3 | 1% |
| | | | Tyonek/ Kanatak | 1 | 0% | 1 | 0% |
| | | | unalakleet. | 3 | 1% | 3 | 1% |
| | | | unk | 1 | 0% | 1 | 0% |
| | | | Washington | 1 | 0% | 1 | 0% |
| | | | yankton sioux | 1 | 0% | 1 | 0% |
| | | | Yarok | 1 | 0% | 1 | 0% |
| | | | yup'ik | 1 | 0% | 1 | 0% |
| | | | YUPIK | 9 | 2% | 9 | 2% |
| | | | Yupik eskimo | 2 | 0% | 2 | 0% |
| | | | Unknown | 122 | 23% | | 0% |
| | | | | 526 | 100% | 404 | 100% |
| 78 | BZ | Tribe_other | | | | | |
| 79 | CA | native_corp | CIRI | 123 | 32% | 123 | 61% |
| | | some list more than one and some list village corps... | Ahtna | 0 | 0% | 0 | 0% |
| | | | Aleut | 2 | 1% | 2 | 1% |
| | | | ASRC | 5 | 1% | 5 | 2% |
| | | | Bering Straits | 8 | 2% | 8 | 4% |
| | | | Bristol Bay | 0 | 0% | 0 | 0% |
| | | | Calista | 17 | 4% | 17 | 8% |
| | | | Doyon | 22 | 6% | 22 | 11% |
| | | | Koniag | 4 | 1% | 4 | 2% |
| | | | NANA | 11 | 3% | 11 | 5% |
| | | | Norton Sound | 0 | 0% | 0 | 0% |
| | | | Sealaska | 4 | 1% | 4 | 2% |
| | | | Chugach | 7 | 2% | 7 | 3% |
| | | | Unknown | 183 | 47% | | 0% |
| | | | Total | 386 | 100% | 203 | 100% |
| 80 | CB | native_corp_other | CIRI | 7 | 1% | 7 | 37% |
| | | some list more than one and some list village corps... | Ahtna | 0 | 0% | 0 | 0% |
| | | | Aleut | 0 | 0% | 0 | 0% |
| | | | ASRC | 4 | 1% | 4 | 21% |
| | | | Bering Straits | 2 | 0% | 2 | 11% |
| | | | Bristol Bay | 0 | 0% | 0 | 0% |
| | | | Calista | 2 | 0% | 2 | 11% |
| | | | Doyon | 2 | 0% | 2 | 11% |
| | | | Koniag | 0 | 0% | 0 | 0% |
| | | | NANA | 2 | 0% | 2 | 11% |
| | | | Norton Sound | 0 | 0% | 0 | 0% |
| | | | Sealaska | 0 | 0% | 0 | 0% |
| | | | Chugach | 0 | 0% | 0 | 0% |
| | | | Unknown | 482 | 96% | | 0% |
| | | | Total | 501 | 100% | 19 | 100% |
| 81 | CC | Cultural_group | Yup'ik/Cup'ik | 72 | 14% | 72 | 18% |
| | | some list more than one and some list other languages, sign, ahtna, spanish... | Inupiaq | 48 | 9% | 48 | 12% |
| | | | Dena'ina | 79 | 15% | 79 | 20% |
| | | | Other Athabascan | 75 | 15% | 75 | 19% |
| | | | Aleut/Unangax | 85 | 17% | 85 | 21% |
| | | | Alutiiq | 7 | 1% | 7 | 2% |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results **Volume One – Community Needs Assessment**

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|---------------------------|--------------------|------------|------|---------------|------|
| | | | | | | | |
| | | | Siberian Yup'ik | 2 | 0% | 2 | 1% |
| | | | Tlingit | 27 | 5% | 27 | 7% |
| | | | Haida | 1 | 0% | 1 | 0% |
| | | | Tsimshian | 3 | 1% | 3 | 1% |
| | | | Eyak | 1 | 0% | 1 | 0% |
| | | | Unknown | 112 | 22% | | 0% |
| | | | Total | 512 | 100% | 400 | 100% |
| 82 | CD | Native_lang_home | None, English only | 403 | 77% | 403 | 85% |
| | | some list more than one | Yup'ik/Cup'ik | 34 | 7% | 34 | 7% |
| | | | Inupiaq | 5 | 1% | 5 | 1% |
| | | | Dena'ina | 17 | 3% | 17 | 4% |
| | | | Other Athabascan | 3 | 1% | 3 | 1% |
| | | | Aleut/Unangax | 10 | 2% | 10 | 2% |
| | | | Alutiiq | 1 | 0% | 1 | 0% |
| | | | Siberian Yup'ik | 0 | 0% | 0 | 0% |
| | | | Tlingit | 2 | 0% | 2 | 0% |
| | | | Haida | 0 | 0% | 0 | 0% |
| | | | Tsimshian | 1 | 0% | 1 | 0% |
| | | | Eyak | 0 | 0% | 0 | 0% |
| | | | Unknown | 47 | 9% | | 0% |
| | | | Total | 523 | 100% | 476 | 100% |
| 83 | CE | Native_lang_learn | Yup'ik/Cup'ik | 29 | 7% | 29 | 21% |
| | | some list other languages | Inupiaq | 20 | 5% | 20 | 15% |
| | | | Dena'ina | 32 | 7% | 32 | 23% |
| | | | Other Athabascan | 13 | 3% | 13 | 9% |
| | | | Aleut/Unangax | 19 | 4% | 19 | 14% |
| | | | Alutiiq | 5 | 1% | 5 | 4% |
| | | | Siberian Yup'ik | 0 | 0% | 0 | 0% |
| | | | Tlingit | 16 | 4% | 16 | 12% |
| | | | Haida | 3 | 1% | 3 | 2% |
| | | | Tsimshian | 0 | 0% | 0 | 0% |
| | | | Eyak | 0 | 0% | 0 | 0% |
| | | | Unknown | 306 | 69% | | 0% |
| | | | Total | 443 | 100% | 137 | 100% |
| 84 | CF | Native_language_teach | English | 27 | 5% | 27 | 25% |
| | | some list other languages | Yup'ik /Cup'ik | 74 | 13% | 74 | 69% |
| | | | Inupiaq | 4 | 1% | 4 | 4% |
| | | | Dena'ina | 2 | 0% | 2 | 2% |
| | | | Other Athabascan | 0 | 0% | 0 | 0% |
| | | | Aleut/Unangax | 1 | 0% | 1 | 1% |
| | | | Alutiiq | 0 | 0% | 0 | 0% |
| | | | Siberian Yup'ik | 0 | 0% | 0 | 0% |
| | | | Tlingit | 0 | 0% | 0 | 0% |
| | | | Haida | 0 | 0% | 0 | 0% |
| | | | Tsimshian | 0 | 0% | 0 | 0% |
| | | | Eyak | 0 | 0% | 0 | 0% |
| | | | Unknown | 454 | 81% | | 0% |
| | | | Total | 562 | 100% | 108 | 100% |
| 85 | CG | Tribal_school_support | Yes | 334 | 63% | 334 | 67% |
| | | | No | 27 | 5% | 27 | 5% |
| | | | Undecided | 140 | 26% | 140 | 28% |
| | | | Unknown | 32 | 6% | | 0% |
| | | | Total | 533 | 100% | 501 | 100% |
| 86 | CH | Tribal_school_attend | Yes | 229 | 43% | 229 | 52% |
| | | | No | 67 | 13% | 67 | 15% |
| | | | Undecided | 142 | 27% | 142 | 32% |
| | | | Unknown | 95 | 18% | | 0% |
| | | | Total | 533 | 100% | 438 | 100% |

**Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Volume One – Community Needs Assessment**

Survey Instrument and Results

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|---------|--------|------------------------|----------------------------|------------|------|---------------|------|
| | | | | | | | |
| 87 | CI | Tribal_college_support | Yes | 329 | 62% | 329 | 67% |
| | | | No | 29 | 5% | 29 | 6% |
| | | | Undecided | 134 | 25% | 134 | 27% |
| | | | Unknown | 41 | 8% | | 0% |
| | | | Total | 533 | 100% | 492 | 100% |
| 88 | CJ | Cultural_practices_1 | Traditional foods | 310 | 58% | 310 | 64% |
| | | | Medicinal Plants | 26 | 5% | 26 | 5% |
| | | | Naming | 10 | 2% | 10 | 2% |
| | | | Spiritual Practices | 15 | 3% | 15 | 3% |
| | | | Steam bath | 11 | 2% | 11 | 2% |
| | | | Dancing, singing | 11 | 2% | 11 | 2% |
| | | | Potlatch | 12 | 2% | 12 | 2% |
| | | | Funeral Ceremonies | 5 | 1% | 5 | 1% |
| | | | Clans/relationship rules | 1 | 0% | 1 | 0% |
| | | | Making clothing/regalia | 3 | 1% | 3 | 1% |
| | | | Hunting and fishing | 70 | 13% | 70 | 15% |
| | | | Making tools/implements | 2 | 0% | 2 | 0% |
| | | | Arts and Crafts | 5 | 1% | 5 | 1% |
| | | | Use of traditional healers | 1 | 0% | 1 | 0% |
| | | | Storytelling | 0 | 0% | 0 | 0% |
| | | | Subsistence Camp | 0 | 0% | 0 | 0% |
| | | | Traditional Protocols | 0 | 0% | 0 | 0% |
| | | | Intertribal Gatherings | 0 | 0% | 0 | 0% |
| | | | Other | 0 | 0% | 0 | 0% |
| Unknown | 51 | 10% | | 0% | | | |
| Total | 533 | 100% | 482 | 100% | | | |
| 89 | CK | Cultural_practices_2 | Traditional foods | 7 | 1% | 7 | 2% |
| | | | Medicinal Plants | 108 | 20% | 108 | 25% |
| | | | Naming | 23 | 4% | 23 | 5% |
| | | | Spiritual Practices | 39 | 7% | 39 | 9% |
| | | | Steam bath | 57 | 11% | 57 | 13% |
| | | | Dancing, singing | 40 | 8% | 40 | 9% |
| | | | Potlatch | 29 | 5% | 29 | 7% |
| | | | Funeral Ceremonies | 9 | 2% | 9 | 2% |
| | | | Clans/relationship rules | 4 | 1% | 4 | 1% |
| | | | Making clothing/regalia | 27 | 5% | 27 | 6% |
| | | | Hunting and fishing | 47 | 9% | 47 | 11% |
| | | | Making tools/implements | 5 | 1% | 5 | 1% |
| | | | Arts and Crafts | 26 | 5% | 26 | 6% |
| | | | Use of traditional healers | 3 | 1% | 3 | 1% |
| | | | Storytelling | 7 | 1% | 7 | 2% |
| | | | Subsistence Camp | 5 | 1% | 5 | 1% |
| | | | Traditional Protocols | 0 | 0% | 0 | 0% |
| | | | Intertribal Gatherings | 2 | 0% | 2 | 0% |
| | | | Other | 0 | 0% | 0 | 0% |
| Unknown | 95 | 18% | | 0% | | | |
| Total | 533 | 100% | 438 | 100% | | | |
| 90 | CL | Cultural_practices_3 | Traditional foods | 3 | 1% | 3 | 1% |
| | | | Medicinal Plants | 1 | 0% | 1 | 0% |
| | | | Naming | 35 | 7% | 35 | 9% |
| | | | Spiritual Practices | 39 | 7% | 39 | 10% |
| | | | Steam bath | 47 | 9% | 47 | 12% |
| | | | Dancing, singing | 57 | 11% | 57 | 14% |
| | | | Potlatch | 51 | 10% | 51 | 13% |
| | | | Funeral Ceremonies | 14 | 3% | 14 | 4% |
| | | | Clans/relationship rules | 5 | 1% | 5 | 1% |
| | | | Making clothing/regalia | 15 | 3% | 15 | 4% |
| | | | Hunting and fishing | 55 | 10% | 55 | 14% |
| | | | Making tools/implements | 9 | 2% | 9 | 2% |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results **Volume One – Community Needs Assessment**

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|----------------------|----------------------------|------------|------|---------------|------|
| | | | | | | | |
| | | | Arts and Crafts | 23 | 4% | 23 | 6% |
| | | | Use of traditional healers | 6 | 1% | 6 | 2% |
| | | | Storytelling | 16 | 3% | 16 | 4% |
| | | | Subsistence Camp | 10 | 2% | 10 | 3% |
| | | | Traditional Protocols | 0 | 0% | 0 | 0% |
| | | | Intertribal Gatherings | 7 | 1% | 7 | 2% |
| | | | Other | 1 | 0% | 1 | 0% |
| | | | Unknown | 139 | 26% | | 0% |
| | | | Total | 533 | 100% | 394 | 100% |
| 91 | CM | Cultural_practices_4 | Traditional foods | 1 | 0% | 1 | 0% |
| | | | Medicinal Plants | 1 | 0% | 1 | 0% |
| | | | Naming | 1 | 0% | 1 | 0% |
| | | | Spiritual Practices | 21 | 4% | 21 | 6% |
| | | | Steam bath | 28 | 5% | 28 | 8% |
| | | | Dancing, singing | 42 | 8% | 42 | 13% |
| | | | Potlatch | 44 | 8% | 44 | 13% |
| | | | Funeral Ceremonies | 29 | 5% | 29 | 9% |
| | | | Clans/relationship rules | 7 | 1% | 7 | 2% |
| | | | Making clothing/regalia | 11 | 2% | 11 | 3% |
| | | | Hunting and fishing | 70 | 13% | 70 | 21% |
| | | | Making tools/implements | 9 | 2% | 9 | 3% |
| | | | Arts and Crafts | 34 | 6% | 34 | 10% |
| | | | Use of traditional healers | 6 | 1% | 6 | 2% |
| | | | Storytelling | 11 | 2% | 11 | 3% |
| | | | Subsistence Camp | 9 | 2% | 9 | 3% |
| | | | Traditional Protocols | 0 | 0% | 0 | 0% |
| | | | Intertribal Gatherings | 8 | 2% | 8 | 2% |
| | | | Other | 2 | 0% | 2 | 1% |
| | | | Unknown | 198 | 37% | | 0% |
| | | | Total | 532 | 100% | 334 | 100% |
| 92 | CN | Cultural_practices_5 | Traditional foods | 3 | 1% | 3 | 1% |
| | | | Medicinal Plants | 3 | 1% | 3 | 1% |
| | | | Naming | 0 | 0% | 0 | 0% |
| | | | Spiritual Practices | 1 | 0% | 1 | 0% |
| | | | Steam bath | 14 | 3% | 14 | 5% |
| | | | Dancing, singing | 30 | 6% | 30 | 11% |
| | | | Potlatch | 40 | 8% | 40 | 14% |
| | | | Funeral Ceremonies | 23 | 4% | 23 | 8% |
| | | | Clans/relationship rules | 8 | 2% | 8 | 3% |
| | | | Making clothing/regalia | 20 | 4% | 20 | 7% |
| | | | Hunting and fishing | 35 | 7% | 35 | 12% |
| | | | Making tools/implements | 15 | 3% | 15 | 5% |
| | | | Arts and Crafts | 39 | 7% | 39 | 14% |
| | | | Use of traditional healers | 7 | 1% | 7 | 2% |
| | | | Storytelling | 20 | 4% | 20 | 7% |
| | | | Subsistence Camp | 14 | 3% | 14 | 5% |
| | | | Traditional Protocols | 0 | 0% | 0 | 0% |
| | | | Intertribal Gatherings | 10 | 2% | 10 | 4% |
| | | | Other | 0 | 0% | 0 | 0% |
| | | | Unknown | 251 | 47% | | 0% |
| | | | Total | 533 | 100% | 282 | 100% |
| 88-92 | | Cultural Practices | Traditional foods | 324 | 12% | 324 | 17% |
| | | | Medicinal Plants | 139 | 5% | 139 | 7% |
| | | | Naming | 69 | 3% | 69 | 4% |
| | | | Spiritual Practices | 115 | 4% | 115 | 6% |
| | | | Steam bath | 157 | 6% | 157 | 8% |
| | | | Dancing, singing | 180 | 7% | 180 | 9% |
| | | | Potlatch | 176 | 7% | 176 | 9% |
| | | | Funeral Ceremonies | 80 | 3% | 80 | 4% |

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|--|--|------------|------|---------------|------|
| | | | | | | | |
| | | | Clans/relationship rules | 25 | 1% | 25 | 1% |
| | | | Making clothing/regalia | 76 | 3% | 76 | 4% |
| | | | Hunting and fishing | 277 | 10% | 277 | 14% |
| | | | Making tools/implements | 40 | 2% | 40 | 2% |
| | | | Arts and Crafts | 127 | 5% | 127 | 7% |
| | | | Use of traditional healers | 23 | 1% | 23 | 1% |
| | | | Storytelling | 54 | 2% | 54 | 3% |
| | | | Subsistence Camp | 38 | 1% | 38 | 2% |
| | | | Traditional Protocols | 0 | 0% | 0 | 0% |
| | | | Intertribal Gatherings | 27 | 1% | 27 | 1% |
| | | | Other | 3 | 0% | 3 | 0% |
| | | | Unknown | 734 | 28% | | 0% |
| | | | Total | 2664 | 100% | 1930 | 100% |
| 93 | CO | Comments about Culture, language, and Tribal Education | <p>I have a hard time getting my native foods.</p> <p>We have a Rosetta Stone CD of Inupiaq</p> <p>Removed from original tribal area and not in touch with people from there or from people in this area</p> <p>Should keep it alive</p> <p>Taking money from working people</p> <p>I believe these are all important</p> <p>Also languages</p> <p>Need for Tribal Gatherings & Classes for these</p> <p>It is very important to keep your cultural beliefs</p> <p>Important to carry on</p> <p>I make drums and paint Tlingit</p> <p>Not until education services are available for the 3 year old - 12 grade population</p> <p>I want to learn to speak Dena'ina</p> <p>I was raised in Anchorage & am not really into the Alaska way of life, although I do respect the effort</p> <p>All tribes should be able to learn their own language</p> <p>Other: all</p> <p>Haven't been involved since grade school age</p> <p>All of the above</p> <p>Very supportive of education</p> <p>We need more access to our cultural practices, books, tapes, cds etc lets document story telling and other things then make them available</p> <p>If I lived in the area, language, song, dance, naming, arts and craft, storytelling, traditional healing would be part of our family practices</p> <p>All are interesting but I was a "throw-away" child raised outside of my cultural area with no connection to any</p> <p>All 3 of these are very important. As I got older, I learned these were stripped from me. Stolen.</p> <p>Very important to all ages/peoples</p> <p>Under our Creator we all are one! Work Together</p> <p>Withou our language, our culture knowledge and tradional ways will become overpowered by the language of popular use and our native ways of knowing will be lost- forever and our people will become over-run by "the norm".</p> <p>Native language preservation and teaching, Without our language what defines who we are? Our very identity will become lost-faded and over shadowed</p> <p>if the tribe dose a collage it should be in partship with kpc since kpc is on den'ina archaeologied sites & general regs could be obtained at kpc</p> <p>It's a great idea!</p> <p>My 2 nieces are adopted native alaskan</p> <p>My grandaughters are adopted native. It is important these services & education are available to them</p> <p>I think it is important</p> <p>I believe very important to preserve and educate the young people</p> <p>I do as much as I know</p> | | | | |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results **Volume One – Community Needs Assessment**

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|---------------------------|---|------------|------|---------------|------|
| | | | Relatively new to Kenai. Presently reside w/my PCA whose husband refuses to find employment or even help w/household chores if things don't change in his lack of desire to gain emplymnt I will be forced to dismiss her & possibly regain residence in an ALH | | | | |
| | | | Don't hear about more going on | | | | |
| | | | This would take much more than a line | | | | |
| 94 | CP | top5_community_concerns_1 | Job training | 224 | 42% | 224 | 44% |
| | | | Not enough jobs | 132 | 25% | 132 | 26% |
| | | | Schools and education for children | 72 | 14% | 72 | 14% |
| | | | Safety in schools | 14 | 3% | 14 | 3% |
| | | | Racism | 13 | 2% | 13 | 3% |
| | | | Lack of subsistence foods | 15 | 3% | 15 | 3% |
| | | | Better use of finances | 5 | 1% | 5 | 1% |
| | | | Not enough affordable housing | 6 | 1% | 6 | 1% |
| | | | Homelessness | 4 | 1% | 4 | 1% |
| | | | Food resources | 0 | 0% | 0 | 0% |
| | | | Food for the elderly | 2 | 0% | 2 | 0% |
| | | | Getting help for home and car repairs | 6 | 1% | 6 | 1% |
| | | | Getting available help for personal needs | 1 | 0% | 1 | 0% |
| | | | Health Care | 3 | 1% | 3 | 1% |
| | | | Communicable diseases | 0 | 0% | 0 | 0% |
| | | | Lack of transporation | 3 | 1% | 3 | 1% |
| | | | Roads and street repair | 3 | 1% | 3 | 1% |
| | | | Utilities (gas, electric, water) | 1 | 0% | 1 | 0% |
| | | | Child care | 1 | 0% | 1 | 0% |
| | | | Teen pregnancy | 2 | 0% | 2 | 0% |
| | | | Need more recreational and social outlets | 0 | 0% | 0 | 0% |
| | | | Teenage delinquency | 2 | 0% | 2 | 0% |
| | | | Crime, thefts, robberies | 0 | 0% | 0 | 0% |
| | | | Violent crime | 0 | 0% | 0 | 0% |
| | | | Domestic violence | 0 | 0% | 0 | 0% |
| | | | Saftey for citizens | 0 | 0% | 0 | 0% |
| | | | Child abuse and neglect | 0 | 0% | 0 | 0% |
| | | | Pollution (air, water, ground) | 0 | 0% | 0 | 0% |
| | | | Money for higher education | 0 | 0% | 0 | 0% |
| | | | Drug and alcohol abuse | 0 | 0% | 0 | 0% |
| | | | High cost of fuel | 2 | 0% | 2 | 0% |
| | | | High cost of food | 0 | 0% | 0 | 0% |
| | | | Suicide | 0 | 0% | 0 | 0% |
| | | | School drop-out rates | 0 | 0% | 0 | 0% |
| | | | Lack of accessibility for disabled persons | 0 | 0% | 0 | 0% |
| | | | Other | 1 | 0% | 1 | 0% |
| | | | Unknown | 21 | 4% | | 0% |
| | | | Total | 533 | 100% | 512 | 100% |
| 95 | CQ | top5_community_concerns_2 | Job training | 31 | 6% | 31 | 6% |
| | | | Not enough jobs | 138 | 26% | 138 | 27% |
| | | | Schools and education for children | 81 | 15% | 81 | 16% |
| | | | Safety in schools | 61 | 11% | 61 | 12% |
| | | | Racism | 23 | 4% | 23 | 5% |
| | | | Lack of subsistence foods | 38 | 7% | 38 | 7% |
| | | | Better use of finances | 29 | 5% | 29 | 6% |
| | | | Not enough affordable housing | 26 | 5% | 26 | 5% |
| | | | Homelessness | 13 | 2% | 13 | 3% |
| | | | Food resources | 3 | 1% | 3 | 1% |
| | | | Food for the elderly | 1 | 0% | 1 | 0% |

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Survey Instrument and Results

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|---------------------------|--|------------|------|---------------|------|
| | | | | | | | |
| | | | Getting help for home and car repairs | 1 | 0% | 1 | 0% |
| | | | Getting available help for personal needs | 4 | 1% | 4 | 1% |
| | | | Health Care | 7 | 1% | 7 | 1% |
| | | | Communicable diseases | 0 | 0% | 0 | 0% |
| | | | Lack of transportation | 2 | 0% | 2 | 0% |
| | | | Roads and street repair | 6 | 1% | 6 | 1% |
| | | | Utilities (gas, electric, water) | 1 | 0% | 1 | 0% |
| | | | Child care | 5 | 1% | 5 | 1% |
| | | | Teen pregnancy | 4 | 1% | 4 | 1% |
| | | | Need more recreational and social outlets | 7 | 1% | 7 | 1% |
| | | | Teenage delinquency | 1 | 0% | 1 | 0% |
| | | | Crime, thefts, robberies | 2 | 0% | 2 | 0% |
| | | | Violent crime | 0 | 0% | 0 | 0% |
| | | | Domestic violence | 0 | 0% | 0 | 0% |
| | | | Safety for citizens | 1 | 0% | 1 | 0% |
| | | | Child abuse and neglect | 5 | 1% | 5 | 1% |
| | | | Pollution (air, water, ground) | 2 | 0% | 2 | 0% |
| | | | Money for higher education | 5 | 1% | 5 | 1% |
| | | | Drug and alcohol abuse | 2 | 0% | 2 | 0% |
| | | | High cost of fuel | 6 | 1% | 6 | 1% |
| | | | High cost of food | 2 | 0% | 2 | 0% |
| | | | Suicide | 0 | 0% | 0 | 0% |
| | | | School drop-out rates | 0 | 0% | 0 | 0% |
| | | | Lack of accessibility for disabled persons | 0 | 0% | 0 | 0% |
| | | | Other | 0 | 0% | 0 | 0% |
| | | | Unknown | 26 | 5% | | |
| | | | Total | 533 | 100% | 507 | 100% |
| 96 | CR | top5_community_concerns_3 | Job training | 1 | 0% | 1 | 0% |
| | | | Not enough jobs | 0 | 0% | 0 | 0% |
| | | | Schools and education for children | 82 | 15% | 82 | 17% |
| | | | Safety in schools | 53 | 10% | 53 | 11% |
| | | | Racism | 42 | 8% | 42 | 9% |
| | | | Lack of subsistence foods | 52 | 10% | 52 | 11% |
| | | | Better use of finances | 59 | 11% | 59 | 12% |
| | | | Not enough affordable housing | 26 | 5% | 26 | 5% |
| | | | Homelessness | 21 | 4% | 21 | 4% |
| | | | Food resources | 1 | 0% | 1 | 0% |
| | | | Food for the elderly | 4 | 1% | 4 | 1% |
| | | | Getting help for home and car repairs | 12 | 2% | 12 | 2% |
| | | | Getting available help for personal needs | 6 | 1% | 6 | 1% |
| | | | Health Care | 17 | 3% | 17 | 3% |
| | | | Communicable diseases | 1 | 0% | 1 | 0% |
| | | | Lack of transportation | 6 | 1% | 6 | 1% |
| | | | Roads and street repair | 5 | 1% | 5 | 1% |
| | | | Utilities (gas, electric, water) | 9 | 2% | 9 | 2% |
| | | | Child care | 8 | 2% | 8 | 2% |
| | | | Teen pregnancy | 7 | 1% | 7 | 1% |
| | | | Need more recreational and social outlets | 9 | 2% | 9 | 2% |
| | | | Teenage delinquency | 4 | 1% | 4 | 1% |
| | | | Crime, thefts, robberies | 3 | 1% | 3 | 1% |
| | | | Violent crime | 2 | 0% | 2 | 0% |
| | | | Domestic violence | 12 | 2% | 12 | 2% |
| | | | Safety for citizens | 2 | 0% | 2 | 0% |
| | | | Child abuse and neglect | 7 | 1% | 7 | 1% |

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| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|---------------------------|--|------------|------|---------------|------|
| | | | | | | | |
| | | | Pollution (air, water, ground) | 1 | 0% | 1 | 0% |
| | | | Money for higher education | 9 | 2% | 9 | 2% |
| | | | Drug and alcohol abuse | 11 | 2% | 11 | 2% |
| | | | High cost of fuel | 10 | 2% | 10 | 2% |
| | | | High cost of food | 6 | 1% | 6 | 1% |
| | | | Suicide | 1 | 0% | 1 | 0% |
| | | | School drop-out rates | 0 | 0% | 0 | 0% |
| | | | Lack of accessibility for disabled persons | 1 | 0% | 1 | 0% |
| | | | Other | 0 | 0% | 0 | 0% |
| | | | Unknown | 43 | 8% | | 0% |
| | | | Total | 533 | 100% | 490 | 100% |
| 97 | CS | top5_community_concerns_4 | Job training | 0 | 0% | 0 | 0% |
| | | | Not enough jobs | 4 | 1% | 4 | 1% |
| | | | Schools and education for children | 1 | 0% | 1 | 0% |
| | | | Safety in schools | 36 | 7% | 36 | 8% |
| | | | Racism | 20 | 4% | 20 | 4% |
| | | | Lack of subsistence foods | 42 | 8% | 42 | 9% |
| | | | Better use of finances | 47 | 9% | 47 | 10% |
| | | | Not enough affordable housing | 70 | 13% | 70 | 15% |
| | | | Homelessness | 27 | 5% | 27 | 6% |
| | | | Food resources | 1 | 0% | 1 | 0% |
| | | | Food for the elderly | 2 | 0% | 2 | 0% |
| | | | Getting help for home and car repairs | 9 | 2% | 9 | 2% |
| | | | Getting available help for personal needs | 3 | 1% | 3 | 1% |
| | | | Health Care | 24 | 5% | 24 | 5% |
| | | | Communicable diseases | 1 | 0% | 1 | 0% |
| | | | Lack of transportation | 9 | 2% | 9 | 2% |
| | | | Roads and street repair | 4 | 1% | 4 | 1% |
| | | | Utilities (gas, electric, water) | 8 | 2% | 8 | 2% |
| | | | Child care | 14 | 3% | 14 | 3% |
| | | | Teen pregnancy | 10 | 2% | 10 | 2% |
| | | | Need more recreational and social outlets | 9 | 2% | 9 | 2% |
| | | | Teenage delinquency | 0 | 0% | 0 | 0% |
| | | | Crime, thefts, robberies | 3 | 1% | 3 | 1% |
| | | | Violent crime | 1 | 0% | 1 | 0% |
| | | | Domestic violence | 13 | 2% | 13 | 3% |
| | | | Safety for citizens | 1 | 0% | 1 | 0% |
| | | | Child abuse and neglect | 15 | 3% | 15 | 3% |
| | | | Pollution (air, water, ground) | 2 | 0% | 2 | 0% |
| | | | Money for higher education | 14 | 3% | 14 | 3% |
| | | | Drug and alcohol abuse | 20 | 4% | 20 | 4% |
| | | | High cost of fuel | 36 | 7% | 36 | 8% |
| | | | High cost of food | 12 | 2% | 12 | 3% |
| | | | Suicide | 4 | 1% | 4 | 1% |
| | | | School drop-out rates | 2 | 0% | 2 | 0% |
| | | | Lack of accessibility for disabled persons | 0 | 0% | 0 | 0% |
| | | | Other | 1 | 0% | 1 | 0% |
| | | | Unknown | 67 | 13% | | 0% |
| | | | Total | 532 | 100% | 465 | 100% |
| 98 | CT | top5_community_concerns_5 | Job training | 1 | 0% | 1 | 0% |
| | | | Not enough jobs | 3 | 1% | 3 | 1% |
| | | | Schools and education for children | 0 | 0% | 0 | 0% |
| | | | Safety in schools | 1 | 0% | 1 | 0% |
| | | | Racism | 11 | 2% | 11 | 3% |

**Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Volume One – Community Needs Assessment**

Survey Instrument and Results

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|--------------------------|--|------------|------|---------------|------|
| | | | | | | | |
| | | | Lack of subsistence foods | 18 | 3% | 18 | 4% |
| | | | Better use of finances | 19 | 4% | 19 | 5% |
| | | | Not enough affordable housing | 55 | 10% | 55 | 13% |
| | | | Homelessness | 65 | 12% | 65 | 16% |
| | | | Food resources | 2 | 0% | 2 | 0% |
| | | | Food for the elderly | 2 | 0% | 2 | 0% |
| | | | Getting help for home and car repairs | 2 | 0% | 2 | 0% |
| | | | Getting available help for personal needs | 5 | 1% | 5 | 1% |
| | | | Health Care | 13 | 2% | 13 | 3% |
| | | | Communicable diseases | 2 | 0% | 2 | 0% |
| | | | Lack of transportation | 1 | 0% | 1 | 0% |
| | | | Roads and street repair | 8 | 2% | 8 | 2% |
| | | | Utilities (gas, electric, water) | 11 | 2% | 11 | 3% |
| | | | Child care | 3 | 1% | 3 | 1% |
| | | | Teen pregnancy | 4 | 1% | 4 | 1% |
| | | | Need more recreational and social outlets | 8 | 2% | 8 | 2% |
| | | | Teenage delinquency | 2 | 0% | 2 | 0% |
| | | | Crime, thefts, robberies | 4 | 1% | 4 | 1% |
| | | | Violent crime | 1 | 0% | 1 | 0% |
| | | | Domestic violence | 5 | 1% | 5 | 1% |
| | | | Safety for citizens | 1 | 0% | 1 | 0% |
| | | | Child abuse and neglect | 10 | 2% | 10 | 2% |
| | | | Pollution (air, water, ground) | 1 | 0% | 1 | 0% |
| | | | Money for higher education | 19 | 4% | 19 | 5% |
| | | | Drug and alcohol abuse | 43 | 8% | 43 | 11% |
| | | | High cost of fuel | 32 | 6% | 32 | 8% |
| | | | High cost of food | 39 | 7% | 39 | 10% |
| | | | Suicide | 6 | 1% | 6 | 1% |
| | | | School drop-out rates | 8 | 2% | 8 | 2% |
| | | | Lack of accessibility for disabled persons | 1 | 0% | 1 | 0% |
| | | | Other | 3 | 1% | 3 | 1% |
| | | | Unknown | 124 | 23% | | 0% |
| | | | Total | 533 | 100% | 409 | 100% |
| 94-98 | | Top 5 Community Concerns | Job training | 257 | 10% | 257 | 11% |
| | | | Not enough jobs | 277 | 10% | 277 | 12% |
| | | | Schools and education for children | 236 | 9% | 236 | 10% |
| | | | Safety in schools | 165 | 6% | 165 | 7% |
| | | | Racism | 109 | 4% | 109 | 5% |
| | | | Lack of subsistence foods | 165 | 6% | 165 | 7% |
| | | | Better use of finances | 159 | 6% | 159 | 7% |
| | | | Not enough affordable housing | 183 | 7% | 183 | 8% |
| | | | Homelessness | 130 | 5% | 130 | 5% |
| | | | Food resources | 7 | 0% | 7 | 0% |
| | | | Food for the elderly | 11 | 0% | 11 | 0% |
| | | | Getting help for home or car repairs, etc. | 30 | 1% | 30 | 1% |
| | | | Getting available help for personal needs | 19 | 1% | 19 | 1% |
| | | | Health Care | 64 | 2% | 64 | 3% |
| | | | Communicable diseases | 4 | 0% | 4 | 0% |
| | | | Lack of transportation | 21 | 1% | 21 | 1% |
| | | | Roads and street repair | 26 | 1% | 26 | 1% |
| | | | Utilities (gas, electric, water) | 30 | 1% | 30 | 1% |
| | | | Child care | 31 | 1% | 31 | 1% |
| | | | Teen pregnancy | 27 | 1% | 27 | 1% |

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| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|---------------------|--|------------|------|---------------|------|
| | | | | | | | |
| | | | Need more recreational and social outlets | 33 | 1% | 33 | 1% |
| | | | Teenage delinquency | 9 | 0% | 9 | 0% |
| | | | Crime, thefts, robberies | 12 | 0% | 12 | 1% |
| | | | Violent crime | 4 | 0% | 4 | 0% |
| | | | Domestic violence | 30 | 1% | 30 | 1% |
| | | | Safety for citizens | 5 | 0% | 5 | 0% |
| | | | Child abuse and neglect | 37 | 1% | 37 | 2% |
| | | | Pollution (air, water, ground) | 6 | 0% | 6 | 0% |
| | | | Money for higher education | 47 | 2% | 47 | 2% |
| | | | Drug and alcohol abuse | 76 | 3% | 76 | 3% |
| | | | High cost of fuel | 86 | 3% | 86 | 4% |
| | | | High cost of food | 59 | 2% | 59 | 2% |
| | | | Suicide | 11 | 0% | 11 | 0% |
| | | | School drop-out rates | 10 | 0% | 10 | 0% |
| | | | Lack of accessibility for disabled persons | 2 | 0% | 2 | 0% |
| | | | Other | 5 | 0% | 5 | 0% |
| | | | Unknown | 281 | 11% | | 0% |
| | | | Total | 2664 | 100% | 2383 | 100% |
| 99 | CU | Comm Needs Comments | Need more help for elders | | | | |
| | | | Need better Dental | | | | |
| | | | Sorry, I checked 5 on other page because I didn't know it continued | | | | |
| | | | Too many people relying on welfare and food stamps instead of finding & getting paying jobs. need better education | | | | |
| | | | Awareness and community involvement | | | | |
| | | | Community Involvement | | | | |
| | | | We are owed everything. Sex, abuse, alcohol, cultural acceptance of welfare | | | | |
| | | | Why can't I get help with a down payment on a house? | | | | |
| | | | Teach when young, respect, education, responsibility | | | | |
| | | | Housing costs have skyrocketed on the Peninsula, my family and I were homeless for 9 months in 2011 and 2012 | | | | |
| | | | The cost of gas and food are crippling families | | | | |
| | | | ER visits covered | | | | |
| | | | The tribe is doing outstanding in health care | | | | |
| | | | Detox center to help families heal | | | | |
| | | | Need a big rehab to pull all the addicts in | | | | |
| | | | Need better core education and fewer "programs" | | | | |
| | | | Too many homeless people, child abuse and neglect | | | | |
| | | | also some real doctors in the clinic there needs to be a bus for people that don't have transportation to go to store and appointments to pay bills it should be free even to solodtona | | | | |
| | | | doing great | | | | |
| | | | checking only 5 is impossible | | | | |
| | | | Needs more clothing stores! | | | | |
| | | | Basic necessities | | | | |
| | | | I did this part wrong/ so many are very important! | | | | |
| | | | Teenage homelessness is a growing concern | | | | |
| | | | All of the above is very important | | | | |
| | | | Other: All | | | | |
| | | | You talk about money for higher ed but what about support and other ways to help. Programs like AHINA at UAA. Encourage our young to interact with all cultures. It is important to preserve ours as well as learn about others and the others about us. | | | | |
| | | | Counseling for teens | | | | |
| | | | Less alcohol and more input to the people | | | | |
| | | | Education for all above that's marked | | | | |
| | | | Must care for the elderly. Must address drug problems of the young or lose the entire generation. | | | | |
| | | | Observed upon visiting and thru person to person contact | | | | |
| | | | For Kodiak, teachers need to pay more attention to native students who are not to be heard | | | | |
| | | | So many concerns! | | | | |
| | | | It is hard to pick top 5 - #1 Drug Abuse | | | | |

**Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Volume One – Community Needs Assessment**

Survey Instrument and Results

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|---------------------------|---|------------|------|---------------|------|
| | | | Too many native HS drop-outs in KPSD | | | | |
| | | | Didn't realize they continued-selected from last pg only :(| | | | |
| | | | I didn't realize there were more choices on this page next time all the choices should be together thanks | | | | |
| | | | The kids in Soldotna don't have a place to hang out after school. No kids recreational center | | | | |
| | | | Vision | | | | |
| | | | Vision Center | | | | |
| | | | Need a vision Center | | | | |
| | | | Need a vision Center | | | | |
| | | | All | | | | |
| | | | Behavioral/mental health access | | | | |
| | | | Too new to region | | | | |
| | | | Better use of the people resources | | | | |
| | | | Healing of the soul. I really don't feel community. I live alone and visit family. Community really hasn't existed for me | | | | |
| | | | Higher education is very important | | | | |
| | | | I live out of state of Alaska | | | | |
| 100 | CV | top5_household problems_1 | Job training | 96 | 18% | 96 | 22% |
| | | | Lack of employment | 94 | 18% | 94 | 21% |
| | | | Educational services | 17 | 3% | 17 | 4% |
| | | | Education for myself (adult) | 34 | 6% | 34 | 8% |
| | | | Paying necessary bills | 80 | 15% | 80 | 18% |
| | | | Need affordable housing | 21 | 4% | 21 | 5% |
| | | | Food (not enough) | 5 | 1% | 5 | 1% |
| | | | Managing Finances | 15 | 3% | 15 | 3% |
| | | | Getting help for home and car repairs | 18 | 3% | 18 | 4% |
| | | | Getting help for personal needs | 4 | 1% | 4 | 1% |
| | | | Transportation | 8 | 2% | 8 | 2% |
| | | | Child care for infants, toddlers, preschoolers | 15 | 3% | 15 | 3% |
| | | | Child care for school-age children | 1 | 0% | 1 | 0% |
| | | | Elder care | 3 | 1% | 3 | 1% |
| | | | Personal safety | 1 | 0% | 1 | 0% |
| | | | Access to health care | 13 | 2% | 13 | 3% |
| | | | Dental care | 4 | 1% | 4 | 1% |
| | | | Child with disability | 2 | 0% | 2 | 0% |
| | | | Adult with disability | 3 | 1% | 3 | 1% |
| | | | Family conflicts | 1 | 0% | 1 | 0% |
| | | | Legal problems | 0 | 0% | 0 | 0% |
| | | | Bad credit | 1 | 0% | 1 | 0% |
| | | | Treatment for addictions | 0 | 0% | 0 | 0% |
| | | | Chronic health conditions | 2 | 0% | 2 | 0% |
| | | | Other | 6 | 1% | 6 | 1% |
| | | | Unknown | 89 | 17% | | 0% |
| | | | Total | 533 | 100% | 444 | 100% |
| 101 | CW | top5_household problems_2 | Job training | 0 | 0% | 0 | 0% |
| | | | Lack of employment | 52 | 10% | 52 | 13% |
| | | | Educational services | 17 | 3% | 17 | 4% |
| | | | Education for myself (adult) | 23 | 4% | 23 | 6% |
| | | | Paying necessary bills | 80 | 15% | 80 | 20% |
| | | | Need affordable housing | 37 | 7% | 37 | 9% |
| | | | Food (not enough) | 28 | 5% | 28 | 7% |
| | | | Managing Finances | 26 | 5% | 26 | 6% |
| | | | Getting help for home and car repairs | 31 | 6% | 31 | 8% |
| | | | Getting help for personal needs | 11 | 2% | 11 | 3% |
| | | | Transportation | 7 | 1% | 7 | 2% |

**Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results**

Volume One – Community Needs Assessment

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|---------------------------|--|------------|------|---------------|------|
| | | | | | | | |
| | | | Child care for infants, toddlers, preschoolers | 6 | 1% | 6 | 1% |
| | | | Child care for school-age children | 7 | 1% | 7 | 2% |
| | | | Elder care | 15 | 3% | 15 | 4% |
| | | | Personal safety | 2 | 0% | 2 | 0% |
| | | | Access to health care | 15 | 3% | 15 | 4% |
| | | | Dental care | 18 | 3% | 18 | 4% |
| | | | Child with disability | 1 | 0% | 1 | 0% |
| | | | Adult with disability | 5 | 1% | 5 | 1% |
| | | | Family conflicts | 9 | 2% | 9 | 2% |
| | | | Legal problems | 1 | 0% | 1 | 0% |
| | | | Bad credit | 1 | 0% | 1 | 0% |
| | | | Treatment for addictions | 0 | 0% | 0 | 0% |
| | | | Chronic health conditions | 7 | 1% | 7 | 2% |
| | | | Other | 3 | 1% | 3 | 1% |
| | | | Unknown | 131 | 25% | | 0% |
| | | | Total | 533 | 100% | 402 | 100% |
| 102 | CX | top5_household problems_3 | Job training | 0 | 0% | 0 | 0% |
| | | | Lack of employment | 4 | 1% | 4 | 1% |
| | | | Educational services | 7 | 1% | 7 | 2% |
| | | | Education for myself (adult) | 13 | 2% | 13 | 4% |
| | | | Paying necessary bills | 35 | 7% | 35 | 10% |
| | | | Need affordable housing | 19 | 4% | 19 | 6% |
| | | | Food (not enough) | 19 | 4% | 19 | 6% |
| | | | Managing Finances | 38 | 7% | 38 | 11% |
| | | | Getting help for home and car repairs | 47 | 9% | 47 | 14% |
| | | | Getting help for personal needs | 12 | 2% | 12 | 4% |
| | | | Transportation | 15 | 3% | 15 | 4% |
| | | | Child care for infants, toddlers, preschoolers | 10 | 2% | 10 | 3% |
| | | | Child care for school-age children | 6 | 1% | 6 | 2% |
| | | | Elder care | 11 | 2% | 11 | 3% |
| | | | Personal safety | 4 | 1% | 4 | 1% |
| | | | Access to health care | 23 | 4% | 23 | 7% |
| | | | Dental care | 28 | 5% | 28 | 8% |
| | | | Child with disability | 1 | 0% | 1 | 0% |
| | | | Adult with disability | 12 | 2% | 12 | 4% |
| | | | Family conflicts | 9 | 2% | 9 | 3% |
| | | | Legal problems | 9 | 2% | 9 | 3% |
| | | | Bad credit | 8 | 2% | 8 | 2% |
| | | | Treatment for addictions | 4 | 1% | 4 | 1% |
| | | | Chronic health conditions | 6 | 1% | 6 | 2% |
| | | | Other | 2 | 0% | 2 | 1% |
| | | | Unknown | 191 | 36% | | 0% |
| | | | Total | 533 | 100% | 342 | 100% |
| 103 | CY | top5_household problems_4 | Job training | 0 | 0% | 0 | 0% |
| | | | Lack of employment | 0 | 0% | 0 | 0% |
| | | | Educational services | 0 | 0% | 0 | 0% |
| | | | Education for myself (adult) | 4 | 1% | 4 | 1% |
| | | | Paying necessary bills | 9 | 2% | 9 | 3% |
| | | | Need affordable housing | 10 | 2% | 10 | 4% |
| | | | Food (not enough) | 7 | 1% | 7 | 2% |
| | | | Managing Finances | 9 | 2% | 9 | 3% |
| | | | Getting help for home and car repairs | 20 | 4% | 20 | 7% |
| | | | Getting help for personal needs | 12 | 2% | 12 | 4% |

**Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Volume One – Community Needs Assessment**

Survey Instrument and Results

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|---------|--------|---------------------------|--|------------|------|---------------|------|
| | | | | | | | |
| | | | Transportation | 28 | 5% | 28 | 10% |
| | | | Child care for infants, toddlers, preschoolers | 14 | 3% | 14 | 5% |
| | | | Child care for school-age children | 11 | 2% | 11 | 4% |
| | | | Elder care | 18 | 3% | 18 | 6% |
| | | | Personal safety | 6 | 1% | 6 | 2% |
| | | | Access to health care | 24 | 5% | 24 | 9% |
| | | | Dental care | 27 | 5% | 27 | 10% |
| | | | Child with disability | 3 | 1% | 3 | 1% |
| | | | Adult with disability | 9 | 2% | 9 | 3% |
| | | | Family conflicts | 14 | 3% | 14 | 5% |
| | | | Legal problems | 12 | 2% | 12 | 4% |
| | | | Bad credit | 29 | 5% | 29 | 10% |
| | | | Treatment for addictions | 4 | 1% | 4 | 1% |
| | | | Chronic health conditions | 10 | 2% | 10 | 4% |
| | | | Other | 1 | 0% | 1 | 0% |
| | | | Unknown | 252 | 47% | | 0% |
| | | | Total | 533 | 100% | 281 | 100% |
| 104 | CZ | top5_household problems_5 | Job training | 0 | 0% | 0 | 0% |
| | | | Lack of employment | 2 | 0% | 2 | 1% |
| | | | Educational services | 1 | 0% | 1 | 0% |
| | | | Education for myself (adult) | 0 | 0% | 0 | 0% |
| | | | Paying necessary bills | 1 | 0% | 1 | 0% |
| | | | Need affordable housing | 6 | 1% | 6 | 3% |
| | | | Food (not enough) | 1 | 0% | 1 | 0% |
| | | | Managing Finances | 5 | 1% | 5 | 2% |
| | | | Getting help for home and car repairs | 4 | 1% | 4 | 2% |
| | | | Getting help for personal needs | 6 | 1% | 6 | 3% |
| | | | Transportation | 10 | 2% | 10 | 4% |
| | | | Child care for infants, toddlers, preschoolers | 11 | 2% | 11 | 5% |
| | | | Child care for school-age children | 7 | 1% | 7 | 3% |
| | | | Elder care | 4 | 1% | 4 | 2% |
| | | | Personal safety | 3 | 1% | 3 | 1% |
| | | | Access to health care | 9 | 2% | 9 | 4% |
| | | | Dental care | 33 | 6% | 33 | 14% |
| | | | Child with disability | 7 | 1% | 7 | 3% |
| | | | Adult with disability | 11 | 2% | 11 | 5% |
| | | | Family conflicts | 11 | 2% | 11 | 5% |
| | | | Legal problems | 9 | 2% | 9 | 4% |
| | | | Bad credit | 30 | 6% | 30 | 13% |
| | | | Treatment for addictions | 8 | 2% | 8 | 3% |
| | | | Chronic health conditions | 48 | 9% | 48 | 20% |
| | | | Other | 9 | 2% | 9 | 4% |
| | | | Unknown | 296 | 56% | | 0% |
| | | | Total | 532 | 100% | 236 | 100% |
| 100-104 | | top household problems | Job training | 96 | 4% | 96 | 6% |
| | | | Lack of employment | 152 | 6% | 152 | 9% |
| | | | Educational services | 42 | 2% | 42 | 2% |
| | | | Education for myself (adult) | 74 | 3% | 74 | 4% |
| | | | Paying necessary bills | 205 | 8% | 205 | 12% |
| | | | Need affordable housing | 93 | 3% | 93 | 5% |
| | | | Food (not enough) | 60 | 2% | 60 | 4% |
| | | | Managing Finances | 93 | 3% | 93 | 5% |
| | | | Getting help for home and car repairs | 120 | 5% | 120 | 7% |

**Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results**

Volume One – Community Needs Assessment

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|-----------------------|---|------------|------|---------------|------|
| | | | | | | | |
| | | | Getting help for personal needs | 45 | 2% | 45 | 3% |
| | | | Transportation | 68 | 3% | 68 | 4% |
| | | | Child care for infants, toddlers, preschoolers | 56 | 2% | 56 | 3% |
| | | | Child care for school-age children | 32 | 1% | 32 | 2% |
| | | | Elder care | 51 | 2% | 51 | 3% |
| | | | Personal safety | 16 | 1% | 16 | 1% |
| | | | Access to health care | 84 | 3% | 84 | 5% |
| | | | Dental care | 110 | 4% | 110 | 6% |
| | | | Child with disability | 14 | 1% | 14 | 1% |
| | | | Adult with disability | 40 | 2% | 40 | 2% |
| | | | Family conflicts | 44 | 2% | 44 | 3% |
| | | | Legal problems | 31 | 1% | 31 | 2% |
| | | | Bad credit | 69 | 3% | 69 | 4% |
| | | | Treatment for addictions | 16 | 1% | 16 | 1% |
| | | | Chronic health conditions | 73 | 3% | 73 | 4% |
| | | | Other | 21 | 1% | 21 | 1% |
| | | | Unknown | 959 | 36% | | 0% |
| | | | Total | 2664 | 100% | 1705 | 100% |
| 105 | DA | Family Needs Comments | Right now nothing. My washington tribe pay me a stipend every month | | | | |
| | | | Needed for all shareholders | | | | |
| | | | Kenaitze College would be awesome | | | | |
| | | | Have managed to become overall "Not need" at this time. | | | | |
| | | | All the rain we've had is causing mold/mildew (unsafe) | | | | |
| | | | We need to stop our elders welfare culture | | | | |
| | | | new born and toddler actives in community. As I stated health care for all other services that are open to natives members and their children should be available for the spouse as long as they stay married | | | | |
| | | | Parents are unable to assist myself and my sisters through college how they would like so we have lots of debt | | | | |
| | | | Why can't I get my bills paid for me? | | | | |
| | | | Ok Retired | | | | |
| | | | No pressing problems or needs | | | | |
| | | | No pressing problems/Needs in our family | | | | |
| | | | Mom & Dad have no pressing problems/needs | | | | |
| | | | Regional Native Dancing | | | | |
| | | | My family is having trouble with govt. regulations | | | | |
| | | | Single mother raising & caring for children w/no help from birth father | | | | |
| | | | ER covered | | | | |
| | | | just whzy I check | | | | |
| | | | We have an older hoome, that's in need of repairs and weatherization | | | | |
| | | | We are retired and in reasonable good health but I'm aware of the rest of the the community and their needs. | | | | |
| | | | We live paycheck to paycheck | | | | |
| | | | Mental illness. Nakenu needs eating disorder treatment. | | | | |
| | | | Homelessness | | | | |
| | | | Does not apply x5 | | | | |
| | | | We are blessed! Services are for thos that really need them. | | | | |
| | | | Health Care | | | | |
| | | | I know that as soon as im ableto find a job that can support my reg.bills the child care for kids | | | | |
| | | | Very poor | | | | |
| | | | Sometimes I need my car fixed health issues | | | | |
| | | | Doing the best I can | | | | |
| | | | Not being elegible creates more problems | | | | |
| | | | Need Doctors Specialis, Pediatrics (child) | | | | |
| | | | Difficult grandchild with legal problems | | | | |
| | | | Access to health care for spouse | | | | |
| | | | Homeless | | | | |
| | | | Fuel costs | | | | |

**Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Volume One – Community Needs Assessment**

Survey Instrument and Results

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|-------------------------|---|------------|------|---------------|------|
| | | | Am retired elder living in Anchorage, Low income but comfortable & proud of my KIT heritage. | | | | |
| | | | Transportation | | | | |
| | | | Gainful employment near trusting childcare and transportation | | | | |
| | | | Exercise program to deal w/ joint pains | | | | |
| | | | If is different to manage health care needs with an average education. | | | | |
| | | | My kids all have their own places- the items checked are what I see they need. | | | | |
| | | | Need housing (affordable) and cast assistance (as of cast aid welfare) | | | | |
| | | | For me - RESPECT. Health care: in past when I was visiting my sister who lives in Kenai. | | | | |
| | | | Doing OK | | | | |
| | | | We need but we get along | | | | |
| | | | I am 18 with little job skills and no money for continuing education | | | | |
| | | | All taken care of | | | | |
| | | | The need for assistance of family's w/an adult seeking higher education to meet day to day financial needs & debt. | | | | |
| | | | We are responsible and doing well with finances | | | | |
| | | | Vision Center is a need for our family | | | | |
| | | | Vision | | | | |
| | | | Vision Center x2 | | | | |
| | | | Need a Vision Center x2 | | | | |
| | | | Lack of funds | | | | |
| | | | Struggling in college for job/finances | | | | |
| | | | Lack of initiative of PCA's husband in seeking employment | | | | |
| | | | No investors in future | | | | |
| | | | No current problems | | | | |
| | | | Independence during retirement | | | | |
| | | | Would love for a better paying job, but can't afford higher ed for it. | | | | |
| | | | learn how to use a computer id like to be more involved with kit programs such as exercise beading and or volunteering but cant afford the gas and don't like driving in th snow thanks | | | | |
| | | | None needed | | | | |
| | | | I have to get some assistance every winter! | | | | |
| | | | Our father works on platform and it's hard to get health food. | | | | |
| | | | Everything | | | | |
| | | | My family needs nothing | | | | |
| 106 | DB | Household_ages_0-4 | Household_ages_0-4 | 246 | 18% | | |
| 107 | DC | Household_ages_5-9 | Household_ages_5-9 | 126 | 9% | | |
| 108 | DD | Household_ages_10-14 | Household_ages_10-14 | 113 | 8% | | |
| 109 | DE | Household_ages_15-18 | Household_ages_15-18 | 142 | 10% | | |
| 110 | DF | Household_ages_19-24 | Household_ages_19-24 | 89 | 6% | | |
| 111 | DG | Household_ages_25-39 | Household_ages_25-39 | 204 | 15% | | |
| 112 | DH | Household_ages_40-54 | Household_ages_40-54 | 252 | 18% | | |
| 113 | DI | Household_ages_55-64 | Household_ages_55-64 | 136 | 10% | | |
| 114 | DJ | Household_ages_65-84 | Household_ages_65-84 | 64 | 5% | | |
| 115 | DK | Household_ages_85+ | Household_ages_85+ | 16 | 1% | | |
| | | | Total | 1388 | 100% | | |
| 116 | DL | Household_disability | Yes | 119 | 22% | 119 | 95% |
| | | | No | 6 | 1% | 6 | 5% |
| | | | Unknown | 406 | 76% | | 0% |
| | | | Total | 531 | 100% | 125 | 100% |
| 117 | DM | Household_Mental_health | Yes | 47 | 9% | 47 | 84% |
| | | | No | 9 | 2% | 9 | 16% |
| | | | Unknown | 477 | 89% | | 0% |
| | | | Total | 533 | 100% | 56 | 100% |
| 118 | DN | Household_drug_alcohol | Yes | 32 | 6% | 32 | 64% |
| | | | No | 18 | 3% | 18 | 36% |
| | | | Unknown | 482 | 91% | | 0% |
| | | | Total | 532 | 100% | 50 | 100% |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results **Volume One – Community Needs Assessment**

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|--------------------|-----------------------------------|------------|-----|---------------|-----|
| | | | | | | | |
| 119 | DO | Outside_services_1 | Housing | 14 | 3% | 14 | 6% |
| | | | Rent Assistance | 11 | 2% | 11 | 4% |
| | | | Emergency Food/Food Bank | 59 | 11% | 59 | 23% |
| | | | Elder/Disability Services | 26 | 5% | 26 | 10% |
| | | | Mental Health/addiction treatment | 14 | 3% | 14 | 6% |
| | | | Tutoring | 1 | 0% | 1 | 0% |
| | | | Health Care | 40 | 8% | 40 | 16% |
| | | | Dental | 46 | 9% | 46 | 18% |
| | | | Cultural Program | 1 | 0% | 1 | 0% |
| | | | Job Training and Placement | 3 | 1% | 3 | 1% |
| | | | Public Assistance | 12 | 2% | 12 | 5% |
| | | | Public Health Nurse | 0 | 0% | 0 | 0% |
| | | | Food vouchers/WIC | 6 | 1% | 6 | 2% |
| | | | Childcare Assistance | 6 | 1% | 6 | 2% |
| | | | Other | 14 | 3% | 14 | 6% |
| | | Unknown | 278 | 52% | | 0% | |
| | | Total | 531 | 100% | 253 | 100% | |
| 120 | DP | Outside_services_2 | Housing | 7 | 1% | 7 | 5% |
| | | | Rent Assistance | 3 | 1% | 3 | 2% |
| | | | Emergency Food/Food Bank | 5 | 1% | 5 | 3% |
| | | | Elder/Disability Services | 11 | 2% | 11 | 8% |
| | | | Mental Health/addiction treatment | 3 | 1% | 3 | 2% |
| | | | Tutoring | 2 | 0% | 2 | 1% |
| | | | Health Care | 41 | 8% | 41 | 28% |
| | | | Dental | 23 | 4% | 23 | 16% |
| | | | Cultural Program | 3 | 1% | 3 | 2% |
| | | | Job Training and Placement | 5 | 1% | 5 | 3% |
| | | | Public Assistance | 21 | 4% | 21 | 14% |
| | | | Public Health Nurse | 1 | 0% | 1 | 1% |
| | | | Food vouchers/WIC | 12 | 2% | 12 | 8% |
| | | | Childcare Assistance | 2 | 0% | 2 | 1% |
| | | | Other | 7 | 1% | 7 | 5% |
| | | Unknown | 391 | 73% | | 0% | |
| | | Total | 537 | 100% | 146 | 100% | |
| 121 | DQ | Outside_services_3 | Housing | 0 | 0% | 0 | 0% |
| | | | Rent Assistance | 8 | 2% | 8 | 13% |
| | | | Emergency Food/Food Bank | 1 | 0% | 1 | 2% |
| | | | Elder/Disability Services | 1 | 0% | 1 | 2% |
| | | | Mental Health/addiction treatment | 0 | 0% | 0 | 0% |
| | | | Tutoring | 3 | 1% | 3 | 5% |
| | | | Health Care | 8 | 2% | 8 | 13% |
| | | | Dental | 9 | 2% | 9 | 15% |
| | | | Cultural Program | 0 | 0% | 0 | 0% |
| | | | Job Training and Placement | 6 | 1% | 6 | 10% |
| | | | Public Assistance | 14 | 3% | 14 | 23% |
| | | | Public Health Nurse | 1 | 0% | 1 | 2% |
| | | | Food vouchers/WIC | 6 | 1% | 6 | 10% |
| | | | Childcare Assistance | 4 | 1% | 4 | 7% |
| | | | Other | 0 | 0% | 0 | 0% |
| | | Unknown | 470 | 89% | | 0% | |
| | | Total | 531 | 100% | 61 | 100% | |
| 122 | DR | Outside_services_4 | Housing | 0 | 0% | 0 | 0% |
| | | | Rent Assistance | 0 | 0% | 0 | 0% |
| | | | Emergency Food/Food Bank | 4 | 1% | 4 | 13% |
| | | | Elder/Disability Services | 2 | 0% | 2 | 6% |
| | | | Mental Health/addiction treatment | 0 | 0% | 0 | 0% |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
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| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|-----------------------------|-----------------------------------|------------|------|---------------|------|
| | | | Tutoring | 0 | 0% | 0 | 0% |
| | | | Health Care | 5 | 1% | 5 | 16% |
| | | | Dental | 5 | 1% | 5 | 16% |
| | | | Cultural Program | 0 | 0% | 0 | 0% |
| | | | Job Training and Placement | 1 | 0% | 1 | 3% |
| | | | Public Assistance | 4 | 1% | 4 | 13% |
| | | | Public Health Nurse | 0 | 0% | 0 | 0% |
| | | | Food vouchers/WIC | 6 | 1% | 6 | 19% |
| | | | Childcare Assistance | 4 | 1% | 4 | 13% |
| | | | Other | 0 | 0% | 0 | 0% |
| | | | Unknown | 501 | 94% | | 0% |
| | | | Total | 532 | 100% | 31 | 100% |
| 119 | | | | | | | |
| - | | | | | | | |
| 122 | | Outside Services | Housing | 21 | 1% | 21 | 4% |
| | | | Rent Assistance | 22 | 1% | 22 | 4% |
| | | | Emergency Food/Food Bank | 69 | 3% | 69 | 14% |
| | | | Elder/Disability Services | 40 | 2% | 40 | 8% |
| | | | Mental Health/addiction treatment | 17 | 1% | 17 | 3% |
| | | | Tutoring | 6 | 0% | 6 | 1% |
| | | | Health Care | 94 | 4% | 94 | 19% |
| | | | Dental | 83 | 4% | 83 | 17% |
| | | | Cultural Program | 4 | 0% | 4 | 1% |
| | | | Job Training and Placement | 15 | 1% | 15 | 3% |
| | | | Public Assistance | 51 | 2% | 51 | 10% |
| | | | Public Health Nurse | 2 | 0% | 2 | 0% |
| | | | Food vouchers/WIC | 30 | 1% | 30 | 6% |
| | | | Childcare Assistance | 16 | 1% | 16 | 3% |
| | | | Other | 21 | 1% | 21 | 4% |
| | | | Unknown | 1640 | 77% | | 0% |
| | | | Total | 2131 | 100% | 491 | 100% |
| 123 | DS | Household_edu_no_grad | Household_edu_no_grad | 91 | 6% | | |
| 124 | DT | Household_edu_yes_grad | Household_edu_yes_grad | 718 | 51% | | |
| 125 | DU | Household_edu_1-2_col_trade | Household_edu_1-2_col_trade | 255 | 18% | | |
| 126 | DV | Household_edu_3-4_col_trade | Household_edu_3-4_col_trade | 49 | 3% | | |
| 127 | DW | Household_edu_edu_associate | Household_edu_edu_associate | 110 | 8% | | |
| 128 | DX | Household_edu_bachelor | Household_edu_bachelor | 98 | 7% | | |
| 129 | DY | Household_edu_col_degree | Household_edu_col_degree | 51 | 4% | | |
| 130 | DZ | Household_edu_master | Household_edu_master | 31 | 2% | | |
| | | | Total | 1403 | 100% | | |
| 131 | EA | Emp_FT | Emp_FT | 365 | 35% | | |
| 132 | EB | Emp_PT | Emp_PT | 134 | 13% | | |
| 133 | EC | Emp_seasonal | Emp_seasonal | 47 | 5% | | |
| 134 | ED | Emp_Self | Emp_Self | 57 | 6% | | |
| 135 | EE | Un_Emp_student | Un_Emp_student | 77 | 7% | | |
| 136 | EF | Un_Emp_disability | Un_Emp_disability | 62 | 6% | | |
| 137 | EG | Un_Emp_choice | Un_Emp_choice | 62 | 6% | | |
| 138 | EH | Un_Emp_no_work | Un_Emp_no_work | 86 | 8% | | |
| 139 | EI | Un_Emp_retired | Un_Emp_retired | 123 | 12% | | |
| 140 | EJ | Un_Emp_other | Un_Emp_other | 23 | 2% | | |
| | | | Total | 1036 | 100% | | |
| 141 | EK | Homeowner | Yes | 290 | 55% | 290 | 61% |
| | | | No | 187 | 35% | 187 | 39% |
| | | | Unknown | 54 | 10% | | 0% |
| | | | Total | 531 | 100% | 477 | 100% |
| 142 | EL | Computer_in_home | Yes | 418 | 79% | 418 | 84% |
| | | | No | 81 | 15% | 81 | 16% |

**Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Survey Instrument and Results**

Volume One – Community Needs Assessment

| Number | Column | Question | Response | w/ unknown | | w/out unknown | |
|--------|--------|-------------------------|-------------------|------------|------|---------------|------|
| | | | | | | | |
| | | | Unknown | 33 | 6% | | 0% |
| | | | Total | 532 | 100% | 499 | 100% |
| 143 | EM | Internet_access_at_home | Yes | 332 | 62% | 332 | 86% |
| | | | No | 54 | 10% | 54 | 14% |
| | | | Unknown | 147 | 28% | | 0% |
| | | | Total | 533 | 100% | 386 | 100% |
| 144 | EN | Male_Female | Male | 181 | 34% | 181 | 37% |
| | | | Female | 313 | 59% | 313 | 63% |
| | | | Unknown | 39 | 7% | | 0% |
| | | | Total | 533 | 100% | 494 | 100% |
| 145 | EO | Age | | | | | |
| 146 | EP | Annual_income | Under \$14,000 | 92 | 17% | 92 | 19% |
| | | | \$14,001-\$18,920 | 40 | 8% | 40 | 8% |
| | | | \$18,921-\$23,870 | 30 | 6% | 30 | 6% |
| | | | \$23,871-\$26,050 | 25 | 5% | 25 | 5% |
| | | | \$26,051-\$28,820 | 23 | 4% | 23 | 5% |
| | | | \$28,821-\$33,500 | 24 | 5% | 24 | 5% |
| | | | \$33,501-\$37,200 | 22 | 4% | 22 | 5% |
| | | | \$37,201-\$41,650 | 18 | 3% | 18 | 4% |
| | | | \$41,651-\$44,000 | 12 | 2% | 12 | 3% |
| | | | \$44,001-\$47,600 | 13 | 2% | 13 | 3% |
| | | | \$47,601-\$53,550 | 31 | 6% | 31 | 7% |
| | | | \$53,551-\$59,500 | 20 | 4% | 20 | 4% |
| | | | \$59,501-\$64,300 | 19 | 4% | 19 | 4% |
| | | | \$64,301-\$69,050 | 8 | 2% | 8 | 2% |
| | | | \$69,051-\$73,800 | 12 | 2% | 12 | 3% |
| | | | \$73,801-\$78,550 | 9 | 2% | 9 | 2% |
| | | | \$78,551-\$88,550 | 9 | 2% | 9 | 2% |
| | | | \$88,551+ | 68 | 13% | 68 | 14% |
| | | | Unknown | 58 | 11% | | 0% |
| | | | Total | 533 | 100% | 475 | 100% |

Focus Group Questions and Results

Main Themes

1. What major changes have you noticed (time frame?) that affect the Tribal and Native community?

Top four themes, listed in order of frequency of response:

- Cultural Changes – particularly associated with technology, media, roads, telephone. Also loss of traditions.
- Population changes, including racial composition: population increased, more non-Native people, “influx” from other AK Native communities. Also racism directed towards Native people by non-Natives.
- Economic changes – more economic pressures, change to cash economy, both new job opportunities starting with Indian Action Program and Tribal jobs, and a current lack of jobs. Also economic changes spurred by resource development.
- Changes regarding subsistence – loss of subsistence rights, associated dietary changes. More recently a positive change was the educational net/fishery.

2. How important is revitalizing our language and culture?

- 75 positive responses, one negative.

What do you see as resources to help with this?

- Head Start and Yaghanen youth programs, Tribal school
- Alan Boraas, language classes
- Dictionary, word of the day
- Elders
- Funding

Obstacles?

- Requires commitment, desire, overcoming prejudice
- Public education system
- Diversity of cultures among staff and within region
- Cultural pressure – globalization
- Usually taught during childhood, by parents
- Lack of speakers, interpreters, teachers

3. What are the most critical needs that KIT is meeting at this time, that are not being met anywhere else in the community? (Top five, in order of most frequent responses)

- Culture and language programming
- Head Start, youth programs, and educational programs
- Health, wellness, mental health services
- Financial/material assistance and job related
- Tribal court

- 4. Are there needs that are not being met?** (In order of most frequent responses)
- Family and social: foster or group homes for special needs children, elder assisted living, more safe places for youth to hang out, more youth activities, activities for younger children, services for vulnerable adults and women, meals on wheels for Elders, services for new mothers
 - Educational/Early Childhood needs: charter school, more camps, school advocacy, tutoring, school advocacy, affordable childcare, Early Head Start
 - More cultural and language programming
 - More communication about the services that are available
- 5. What do you see as the greatest barriers or obstacles to accessing KIT programs? (Space, location, transportation, income, fees, capacity, information gap, etc.)** (In order of most frequent responses)
- Difficulties in learning about and applying for services, including forms, office hours, application process
 - Eligibility criteria, including income limits
 - Transportation
 - Funding
 - Basic needs aren't met – need food and shelter first
- 6. Do you see any areas where KIT could partner with other organizations to share programs, services, or facilities?**
(In order of most frequent responses)
- Environmental/wildlife – Park Service, Wildlife Refuge, Cook Inlet Keeper, Watershed Forum, Alaska Department of Fish and Game; Department of Environmental Conservation; work with city of Kenai on dipnet fishery,
 - Salamatof Native Association – more cooperation on roads and fishery with BIA funding, Spirit Lake facilities
 - Work more with Kenai Native Association
 - Partner with other tribes such as Ninilchik, Seldovia, Afognak – Tribal courts, youth exchanges
 - Other non-profits and foundations – Cook Inlet Tribal Council, Love Inc., Alaska Native Heritage Center, Boys and Girls Club, etc.
 - Educational – Kenai Peninsula College for life skills, General Education Development; Alaska Christian College, Kenai Peninsula Borough School District – Title VII
- 7. Do feel you have enough opportunities to contribute your knowledge, ideas and skills to what KIT is doing/participate in Tribal governmental affairs?**
- No – 30 responses
 - Yes – 20 responses

If not, why? Politics, bureaucracy, money/funding, lack of receptiveness/response

8. As you look at the KIT 2025 Vision, if you could identify the three most important things the Tribe could do that would move towards the realization of the Vision, what would they be?

(In order of most frequent responses)

- Tribal education system and youth programming
- Use talents and resources to ensure we are able to take care of ourselves and share with others
- Traditional values and practices – including more use of traditional approaches in wellness and behavioral health

9. As you look at the KIT Values Statement, what are some specific things KIT can do to honor these values as we develop new educational and economic opportunities?

(In order of most frequent responses)

- Communication, attitudes, and decision making- “be open minded,” “listen to people’s ideas,” “build people up,” practice the values, honesty, flexibility, respect for self and others, framework for decision making vetted with reference to values
- Develop an education system
- Practice traditions – sharing, Elders knowledge, spiritual aspects of hunting and fishing, pride in identity

10. Ideas for Working towards united effort with Native organizations & other governments that impact our people (Goal 1): (In order of most frequent responses)

- Increase youth participation/involvement in decision making, and focus efforts on youth in drug abuse prevention, learning traditions, school programs
- Work more with other Native organizations and Tribes
- More drug and alcohol abuse prevention and treatment programs
- Work more with local, state, and federal governments

11. Ideas for Developing and implementing a Tribal education system (Goal 2):

(In order of most frequent responses)

- Develop more culture and language programs for all ages, and culture/language instruction within a Tribal school
- Develop more youth programs
- Tribal school – K-12
- More early childhood programs, look at Head Start as a foundation
- Professional development – teachers, qualified planning committee
- Avoid excessive segregation/include community – work with community, Title VII, representation on school board; teach both cultures - “have to learn English stuff”
- Planning and design – charter, or private; develop plan for education then seek funding; design a quality education; the three R’s
- College – Ilisagvik is example; easier to start Tribal college than K-12; local Christian college; help youth prepare for college

12. Ideas for Living our traditional values & practices (Goal 3):

(In order of most frequent responses)

- Youth – work programs, summer jobs, teen wellness center, pass on values and traditions to youth, NYO for youth with disabilities, pool for NYO training, Tribal school
- Culture, language – Kalifornsky Village, or more programs like K'Beq; develop more Dena'ina language speakers; more application of cultural practices to daily life
- Develop more classes – beading, making baskets, traditional clothing, cultural activities, and promote more traditional clothing at events
- Elders – more integration of Elders and youth, youth helping Elders, Elders storytelling, rename Tyotkas to Dena'ina word for Elder "Naqetna"
- More events such as potlatches, traditional food and food preparation, and more outdoor activities and camps

13. Ideas to Empower our sovereignty (Goal 4): (In order of most frequent responses)

- Youth – educate youth on sovereignty and Tribal governance, youth corps, youth council with representation on Tribal council, intramural sports
- Governance and legal – Tribal ID's as passports, continued education on sovereignty, Tribal police force, full recognition of Tribal Court by state of Alaska
- Economic – financial self-sufficiency/sustainability, develop for-profit entity, job development
- Social/community – build a steam bath for Tribe, more potlatches and social activities, classes on Native success, Halloween gathering
- Food, basic needs – Tribal food bank, food drives for homeless, low income apartments

14. Ideas for Continuing to demonstrate resiliency (Goal 5):

(In order of most frequent responses)

- Media/outreach – Facebook page, Kindle Fire education program, Native radio station, Caring for the River awareness, more use of Tribal logo in media, annual logo competition
- Business/commerce – Tribal smoke house, Tribal bank, for-profit entity, Tribal garage sale, commercial reindeer herd, Tribal co-op or non-profit farm for healthy foods
- Tribal unity/resiliency – Tribal resiliency training for KIT, community, other Tribes, find out why so few show up for annual meeting, work towards unity with all Tribal members, "keep it Tribal"
- Health – Physical therapy, care for Elders, recognize generational trauma, make sure social services are funded, preventive care, mental health care
- Collaboration and outreach to other Tribes and organizations

15. Ideas for Striving for excellence in all of our programs (Goal 6):

(In order of most frequent responses)

- Public awareness – unified branding, a gathering to make a flag, use technology and social media to promote programs, raise awareness about K'Beq
- Education – job shadowing for youth, "educate out people," "let our fellow members know the meaning of family care and education," beading classes, fish smoking classes
- Program evaluation – outcome based, and consumer feedback

16. Ideas for Elevating the wellness of our people (Goal 7):

(In order of most frequent responses)

- Youth programming – teen circles, hospital volunteer program for high school students, gender specific programming for adolescent males, more social activities for youth, drug awareness for youth, more youth involvement, more parent and child activities
- Prevention and wellness concepts – emergency preparedness, surveys/interviews regarding well-being, primary disease prevention, prevention of early pregnancy, definitions of wellness, health promotion for all ages
- Events and classes – demonstrations during NYO, nutrition classes, potlatches and gatherings, beading and drum making classes, open house at DWC, annual fund raiser for cancer
- Drug and Alcohol prevention/treatment – detox center, Tribal AA/NA, treatment facility (inpatient/residential), drug awareness for youth
- Meet basic needs – family housing, food drive for homeless, homeless shelter, low income emergency housing, shelter for single fathers with children, public transportation, weekly shuttle to ANMC

17. Ideas for Using our talents and resources to ensure we are able to take care of ourselves and share with others (Goal 8): (In order of most frequent responses)

- Business and jobs – develop many successful businesses under Kahthuht'ana Development Corp, "economic self-sufficiency," more Native hire, develop a market brand, fish processing and retail sales, more youth summer hire, develop work for shareholders who lack drivers licenses or housing
- Youth and education – intertribal youth gatherings, teach children traditional values, teach Dena'ina culture in schools, Tribal middle school with emphasis on stewardship, Tribal day care, youth life skills and independent living programs
- Events and public outreach – Elders Day with sharing/storytelling, concert with rally for traditional values, more Tribal dances in different places, concerts and dances
- More education for staff and Tribal members – staff training, teamwork training, encourage staff to complete their degrees, "teach all who will learn," "educate and advance our people."
- Media and technology – Native radio station, smartphone capabilities in all programs, Facebook group.
- Traditional foods – teach traditional food preparation, using Dena'ina language, encourage healthy foods, seaweed, smoked fish, berries, etc.

Kenaitze Indian Tribe
2025 Community Needs Assessment
Focus Group Data

Focus Groups

- Yaghanen youth, staff, and parents - June 29, 2012
- KIT committee members (1) - July 13, 2012
- KIT committee members (2) - July 17, 2012
- Salamatof Native Association/Tribal Council - July 12, 2012
- Dena'ina Clinic staff - October 24, 2012
- Nakenu staff - August 23, 2012
- Community programs/Education staff - August 23, 2012
- Kenaitze Tribal Council members - August 17, 2012
- Local KIT Tribal members (KIT annual meeting) - October 6, 2012
- Kenai Natives Association - September 21, 2012

Questions and Responses - This data has been recorded as close as possible to how it was received from the focus group participants.

| 1 What major changes have you noticed that affect the Tribal and Native Community? |
|---|
| Type II diabetes and substance abuse now and not before contact |
| Didn't know Kenai was a Native village - saw it as just another town |
| Access to media is changing kids and developing gang culture (wanna be) |
| Learned later that there were Tribal members here |
| Tribe has grown since the trailer days |
| No Child Left Behind Education system and standardized testing |
| Rising prices of everything including basic needs - getting out of reach for a lot of families |
| Lack of jobs |
| Even with two earners the low wages are not keeping up with inflation |
| Economic pressure |
| Losing house to foreclosure - three families last year |
| Grants are less than they were - less able to help |
| Used to have emergency housing - gone |
| No rental assistance unless fall into a grant eligibility |
| City infrastructure - used to hunt and fish off the land - depend on gas and electric - used to use wood |
| Dipnetting is out of control - after beach clean up with science camp - don't want our kids picking up after these other people - beer cans too much - so much fish - hurts what's happening to the beach |
| Old town smells like rotten fish |
| Dumping fish waste anywhere they can dump it |
| Too far removed from own food and energy sources - less respect for fish and animals |

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| Growth of Kenaitze Indian Tribe has affected Salamatof Tribal Council members positively - helping more people |
| Grown so much |
| Employs a lot of people |
| Addition of Head Start by charging is a big plus - makes a big difference in schooling |
| Moved into town - closer |
| Salamatof Native Association contributes to Head Start program |
| A lot of changes in leadership - getting along better |
| Influx from Natives from other villages - especially the last five years - can we recoup money from their area for their health care? |
| Most at Tyotka's are non-Tribal members |
| In the early 70's also an influx with the regional high school |
| Negative attitude towards Natives |
| Indian Action Program helped with the situation |
| Influx in the late 40s with the road |
| Homesteaders in the 40's - not land for Natives |
| Diseases and epidemics |
| Alcohol |
| Loss of language |
| Loss of identity |
| Regulations |
| Non-Natives' discrimination against Natives |
| Discrimination within own community |
| Land claims - got something for nothing |
| Treated dumb - keep em in lower track - how compete if all remedial classes? |
| Government policies |
| Violence against women i.e., Della Brown - media - attention of UN but not Alaskans |
| After land claims it started to become unclear what organization you belonged to. Rika Murphy was the first chair of first organization. Do we still have minutes somewhere? Was the first organization the Kenaitze Indian Tribe or the Kenai Native Association? |
| KIT reborn during George Miller's reign |
| Need for drift boats, grants |
| Always was the Tribe here |
| Land Claims forced us into a separation |
| Kenai and Salamatof Native Association both applied for village status - Kenai Native Association historical village - neither got it - SNA did get village status (129 original shareholders) |
| Resurgence of pride |
| Father, grandfather - stories - shame put on them |
| See young people being proud and interested in arts |
| Interest in Native Youth Olympics |
| Rika and George both key to getting organized |
| Steady progression - getting better |
| Health care - had none - now have Dena'ina Clinic - when younger just had public health nurse |
| Having the net - good positive change - coming together - reuniting families and Spirit Lake |
| Net even binds staff together |
| Net helps Non-Native and Non-Kenaitze understand the culture |
| Employment over 200 in the summer |
| K'beq' is wonderful - outreach - venue for artisans |
| In the Anchorage Daily News scrapbook we're 'the invisible people' |
| Become a more diverse community of Native peoples - Natives here from all over |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Focus Group Questions and Results **Volume One – Community Needs Assessment**

| |
|--|
| Used to be 1/4 - changed to include lineal descendents - then people became interested and involved |
| Enrollment has changed over the years - close association |
| Statehood - hunting and fishing regulations - Tribal members no longer fish and hunt here - subsistence - can't get a moose - not the same as fishing for your family when we need fish - Elders - huge change - Francis |
| Environmental changes - climate - berries not there or can't pick anymore |
| No longer closet our abuse - acknowledge substance and alcohol abuse - recognize problems we need to work on |
| As a kid domestic violence was never discussed - bring into open now okay - now can get help |
| Alaska Federation of Natives used to be a big party - everyone partying - has slowed down considerably |
| Less people smoking |
| More opportunity for kids to further education - Tribe and Cook Inlet Region, Incorporated scholarships |
| Loss of land |
| Became dispersed |
| Lost subsistence |
| Lost language - punished - blankets on windows so couldn't see dancers |
| Couldn't sell house - no title |
| Not allowed to own land - Jack Edelman |
| Loss of Subsistence rights at Statehood |
| Population increase in 50s, 60s, 70s |
| Educational Fishery |
| Attitude towards Natives getting better |
| Used to be tough to be Native - considered siwash |
| Statehood |
| Alaska Native Claims Settlement Act |
| Losing extended family concepts |
| People became scattered - used to be closer knit |
| Had local potlatch - where are Dena'ina people? |
| Could pick medicinal plants for harvesting - regulations came |
| Loss of language - 100 years ago - 90 years ago forbidden in schools - punished/prohibited from speaking and practicing culture |
| Fiocla spoke Russian |
| Economic separation - jobs - some have them, some don't |
| Cash economy - credit - peonage |
| Cannery money - clam bingles - only spend at cannery store |
| Gold Rush |
| Oil discovery |
| Commercial fishing brought influx of Non-Native into Alaska |
| Dipnet fishery - health concerns |
| Loss of subsistence |
| Pay to go to beach now |
| Several Acts, Indian Child Welfare Act, Indian Reorganization Act, Native Allotments, Alaska National Interest Lands Conservation Act |
| Transfer to Wildwood - training opportunities, provided jobs - Indian Action Programs |
| Schools - boarding school |
| Regional High School in Kenai - instead of Lower 48 - stay in Alaska - became meeting center |
| Technology |
| Transportation - was one car in early 1900s |

| |
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| Road to Kenai |
| Fire burned the woods - 1969 - moose |
| Telephones - two longs and a short - listening to everyone |
| Wildwood Air Force Base |
| First TV |
| Natural gas discovery |
| Russians coming - fur trading |
| Commercial fishing |
| salmon supply - if overfished then less for people who need it |
| expansion of health care - Elder care, diabetes |
| parents working |
| kids being removed from families |
| if people had more money resource wise they could do better for themselves |
| have been with the Tribe for 10 years and it has grown substantially - but need more services - a huge unmet need - infrastructure has grown |
| been with the Tribe for seven years - didn't know all of the services of the Tribe - would like to see Kenaitze Indian Tribe get the word out more - more awareness of programs - action plan |
| Individual Service Provider numbers gone from 5 - 35 |
| family dynamics have changed - was more communal - now more segregated |
| a dependency has been developed (outside perspective) |
| technologies have changed in positive and negative ways |
| increasing divide between urban and village life - issues drive people out of villages and it increases problems having lost the culture |
| lack of subsistence foods |
| need foods from local area for right nutrition - kids are eating chips and fast foods - lead to diabetes - if eat traditional foods will have less health issues |
| Resistance to utilize resources - no time, too busy, didn't get out - excuses not to go fishing - have resources in wellness department - resistance - excuses - want to need to |
| Wellness Center will be a big change |
| Educational fishery was a good change |
| Housing is income based |
| Our roads should be better |
| Lifestyles changed dramatically - Herman Hermanson used to walk from Kenai to Skilak - for the dance - snowshoes - traveling across country - trapping |
| Coming back to how we lived |
| Huge things were lost - the traditions, and now bringing it back |
| Going back into old Kenai is significant - hoping for cultural programs there. Hope will expand like fishery program did. Can be huge here. |
| People didn't know how to "do" fish - more teaching - learning how to fillet |
| Modernization has caused issues - helps with coping skills - cash economy vs subsistence lifestyle - reinforce traditional values - help with housing and counseling |
| Used to speak Dena'ina and Russian in the steambath |
| Were punished in school for speaking |

| |
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| 2 How important is revitalizing our language and culture? |
| Huge - if you do it creates a sense of ownership |
| Not have to identify with others |
| Should have a smaller version of Alaska Native Heritage Center here - a museum to highlight cultures |
| Elders coming to Nakenu and sharing wisdom has been awesome |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Focus Group Questions and Results **Volume One – Community Needs Assessment**

| |
|--|
| It's a 10 |
| When language is gone culture is gone |
| It should be preserved |
| Losing something. History. Big loss. |
| Regretted not learning the language from grandfather |
| In South Dakota at Catholic mission - never taught anything about Tribal ways. Had to speak English |
| Sad |
| Everyone should know so we can converse in another language |
| Can't force feed |
| Don't even know what I lost |
| Loss has created drug and alcohol problems |
| Living different lifestyle than what's in our genes |
| Cultures should be based on value system |
| Cultures change based on socio-economic standing |
| Not same village as one in the 1900s |
| It's a different way of thinking |
| Language influenced who we used to be |
| Our identity |
| Follow Alutiiq museum programs model - language and culture - classes, schools, dig Afognak - want for our Tribe |
| When you speak the language you understand the cultural differences - that's important |
| Peter Kalifornsky's book is very important - wish could get it into the schools or our own school |
| Very important |
| Are we preserving it? Passing what is known to granddaughters |
| Uncles told nephews |
| Important - different way of thinking - seeing the the world |
| In the near future it could be a history book thing - there is documentation |
| Doesn't have to go away if start own school and put it into the curriculum - is a great dream |
| 1990s in New Zealand very few speaking from 1991 to today they have shown it is possible to revitalize languages. |
| If want to get back then learn your language |
| Never really understand till you know your language |
| "I will never learn it" |
| Need to remove the stigma in your own mind - that it is okay - starting at grade school - never spoke again |
| Was taught at Sears Elementary -2nd grade |
| Grandchildren said if they had the opportunity to learn Dena'ina they would but not a foreign language - minimize it |
| Very essential |
| Could help bring back motivation - lost motivation - bring back language, culture, and foods - can motivate |
| culturally not cool to emphasize culture |
| helps kids feel good - encourage to be who they are |
| Didn't know about it - want taught |
| a lot to be excited and proud about |
| shouldn't be stifled |
| Very important |
| Need to teach younger generations where they come from |
| Very critical |
| Culture and traditions help people build a foundation and have the coping skills that they do apply |

| |
|--|
| There is value knowing where we have been and where we are going - foundation is still culture and values - even with other parts German ex. Make up who you are. |
| Tribe helps preserve it |
| More dancing at Alaska Federation of Natives |
| Was a Native stigma |
| It is coming back |
| Important for other to know who we are - also through Wellness Center |
| Security comes from know who they are |
| Identity |
| Self-esteem |
| Keeping traditions alive |
| Value that needs to be passed on |
| Benefit of continuity of culture |
| Keeping generations tied to each other |
| Bridge the past and present to future, know who they are or the language will die out |
| Not just in the past. It's important of what's happening now |
| Yes |
| Yes, Our children are our future. Learning our past from our Elders is Knowing our Future. |
| Yes I do |
| Yes |
| Yes |
| Yes, very – something of value – our treasure |
| Yeah, it teaches you a bit of who you are and where you came from |
| I can't say much for the Kenaitze Indian Tribe because I am not one of them, but it is good to learn a new tradition |
| Yes! History is important to who we are today! We are creating traditions constantly – bridging yesterday to today is going to determine our future! Language is getting more LOST |

| |
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| 3 What resources could help revitalize our language and culture? |
| Jon Ross |
| Kenai Peninsula College |
| Alan Borass |
| Elders |
| Dana |
| Should have a Kenaitze Word of the Day |
| Translations from the Russian period are on display in the church |
| Head Start provides a window of opportunity |
| Have to hear it - not just on literature and name badges |
| Loop language and culture information in the new building |
| Elders |
| our Elders don't have it so depend on sister Tribes who speak similar dialect |
| training younger generation on why it's important - need to do - have to transfer the passion when young |
| Must start at 0-3 and have a sense of place |
| Say why Native Heritage is important |
| k-3 give them Dena'ina names |
| Important to get the language in Head Start and schools |
| Time |
| Money |
| Need someone who speaks to teach |

| |
|---|
| Need a Native teacher |
| Need own schools - charter school by 2025 |
| Still struggling |
| Have language classes with help of Alan Boraas |
| Lack of people who speak and understand |
| Finances |
| How do we target who is interested? |
| Not know when next language class is |
| Make dictionaries available at the front in the office |
| Language at Head Start is a very positive thing |
| Yaghanen youth programs |
| College and state university system |
| Open at every level - post colonized |
| Connections with homes - help people to be who they are |
| Displaced Indian people - help others do the same thing |
| Less racism compared to Lower 48 - should build on it |
| Still have problems but also opportunity |
| No idea |
| Topical Dictionary |
| Classes would be good resources |
| Get the word out - didn't know about most recent class |

| |
|---|
| 4 What are the obstacles to revitalizing our language and culture? |
| Money |
| Old brains |
| Desire |
| Some understand but can't speak |
| Council itself needs to be committed to it also - need to step forward |
| Ourselves |
| Time |
| Kids miss Yaghanen since moved - placement and location are important - transportation |
| Not as many tutors |
| Swimming upstream - trend globalization |
| Culture usually taught by parents |
| Failure of public education system |
| Not exposed to it |
| Usually pick language up as a child |
| Be good to have an interpreter on staff |
| Prejudice amongst our people |
| We need to be building up all people |
| Employees are diverse - Alaska Native and Non should support other Alaska Native and Non - to learn about Alaska Native culture |
| Acceptance of the program by the school system - Title VII |

| |
|---|
| 5 What are the most critical needs that Kenaitze Indian Tribe is meeting at this time that are not being met anywhere else in the community? |
| Sliding fee scale |
| Affordable chemical dependency treatment |
| Access to third party resources i.e., Denali Kid Care |

| |
|---|
| Communication within community especially for Elders and youth |
| support traditional values and caring |
| Move away from family and traditional values |
| Many families are split up |
| More new hires are properly trained and professionals |
| Compassionate education people |
| We have pre and after school programs available - lack the passion and values for the families like Kenaitze Indian Tribe |
| Most important is medical - is going a long way to being met |
| Least met - services of Nakenu |
| Substance abuse - once become a client - be a client for long, long time as compared to private sector |
| Gas and Electric bills |
| Food being provided |
| Social Services - daily requests |
| Able to protect children with Tribal court |
| Lucky to have Nakenu - could be improved - access and cultural appropriateness |
| Sense of belonging - like a family |
| Housing |
| Hunting and Fishing - certainly Tribal fishery |
| Health care - mental health |
| Tribal Court - child protection - family centered |
| Dena'ina language classes at Head Start |
| Court takes children in need of aid - otherwise would end up in State Court |
| Cultural programs |
| Native Youth Olympics |
| Wellness concept - diabetes prevention program |
| Yaghanen youth programs - nothing else teaching the youth |
| Don't know what's out there - not marketed at all |
| Kids get lost in the schools |
| Want to be around kids of our own culture |
| Native hire |
| Head Start doing a good job with 3 - 4 year olds |
| Day care - inundated with non-cultural things |
| Language resources |
| Heating assistance |
| Weatherization |
| Language program, Higher Education, youth program |
| Fish camps/Archeology |
| Provides transportation for Native Youth Olympics, tutoring |
| Building a culture awareness, ancestry is valuable among Tribal and non-Tribal members, Tribe is open to all youth, awareness of culture |
| Outreach and follow-up is good |
| Native Youth Olympics, Native dance, our Native language |
| Native Youth Olympics, Native dance and drum, education, our Native language |
| What I think Kenaitze does best is the Native Youth Olympics program and all of the camps |
| They are involved with youth, most important |
| Native Youth Olympics, drum, dance, tutor homework program, transportation to programs, cultural awareness for Native and Non-Native students |
| Helps youth |

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| Has a safe place for our youth to be after school and during the summer. Promotes a drug and alcohol free program and teaches them of the dangers out there |
| Teaches youth about their culture and such |
| They help show youth resiliency and healthy mind setting for young people to stay away from drugs |
| Headstart (extended transportation would be appreciated – would participate if that were an option), Yaghanen programs – Native Youth Olympics and summer camps! |

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| 6 Are there needs that are not being met? |
| Behavioral services in the community - not just schools and clinical |
| Helping parents raise their kids |
| Support with culture and heritage |
| Parents with high needs children could have support come into their home |
| More resources to support and keep the kids home - so not placed in residential outside the area |
| Big need for healthy foster placements |
| Assisted living home |
| Long-term care facility |
| Social services - Domestic Violence/Sexual Assault - is meeting part of the need but more is not being met |
| Harder to help people who don't understand context |
| Transportation to current services - including Nakenu - used to have people dropped off |
| Medical detox - Anchorage has a waitlist |
| No treatment options in Kenai when want to get sober - Need something in Kenai |
| Housing - emergency housing |
| 0-3 year old services |
| Early Head Start |
| Assistance for new mothers - how to parent and mentoring |
| General assistance exceeded - Temporary Assistance for Needy Families - only help Native family members |
| If two applied for a job at Kenaitze Indian Tribe and one was Salamatof the hire would go to Kenaitze Indian Tribe - concern - should be treated the same |
| Someone with qualifications didn't even get an interview |
| No money for foster families |
| Not enough Native foster homes |
| A place for vulnerable adults and protective homes for women |
| Need something for our Elders - nursing home, assisted living |
| Foster - Group home |
| Homeless Tribal members living in the woods |
| In-house substance abuse center |
| Assisted Living |
| No meals on wheels for seniors - homebound |
| Fishery - fish for Elders - Tribal member find out who is in need (traditional foods) |
| Teaching young people to hunt - teaching them to break the law to survive - guns, traps, lost skills i.e., tanning hides etc - program to get moose with kids - good - need more of it |
| Inupiaq has an iPhone app - wish we could use technology for word of the day... Alutiig does that |
| Make Nakenu drumming something on-going - Fri. noon then arts and crafts 1 - 3 |
| Sober activity and cultural - beading - want afterhours for adults |
| Being productive is important but not lose culture in the process |
| Lacking fluent speakers - so trying to construct from the outside |
| Language resources - some plentiful - books |

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| Word of the day at waterfront |
| Word of the day at lunches |
| Naming programs Dena'ina names |
| Facebook - some resistance |
| Web page lacking |
| Let more people know what's going on with technology |
| Utilize volunteer efforts |
| Surveys - South Central Foundation used surveys on laptop in hospital - big increase |
| On-line employee newsletter on iPad - so cool - expand to Tribal members on-line |
| Go back to monthly newsletter on-line and add lunch menu |
| Education - time and full education |
| Culturally significant and appropriate education - life skills and how to think, now what to think |
| Housing for high school kids |
| Sovereignty |
| Housing for homeless |
| Emergency housing - do it |
| Transportation for Head Start |
| Affordable childcare |
| Vulnerable adult facility |
| Assisted living |
| Elders scattered |
| Subsistence - moose |
| TV - Radio |
| Day care - 0 to Head Start |
| Advertise what's out there |
| Kids lost - not raised with any tradition |
| Charter school would be ideal |
| Language |
| Traditions |
| Reach out to youth to prevent diabetes |
| Teach about right kind of food - good healthy food is expensive |
| System for food distribution |
| People don't take advantage of housing and assistance because of pride or not want to lay out life history, or not want to fill out forms and provide income info |
| Should have minor assistance program - less need for financial info etc. Used to be easier to just help each other |
| Abusive situation with Office of Children's Services - should be about protecting the children |
| If you know some at the Tribe all the help in the world comes - if not don't get help |
| People should be able to feel like they can come here and get assistance and housing |
| Parents have requested for more activities for younger kids |
| Mentorship for youth, more interaction with elders |
| Native school – K-12 |
| Pre-K- 12 School |
| Art camp, they didn't have the funding this year |
| More social activities for fun, fun, social ways |
| Broaden the activities |
| Have safe places to hang out |
| Safe areas for youth |
| Learning the dangers of smoking and drugs and healthy living |
| Basketball hoops |
| School advocacy beyond Nakenu |

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| Adapt Beauty for Ashes for youth |
| Our Culture Art Camp. I think its important to pass a part of our culture to our future. More culture in our Head Start. A Native School. After School Program. – No funding this year for Art Camp. We need this back, or develop a monthly class with different projects. |
| Activity for younger kids, particularly 9-13 age, culturally more child/Elder coordination activities – a mentorship idea |
| How to get funding for college |
| More interaction with Elders and youth |
| More social activities for fun safe areas |
| Camps |
| Better tutoring for math |
| They should do more of outdoor trips to learn more about cultural awareness |
| Other types of social activities – for fun! – This area in general has limited options for youth – would be nice for Tribal youth to be able to hang out in safe area with positive role modes. Let's get some funds rolling to continue remodeling/revamping Yaghanen Youth Center |

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| What do you see as the greatest barriers or obstacles to accessing the Kenaitze Indian Tribe 7 programs? |
| Transportation |
| Preschool - offered 6 slots and 4 unable to accept because of transportation |
| Head Start not serving intended people - lowest of the lowest income - failing families that truly need us |
| Transportation to youth programs - ex. Brenda picks up her kids and others |
| Homeless - in garages - no place for kids to do homework |
| Eligibility requirements - are different for different programs |
| Don't even have the basic requirements to become eligible i.e., birth certificate and no money to spend to help people |
| 10 k year to verify employment - can't verify - can get system for social services team |
| State of Alaska barriers or federal barriers - low income so difficult to access i.e., 12 job searches - hands tied - unable to help - regulations a barrier |
| Office hours |
| Locked doors |
| People come in needing housing |
| More people in greater need for food |
| Older women finding themselves homeless and women with children find shelter - older single women get no help - probably older males as well |
| Capacity is always an issue - can't do everything for everyone - any organization |
| Policies should be relaxed - i.e., SR-22, employment |
| Own history - an offense - background check |
| Over income parents - should be third party tribal so kids can go |
| Granting agency restrictions |
| Transportation - where is it? Drinkers can't be transported |
| Communication |
| Transportation barrier for Elder lunches - people with low income - no gas, no car, or can't drive - Elders - did do some CARTS tickets - zones could be \$25 |
| Awareness - so many programs |
| People are probably in need of multiple programs - when address immediate problem let them know about "16" other programs |
| If you don't work for the Tribe don't hear as much of what is going on - need an on-line calendar with events and summer camp information |

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| Staff turnover |
| Transportation |
| Communication |
| State of Alaska -federal government gives money for Native education to State of Alaska - so access is impossible - Alaska only state that does that |
| Programmed education - don't know - communication |
| Don't know don't have to be a Tribal member |
| Bureau of Indian Affairs cards - lost |
| Want to know what programs are out there - getting information to patients - centralize it |
| Income - Federal guidelines |
| Forms and providing information - intimidating |
| Takes a couple months to get the education assistance - no call back - need to be advocate for people who are culturally less assertive |
| Make scholarship program easier and someone to help walk through it with you |

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| Do you see any areas where Kenaitze Indian Tribe could partner with other organizations to share programs, services, or facilities? |
| Detox - Funding issue with IHS |
| State of Alaska Department of Public Assistance |
| Kenai Peninsula College - GED - look at life skills classes - family budgeting |
| Children advocacy - Haven House - child abuse allegations - would be good for our kids |
| Memorandum of Agreement with Alaska Christian College - students from villages - lab school |
| Alaska Department of Fish and Game |
| Watershed Forum |
| Boys and Girls Club |
| Challenger Learning Center |
| Need transportation |
| Locals can now go to Christian College |
| Cook Inlet Tribal Council and Ninilchik fishing with kids |
| Afognak youth swaps |
| Salamatof could go after other grants |
| Salamatof Bureau of Indian Affairs money already goes to Kenaitze Indian Tribe except Bureau of Indian Affairs roads |
| Can write letters of support |
| Cabins on Salamatof Tribal Council property - is anything being done with them |
| Joint use of land at Spirit Lake - other opportunities - depends on Salamatof Board |
| Salamatof Native Association deeded 160 acres to Salamatof Tribal Council in the 90s - 1990 |
| Doing a good job - could do more |
| Already working with Salamatof Native Association |
| More with State for dual licensing - Tribe to get licenses - foster parents and get the money |
| Kenai Natives Association - 23,000 acres, properties, same people - get people to stop fighting against each other - its divide and conquer - need to foster that relationship - time to set it aside |
| Tribe thinking too corporate now |
| With Alaska Native Claims Settlement Act people get confused between Kenai Natives Association and Kenaitze Indian Tribe - function of a corporation and a Tribal government |
| Partnerships with other Tribes - Ninilchik Tribal court - getting started |
| Help Seldovia |
| State court judges |
| Kenai Peninsula Borough School District - Title VII |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Focus Group Questions and Results **Volume One – Community Needs Assessment**

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| Partnering with Cook Inlet Tribal Council, Cook Inlet Region, Incorporated - foundations, Rasmuson - Annie E Casey |
| Salamatof Native Association - work together a lot - Resolution for Bureau of Indian Affairs funds - serve Salamatof - fund one position of fishery every year |
| Kenai Natives Association - working on better relation through Wildwood project |
| Classes at Alaska Native Heritage Center - skin sewing |
| Alutiiq museum |
| Classes after hours and weekends |
| Lot of opportunity on profit side to joint venture with other profit or non-profits |
| Need more awareness |
| Kenai Natives Association - don't understand lack of relationship - high percentage are both - total lack of working together - how did division come about? Kenai Natives Association ran out of money - sitting dormant for 5,6,7 years |
| Salamatof Native Association strong investment in Tribe - Salamatof Tribe not noticeable or active |
| Lack of vision in leadership - Kenai Natives Association - no vision - no cohesiveness |
| Tribal member on Parent Teacher Association - Kenai Peninsula Borough Assembly - City Council |
| Put roads into inventory - could get more funding for roads - can overlap roads with Salamatof i.e., Spirit Lake Road |
| Watershed Forum |
| Cook Inlet Keeper |
| Forest Service - First Municipality of Anchorage with United States Forest Service for management of cultural remains - K'beq' |
| Park Service |
| Wildlife Refuge |
| Department of Environmental Conservation |
| Yes |
| Love Inc. - emergent care |
| Housing and Fisheries with Salamatof Native Association |
| City of Kenai - dipnet fishery |
| Kenai Natives Association - environmental mitigation |
| Borough - local food production |
| Energy - across Inlet |
| Salamatof Native Association - Kenai Natives Association - Salamatof Tribal Council - work closer - partner - Youth Council |
| Cook Inlet Tribes |
| Cook Inlet Treaty Tribes? In the future needs an Executive Director - not have subsistence, schools, self-determination |
| Lime Village - language |
| Join other tribes and let someone else lead - bites us in the ass |
| Cook Inlet Treaty Tribes - no money - not a successful organization - Cook Inlet Marine Mammal Council problems - we should be the lead - most successful tribe in the Cook Inlet Region, Incorporated region |
| City of Kenai - land use |
| Cook Inlet Region, Incorporated - Cooper Landing - 20 acres |
| Moose Range - oversight |
| State - dipnet fishery |
| Everything Federal - 93-638 |
| Quiet title - Federal lands |
| Forest Service |
| Can offer a lot to the school system and public health |

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| Teach in the school system - Alaska week - health week |
| Transportation resources are important - looking forward to centralization of Dena'ina Wellness Center |
| Wellness Center - ability for spinoffs with private entities |
| A major wellness center in this community available to whole community and charge for it. i.e, Bristol Bay Health Corporation sees all the community |
| Wellness in healthcare growing - be broad minded - seek out and incorporate them |
| Kenai Natives Association was interested in partnering for a building - lease - would be a good way to link the organizations |
| More openmindedness |
| Clare 94 - "How going to get Kenaitze Indian Tribe and Kenai Natives Association back together again?" |

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| Do you feel you have enough opportunities to contribute your knowledge, ideas and skills to what KIT is doing? If not, why? |
| At Nakenu yes - Tribe-wide no - would like to have more opportunity |
| Want opportunity to voice opinions and ideas but it stops there - they don't get valued or carried forward |
| Financial road blocks |
| Agenda set by others |
| What's best for people not always get done - political |
| Yes, everyday |
| if bring ideas to Dave - they go to D2 |
| Not like having so much structure - used to get to talk about ideas |
| Not at D2 table |
| Momentum and creativity gets squashed - sometimes find things out at last minute |
| Money affects which creative ideas go |
| More empowerment to Dave |
| Avtec culinary program is excellent - some Tribal kids interested |
| Apprentice programs at Kenaitze Indian Tribe for AVTEC students - not just culinary |
| Yes, am a Headstart employee |
| No, bureaucracy, communication |
| Bureaucracy makes it hard to contribute |
| Moves too slow |
| "Mostly my fault" – Does not seek out, need to take the initiative |
| Outreach is needed – newsletter, clinic, web, posters |
| Yes/No... Needing more info. |
| Yes |
| Yes |
| Yes, I teach at Headstart |
| Yeah |
| A little but not too much |
| No – often who you know or who you're related to or not related to – I've offered several times to help with programs – Lack of planning and follow through in certain departments causes big breakdowns later on – I've tried to help, but numerous times have been ignored |
| Through this process yes - don't go to Kenaitze Indian Tribe meetings |
| On Housing Board - yes have plenty of opportunity |
| Working on four-plex to build at Ames plus 2 -3 more |
| Sometimes need clones |
| Do fishcamps for kids |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Focus Group Questions and Results **Volume One – Community Needs Assessment**

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| If want to talk to Council member is not open for discussion |
| Council should be more transparent |
| Yes |
| More of next generation step up to the plate |
| A lot walk around with a Native pride hat and don't contribute |
| Need a mentoring program |
| Sent a letter and didn't get a response |
| A lot of Tribal members feel disenfranchised - not responded to |
| Tribal members should be able to attend council meetings - regular schedule |
| Yes |
| No - if not directly connected within the Tribe |
| Databases - for weavers - who knows it? Database for other resources - Elders still have knowledge and skills and can still pass them down - be good to know what people know - incorporate into new facility |
| No |
| No |
| Yes |
| Employees - no - can't effectively run for council - losing opportunity |
| Nothing between elections - not know what happens in council chambers |
| People do want to be involved and know what is going on - not just to stir things up |
| More at Annual Meetings |
| More engagement - dialogue about issues - not hold back or exclude |
| Participation at annual meeting is bigger and better - getting good involvement |
| Lots of committess - is opportunities |
| Individuals trying to do too many things - when lose a person lose from bunch of programs, i.e. elders |
| Train and teach younger people |
| Losing key people |
| Health and Wellness - huge - covers everything plus sovereignty with resiliency |
| With one person there is opportunity; not with the larger Tribe. |
| Not being used efficiently - lack of participation - getting people here - challenge to get people to come |
| Can pass on information within the network - improve it |
| No - there should be |
| When approach sometimes get pushed away i.e., started with environmental work at Wildwood - used to have regular meetings - now don't have anymore |
| Meeting with Kenai Natives Association doesn't seem important to Kenaitze Indian Tribe |
| Wanted to sell gravel for Dena'ina Wellness Center - make suggestions like this and it goes to a deaf ear |
| Money stipends - what it's about - then went away |
| Can't always meet during the day. Told Council doesn't want to meet in the evenings |

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| <p>As you look at the Kenaitze Indian Tribe Vision, if you could identify the three most important things the Tribe could do that would move towards the realization of the Vision, what would 10 they be?</p> |
| Resiliency - Continuing to demonstrate resiliency |
| Excellence - Striving for excellence in all our programs |
| Talents and resources - Using our talents and resources to ensure we are able to take care of ourselves and share with others |

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| United effort - Working towards united effort with Native organizations and other governments that impact our people |
| Excellence - Striving for excellence in all our programs |
| Talents and resources - Using our talents and resources to ensure we are able to take care of ourselves and share with others |
| Traditions - Living our traditional values and practices |
| Wellness - Elevating the wellness of our people |
| Talents and resources - Using our talents and resources to ensure we are able to take care of ourselves and share with others |
| Excellence - Striving for excellence in all our programs |
| Wellness - Elevating the wellness of our people |
| Talents and resources - Using our talents and resources to ensure we are able to take care of ourselves and share with others |
| Wish there was a culture statement - more thorough knowledge of culture |
| Tribal education system including traditional values and practices - public education system useless |
| Education Committee should be able to make recommendations for Tribe |
| Education system in US - for farmers (1860's) |
| Home school program - could do Dena'ina language - just meet standards at end of day |
| Idea - enroll kids in home school and use funds for Tribal school - parents have to be involved on a daily basis |
| Employees needing help - program for working parents - day care - Tribally run. Head Start only certain ages - parents are stressed and don't know what to do - is a barrier to employment - not working |
| Summer camps - highly valued |
| Employment for teens - get 1/2 credit |
| Art camp!!! |
| Youth programs could come together and be part of the Tribal education system - restructure what already doing |
| If going to promote certain values should be family support systems - work with them more closely - promote at home |
| Silos are being broken up - build bigger programs - more expertise with kids |
| People can take advantage of more services in one visit |
| Combine resiliency with talent and resources |
| Community resiliency i.e., Ionia similar to Tribal values - they make a commitment to do it |
| Traditional Values and Practices |
| United effort - others help us achieve |
| Talents and Resources - others to achieve this |
| Kenaitze Indian Tribe makes it happen |
| Family Advocates – each family has one that connects them with the Tribes to let them become aware from young to elders |
| Develop self-identity within community |
| Marketing |
| Empower staff |
| First taking care of our children – Again they are our future, learning our language, family advocates – Let people know what our Tribe does. |
| What can they do now? Advocate within the larger school district. How about starting just pre-school, to later build upon, sports programs, outreach. |
| Take care of ourselves and share with others using our talent and resources to ensure we are able to [make our vision happen] |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Focus Group Questions and Results **Volume One – Community Needs Assessment**

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| Increase involvement in current school system – advocate for parents and students. Begin polling community for interest – like now |
| Have all programs practice values and traditions such as letting Elders go first, or honoring the spirit before and after events, adding the talking circle within administration |
| Keep being nice, have fun, stay excited |
| Raise a substantial amount of money, support all ideas, get involved |
| Get more info out there – more interesting things for the youth to do |
| Better funding, more broadcasting and more information about the programs |
| Getting more involvement with Title VII program – rather than just a voice every now and then – take an active stand!, community center – something open past business hours and on the weekends for feasts, dances, just a place to get together. I am appreciative for the programs here – would be nice to have unity amongst programs |
| Elevating wellness - a lot so down trodden - need to be picked up - elevated |
| Sovereignty - foundation of our existence - we matter and we can take care of ourselves |
| Living traditional values - shouldn't live like white people |
| Developing and implementing a Tribal education system |
| Elevating the wellness of our people - most important |
| Using our talents and resources to ensure we are able to take care of ourselves and share with others - general, but includes finances |
| Working in united effort with Native organizations and other governments that impact our people - help us be stronger |
| Don't know how long we can depend on Indian Health Service - if no money |
| Now have economic development committee |
| Resiliency Program |
| Education |
| Health and Wellness - huge - covers everything plus sovereignty with resiliency |
| Wellness of our people |
| Empowering sovereignty - others fall under that |
| Education - starts with a pregnant mom - education with good health and tradition is important - start young |
| We are our own little nation (Alaska) |
| Excellence - fine tune then market - offer to everybody |
| Wellness - if not well inside our hearts, spirit, and mind - our bare foundation |
| All have different skills - if put together i.e., trilingual - put together and see how can disperse |
| Using our talents and resources to ensure we are able to take care of ourselves and share with others |
| Working towards united effort with Native organizations and other governments that impact our people |
| Living our traditional values and practices - still adapt to new technologies |
| Show what we're about and people will appreciate it |
| Everything we get is not for free |
| Can afford to buy fish but using a net and doing our own fish is very important |
| More participation |
| Teaching - tap into the knowledge base - personal experiences |
| Kenai Natives Association is willing to work in united effort |

As you look at the Kenaitze Indian Tribe Values Statement, what are some specific things Kenaitze Indian Tribe can do to honor these values as we develop new education and 11 economic opportunities?
 More recycling - Native ways

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| Education on fish and moose - respected process - more spiritual than here |
| Protect resources - kings, moose, belugas |
| Framework for decision making |
| Be flexible with values - some are hard and fast |
| Be open minded |
| Na'ini - build people up |
| Listen to people's ideas |
| Belief and trust in a higher power |
| Already have so many programs |
| Where the economic base is, then culture and language falls into line |
| Continue to demonstrate resiliency - traditional values still expressed in a different way |
| Volunteer fine - good - contribute and learn at same time |
| Sharing our knowledge with our children |
| Capturing Elders knowledge - losing too much |
| Want quarterly meetings - communication - learn a lot |
| Programs for people to donate back to Tribe - land, money make it - visible estate planning |
| Circle of Life is a gem - people don't know about it |
| Develop and implement education system - good for our Tribe - own school - opportunity to learn our own language and culture would there and happen - in public schools forgotten - Chickaloon - money problem - State curriculum - State assistance - we have space, personnel, time, teach - unlike Chickaloon |
| Vision - not limit to brick and mortar education - not traditional classrooms |
| Own school would help prevent high drop out rate |
| School district likes Curt's talking circle |
| At risk school? |
| Own school - kids not be ridiculed - not want to be "Native" |
| Pride in identity is so important |
| Vetting tool for all opportunities - if it doesn't fit don't do it |
| Good values - timeless - need to teach them - practice them |
| Takes courage to step out and go against trend - as a people need courage to go against status quo |
| Use wheel as a guide for developing programs and the wellness department - ask does it fit? |
| Who we are and who we serve - integral guide for what we do |
| Honesty |
| Loyalty |
| Respect for Self and Others |
| Get too big for own pants? - Should be more humble |
| Council should think outside the box - values not always come through - not know everything - not only one way to deal with things - i.e., sovereign immunity meeting - people left and said what was I even there for? - another meeting already voted - didn't respect what I had to say - need more communication |

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| 12 Happen_by_2025? |
| People able to use resiliency and use own resources - not same block like Ionia, but helping each other - greenhouses - even if not making money |
| A school |
| Be a more legitimate organization if all knew what's going on i.e., Ames Road - see bigger picture - solidify who we are |
| Elder housing |

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Focus Group Questions and Results **Volume One – Community Needs Assessment**

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| Kenaitze Indian Tribe self-sustained - i.e., insurance business become profitable - less dependent on grants |
| Language spoken with some fluency i.e., Hawaii - at least speak some - reminder who here first - respectful |
| Youth in leadership positions within the Tribe |
| Hope the education system is up and running |
| Wait till 12/22/12 to see if we're still here |
| Credits for students - High School - Kenaitze Indian Tribe Programs |
| What happened? - all of it |
| Students - money to college - get degree and come back to Tribe |
| Mentoring program within Tribe |
| Career awareness day - Sondra get interest going |
| On way to Tribal self-sufficiency - financial and job opportunity for membership |
| Tribal fishery not dependent on the State |
| Tribe runs own school |
| Alive to see it |
| Political force in the State |
| Political network i.e., Murkowski election, increased voting |
| Alaska Native in Congress |
| Less rate of children in foster care |
| Tribal licensed foster care |
| Beauty for Ashes - wonderful program |
| Better than when we were kids |
| Direct funding from Feds for court system and State foster care |
| Money for our kids going to State not Tribes - same with education |
| Make sure higher standard than State of Alaska - Albert B. |
| Lower dental care costs - lab fees - own lab - sell services - every Native person a good set of teeth |
| Leader in this land - sovereign rights - leader not dictator or opposer |
| Responsible sovereign government |
| Pride in selves |
| If education system - in the truth with respect and love for each other and all in our land then - a lot to become healthy people - we're here to help you |
| Clinic built |
| 2025 Clinic not needed as much |
| More Native foods |
| Place for Elders and they are valued |
| How many are learning? |
| Language is not dead - gives you a feeling you can't explain |
| Helen - spoke - going into your cells - sense of pride |
| Proud of who you are, proud of what you do |
| Correct perception of us - stronger - get back to the palce where we believe |
| One people |
| Own police system |
| Professionals, doctors |
| Traditional healer |
| Spiritual needs - some church - shamanism taught is an evil thing start to pull some of that aside - Peter Kalifornsky says it's in your blood |
| More behavioral health and substance abuse counseling and suicide counseling |
| Starts from early beginnings - not wake up one day and be heroin addict |
| Access and expansion |

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| Find out activities for youth - kids get together - something to look forward to every week |
| Cultural gathering place - also is a clinic |
| Like going back to village mentality - In the village went to the high school for potlucks etc. |
| Youth - how to be the one to resist what society throws with drugs and alcohol - and keep them busy occupied - education |
| Not just programs - what happens in homes |
| Need a place to get away from parents too |
| Safe places for everybody - for everything and anything |
| Mentoring program |
| Alaska Native Medical Center - excited to go there - see others you know - talk language |

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| How would you like the programs and services at the Dena'ina Wellness Center to contribute 13 to the Kenaitze Vision for 2025? |
| Listening post in the new building - get feedback from customers - one location so more opportunity to listen to feedback and desires |
| Classes for example diabetes - share values in classes - more chance than dealing with individual crisis |
| Community group - talking circles - impact of changes that have happened |
| Dena'ina Wellness Center is opportunity to deal vision goals in a traditional way |
| Model of service has been productivity oriented - goes against traditional practices |
| Now using factory conveyor belt system |
| Dena'ina Wellness Center will have a good feeling - ex. cooking classes - not focus on productivity |
| Process a moose |
| Build a smoker |
| Used to do more traditional activities at Nakenu - now focus going more to productivity - takes away from ability to help |
| Should have a steam house |
| There used to be a traditional healer - coming back would be good |
| Hands on traditional activities at work |
| Be able to get to talking room where child doesn't have to walk through medical environment |
| Is a medical design and too late now to redesign |
| New facility will work to elevate the wellness of our people |
| Traditional healing program - more input - garden like at Primary Care Center |
| Kenaitze Indian Tribe radio - talk back |
| Post council meetings - newsletter |
| Two-day work week in summer |
| Engage Tribal members more - not same five families benefitting - hear disgruntled undertone |

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| 14 Goal 1 united effort happen by 2025 |
| School help for students that need it |
| Working with all Native entities |
| To work hand in hand with Kenai Natives Association, Salamatof Native Association and the State |
| More youth participating in annual meetings. Youth speakers, |
| Work towards a better future by not dwelling on our past failures |
| Networking with indigenous people world wide |
| In attending tribal conferences or summits outside, take a youth representative with you |
| More communication with local community about Kenaitze Tribe |

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| Big building where all Native events could be held |
| Child abuse awareness |
| Working with other corporations in a unified approach |
| Sending newsletters so we know what events are coming up |
| Teach the children about not taking drugs |
| See the Council get more involved with State government |
| Music at preschool tradition classes |
| Kenaitze convention center |
| Talk with City Council |
| Unity with local Indian organizations |
| If a tribal member has been married for at least 10 years to a non-member, the non-member should be able to be inducted into the Tribe |
| Work with local governments to help with programs like transportation |
| Try to build a Kenaitze government for Council |
| Knowing the difference between working together and take over |
| Planning for the future for 2013 to see what's coming up |
| Think about making new camps |
| Teach the children about not taking tobacco |
| Collaboration with other tribes in Alaska share program ideas |
| More youth help and involvement in events |
| Join with local schools |
| More youth on the mic or Emcing |
| Encourage tribal members to get involved in politics, local state, federal, and organizations |
| Have our own Alaska Federation of Natives meeting |
| More Alaska Federation of Natives meetings |
| Teaching our youth tribal and native living traditions in public schools and in classes given by the tribe |
| More availability for scholarships for native students |
| Having youth on the council |
| Plan about fish camp for 2014 |
| Build a multi purpose building that can serve as a gym, gathering space, and convention center |
| Teach youth on the different jobs Kenaitze does |
| An Elders center |
| Fetal alcohol awareness in Native children |
| Form a confederacy with Salamatof Tribal Council |
| Have gatherings |
| Public transportation for Natives without mobility |
| Teaching middle schoolers not to be mean to Natives |
| Tribal center |
| Native cuisine classes |
| Interact with other native organizations and both federal and state programs |
| A new rehab center for extreme care |
| Detox center |
| Mental illness for anorexia, ocd, and depression |
| Teaching middle schoolers not to bully or be racist |
| Native education school |
| Teaching teens about not getting into drugs |

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| 15 Goal 2 tribal education happen by 2025 |
| Transportation for Head Start |

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| Organizational chart showing relationship between all organizations that we deal with training so members understand the connections |
| Teach youth our language |
| Birth-12th grade, education and care |
| Head Start transportation |
| Have youth more involved in Native Youth Olympics |
| Tribal Road Kill Program. Someone to go get moose and give out to Elders |
| Dena'ina stories for youth |
| International exchange program for tribal youth |
| More programs for younger boys |
| Co-locate educational and cultural activities |
| Have experienced educational professionals on the Tribal school planning committee |
| Early Head Start program |
| Continuation of Dena'ina teaching at Head Start |
| Push for more youth to go to school in trades that will help them come home and work with Tribe |
| Recognize traditional learning is part of education More hands on teaching |
| Do we have a student representative for Council meetings? |
| Generational teachers. Elders to partner with ECC |
| Cultural classes for the whole family. i.e. beading, birch bark basket making, salmon skin crafts. Adults want to learn too |
| Certified teachers |
| Easier access to cultural activities |
| More Native Youth Olympics, Elder and youth craft fairs/meetings |
| More language classes for everyone |
| Youth program in school to encourage higher education |
| School K-12 Pod style building |
| More activities for young adults. Ages 18-24. |
| Bring the gardens back to help feed Kenaitze members |
| Continuing Yaghanen education in schools |
| More cultural and language programs and activities for our younger youth |
| Teachers that strive to keep Dena'ina alive. Encourage schooling so they return to the Tribe |
| We need culture classes (workshops) for adults |
| Need to have language classes every semester |
| School language classes |
| More cultural activities |
| 25 fluent Dena'ina speakers by 2025 |
| Birth to 3 Services |
| Educational system pre K-12 |
| Music of our people taught in schools |
| Encouraging/rewarding youth for good grades |
| Tutors in schools |
| Certified teachers by 2025 |
| Student exchange for 2-3 weeks |
| Native singing and dancing |
| Educate our own teachers. Learn our language |
| Youth hang out places that have a positive impact |
| Charter school getting support from State or federal programs |
| Stronger outreach to Tribal members who apply for assistance |
| Invest in supplying computers for our children's education in this world of electronics |
| Tours of how the Wellness Center is coming along |
| More programs for elementary school age kids |

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| Developing an Indian college or university, Indian/Dena'ina K-12 |
| Better youth/Elder programs activities |
| Grade 7-12 Science camps focusing on math and science leading to growing our own employees in all areas of the Tribal organization |
| Youth hang out places |
| Learn more about Native history |
| Youth court |
| We must get our youth of today on board-do they ever get a tour of main office, do they have idea what it takes to run things. |
| We need a cultural interactive museum |
| High school Dena'ina course |
| Youth preparation for college |
| Have youth more involved in our culture |
| Have more youth programs |
| Tribal or Native sport teams |
| Native high school students can go to clinic and volunteer to help with nurses, learn to be one, and earn credit |
| Tribal community college with emphasis on tradition and culture |
| Have youth more involved |
| A comfortable atmosphere where youth can be okay with representing their Native selves without the wrath of racism |
| More youth services including nutrition, health and diabetes prevention |
| A new building for Head Start |
| Better transportation for Elders and programs |
| A Tribal school with transportation |
| A Tribal school to educate all people, white as well as Native |
| New facility for Head Start merging with Tribal School |
| Tribal school |
| Tribal school |
| Tribal school |
| Tribal school |
| Lots of training for our people |
| More youth involvement |
| Youth education for special education older youth |
| More education for our youth on fish and how they were taken care of |
| Educational fishery, catch, clean, cook |
| Tribal fishery with no state overview |
| Create a Dena'ina language computer learning program |
| Multiple ages in classroom instead of splitting out by age/grade |
| Take kids hunting |
| Charter school for Kenai Peninsula students and across the water students |
| To have a better education for Tribal kids |
| To teach as many Natives to speak their old language |
| Math and science camps for different ages |
| Letting youth representatives work together and think of ideas on things involving all Tribes on Kenai Peninsula |
| Youth and adult classes in arts, beading, making regalia, other Native clothing |

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| 16 Goal 3 living traditional values practiced by 2025 |
| Cultural program at Kalifornsky similar to Fort Ross in California |

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| Emphasis on playing outside and enjoying the Earth God gave us |
| Summer jobs for youth |
| Holding cooking classes with dishes from our ancestors |
| More Tribal clothing being worn in meetings and gatherings |
| Elders story telling |
| One week long culture camp with other villages. Speak only Dena'ina. |
| Bringing back the director position at Tyotka's |
| Digital storytelling with Elders sharing preserving, processing, modern use of traditional foods. Library of digital stories. |
| Potlatch (Friendship) inviting all Tribes |
| Community schools classes traditional crafts language |
| More big potlatch |
| Change Tyotka's name to Dena'ina word for Elder |
| Tell our children over and over that we love them it will go on and on after that |
| More outdoor winter activities |
| More programs like K'Beq |
| Subsistence camps |
| Change name of Tyotka's to Naqetna (Our Elders) |
| Show dipnetters traditional way of taking care of fish |
| Fluent Dena'ina language spoken by KIT members |
| More youth helping Elders in meetings and gatherings |
| We have traditional Dena'ina songs and dances everyone knows and participates |
| Kenaitze Indian Tribe could use a K-12 school to serve local Tribal members and other Alaska Native and American Indians |
| To take over management of Fish and Game on Kenaitze lands |
| Developing our governance based on our cultural values |
| Develop closer ties to other Alaska Native Tribes for mutual support |
| Having the Elders take a youth under their wing so they learn first hand |
| Native teenage wellness center |
| Apply more culture to everyday life |
| Boats. Fishing classes with boats |
| Emphasize working diligently and earning a living. Life's not free and our ancestors worked extremely hard. |
| To have at least 50 fluent Dena'ina speakers |
| Tribal orphanage |
| Develop a Dena'ina calendar system |
| Practicing more traditional foods |
| Longer events |
| By having Native feeds and get togethers eating traditional foods |
| We need to practice traditional values as a whole tribe |
| Kids helping the Elders |
| By teaching our youth traditional and living practices in schools and classes given by the Tribe |
| Educating the youth and emphasizing the practical applications of the past |
| Keeping the tribal net open longer and focus on catching the allocation |
| Increase of Dena'ina language program |
| A Native Youth Organization for people with disabilities |
| More potlucks, opportunity to share culture |
| Pool for Native Youth Organization training |
| More public awareness |
| Elder - Youth program merge |
| Share with our children the true importance of the care of our lands. Our Elders used to do this |

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| Having our own Tribal schools |
| Share our traditional values with all members and other Tribe members |
| Learning the Dena'ina language a lot more |
| Have annual meeting two times a year instead of once |
| To make cultural activities more available to KIT members. ie transportation, etc. |
| Family making baskets |
| Teaching how to make baskets |
| Continue the beading class |
| Maintaining Tribal identity |
| More education on fishing |
| I think it should be a lower age for Susten camp |
| Try to find out about building another drum |
| On line communication |
| Longer fish camps |
| Promote a Kenaitze calendar |
| Develop a berry farm |
| Create a Tribal food bank |
| Native traditional sport teams |
| More work programs for youth and adults |
| Athabaskan shirt is more popular than kuspuk |
| Cooking camp for kids |
| Seminars on empowering Native language children's confidence |
| More youth programs |
| Signs for Native Youth Organization |
| Asking Joel Isaak, Kenaitze artist to help with developing art activities with youth |
| Wi Fi cafe at K'Beq |
| More space around the drum |
| Tribal youth program for youth in trouble with law, youth detention center |
| More teaching options for all ages |
| A class to learn how to make a kuspuk |

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| 17 Goal_4_empower_sov_by_2025 |
| Financial self sufficiency |
| To the fullest extent |
| Unifying Alaska Natives across the state in getting an Alaska Native voice in the state. |
| Children must be taught, as Alaskan Natives we are one. |
| We need a for profit side of the Tribe |
| Mentorship for the Council, teach up and coming young adults how to be a council member. |
| Continued education and teamwork within the Tribe as well as other organizations |
| Transportation department |
| Kenaitze Indian Tribe could use one employment lawyer on staff |
| Have a youth council representative mentored by an Elder council member |
| Online education that links to increased funding punch |
| Create a Tribal food bank |
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| The Kenaitze Tribe should buy land in Old Town Kenai and have all offices there (As it goes for sale) |
| Partner with local government to be more of a presence in community events |
| Letting more youth know about sovereignty |

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| Build a steam bath for the Tribe |
| Food drive for homeless |
| Implementing a Tribal youth corps |
| An apartment for people who don't have a job that is cheap |
| Childcare at Wellness Center |
| Kenaitze Indian Tribe manages dipnet and personal use fisheries for Kenai and Kasilof rivers |
| Establishing a foster care system that is Tribal |
| More social activities involving everyone |
| More power for Administration to implement programs |
| Tribal foster care established |
| To the fullest extent of the law |
| Full recognition of Kenaitze Indian Tribe Tribal Court by State of Alaska |
| In order to be successful and self governing, we need to understand sovereignty and all that entails. Constitution, Ordinances, Minutes. We cannot be afraid to use the word. |
| Website active, changing monthly, forum for open discussion |
| A food center for people who can't afford it |
| Tribal ID;s like the Navahos have that are accepted as passports |
| Keep the state of Alaska |
| A Zumba program |
| Focus on the young adults (20-30) Encourage the learning of Tribal government ways |
| More potlatches and dances |
| Showing our traditions to Alaska and Gov. |
| More employment opportunities |
| Economic development to sustain our programs |
| Tribal police force |
| Sustainability as far as our finances go |
| Financial independence |
| Organize adult Tribal members hunt |
| Respect ourselves to show others |
| Permanent Tribal fishery |
| Make aware to youth what sovereignty means |
| Give neglected Native children confidence at a young age |
| Classes on Native success |
| Social media groups |
| A Halloween gathering |
| Food drives for homeless Natives |
| Youth Council |
| After Native Youth Olympics intramural sports |
| Music for the people |
| Organize adult women's berry picking group |
| Teaching our people to speak the Dena'ina language |

18 Goal 5 cont demonstrate resil by 2025

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| As a family we are to share what it means to care about each other to our children. |
| Tribal smokehouse for profit. |
| Create a Tribal bank for members and wider community. |
| Create a Tribal business support network/directory to encourage economic activity. |
| Create a for profit entity that the Tribe controls to increase the Tribe's financial resources. |
| Continue to teach and tell our story as Native people. |
| Continuance and expansion of language programs |

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| Public awareness on TV |
| Open resiliency training for Kenaitze staff and all Kenaitze citizens |
| More Tribal unity. Work towards unity with all Tribal members. |
| Tribal unity through Facebook |
| Showing all we are here |
| Kindle Fire education program |
| Attitude. Bring the willingness to listen, work together and resolution. |
| Strong communication and team work between all other organizations, Tribes, etc. and within |
| Recognize generational trauma and care for our Elders |
| Need physical therapy for injured members |
| Tribal garage sale |
| Commercial Tribal reindeer herd |
| Native radio station |
| Youth involvement in Council meetings |
| Making sure our social services programs have the money to go on |
| Transportation system |
| Find out why out of 1300 members so few show up for Tribal functions |
| Start youth board |
| Collaboration with community agencies |
| Caring for the river awareness |
| Promote more Tribal members to come work for the Tribe |
| More youth groups, pushing Tribal youth involvement |
| Have contemporary Native music like Hawaiians |
| Keep it Tribal |
| An annual logo competition |
| Music and concerts |
| Strong healthy people-substance free alcohol free, preventive care mental health |
| More interaction with other Tribes |
| More Tribal logos in the public, outreach with other organizations |
| Cultural and language events for community |
| More Tribal resiliency with other Tribes |
| Tribal co-op or non-profit farm for healthy foods |

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| 19 Goal_6_Excellence_Programs_by_2025 |
| Tribal programs need to be able to use technology and social media to promote programs and generate funds |
| Outcome based evaluations |
| Through working together and getting feedback from those using the programs. Looking at as many different perspectives as possible before decisions are made. |
| As one let our fellow members know the meaning of family care and education |
| Kenaitze Indian Tribe has its own radio station |
| Educating our people |
| Establishing a Kenaitze campus where all programs are easily accessible |
| K'Beq' awareness |
| Job shadow young people for future employment, cooking for Elders, cleaning at Elders, computer, fish site, etc. |
| Hiring qualified employees for positions, not always within family |
| There are too many grammatical errors in our Elders newsletter |
| Learn to smoke fish |
| Beading classes |

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| Unified branding standards for the Tribe |
| Transportation to schools |
| A gathering to make a flag |

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| 20 Goal_7_Elevating_Wellness_by_2025 |
| More awareness of programs, like demonstrations during Native Youth Olympics. |
| More get togethers all the Tribe |
| More health and dental services in our clinic, specialties orthodontic, endodontics |
| Bring in more youth |
| Need to build houses for families |
| More people in clinic to take care of follow up care |
| Fitness center for adults and children |
| Cultural sharing in wellness center, paying/honoring Elders, sharing with honorarium (consultant fee) |
| Definitely public transportation |
| Detox center for Tribal members |
| Planning a new clinic for some disabled Elders |
| Tribal middle school |
| Kenaitze assisted living center established |
| Fitness center |
| Having classes to help educate the importance of nutrition on the way we live |
| Tribal AA/NA programs |
| Emergency plan, earthquakes, fires, floods |
| More activities for the handicapped |
| Better advertisement of programs |
| Prenatal home visiting program working with the Dena'ina Wellness Center |
| Pay increases |
| Obesity and eating disorder awareness |
| Eating disorder awareness |
| High school students volunteer program for hospital |
| To have Kenaitze doctors |
| Offer surveys to Tribal members |
| Food drive for homeless |
| Obesity prevention grant |
| A facility for people who are into drugs bad |
| More give aways for younger children |
| Teen circles |
| Interviewing members of their well being |
| No health effects from tobacco use, support knowledge about traditional vs. commercial use |
| Age 12, 11, 13 have a science camp |
| Elevating Tribal wellness for all ages of Tribal members |
| Fight against early pregnancy |
| Primary prevention services including all realms of wellness working within integrated health system |
| 20/20 Vision implement more transition to healthy foods and drinks at Kenaitze Indian Tribe events |
| Exchange Tribal youth students International Exchange programs |
| Annual fundraiser for cancer |
| Support and encourage our young people |
| To have parent and child games |

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| OB doc and care, well child program growth |
| Keep the state clean |
| Engage men and boys to end domestic violence/cyber bullying |
| Open house planned dates for community at Dena'ina Wellness Center |
| Better drug and alcohol awareness for youth |
| Through traditional practices and Elder wisdom |
| No complications resulting from chronic conditions - diabetes, hypertension, heart disease, etc. - |
| Everyone self managing |
| Develop programs specifically for adolescent males |
| Traditional healing program |
| Christmas bonuses |
| Kenaitze Indian Tribe basketball team and softball and hockey |
| More low income emergency housing |
| Beading class |
| Drum making class |
| Public transportation (youth) |
| Shelter for homeless |
| Keep the state clean |
| Use Dena'ina language in public |
| Parent and young children activities |
| Need to have weekly shuttles to Alaska Native Medical Center |
| Establish a Kenaitze Elder housing community near the new wellness center |
| Deciding a definition of what wellness is for the Dena'ina, i.e. Body, Mind, and Spirit |
| Bring in more youth |
| Eating disorder awareness |
| More youth hoodies |
| Single father shelter for men with kids |
| More potlatches invite public |
| More social activities for teens/youth, movie nights or dances with Native music, Native pride |
| Better drug awareness for youth |

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| 21 Goal 8 Use Tal and Resources to Care for self and share by 2025 |
| Fundraiser to go on different trips for the Tribe |
| Youth on Kenai Peninsula all Tribes council get together |
| Eat more seaweed |
| Eat more healthy foods |
| Teach youth how to cook traditional meals using the Dena'ina language |
| Teach youth how to cook traditional meals |
| Teach the children the traditional values |
| A tribal member owns and operates a recording studio |
| Smoked fish, dried seaweed, berries, etc. |
| Sharing resources between agencies |
| Concert and traditional values rallys |
| Many successful Tribal businesses under Kahthuh't'ana Develeopment Corporation that generate profits for health, housing, and education programs, 2 million/year by 2025 |
| By teaching family love and caring. Our Elders will benefit greatly. |
| Going to schools and teaching the children about the Dena'ina culture |
| More youth summer hire |
| Work for shareholders who don't have a drivers license or a house |
| Day care services for 0-16 years |

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| Provide further training and education for our employees and make this more available |
| Concerts and dances |
| Develop a market brand for Alaska Native similar to Alaska Wild and sell |
| Tell the people about what is Dena'ina |
| KIT fish processing and retail business |
| Native radio station |
| Kenaitze merchandise store |
| A place for our cultural healing arts |
| Collaboration between Tribal agencies |
| Having more Tribal dances different places |
| Share photos with children to impress creativity in themselves |
| Could we schedule an Elders Day that would include them sharing stories and experiences |
| Tribal middle school with emphasis on stewardship |
| iPhone capabilities in programs |
| Pain management and specialties for chronic illness |
| More use of technology |
| Native radio station |
| Tribal day care |
| Facebook group |
| 100% Native hire |
| Economic self sufficiency |
| More Native hire |
| Bring up other Tribes and learn about their traditions and teach them ours |
| Tribal acknowledgement in community |
| To be all inclusive |
| Encourage and support employees to continue their degrees |
| More youth summer hire |
| More youth attendance at Alaska Federation of Natives and other programs |
| Provide writing skills for our children to learn and share our ways with others |
| See if we get some land to the people |
| Youth programs to help with life skills and independent living |
| More teamwork training for staff to work better together to better serve the Kenaitze people |
| Teach all who will learn |
| Educate and advance our people |
| Tribal day care |

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| 22 Tribal_Ed_Sys_K-12_and_Tribal_Coll? |
| Sports is important |
| Strong emphasis on culture and language is important |
| Risk of separating themselves – not being inclusive, now it is presented to the community is important – present as opportunity |
| Raised children here and they get teased for being Native |
| Support it |
| Want college level training opportunities in traditional skills |
| Life skills – our society is getting so busy, they are being lost, making gains because life skills |
| Yes, because I would really like it |
| Of course! What would be better than our children learning our culture and language in a positive way |
| I would because I would really like to know about my history |
| Yes |

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| Yes, because it would be good |
| Yes, for my children to keep learning the same values taught by Headstart and the cultural programs |
| Yeah, as long as it wasn't heavily Christian based |
| Yes, because Kenaitze Indian Tribe teaches better way to stay healthy and a clear mind |
| I would want to teach!! I'm certified Pre-K-12 SPED and HS LA, I would want my children to attend, sports programs important – Get a school! Think big, start small |
| Good idea |
| Strengthen the whole community - especially as young people become adults |
| Start with younger ones - hard time moving older ones out of public school |
| Start a pre-school at Head Start - 3 - 5 |
| Are they tracking these kids starting at three and as they progress? |
| Head Start made a big difference - when went to school already know calendar and structure of a day/schedule |
| 100 Percent |
| Provided do own curriculum and history based on truth and facts |
| Depends on what you mean - not against it as long as teaches both - have to learn English stuff |
| Segregation wouldn't be good |
| White kids could come |
| Private versus Charter - follow State rules more strictly |
| Private would be less money but more flexibility |
| Get Federal money |
| Partner with other Tribes and organizations |
| If segregated - not helping them at all |
| Public money provides for Kalaidoscope, Aurora Borealis schools |
| Has to be done right |
| Grandchildren - daughter had them do homeschool - graduated last May - already has 35 college credits - parenting did that |
| Homeschooling |
| Shouldn't look for money first - look for plan first |
| Design quality education |
| Don't see what the problem is with public school - it's changed a lot - if could add Dena'ina and our history public school would be better |
| With reading, writing, and arithmetic will be fine |
| Have been limited |
| No mentors - can do it |
| Parents are biggest influence - make you who you are |
| If parents teach right values then can do anything |
| 8th grade learned all you'll know |
| Could go back to school and be a lawyer if wanted |
| Parenting most important |
| By 5th if have RRR down can improve with ease |
| 1800 - 1917 - biblical based principles of education taught by moral attitude |
| Moral principles instilled in Kenaitze - strong teaching from family - need to teach moral again |
| Attend yes - only if up to parents |
| How are Head Start kids benefitting? Need longitudinal studies - more successful - battle to get data from school district |
| Anchorage School District - how successful with Native students - look at population figures for Native students in Kenai and Soldotna schools - Head Start is influencing |
| Johnny Wilson - 1st Head Start kid |
| High school dropouts at college - Alan teach computer classes |

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| Our job is to help college - understand how to to fix dropout problem |
| Kids don't go back to village |
| 35 kids in Christian College |
| Need to be better at changing perspective at table |
| Need to be on the school board |
| Tribal College - how to get enough students |
| Be easier to start Tribal college than K-12 |
| Haskel - Ilisagvik |
| Free at Harvard if accepted |

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| 23 Learn more about local indigenous culture? |
| Housing and original structures |
| Similarities and differences with other cultures |
| See and experience the physical life of the Kenaitze |
| Stories - impact that can happen when used with the youth |
| Stories are powerful for healing - would like Kenaitze specific stories - put on a loop |
| Staff education - Kenaitze Indian Tribe/Dena'ina history - teach at orientation |
| Add Yup'ik week and others - honor everyone |
| Video record storytellers so can hear them - Kenaitze language with subtitles and read about what saying |
| Have a folklife festival like in San Antonio - 10 days music, cuisine, language, crafts |
| Yup'ik, Russian cross-cultural potlatch |
| Show how each culture is unique |
| Schools sadly lacking in cultural knowledge |
| Title VII would be better with Kenaitze Indian Tribe |
| A school would reinforce 2025 goals |

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| 24 Enrollment Committee |
| Bernice is new |
| Is working |
| Thankful that it is lineal descendents or would die off |
| Enrollment Committee working |
| Every year more and more - in part need health care Indian Health Services facilities |
| Need original birth certificate |
| Tribal geneology chart - need - will volunteer |
| Regain Tribal clan names |
| Wilson family tree - put into a computer program |
| Enrollment Committee working |

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| 25 Health Committee |
| Every year more and more - in part need health care Indian Health Services facilities |
| Need original birth certificate |
| Tribal geneology chart - need - will volunteer |
| Regain Tribal clan names |
| Wilson family tree - put into a computer program |
| Saturday clinic but no Doctor |
| More doctors |
| Staff facing burnout |

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| Out of space |
| Nurse mid-wives |
| Build up trust in the system - people with insurance use the system |

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| 26 Hunting_Fishing_Gathering_Commission |
| Is working |
| Best in Kenaitze Indian Tribe - wonderful stuff |
| Oversee fisheries |
| Oversee potlatch moose hunt requests |
| Road kills |
| Moose hides - database - who wants |
| Boat |
| Warehouse for construction - sleds |
| Inventory of all assets |
| Educational fishery is not educational |
| Fishing was taught when younger by relatives now if catch a king can't give to Elders personally |
| Staff are expected to set the net and do everything for people |
| Way for kids to learn respect for Elders and how to clean fish |
| It's become a corp/business - is not educational |
| Helping Elders important - depriving them because way run |
| Got squeezed off |
| Important - attorney to come in - need to use all the laws to get our rights |
| Right to feed yourself - use all of the laws available - not just state and federal |

| |
|---|
| 27 Elders Commission |
| Not enough meetings our Elders, council needs to prioritize Elders more |
| Not enough to talk about |
| Not a full commission |
| Get them more involved - circle of justice |
| Want to hear more from our Elders |
| Council needs to prioritize Elders more |
| What do they do? |
| Phyllis - chair - been going to council meetings |
| Elders meeting - open - yes |
| Plan activities |
| More involved with changes in social services and medicine |
| Elders is under utilized |

| |
|--|
| 28 Economic Development |
| Just started |
| Transition to separate board |
| Draft announcement for interested people |
| Economic Committee - great - fast |

| |
|--|
| 29 Community Programs Committee |
| Didn't know about it |
| Print Committees in the newsletter - who's on it - on-line access for Tribal members - booklet |

| |
|---|
| No one knows |
| Community Programs/Cultures - split them - rethink - rest doing wonderful |

| |
|--|
| 30 Housing Board |
| Build houses for own people |
| Salamatof Native Association/Kenaitze Indian Tribe - Moose Range Meadows - spec houses |
| Excited about Ames property - Elders and younger families |

| |
|---|
| 31 Tribal Court |
| Is working |
| Underfunded |
| More judges - increased case load - doubled - less to State |
| Other Tribal members by resolution |
| Marriages - already in the code - want through our court |
| State not recognize Tribal adoptions - now does |
| No committee - committee of one. |
| Fight to get administrations |
| Better with Council now |
| Relationship with Tribal Court is getting really good and positive in the last year |
| Staff turn over at Tribal Court |

| |
|--|
| 32 Tribal Council |
| Open meetings |
| Have regular meetings |
| Don't know when meetings are |
| Can't schedule around one person |
| Want to know and care about what doing |
| Don't know what they are doing |
| Few know everything - others in the dark |
| More program directors at meetings |

| |
|---|
| 33 Properties and land |
| Waterfront - could be making money from dipnetters, parking, services, pave parking lot |
| Yes. Land acquisition |
| If land for sale in old town then Tribe should buy it |

| |
|----------------------------------|
| 34 Const Review Committee |
| Don't know |
| Scarey |
| Changes - recommended |
| Voting procedures |

| |
|-----------------------|
| 35 Other input |
|-----------------------|

Kenaitze Indian Tribe 2025 Community Needs and Facilities Assessment
Focus Group Questions and Results **Volume One – Community Needs Assessment**

| |
|---|
| Policies - like to see them written down or accessible - can't get them - |
| Policies - need attention - redo them - got dropped |
| Would be good to relate concerns at regular meetings with Admin and Council - show value for staff |
| By 2025 change the name of Kenaitze Indian Tribe to Kahtnuht'ana |
| Study employee turnover - why Tribal members leaving positions |
| Proactive retention vs. exit interviews |
| Do moral surveys - last one three years ago |
| Like to see the Council more - excited when they are about and want to know and see what staff are doing |
| Decisions get handed down with out knowledge of what staff do |
| Domestic Violence/Sexual Abuse - move when to administration - Chemical Dependency and Mental Health made more sense with Nakenu |
| Other need - sober housing for after treatment |
| Look at treatment center in Nome |
| Too siloed - want to see the bigger picture and be aware of 2025 goals so can collaborate with other programs and services |
| Decisions are made after the fact by the seat of the pants with out information about how it is going to affect clients or employees |
| Poorly thought our decision making |
| Impulsive decision making |
| Need to change management process - there is insecurity and distrust |
| Going to lose staff - people are scared - ask why they are leaving |
| Feel like not being heard |
| People want to get off the bus or plan their exit strategy |
| Perception is Dr Scheffel makes all decisions |
| Need playroom for kids |
| More quality of life outcome to measure - not just productivity |
| Giving people voice is good |
| Communication |
| Excited to see things happening |
| Training opportunities for staff are important |
| We have a lot of children – Need examples for leadership |
| As a parent thankful for programs that help kids with confidence – the Tribe has helped with her children |
| Appreciated that non-Native children are welcome, liked dancing |
| Tribe has too much bureaucracy – “We have to get approval”, not enough power to employees |
| Was told Kenaitze Indian Tribe is hard to work with – found the opposite |
| Be aware of the bad memories of Bureau of Indian Affairs schools – producing prejudice, need to communicate well about the school with the community |
| Clarify if priority is given for Native students (selection process) |
| Sovereignty is an important issue, not being subservient (to the government), not being dependent (on grants), make own rules |
| I'm grateful what the tribe has to offer to my family and all children |
| Get your share of Fed \$!! |
| Kenaitze Indian Tribe is currently doing well in Headstart and Alaska Native Education afterschool program up to grade 3, Native Youth Olympics, drumming, and dance, summer camps for older children, Alaska Native Education summer camp – I would like to see some short summer programs for 1 st – 6 th grade that are a small start to the summer camps provided for the older children, i.e., fish camp, art camp – these could be day camps, also to start teaching our younger youth about the dangers of drugs, smoking, etc. – teaching them healthy living |

| |
|---|
| Good to have Native community more united - if can come to consensus can influence a lot of progress including politics i.e., how Native community got behind Lisa Murkowski |
| Fishing at the net is for both Tribes - Head Start, housing, Bureau of Indian Affairs funds |
| Tyonek is starting to participate with the other Cook Inlet Villages and Tribes - more working together and looking for collaborative opportunities - also more collaboration with CIRI |
| Salamatof Native Association would be interested in additional capital projects |
| Like to see an adolescent facility at Spirit Lake - would have to be year round or vandalism - bring incarcerated young people home - could work on together |
| Would like to see a copy of the survey results |

Key Informant Interview Questions and Results

1. Comments on 2025 Goals

Goal 1: Working towards united effort with Native organizations & other governments that impact our people

| Ideas to Accomplish Vision | Resources, activities and processes needed | Obstacles | Fit with other local or statewide efforts |
|--|--|------------------|--|
| Continue partnerships with city, borough, Cook Inlet Housing Authority and state | Focus on teaching youth to form partnerships – acknowledge the past but move forward | Fear, distrust | |

Goal 2: Developing & implementing a Tribal education system

| Ideas to Accomplish Vision | Resources, activities and processes needed | Obstacles | Fit with other local or statewide efforts |
|--|--|---|---|
| Tribal school, charter school with boarding school component | Curriculum, place-based curriculum | Lack of land and money | Potential to partner with Kenai Peninsula College |
| In-Home educational services | Curriculum that teaches students to be successful in both Western and traditional contexts | Charter school regulations may limit potential of developing an effective Tribal education system | Other successful models in Alaska – Ilisavik, Galena, etc. |
| Tutoring | Funding/financial commitment by KIT to set aside funds for school | Labor pool | Other Tribes' successes – Blackfeet |
| Work with home school families | Realistic timeline to develop a system not dictated by outside priorities | Public perceptions | Education shores up all other efforts – language, sovereignty, etc. |
| Teach trades | People who have started Tribal schools who can show us how to do it | Being able to recruit enough students | |
| Tribal College/On-line courses | Models of other successful schools | Funding threshold – 150 students | |
| Ensure Tribal members are on Title VII committee and other education committees/boards | Staff who can wear a lot of different hats | Time and energy | |
| Infuse language into KPB schools | Multi-disciplinary teachers | | |
| Encourage non-Native students to learn Native culture | Lots of field experiences | | |
| Promote lifelong learning | Development of three levels of Dena'ina language instruction, for all ages | | |
| Use schools to revive language | | | |

Goal 3: Living our traditional values & practices

| Ideas to Accomplish Vision | Resources, activities and processes needed | Obstacles | Fit with other local or statewide efforts |
|--|--|--|--|
| Validate the practice of traditions Issue Permits for Moose Hunts Explain the meanings of traditions, such as first moose hunt Monthly fish days for mental health clients Native crafts Drumming Increase connections with Elders | More time spent talking about traditions Stop being ashamed of traditions Add schedule of drumming to newsletter, invite public Use more Dena'ina songs | Fear Employees may not understand the importance of traditional practices | Timing – less backlash now than in past |

Goal 4: Empower our sovereignty

| Ideas to Accomplish Vision | Resources, activities and processes needed | Obstacles | Fit with other local or statewide efforts |
|---|--|---|---|
| <p>More education on ANSCA</p> <p>Educate about history</p> <p>Educate Tribal members in the role of Tribal court</p> <p>Develop Tribal School</p> <p>Clearly define sovereignty and build understanding among Tribal membership</p> <p>Rebuild houses on Tribal land</p> <p>Develop understanding of UN Declaration of Rights of Indigenous Peoples</p> <p>Implement full subsistence rights</p> | <p>Develop a Tribal/regional history</p> <p>Train Tribal Council on codes</p> <p>Broader discussion of United Nations Declaration on the Rights of Indigenous Peoples, including controversial issues</p> <p>Facilitated meetings to discuss United Nations Declaration on the Rights of Indigenous Peoples</p> <p>Alignment of KIT subsistence goals with AFN's subsistence goals</p> | <p>Anger</p> <p>Getting people to believe in our sovereignty</p> <p>Public resistance</p> <p>Entities convince people not to act in their own best interest</p> | <p>Timing – more consultations with Tribe</p> <p>International indigenous rights agenda</p> <p>Tribal-based history of subsistence</p> <p>AFN Subsistence Goals</p> |

Goal 5: Continuing to demonstrate resiliency

| Ideas to Accomplish Vision | Resources, activities and processes needed | Obstacles | Fit with other local or statewide efforts |
|-----------------------------------|---|------------------|--|
| Let people know they can do it | Use "tough love" | Entitlement | |

Goal 6: Striving for excellence in all of our programs

| Ideas to Accomplish Vision | Resources, activities and processes needed | Obstacles | Fit with other local or statewide efforts |
|---|--|--------------------------------------|--|
| Focus on staff retention Increase employee involvement in developing strategies and action plans | Focus more on staff needs Define excellence beyond monetary terms Evaluate how programs align with KIT strategic goals | Becoming “corporate” alienates staff | Opportunity to remain Tribal |

Goal 7: Elevating the wellness of our people

| Ideas to Accomplish Vision | Resources, activities and processes needed | Obstacles | Fit with other local or statewide efforts |
|--|--|---|--|
| Involve more youth – educate parents on the value of youth wellness programs | Funding | Bureaucracy – grants | Could work with City Council to develop local wellness initiatives |
| Teach life skills | Leadership | Liability – vs. steam bath | KIT take leadership role in local wellness |
| Beauty for Ashes | Gender-specific programs | Video games | |
| Family-based programs | After school programs – Tribal Boys and Girls Club | Western influence | |
| Use activities like moose hunt | Lower the cost of substance abuse treatment | Medical model conflicts with mental health delivery model | |
| Promote idea that people are responsible for own health | Ask the Elders how they stayed healthy | | |
| Health education, exercise promotion | | | |
| More mental health groups | | | |
| More access to substance abuse treatment | | | |
| Zero tolerance for alcohol abuse- concerted sobriety effort | | | |
| Physical health/diabetes prevention/healthy foods initiative | | | |

Goal 8: Using our talents and resources to ensure we are able to take care of ourselves and share with others

| Ideas to Accomplish Vision | Resources, activities and processes needed | Obstacles | Fit with other local or statewide efforts |
|---|---|------------------|--|
| <p>Track the skills of Native people who move into the area, find out what they have to contribute to the community</p> <p>View everyone as a resource – sharing is a part of our culture</p> <p>Encourage people to get along better</p> <p>Develop more jobs in education and health</p> <p>Increase educational levels</p> <p>Give General Assistance recipients opportunities to contribute through community service, such as community garden</p> | <p>Develop a talent bank</p> <p>Revamp General Assistance/Low Income Home Energy Assistance Program to encourage self-sufficiency and contribution</p> <p>Develop more staff skills to promote self-sufficiency</p> | | |

How do you think the recent and more distant past changes have affected Tribal members?

- World view changed
- Dene ideas are not taught in schools
- Loss of sense of connection to everything
- Recently less shame, more positive identification as tribal members
- More youth are involved in Tribal programs

What do you see as the biggest impacts on Tribal members (both positive and negative)?

- ANSCA – no land base for KIT
- Statehood
- No longer being a village
- Introduction of financial assistance shaped expectation that things will be given to (us/them)
- Funding availability increased willingness to identify as Native
- Formation of IRA
- Tribal net was positive development, increased sense of community
- The Native American Graves Protection and Repatriation Act increased consultation with tribes
- ANCSA = rifts and jealousies in the community
- Canneries
- Loss of subsistence rights
- Depopulation due to influenza
- Economic changes – affect Native men, how to be a provider
- Creation of Salamatof Native Association and Kenai Native Association
- Regulations – Health Insurance Portability and Accountability Act, etc.
- Language loss, identity crisis

Do you see any future changes that could affect the Tribe/community? (Explore the extent and potential effects of changes)

- Decreased federal funding
- Re-instilling pride, bringing language back
- Increased exploration for mineral resource extraction, land leasing could create tension or strain on subsistence resources

How do you think language loss has affected Tribal members' view of the world and of themselves?

- Loss of perspective/way of thinking
- Loss of some Tribal values
- Loss of our foundation
- Loss of belief system and identity
- Loss of part of your soul
- Letting others tell us who we are and how we are supposed to be
- Shame

What are your thoughts and feelings about using more traditional practices to help Tribal members?

- Those who still know are leaving us – should write it down
- Cultures change and adapt – we can adapt culture to modern times
- Practices change, not values
- Teach with stories that have real meaning
- Use more traditional approaches to substance abuse and mental health treatment – especially with Elders, be aware they might not be used to talking about themselves
- Tribal court fosters respect for self and community – youth realize that everything they do affects the community
- Could include Russian Orthodox ceremonies, for example blessing of the waters
- Use drumming and traditional healing
- Should be an individual choice
- Some beliefs are not made explicit, they are just practiced
- Bring back hunting ceremonies

If you could choose only three things that could happen that would be the most helpful to the Tribal community and to accomplish the Vision statement what would they be?

- Education – for all ages
- Wellness – health system
- Sovereignty
- Employment
- Financial independence of Tribe
- Increase partnership with SNA and KNA
- Make people more aware of KIT programs and the strength of the Tribe, reach more Native people
- Physical and mental health through traditional values
- Get Tribal members more involved
- Reaffirm love of land and family vs. materialism

If you had to choose only three things that would make or support those things happening, what would they be?

- Resources
- Every Tribal member gets training to develop and become what they want to be
- Live traditional values
- Demonstrate resiliency
- United efforts – more sharing

And, if you had to choose just three actions that you could personally take to help bring these things about, what would those actions be?

- One on one involvement with teens
- Speak language
- Story telling
- Teach children and grandchildren
- Be an example
- Be available and aware of motivation
- Continue being on Council
- Donate personal wealth
- Live values – thanks giving
- Demonstrate resiliency
- Advocate to ensure housing for out-of-state college students
- Help with education by hiring college students in the summer
- Foster traditional practices
- Roll up sleeves and get busy
- Reinforce kids' identity
- Work for Tribe, develop Tribal programs
- Be cognizant of personal conduct, aware of how it represents the Tribe

Also, I'd like to reflect briefly on our values statement. As you review KIT's Values statement, can you identify any specific things that the Tribe could do to fulfill these values in the way we approach community and economic development?

- Demonstrate a cohesive and ethical Tribal Council
- Use Values Wheel to better ourselves
- Have conversation about being "Tribal" and what that means
- Celebrate accomplishments
- Look at our resources, personal and others', to solve our own problems
- Use Values Wheels in daily interactions with agencies, etc. to treat others the way we want to be treated
- Translate values into actions – such as adopting a section of highway to show respect for land, or develop Honor Bead program with list of actions that earn them, have people wear their sashes with honor beads at Tribal ceremonies
- Have more Council presence in public events of the Tribe
- More performing arts

Other ideas about KIT's programs, local needs, or the 2025 Vision...

- Remain "Tribal" vs. "corporate"
- Increase use of language and Dena'ina signage
- More dancing and drumming events, even develop new songs and dances – more celebrations, annual for food and reconnection, potlatches or even powwows
- Develop residential treatment center, more wellness programs
- Reaffirm values of respect for Elders, honor Elders and people
- Appreciate the children
- Develop Elders housing
- More community service opportunities
- Improve foster care/children's group home
- Include physical fitness as part of health
- Look into managing federal lands – moose range
- Value the earth
- "Getting our language back is like getting ourselves back"
- Embrace indigenous rights – United Nations Declaration on the Rights of Indigenous Peoples
- Establish Kalifornsky Village as a Tribal center, primarily, for ceremonies (First salmon)
- Develop our own interpretation of our history
- Develop the internal workings to care for the people in the proper way – be the first place people turn to for help
- Develop more knowledge of Tribal Codes within the Council, who are the appellate court
- Develop more positive relationships with KNA and SNA

Additional information from non-KIT key informants

a. Significant areas of mutual effort:

- Kenai Peninsula Borough School District– Title VII, youth leadership, tutoring, art camps

b. Most critical needs that KIT is meeting for Native community that are not being met elsewhere in community:

- Sense of place, identity – otherwise would “melt away”
- NYO is not enough
- Transportation
- Access to healthcare

c. Needs that are not being met:

- Housing
- Elder and child welfare
- Parenting skills
- Drug/alcohol assessments

d. Greatest obstacles/barriers to accessing KIT programs:

- Fees for substance abuse treatment
- Transportation
- Information gap about what KIT offers
- Lack of master planning

e. Opportunities for KIT to partner to share programs, services or facilities:

- Education programs
- Cook Inlet Housing Authority
- More services for Indian Health Service beneficiaries

f. What do you see as the Tribes’ greatest present contributions to community as a whole?

- Sense of balance
- Maintaining a strong voice
- Stability
- Leadership
- Link to Native culture, cultural preservation,
- Growth of individual tribal members

g. Other thoughts/ideas:

- Continue to be economically strong
- Function in both worlds
- Choose wise leaders and keep them from getting burned out
- Care for people’s mental health regardless of the cost as a way of taking care of Tribal members, is not enabling
- Focus on meeting needs in community

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Mary Ann Mills

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Wayne Wilson

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Allan Baldwin
Liisia Blizzard

Kenaitze Indian Tribe Elders Commission

Mary Ann Mills
Gloria Wik
Denise O'Connell

Marie Anderson
Tom Shugak
Edna Linderman
Siegi Chavez

Pat Mullan
Evelyn Boulette
Fiocla Wilson

Kenaitze Indian Tribe Staff

Jaylene Peterson-Nyren, Executive Director
Alexandra Lindgren, Director of Tribal Government Affairs
Stan Mishin, Director of Financial Services, and the Accounting Staff
David Segura, Director of Community Programs, and the CP Staff
Faith Allard, Director of Operations for DWC, and the DWC Staff
Dave O'Dell, Director of Information Technology
Rusty Swan, Director of Housing Programs
Wally Kanarowski, Director of Maintenance
Micah Johnson, Project Coordinator
James Murphy, IT Department
Linda Hoyt, Grants Manager
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M. Scott Moon, Communications Specialist
Michael Bernard and everyone at Yaghanen Youth Programs
Elsie Kanayurak, Tona Bravo and the Administration Staff

Survey Respondents

533 people who returned a survey in the mail

Key Informant Interview Participants

Rosalie Tepp
James Segura
Mary Ann Mills
Clare Swan
Jaylene Peterson-Nyren

David Segura
Alexandra Lindgren
Stan Mishin
Rusty Swan
Kim Franke
Tim Gillis

Penny Carty
Donita Slawson
Ivan Encelewski
Alan Boraas
Steve Atwater

Yaghanen Youth and Parents

Robert Bearheart
Isaiah Williams
Kalven Christopher
Arlonna Christopher
Beverly Schindler
Stefani Schindler
Julianne Wilson

Ruby Williams
Denali Poage
Ashana Poage
Jonathon Herrmann
Sawyer Gillian
Josiah Fischer
Amy Christopher (Williams)
Don Schindler

Martha Ramuth
Sandy Wilson
Linda Poage
Vickie Herrmann
Dale Gillian
Ann Louise Gillian
Tia Fischer

KIT Committees Members

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Clare Swan
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Elsie Kanayurak
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Debra Coveyou
Charmaine Lundy
Kim Dolchok
Patsy Marsdon
Alan Baldwin
Jeannie D. Smith
Wayne Wilson
Stan Mishin

Salamatof Native Association/Salamatof Tribal Council

Penny Carty

Sharon Williford

Local KIT Tribal Members (KIT Annual Meeting)

The 92 registered Tribal members and all of the staff and family members who wrote their input about the eight goals for 2025 on the wall at the annual meeting.

Kenai Natives Association

Diana Zirul

Vernon Stanford

Gabe Juliussen

Mental Health First Aid

Mental Health First Aid is an adult public education program designed to improve participants' knowledge and modify their attitudes and perceptions about mental health and related issues, including how to respond to individuals who are experiencing one or more acute mental health crises (i.e., suicidal thoughts and/or behavior, acute stress reaction, panic attacks, and/or acute psychotic behavior) or are in the early stages of one or more chronic mental health problems (i.e., depressive, anxiety, and/or psychotic disorders, which may occur with substance abuse).

The intervention is delivered by a trained, certified instructor through an interactive 12-hour course, which can be completed in two 6-hour sessions or four 3-hour sessions. The course introduces participants to risk factors, warning signs, and symptoms for a range of mental health problems, including comorbidity with substance use disorders; builds participants' understanding of the impact and prevalence of mental health problems; and provides an overview of common support and treatment resources for those with a mental health problem. Participants also are taught a five-step action plan, known as ALGEE, for use when providing Mental Health First Aid to an individual in crisis:

- A--Assess for risk of suicide or harm
- L--Listen nonjudgmentally
- G--Give reassurance and information
- E--Encourage appropriate professional help
- E--Encourage self-help and other support strategies

In addition, the course helps participants to not only gain confidence in their capacity to approach and offer assistance to others, but also to improve their personal mental health. After completing the course and passing an examination, participants are certified for 3 years as a Mental Health First Aider.

In the studies reviewed for this summary, Mental Health First Aid was delivered as a 9-hour course, through three weekly sessions of 3 hours each. Participants were recruited from community and workplace settings in Australia or were members of the general public who responded to recruitment efforts. Some of the participants (7%-60% across the three studies reviewed) had experienced mental health problems.

Descriptive Information

| | |
|---------------------------|--|
| Areas of Interest | Mental health promotion |
| Outcomes | <p>Review Date: May 2012</p> <p>1: Recognition of schizophrenia and depression symptoms</p> <p>2: Knowledge of mental health support and treatment resources</p> <p>3: Attitudes about social distance from individuals with mental health problems</p> <p>4: Confidence in providing help, and provision of help, to an individual with mental health problems</p> <p>5: Mental health</p> |
| Outcome Categories | <p>Mental health</p> <p>Social functioning</p> |
| Ages | <p>18-25 (Young adult)</p> <p>26-55 (Adult)</p> <p>55+ (Older adult)</p> |
| Genders | <p>Male</p> <p>Female</p> |
| Races/Ethnicities | <p>Non-U.S. population</p> <p>PR/Award # S299A160070</p> |
| Settings | <p>Workplace</p> <p>Other community settings</p> |

| | |
|----------------------------------|---|
| Geographic Locations | Urban Suburban Rural and/or frontier |
| Implementation History | Mental Health First Aid was developed in 2001 at the Australian National University. The program was first used in the United States in 2007, and since then, the program has trained over 1,500 instructors in 45 States, the District of Columbia, and Puerto Rico. These instructors have taught the course to more than 38,000 people in a variety of communities. The program has been implemented internationally in Australia, Cambodia, China, England, Finland, Hong Kong, Ireland, Japan, Nepal, New Zealand, Scotland, Singapore, South Africa, Sweden, Thailand, and Wales. |
| NIH Funding/CER Studies | Partially/fully funded by National Institutes of Health: No Evaluated in comparative effectiveness research studies: No |
| Adaptations | Mental Health First Aid has been adapted for youth participants (i.e., those under age 18), using age-appropriate examples and format. The program has been translated into Vietnamese for use in Vietnamese communities in Australia. |
| Adverse Effects | No adverse effects, concerns, or unintended consequences were identified by the developer. |
| IOM Prevention Categories | Universal Selective Indicated |

Quality of Research

Review Date: May 2012

Documents Reviewed

The documents below were reviewed for Quality of Research. The research point of contact can provide information regarding the studies reviewed and the availability of additional materials, including those from more recent studies that may have been conducted.

Study 1

[Kitchener, B. A., & Jorm, A. F. \(2002\). Mental Health First Aid training for the public: Evaluation of effects knowledge, attitudes and helping behavior. BMC Psychiatry, 2\(10\), 1-6.](#)  Pub Med icon

Study 2

[Kitchener, B. A., & Jorm, A. F. \(2004\). Mental Health First Aid training in a workplace setting: A randomized controlled trial. BMC Psychiatry, 4\(23\), 1-8.](#)  Pub Med icon

Study 3

[Jorm, A. F., Kitchener, B. A., O'Kearney, R., & Dear, K. \(2004\). Mental Health First Aid training of the public in a rural area: A cluster randomized trial. BMC Psychiatry, 4\(33\), 1-9.](#)  Pub Med icon

Supplementary Materials

Overview of intervention fidelity

Outcomes

Outcome 1: Recognition of schizophrenia and depression symptoms

Description of Measures

Recognition of schizophrenia and depression symptoms was assessed using vignettes and items from the National Survey of Mental Health Literacy, a self-completed survey. Participants were presented with a vignette of a person who had major depression ("Mary") and/or a vignette of a person who had schizophrenia ("John"). After reading the vignette, participants were asked the following open-ended question: "From the information given, what, if anything is wrong with Mary/John?" The percentage of participants who correctly identified the disorder described was calculated on the basis of the responses.

Key Findings

A study was conducted with members of the public who responded to recruitment information distributed within a community in Australia to participate in Mental Health First Aid. All participants

distributed within a community in Australia to participate in Mental Health First Aid. All participants received the intervention. Participants were randomly assigned to receive the schizophrenia vignette or the depression vignette, and the same vignette was presented to each participant at three assessment points: before (pretest) and after (posttest) the intervention and 6 months after the posttest (follow-up). Combined data from both vignette groups indicated that over time, there was an increase in the percentage of participants who correctly recognized symptoms of schizophrenia or depression ($p < .001$). Data from the schizophrenia vignette group indicated that over time, there was an increase in the percentage of participants who correctly recognized symptoms of schizophrenia ($p < .001$). Although data from the depression vignette group indicated that over time, there was an increase in the percentage of participants who correctly recognized symptoms of depression, these findings were not statistically significant.

In another study, community residents in a large rural area in southern Australia were matched and grouped into pairs and then randomly assigned to the intervention group, whose participants received Mental Health First Aid immediately, or the wait-list control group. Participants in the intervention group also were randomly assigned to receive the schizophrenia vignette or the depression vignette, and the same vignette was presented to each participant at two assessment points: approximately 2 months before the intervention (pretest) and approximately 6 months after the pretest (at a follow-up occurring approximately 4 months after the intervention). Combined data from both vignette groups indicated that the percentage of participants who improved from incorrectly recognizing symptoms of schizophrenia or depression at pretest to correctly recognizing them at the 4-month follow-up was greater for the intervention group than the control group ($p < .001$). Data from each individual vignette group were not analyzed.

| | |
|-----------------------------------|-------------------------------|
| Studies Measuring Outcome | Study 1, Study 3 |
| Study Designs | Experimental, Preexperimental |
| Quality of Research Rating | 2.7 (0.0-4.0 scale) |

Outcome 2: Knowledge of mental health support and treatment resources

Description of Measures

Knowledge of mental health support and treatment resources was assessed using vignettes and items from the National Survey of Mental Health Literacy, a self-completed survey. Participants were presented with a vignette of a person who had major depression ("Mary") and/or a vignette of a person who had schizophrenia ("John"). Participants were then given a list of people, treatments, and actions that the person described in the vignette might use as a resource. Using a response of "helpful," "harmful," or "neither," participants rated each item in the list (e.g., "a typical GP [general practitioner] or family doctor"; "a chemist or pharmacist"; "a psychiatrist"; "Mary/John tries to deal with her/his problem on her/his own"; "pain relievers such as aspirin, codeine or panadol"; "antidepressants"; "courses on relaxation, stress management, meditation or yoga"; "a special diet or avoiding certain foods"). To assess this outcome, a scale was created showing the extent of the participant's knowledge of which support and treatment resources were helpful, as agreed on by health professionals. Six of the list items were classified as helpful for schizophrenia, and participants received a score ranging from 0 to 6, depending on the number of items correctly classified; five of the list items were classified as helpful for depression, and participants received a score ranging from 0 to 5, depending on the number of items correctly classified. Because of the difference in the total number of helpful items (i.e., 6 vs. 5), participants' scores were converted to percentages.

Key Findings

A study was conducted with members of the public who responded to recruitment information distributed within a community in Australia to participate in Mental Health First Aid. All participants received the intervention. Participants were randomly assigned to receive the schizophrenia vignette or the depression vignette, and the same vignette was presented to each participant at three assessment points: before (pretest) and after (posttest) the intervention and 6 months after the posttest (follow-up). Combined data from both vignette groups indicated that over time, there was an increase in the percentage of items correctly classified by participants as helpful for schizophrenia and depression ($p < .001$), although there was a slight decrease from posttest to the 6-month follow-up in the percentage of items correctly classified. There were no statistically significant changes in participants' knowledge of mental health support and treatment resources over time when data from each individual vignette group were analyzed.

In a second study, employees from two large government departments in Australia were randomly assigned to the intervention group, whose participants received Mental Health First Aid immediately during work time, or the wait-list control group. Participants in the intervention group were presented with both the depression and schizophrenia vignettes and assessed approximately 1

presented with both the depression and schizophrenia vignettes and assessed approximately 1 month before (pretest) and approximately 5 months after (follow-up) Mental Health First Aid was received. Combined data from both vignette groups indicated that from pretest to the 5-month follow-up, compared with participants in the control group, those in the intervention group had a greater improvement in the percentage of items correctly classified as helpful for schizophrenia and depression ($p = .036$). There were no statistically significant changes between groups in regard to participants' knowledge of mental health support and treatment resources over time when data from each individual vignette group were analyzed.

In a third study, community residents in a large rural area in southern Australia were matched and grouped into pairs and then randomly assigned to the intervention group, whose participants received Mental Health First Aid immediately, or the wait-list control group. Participants in the intervention group also were randomly assigned to receive the schizophrenia vignette or the depression vignette, and the same vignette was presented to each participant at two assessment points: approximately 2 months before the intervention (pretest) and approximately 6 months after the pretest (at a follow-up occurring approximately 4 months after the intervention). Combined data from both vignettes indicated that from pretest to the 4-month follow-up, compared with participants in the control group, those in the intervention group had a greater improvement in the percentages of items correctly classified as helpful for schizophrenia or depression ($p = .001$). Data from each individual vignette group were not analyzed.

Studies Measuring Outcome Study 1, Study 2, Study 3

Study Designs Experimental, Preexperimental

Quality of Research Rating 2.6 (0.0-4.0 scale)

Outcome 3: Attitudes about social distance from individuals with mental health problems

Description of Measures Attitudes about social distance from individuals with mental health problems were assessed using the 4-item Social Distance Scale, a self-report questionnaire. Participants were presented with a vignette of a person who had major depression ("Mary") and/or a vignette of a person who had schizophrenia ("John"). Using a scale ranging from 1 (definitely willing) to 4 (definitely unwilling), participants responded to four questions regarding how willing they would be to move next door to, socialize with, become friends with, or work with the individual described in the vignette.

Key Findings A study was conducted with members of the public who responded to recruitment information distributed within a community in Australia to participate in Mental Health First Aid. All participants received the intervention. Participants were randomly assigned to receive the schizophrenia vignette or the depression vignette, and the same vignette was presented to each participant at three assessment points: before (pretest) and after (posttest) the intervention and 6 months after the posttest (follow-up). Combined data from both vignette groups indicated that over time, participants had an improvement in attitudes about social distance from individuals with mental health problems ($p < .001$). There were no statistically significant changes in attitudes about social distance from individuals with mental health problems over time when data from each individual vignette group were analyzed.

In a second study, employees from two large government departments in Australia were randomly assigned to the intervention group, whose participants received Mental Health First Aid immediately during work time, or the wait-list control group. Participants in the intervention group were presented with both the depression and schizophrenia vignettes and assessed approximately 1 month before (pretest) and approximately 5 months after (follow-up) Mental Health First Aid was received. Combined data from both vignette groups indicated that from pretest to the 5-month follow-up, compared with participants in the control group, those in the intervention group had a greater improvement in attitudes about social distance from individuals with mental health problems ($p = .020$). Data from the depression vignette group indicated that over time, compared with participants in the control group, those in the intervention group had a greater improvement in attitudes about social distance from individuals with mental health problems ($p = .005$). There were no statistically significant changes between groups in regard to attitudes about social distance from individuals with mental health problems over time when data from the schizophrenia vignette group were analyzed.

In a third study, community residents in a large rural area in southern Australia were matched and grouped into pairs and then randomly assigned to the intervention group, whose participants received Mental Health First Aid immediately, or the wait-list control group. Participants in the intervention group also were randomly assigned to receive the schizophrenia vignette or the

intervention group also were randomly assigned to receive the schizophrenia vignette or the depression vignette, and the same vignette was presented to each participant at two assessment points: approximately 2 months before the intervention (pretest) and approximately 6 months after the pretest (at a follow-up occurring approximately 4 months after the intervention). Combined data from both vignette groups indicated that from pretest to the 4-month follow-up, compared with participants in the control group, those in the intervention group had a greater improvement in attitudes about social distance from individuals with mental health problems ($p = .032$). Data from each individual vignette group were not analyzed.

Studies Measuring Outcome Study 1, Study 2, Study 3

Study Designs Experimental, Preexperimental

Quality of Research Rating 3.1 (0.0-4.0 scale)

Outcome 4: Confidence in providing help, and provision of help, to an individual with mental health problems

Description of Measures Confidence in providing help, and provision of help, to an individual with mental health problems was measured with items from a self-assessment questionnaire. Using a scale ranging from 1 (not at all) to 5 (extremely), participants responded to the first item: "How confident do you feel in helping someone with a mental health concern?" Confidence in helping someone with mental health problems was defined as a response of 3 (moderately), 4 (quite a bit), or 5. Using a choice of "yes," "no," or "don't know," participants responded to a second item: "In the last 6 months have you had contact with anyone with a mental health problem?" Participants who responded "yes" were asked to respond to additional items: "How many people?"; "Have you offered any help?" (using a scale ranging from 1, not at all, to 4, a lot); and "What type of help?" (which had an open-ended response).

Key Findings A study was conducted with members of the public who responded to recruitment information distributed within a community in Australia to participate in Mental Health First Aid. All participants received the intervention. Participants, who were randomly assigned to receive a schizophrenia vignette or a depression vignette (both of which were used as part of the measures of other outcomes), were assessed before (pretest) and after (posttest) the intervention and 6 months after the posttest (follow-up). Combined data from both vignette groups indicated that over time, more participants were confident in providing help to an individual with mental health problems ($p < .001$) and more participants who had contact with someone with a mental health problem provided some or a lot of help to that individual ($p = .036$). Data for each individual vignette group were not analyzed.

In a second study, employees from two large government departments in Australia were randomly assigned to the intervention group, whose participants received Mental Health First Aid immediately during work time, or the wait-list control group. Participants in the intervention group, who were presented with schizophrenia and depression vignettes (both of which were used as part of the assessment of other outcomes), were assessed approximately 1 month before (pretest) and approximately 5 months after (follow-up) Mental Health First Aid was received. Combined data from both vignette groups indicated that from pretest to the 5-month follow-up, compared with participants in the control group, more participants in the intervention group were confident in providing help to an individual with mental health problems ($p = .001$). Also from pretest to the 5-month follow-up, the percentage of participants advising professional help to anyone with a mental health problem increased in comparison with the percentage of those in the control group, which decreased ($p = .007$). Data from each individual vignette group were not analyzed.

In a third study, community residents in a large rural area in southern Australia were matched and grouped into pairs and then randomly assigned to the intervention group, whose participants received Mental Health First Aid immediately, or the wait-list control group. Participants in the intervention group, who were randomly assigned to receive a schizophrenia vignette or a depression vignette (both of which were used as part of the assessment of other outcomes), were assessed approximately 2 months before the intervention (pretest) and approximately 6 months after the pretest (at a follow-up occurring approximately 4 months after the intervention). Combined data from both vignette groups indicated that from pretest to the 4-month follow-up, the percentage of participants in the intervention group offering help to a person with a mental health problem increased in comparison with the percentage of those in the control group ($p = .031$). Also from pretest to the 4-month follow-up, compared with participants in the control group, participants in the intervention group had a greater increase in confidence in providing help to an individual with mental health problems ($p = .001$). Data from each individual vignette group were not analyzed.

| | |
|-----------------------------------|-------------------------------|
| Studies Measuring Outcome | Study 1, Study 2, Study 3 |
| Study Designs | Experimental, Preexperimental |
| Quality of Research Rating | 2.3 (0.0-4.0 scale) |

Outcome 5: Mental health

| | |
|-----------------------------------|--|
| Description of Measures | The mental health of participants was assessed using the mental health scale of the 12-item Short-Form Health Survey (SF-12), a self-report questionnaire. Using a yes/no response or a response on a Likert-type scale, participants responded to each item (e.g., whether they accomplished less than they would like or did work or other activities less carefully than usual during the past 4 weeks because of any emotional problems [such as feeling depressed or anxious]). |
| Key Findings | <p>In one study, employees from two large government departments in Australia were randomly assigned to the intervention group, whose participants received Mental Health First Aid immediately during work time, or the wait-list control group. Participants in the intervention group received a depression vignette and a schizophrenia vignette (both of which were used as part of the measures of other outcomes) and were assessed approximately 1 month before (pretest) and approximately 5 months after (follow-up) Mental Health First Aid was received. Combined data from both vignette groups indicated that from pretest to the 5-month follow-up, participants in the intervention group had a greater improvement in self-reported mental health compared with the wait-list group, which had a decline ($p = .035$). Data from each individual vignette group were not analyzed.</p> <p>In another study, community residents in a large rural area in southern Australia were matched and grouped into pairs and then randomly assigned to the intervention group, whose participants received Mental Health First Aid immediately, or the wait-list control group. Participants in the intervention group, who were randomly assigned to receive a schizophrenia vignette or a depression vignette (both of which were used as part of the assessment of other outcomes), were assessed approximately 2 months before the intervention (pretest) and approximately 6 months after the pretest (at a follow-up occurring approximately 4 months after the intervention). Combined data from both vignette groups indicated that from pretest to the 4-month follow-up, the percentage of intervention group participants who reported experiencing a mental health problem increased in comparison with the percentage of those in the control group ($p = .045$). Data from each individual vignette group were not analyzed.</p> |
| Studies Measuring Outcome | Study 2, Study 3 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.3 (0.0-4.0 scale) |

Study Populations

The following populations were identified in the studies reviewed for Quality of Research.

| Study | Age | Gender | Race/Ethnicity |
|----------------|---|------------------------|--------------------------|
| Study 1 | 18-25 (Young adult) 26-55 (Adult) 55+ (Older adult) | 84% Female 16% Male | 100% Non-U.S. population |
| Study 2 | 18-25 (Young adult) 26-55 (Adult) 55+ (Older adult) | 78% Female 22% Male | 100% Non-U.S. population |
| Study 3 | 18-25 (Young adult) 26-55 (Adult) 55+ (Older adult) | 82% Female 18% Male | 100% Non-U.S. population |

Quality of Research Ratings by Criteria (0.0-4.0 Scale)

External reviewers independently evaluate the Quality of Research for an intervention's reported results using six criteria:

1. Reliability of measures
2. Validity of measures
3. Intervention fidelity
4. Missing data and attrition
5. Potential confounding variables
6. Appropriateness of analysis

For more information about these criteria and the meaning of the ratings, see [Quality of Research](#).

| Outcome | Reliability of Measures | Validity of Measures | Fidelity | Missing Data/Attrition | Confounding Variables | Data Analysis | Overall Rating |
|---|-------------------------|----------------------|----------|------------------------|-----------------------|---------------|----------------|
| 1: Recognition of schizophrenia and depression symptoms | 2.0 | 2.0 | 2.0 | 4.0 | 2.0 | 4.0 | 2.7 |
| 2: Knowledge of mental health support and treatment resources | 2.0 | 2.0 | 2.0 | 3.5 | 2.0 | 4.0 | 2.6 |
| 3: Attitudes about social distance from individuals with mental health problems | 3.5 | 3.5 | 2.0 | 3.5 | 2.0 | 4.0 | 3.1 |
| 4: Confidence in providing help, and provision of help, to an individual with mental health problems | 0.5 | 1.5 | 2.0 | 3.5 | 2.0 | 4.0 | 2.3 |
| 5: Mental health | 4.0 | 4.0 | 2.0 | 3.5 | 2.0 | 4.0 | 3.3 |

Study Strengths

The Social Distance Scale and Short-Form Health Survey are well-researched measures with strong psychometric properties. In one study, fidelity was measured with a checklist that was created by the program developers to assess intervention adherence, which was demonstrated to be very high. Attrition was low in the three studies. Two studies employed random assignment into study groups. A variety of appropriate analyses, including intent-to-treat analysis, were used across the studies.

Study Weaknesses

The National Survey of Mental Health Literacy and the self-assessment questionnaire regarding help provided to an individual with mental health problems had face validity, but other types of psychometric information were not provided. In two studies, no instrument was used to measure fidelity. Some potential confounds were introduced. One study lacked a control or comparison group. In another study, participants in the intervention group had a lower response rate to the follow-up questionnaires than control group participants. In a third study, information on participants' attendance was not collected by all instructors.

Readiness for Dissemination

Review Date: May 2012

Materials Reviewed

The materials below were reviewed for Readiness for Dissemination. The implementation point of contact can provide information regarding implementation of the intervention and the availability of additional, updated, or new materials.

Gibb, B., & Browning-McNee, L. (n.d.). Mental Health First Aid: Curriculum modules [PowerPoint slides].

Goon, E., & Dayak, M. (n.d.). Mental Health First Aid: Accomplishments and priorities 2010-2011 [PowerPoint slides].

Jorm, A. F., Kitchener, B. A., Kanowski, L. G., & Kelly, C. M. (2006). Mental Health First Aid training for members of the public. *International Journal of Clinical and Health Psychology*, 7(1), 141-151.

[Kitchener, B. A., & Jorm, A. F. \(2006\). Mental Health First Aid Training: Review of evaluation studies. *Australian and New Zealand Journal of Psychiatry*, 40\(1\), 6-8.](#)  Pub Med icon

PR/Award # S299A160070

Kitchener, B. A., & Jorm, A. F. (2007). Mental Health First Aid [PowerPoint slides].

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Kitchener, B. A., & Jorm, A. F. (2007). Mental Health First Aid: An international programme for early intervention. *Early Intervention in Psychiatry*, 1(1), 1-10.

Kitchener, B. A., Jorm, A. F., Kelly, C. M., Maryland Department of Health and Mental Hygiene, Missouri Department of Mental Health, & National Council for Community Behavioral Healthcare. (2009). Mental Health First Aid USA [Participant manual]. Annapolis, MD: Anne Arundel County Mental Health Agency.

Kitchener, B. A., Jorm, A. F., Kelly, C. M., Maryland Department of Health and Mental Hygiene, Missouri Department of Mental Health, & National Council for Community Behavioral Healthcare. (2009). Mental Health First Aid USA: Teaching notes. Annapolis, MD: Anne Arundel County Mental Health Agency.

Mental Health First Aid handouts:

- ALGEE Jigsaw
- Auditory Hallucination Script
- Depression/Anxiety Scenarios
- Disability Weights Exercise
- Disability Weights Templates
- Eating Disorders Scenarios
- Eating Disorders Scenarios Answer Key
- Eating Disorders: Where Do You Stand?
- Eating Disorders: Where Do You Stand? Quiz
- Handouts & Exercises Overview
- Helpful Things to Say?
- Mental Health Opinions Quiz
- Myths & Facts About Suicide
- Panic Attack Scenarios
- Self-Injury: Fact, Fiction or Somewhere in Between
- Standard Drinks
- Standard Drinks Answer Key
- Substance Use Scenarios
- Suicidal Thoughts & Behaviors Scenarios
- Traumatic Event Scenarios
- What's Your Booze IQ?
- Wheel of Pour-tune
- Who Am I? Answer Key
- Who Am I? Worksheet

Mental Health First Aid USA: Course Films [DVD]

Mental Health First Aid USA Facebook page, <http://www.facebook.com/pages/Mental-Health-First-Aid-USA/262722766319>

National Institute of Mental Health. (2003). Real men: Real depression. Bethesda, MD: Author.

National Institute of Mental Health. (2007). Depression. Bethesda, MD: Author.

National Institute of Mental Health. (2007). Medications. Bethesda, MD: Author.

National Institute of Mental Health. (2008). Bipolar disorder. Bethesda, MD: Author.

Office of Applied Studies, Substance Abuse and Mental Health Services Administration. (2008). The National Survey on Drug Use and Health report: Major depressive episode and treatment for depression among veterans aged 21 to 39. Rockville, MD: Author.

Office on Women's Health, U.S. Department of Health and Human Services. (n.d.). Women's mental health: What it means to you. Washington, DC: Author.

Program Web site, <http://www.mentalhealthfirstaid.org>

Other dissemination materials:

- Mental Health First Aid Exam for Instructors
- Mental Health First Aid Instructor Training Course Agenda
- Mental Health First Aid: 12 Hour Course Evaluation Form
- Mental Health First Aid USA Certification Standards (May 2010)
- Presentation Schedule for 30
- 2nd Annual Mental Health First Aid USA Instructor Summit Agenda #6299A160070
- Tenets of Fidelity

External reviewers independently evaluate the intervention's Readiness for Dissemination using three criteria:

1. Availability of implementation materials
2. Availability of training and support resources
3. Availability of quality assurance procedures

For more information about these criteria and the meaning of the ratings, see [Readiness for Dissemination](#).

| Implementation Materials | Training and Support Resources | Quality Assurance Procedures | Overall Rating |
|--------------------------|--------------------------------|------------------------------|----------------|
| 4.0 | 4.0 | 4.0 | 4.0 |

Dissemination Strengths

The implementation materials for instructors are comprehensive and provide all resources needed to deliver the intervention, including teaching notes, a DVD, a participant handbook and handouts, and a USB flash drive with support resources. The teaching notes are filled with eye-catching icons that facilitate instruction. Three videos depict how to interact and intervene with people experiencing a mental health problem using the action plan presented throughout the curriculum. The program Web site is easy to navigate and is continuously updated with new materials, Webinars, and podcasts; it also includes a forum where instructors can have discussions and network. Initial and ongoing certification requirements and standards for instructors are presented in detail, and adherence to requirements are monitored to support fidelity. Participants must pass an examination at the conclusion of the course to become certified as a Mental Health First Aider. In addition, a participant course evaluation is available to provide feedback for ongoing program improvement.

Dissemination Weaknesses

No weaknesses were identified by reviewers.

Costs

The cost information below was provided by the developer. Although this cost information may have been updated by the developer since the time of review, it may not reflect the current costs or availability of items (including newly developed or discontinued items). The implementation point of contact can provide current information and discuss implementation requirements.

| Item Description | Cost | Required by Developer |
|---|---|-----------------------|
| Participant manual | \$14.95 each | Yes |
| 12-hour, off-site certification course (includes participant manual, handouts, and resources; certification is valid for 3 years) | Free or \$120-\$180 per person, if a fee is charged by the instructor | Yes |
| 5-day, off-site instructor certification course (includes instructor manual and all course materials, as well as access to online technical assistance and support resources; certification is valid for 3 years) | \$1,850 per person | No |
| Implementation consultation | Free | No |
| Course evaluation | Free | Yes |
| Program audit conducted by the National Council for Community Behavioral Healthcare | Free | No |

Additional Information

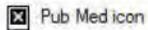
Groups that want to schedule an on-site training can contract with an instructor to conduct the training for a flat group fee.

Replications

Selected citations are presented below. An asterisk indicates that the document was reviewed for Quality of Research.

* Jorm, A. F., Kitchener, B. A., O'Kearney, R., & Dear, K. (2004). [Mental Health First Aid training of the public in a rural area: A cluster randomized trial.](#) *BMC Psychiatry, 4(33), 1-9.*

Psychiatry, 4(23), 1-8.



Contact Information

To learn more about implementation or research, contact:

Bryan V. Gibb, M.B.A.

(202) 684-7457 ext 243

bryang@thenationalcouncil.org

Consider these [Questions to Ask](#) (PDF, 54KB) as you explore the possible use of this intervention.

Web Site(s):

- <http://www.mentalhealthfirstaid.org>

This PDF was generated from <http://nrepp.samhsa.gov/ViewIntervention.aspx?id=321> on 5/31/2016

Cognitive Behavioral Therapy for Adolescent Depression

Cognitive Behavioral Therapy (CBT) for Adolescent Depression is a developmental adaptation of the classic cognitive therapy model developed by Aaron Beck and colleagues. CBT emphasizes collaborative empiricism, the importance of socializing patients to the cognitive therapy model, and the monitoring and modification of automatic thoughts, assumptions, and beliefs. To adapt CBT for adolescents, more emphasis is placed on (1) the use of concrete examples to illustrate points, (2) education about the nature of psychotherapy and socialization to the treatment model, (3) active exploration autonomy and trust issues, (4) focus on cognitive distortions and affective shifts that occur during sessions, and (5) acquisition of problem-solving, affect-regulation, and social skills. As teens frequently do not complete detailed thought logs, internal experiences such as monitoring cognitions associated with in-session affective shifts are used to illustrate the cognitive model. To match the more concrete cognitive style of younger adolescents, therapists summarize session content frequently. Abstraction is kept to a minimum, and concrete examples linked to personal experience are used when possible. The treatment program is delivered in 12 to 16 weekly sessions.

Descriptive Information

| | |
|----------------------------------|--|
| Areas of Interest | Mental health treatment |
| Outcomes | Review Date: November 2006 1: Diagnoses of major depressive disorder 2: Symptoms of depression 3: Achievement of clinical response 4: Achievement of remission |
| Outcome Categories | Mental health Trauma/injuries |
| Ages | 13-17 (Adolescent) 18-25 (Young adult) |
| Genders | Male Female |
| Races/Ethnicities | White Race/ethnicity unspecified |
| Settings | Outpatient |
| Geographic Locations | No geographic locations were identified by the developer. |
| Implementation History | CBT for Adolescent Depression has been delivered as part of a comprehensive treatment program at the Services for Teens At Risk (STAR-Center), a research, treatment, and training center in Pittsburgh, Pennsylvania, for approximately 10 years. CBT has been evaluated and implemented in a multisite study in England. |
| NIH Funding/CER Studies | Partially/fully funded by National Institutes of Health: Yes Evaluated in comparative effectiveness research studies: Yes |
| Adaptations | No population- or culture-specific adaptations of the intervention were identified by the developer. |
| Adverse Effects | No adverse effects, concerns, or unintended consequences were identified by the developer. |
| IOM Prevention Categories | IOM prevention categories are not applicable. |

Quality of Research

Review Date: November 2006

Documents Reviewed

The documents below were reviewed for Quality of Research. The research point of contact can provide information regarding the studies reviewed and the availability of additional materials, including those from more recent studies that may have been conducted.

Study 1

[Brent, D. A., Holder, D., Kolko, D., Birmaher, B., Baugher, M., Roth, C., et al. \(1997\). A clinical psychotherapy trial for adolescent depression comparing cognitive, family, and supportive therapy. Archives of General Psychiatry, 54, 877-885.](#)  Pub Med icon

Study 2

[Weersing, V. R., Iyengar, S., Kolko, D. J., Birmaher, B., & Brent, D. A. \(2006\). Effectiveness of cognitive-behavioral therapy for adolescent depression: A benchmarking investigation. Behavior Therapy, 37, 36-48.](#)  Pub Med icon

Supplementary Materials

[Birmaher, B., Brent, D. A., Kolko, D., Baugher, M., Bridge, J., Holder, D., et al. \(2000\). Clinical outcome after short-term psychotherapy for adolescents with major depressive disorder. Archives of General Psychiatry, 57, 29-36.](#)  Pub Med icon

[Brent, D. A., Kolko, D. J., Birmaher, B., Baugher, M., Bridge, J., Roth, C., et al. \(1998\). Predictors of treatment efficacy in a clinical trial of three psychosocial treatments for adolescent depression. Journal of the American Academy of Child and Adolescent Psychiatry, 37\(9\), 906-914.](#)  Pub Med icon

Outcomes

Outcome 1: Diagnoses of major depressive disorder

| | |
|-----------------------------------|--|
| Description of Measures | A semistructured interview was used to ascertain participants' present episode and lifetime history of psychiatric illness according to DSM criteria. |
| Key Findings | At the end of treatment, 17.1% of youth receiving CBT showed evidence of major depressive disorder, compared with 42.4% of youth receiving nondirective support therapy ($p = .02$). |
| Studies Measuring Outcome | Study 1 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.6 (0.0-4.0 scale) |

Outcome 2: Symptoms of depression

| | |
|-----------------------------------|---|
| Description of Measures | Two measures of depression symptoms were used: (1) the Beck Depression Inventory, a 21-item self-report measure of depression, and (2) the School Age Schedule for Affective Disorders and Schizophrenia, Present and Lifetime Version (K-SADS-P/E), a 13-item depression inventory. |
| Key Findings | CBT showed more rapid treatment response than systemic behavior family therapy or nondirective support therapy, as measured by the rate of decline in interview-rated symptoms of depression ($p = .05$). Youth receiving CBT in a clinically representative community practice improved more slowly than youth receiving CBT in the clinical trial ($p < .001$). |
| Studies Measuring Outcome | Study 1, Study 2 |
| Study Designs | Experimental, Quasi-experimental |
| Quality of Research Rating | 3.5 (0.0-4.0 scale) PR/Award # S299A160070 |

Outcome 3: Achievement of clinical response

Outcome 3: Achievement of clinical response

| | |
|-----------------------------------|--|
| Description of Measures | Achievement of clinical response was defined as a Beck Depression Inventory score of less than 9 sustained for at least three consecutive sessions and until the end of treatment. |
| Key Findings | Youth receiving CBT had a higher rate of achievement of clinical response compared with youth participating in systemic behavior family therapy ($p = .03$). |
| Studies Measuring Outcome | Study 1 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.4 (0.0-4.0 scale) |

Outcome 4: Achievement of remission

| | |
|-----------------------------------|---|
| Description of Measures | Achievement of remission was defined as the absence of major depressive disorder. This outcome was determined using a semistructured interview designed to ascertain the participant's present episode and lifetime history of psychiatric illness according to DSM criteria and three consecutive scores on the Beck Depression Inventory of less than 9 sustained through the end of treatment. |
| Key Findings | CBT achieved a higher remission rate among youth (60%) than either systemic behavior family therapy (37.9%, $p = .03$) or nondirective support therapy (39.4%, $p = .04$). |
| Studies Measuring Outcome | Study 1 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.7 (0.0-4.0 scale) |

Study Populations

The following populations were identified in the studies reviewed for Quality of Research.

| Study | Age | Gender | Race/Ethnicity |
|----------------|---|----------------------------|---|
| Study 1 | 13-17 (Adolescent) 18-25 (Young adult) | 75.7% Female 24.3% Male | 83.2% White 16.8% Race/ethnicity unspecified |
| Study 2 | 13-17 (Adolescent) 18-25 (Young adult) | 76.9% Female 23.1% Male | 82.1% White 17.9% Race/ethnicity unspecified |

Quality of Research Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the Quality of Research for an intervention's reported results using six criteria:

1. Reliability of measures
2. Validity of measures
3. Intervention fidelity
4. Missing data and attrition
5. Potential confounding variables
6. Appropriateness of analysis

For more information about these criteria and the meaning of the ratings, see [Quality of Research](#).

| Outcome | Reliability of Measures | Validity of Measures | Fidelity | Missing Data/Attrition | Confounding Variables | Data Analysis | Overall Rating |
|--|-------------------------|----------------------|----------|------------------------|-----------------------|---------------|----------------|
| 1: Diagnoses of major depressive disorder | 3.5 | 3.5 | 4.0 | 3.0 | 3.5 | 4.0 | 3.6 |
| 2: Symptoms of depression | 3.5 | 3.5 | 4.0 | 3.0 | 3.0 | 4.0 | 3.5 |

| | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|------------|
| 3: Achievement of clinical response | 3.5 | 3.5 | 3.5 | 3.0 | 3.5 | 3.5 | 3.4 |
| 4: Achievement of remission | 4.0 | 4.0 | 4.0 | 3.0 | 3.5 | 3.5 | 3.7 |

Study Strengths

The randomized clinical trial was conducted with rigor. The analytical approach was solid and accounted for attrition; the developers demonstrated that the intervention was implemented with fidelity.

Study Weaknesses

Several potential confounding variables were introduced in the study comparing outcomes found in the randomized clinical trial to outcomes gathered from patient medical records from an outpatient treatment facility. Confounds included the lack of formal adherence ratings for senior counselors, limited measurement of intervention fidelity in the treatment facility, and differences in patient populations, including diagnoses, use of medications, and exclusion criterion, that were not controlled. Limited representation of suicide attempters and multiple attempters limits generalizability of overall findings. Study exclusion criteria may make the intervention difficult to utilize routinely in an outpatient setting. No evidence was presented indicating that the intervention produces outcomes sustained beyond treatment. Independent therapists would need specialized training in this modified version of CBT for adolescents to replicate the outcomes from these studies.

Readiness for Dissemination

Review Date: November 2006

Materials Reviewed

The materials below were reviewed for Readiness for Dissemination. The implementation point of contact can provide information regarding implementation of the intervention and the availability of additional, updated, or new materials.

Brent, D., & Poling, K. (1997). *Cognitive therapy treatment manual for depressed and suicidal youth*. Pittsburgh, PA: University of Pittsburgh, Services for Teens at Risk.

Maher, M. (1997). *Cognitive therapy for anxiety: Supplemental treatment manual*. Pittsburgh, PA: University of Pittsburgh, Services for Teens at Risk.

Poling, K. (1997). *Living with depression: A survival manual for families (3rd ed.)*. Pittsburgh, PA: University of Pittsburgh, Services for Teens at Risk.

Readiness for Dissemination Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the intervention's Readiness for Dissemination using three criteria:

1. Availability of implementation materials
2. Availability of training and support resources
3. Availability of quality assurance procedures

For more information about these criteria and the meaning of the ratings, see [Readiness for Dissemination](#).

| Implementation Materials | Training and Support Resources | Quality Assurance Procedures | Overall Rating |
|--------------------------|--------------------------------|------------------------------|----------------|
| 1.5 | 0.5 | 0.5 | 0.8 |

Dissemination Strengths

The treatment manual and supplemental treatment manual for therapists are clear and concise, provide a good overview of the therapy process, and include useful assessment forms. Each developmental phase of treatment, with its purpose and intervention techniques/strategies, is delineated. The survival manual for parents also provides a useful overview of causes and treatments for adolescent depression. The manuals also could provide a basis for training therapists. Some scales are provided that may be used to assess progress in treatment and thus provide some quality assurance.

Dissemination Weaknesses

Beyond the descriptions of the intervention, the materials do not address implementation in detail. Some readers may find the language in the manuals difficult to understand. Very little information is provided to directly assist a new therapist or therapy organization with program implementation. The materials do not provide measurement or mention how the outcome data can be collected, reported, and used.

Costs

The cost information below was provided by the developer. Although this cost information may have been updated by the developer since the time of review, it may not reflect the current costs or availability of items (including newly developed or discontinued items). The implementation point of contact can provide current information and discuss implementation requirements.

| Item Description | Cost | Required by Developer |
|--|-----------------------|-----------------------|
| Cognitive Therapy Treatment Manual for Depressed and Suicidal Youth | Free | Yes |
| Cognitive Therapy for Anxiety: Supplemental Treatment Manual | Free | No |
| Living with Depression: A Survival Manual for Families | Free | No |
| Training, technical assistance/consultation, and quality assurance materials | Contact the developer | No |

Additional Information

The cost of CBT for Adolescent Depression is approximately \$640, based on 16 hours of therapy with a social worker at \$40 per hour.

Replications

No replications were identified by the developer.

Contact Information

To learn more about implementation or research, contact:

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Consider these [Questions to Ask](#) (PDF, 54KB) as you explore the possible use of this intervention.

Web Site(s):

- <http://www.starcenter.pitt.edu/DownloadManuals/54/Default.aspx>

This PDF was generated from <http://nrepp.samhsa.gov/ViewIntervention.aspx?id=106> on 5/31/2016

Culture Influences

FEDERAL DATA RESOURCES (/federal-resources/federal-data-resources)

Risk reduction and increased resiliency can be fostered by utilizing positive youth development principles (/youth-topics/positive-youth-development/key-principles-positive-youth-development) and practices with youth and communities of different ethnicities, races, and cultures. It's been shown that common risk factors surface among all youth regardless of their race or ethnicity.

- Within cultures of the United States, Native American youth with a high sense of cultural identity and self-esteem displayed lower levels of alcohol and drug use (Zimmerman & Arunkumar, 1994).
- Vietnamese-American youth exhibited a greater connection to culture and their community when they participated in a youth development program that enhanced their interpersonal skills and self-confidence (Kegler, Young, Marshall, Bu, & Rodine, 2005).
- Positive youth development enhances that sense of belonging, creating, or strengthening stronger relationships with peers, friends, and certainly one's identification of one's culture within a community. The most common theme found, however, was the demonstrated increase in youth-adult communication and more positive perceptions of youth toward adults (Kegler et al., 2005).

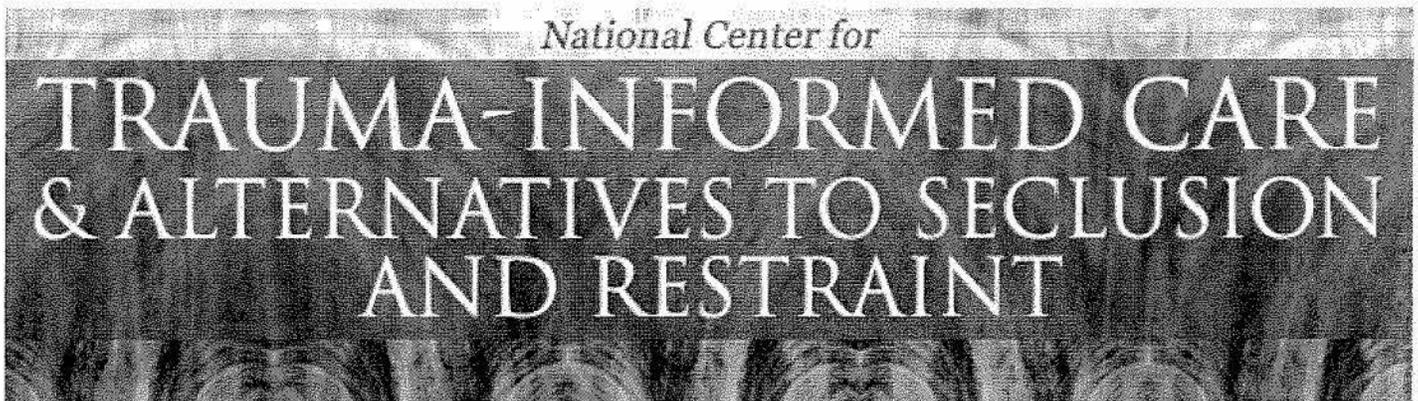
From an international perspective, similar studies confirm the effectiveness of positive youth development practices.

- Youth in Panama, Costa Rica, and Guatemala who had positive youth development experiences, such as relationships with peers, teachers, and their families, were better able to make decisions regarding drugs and substance abuse than those with fewer positive experiences and relationships (Kliewer & Murrelle, 2007).
- When agencies and youth development professionals in Hong Kong reached out to high-risk youth through the Understanding Adolescent Program (UAP), which provided life-skill training aimed at personal competency, belonging, and optimism, youth reported having positive behavior changes. These changes included controlling anger, resolving conflict, learning more effective communication with adults, solving problems, and developing stronger value for teamwork. The key was that youth were encouraged to make contributions to their communities through service learning activities, and parents and teachers were empowered to serve in supportive roles (Wong & Lee, 2005).

Positive experiences, positive relationships, and positive environments—regardless of culture or ethnicity—can contribute to positive youth development.



NCTIC



Trauma-Informed Approach and Trauma-Specific Interventions

SAMHSA's six key principles of a trauma-informed approach and trauma-specific interventions address trauma's consequences and facilitate healing.

Trauma-Informed Approach

According to SAMHSA's concept of a trauma-informed approach, "A program, organization, or system that is trauma-informed:

1. Realizes the widespread impact of trauma and understands potential paths for recovery;
2. Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
3. Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and
4. Seeks to actively resist re-traumatization."

A trauma-informed approach can be implemented in any type of service setting or organization and is distinct from trauma-specific interventions or treatments that are designed specifically to address the consequences of trauma and to facilitate healing.

SAMHSA's Six Key Principles of a Trauma-Informed Approach

A trauma-informed approach reflects adherence to six key principles rather than a prescribed set of practices or procedures. These principles may be generalizable across multiple types of settings, although terminology and application may be setting- or sector-specific.

1. Safety
2. Trustworthiness and Transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment, voice and choice
6. Cultural, Historical, and Gender Issues

From SAMHSA's perspective, it is critical to promote the linkage to recovery and resilience for those individuals and families impacted by trauma. Consistent with SAMHSA's definition of recovery, services and supports that are trauma-informed build on the best evidence available and consumer and family engagement, empowerment, and collaboration.

Trauma-Specific Interventions

Trauma-specific intervention programs generally recognize the following:

- The survivor's need to be respected, informed, connected, and hopeful regarding their own recovery
- The interrelation between trauma and symptoms of trauma such as substance abuse, eating disorders, depression, and anxiety
- The need to work in a collaborative way with survivors, family and friends of the survivor, and other human services agencies in a manner that will empower survivors and consumers

Known Trauma-Specific Interventions

Following are some well-known trauma-specific interventions based on psychosocial educational empowerment principles that have been used extensively in public system settings. Note that these interventions are listed for informational and educational purposes only. NCTIC does not endorse any specific intervention.

- Addiction and Trauma Recovery Integration Model (ATRIUM)
- Essence of Being Real
- Risking Connection®
- Sanctuary Model®
- Seeking Safety
- Trauma, Addiction, Mental Health, and Recovery (TAMAR)
- Trauma Affect Regulation: Guide for Education and Therapy (TARGET)
- Trauma Recovery and Empowerment Model (TREM and M-TREM)

Addiction and Trauma Recovery Integration Model (ATRIUM)

ATRIUM is a 12-session recovery model designed for groups as well as for individuals and their therapists and counselors. The acronym, ATRIUM, is meant to suggest that the recovery groups are a starting point for healing and recovery. This model has been used in local prisons, jail diversion projects, AIDS programs, and drop-in centers for survivors. ATRIUM is a model intended to bring together peer support, psychosocial

Motivational Interviewing

Motivational Interviewing (MI) is a goal-directed, client-centered counseling style for eliciting behavioral change by helping clients to explore and resolve ambivalence. The operational assumption in MI is that ambivalent attitudes or lack of resolve is the primary obstacle to behavioral change, so that the examination and resolution of ambivalence becomes its key goal. MI has been applied to a wide range of problem behaviors related to alcohol and substance abuse as well as health promotion, medical treatment adherence, and mental health issues. Although many variations in technique exist, the MI counseling style generally includes the following elements:

- Establishing rapport with the client and listening reflectively.
- Asking open-ended questions to explore the client's own motivations for change.
- Affirming the client's change-related statements and efforts.
- Eliciting recognition of the gap between current behavior and desired life goals.
- Asking permission before providing information or advice.
- Responding to resistance without direct confrontation. (Resistance is used as a feedback signal to the therapist to adjust the approach.)
- Encouraging the client's self-efficacy for change.
- Developing an action plan to which the client is willing to commit.

Adaptations of the MI counseling approach that are reviewed in this summary include a brief intervention for college-age youth visiting hospital emergency rooms after an alcohol-related event; a brief intervention for adult patients with histories of heavy drinking presenting to primary medical care settings for routine care; and a brief intervention for cocaine and heroin users presenting to urban walk-in medical clinics. Community-based substance abuse treatment clinics also have incorporated an MI counseling style into the initial intake/orientation session to improve program retention (also reviewed below).

Descriptive Information

| | |
|---------------------------|---|
| Areas of Interest | Substance abuse treatment |
| Outcomes | <p>Review Date: December 2007</p> <p>1: Alcohol use 2: Negative consequences/problems associated with alcohol use 3: Drinking and driving 4: Alcohol-related injuries 5: Drug use (cocaine and opiates) 6: Retention in treatment</p> |
| Outcome Categories | Alcohol Crime/delinquency Drugs Family/relationships Social functioning Trauma/injuries Treatment/recovery |
| Ages | 18-25 (Young adult) 26-55 (Adult) 55+ (Older adult) |
| Genders | Male Female |
| Races/Ethnicities | Asian Black or African American Hispanic or Latino White |

| | |
|----------------------------------|---|
| | Race/ethnicity unspecified |
| Settings | Outpatient School Other community settings |
| Geographic Locations | Urban Suburban |
| Implementation History | Motivational interviewing was first described in a 1983 article in the journal <i>Behavioural Psychotherapy</i> , and soon thereafter, efforts began to implement it in practice, particularly in the United Kingdom, Scandinavia, and the Netherlands. As of 2013, MI has been implemented at more than 30,000 sites in all 50 States and around the world, with an estimated 3 million clients. More than 3,000 professionals in 35 nations have completed the training for trainers for the Motivational Interviewing Network of Trainers (MINT). MI training has been delivered in at least 47 languages. More than 70 reports have been published on evaluations of MI implementation efforts. |
| NIH Funding/CER Studies | Partially/fully funded by National Institutes of Health: Yes Evaluated in comparative effectiveness research studies: Yes |
| Adaptations | Specific applications and adaptations of MI are described in detail in "Motivational Interviewing: Preparing People for Change (2nd Ed.)" by W. R. Miller and S. Rollnick (2002). Specific adaptations have been tailored to address a variety of health issues, such as diet and physical activity change, HIV risk prevention, smoking cessation, and medication compliance. The authors describe in detail how far MI can be adapted "before its goals, skills, and spirit are diluted beyond recognition." |
| Adverse Effects | No adverse effects, concerns, or unintended consequences were identified by the developer. |
| IOM Prevention Categories | IOM prevention categories are not applicable. |

Quality of Research

Review Date: December 2007

Documents Reviewed

The documents below were reviewed for Quality of Research. The research point of contact can provide information regarding the studies reviewed and the availability of additional materials, including those from more recent studies that may have been conducted.

Study 1

[Senft, R. A., Polen, M. R., Freeborn, D. K., & Hollis, J. F. \(1997\). Brief intervention in a primary care setting for hazardous drinkers. *American Journal of Preventive Medicine*, 13\(6\), 464-470.](#) 

Study 2

[Baer, J. S., Kivlahan, D. R., Blume, A. W., McKnight, P., & Marlatt, G. A. \(2001\). Brief intervention for heavy-drinking college students: Four-year follow-up and natural history. *American Journal of Public Health*, 91\(8\), 1310-1316.](#) 

[Marlatt, G. A., Baer, J. S., Kivlahan, D. R., Dimeff, L. A., Larimer, M. E., Quigley, L. A., et al. \(1998\). Screening and brief intervention for high-risk college student drinkers: Results from a 2-year follow-up assessment. *Journal of Consulting and Clinical Psychology*, 66\(4\), 604-615.](#) 

Study 3

[Monti, P. M., Colby, S. M., Barnett, N. P., Spirito, A., Rohsenow, D. J., Myers, M., et al. \(1999\). Brief intervention for harm reduction with alcohol-positive older adolescents in a hospital emergency department. *Journal of Consulting and Clinical Psychology*, 67\(6\), 989-994.](#) 

Study 4

[Bernstein, J., Bernstein, E., Tassiopoulos, K., Heeren, T., Levenson, S., & Hingson, R. \(2005\). Brief motivational intervention at a clinic visit reduces cocaine and heroin use. *Drug and Alcohol Dependence*, 77\(1\), 49-59.](#) 

Study 5

Carroll, K. M., Ball, S. A., Nich, C., Martino, S., Frankforter, T. L., Farentinos, C., et al. (2006). Motivational interviewing to improve treatment engagement and outcome in individuals seeking treatment for substance abuse: A multisite effectiveness study. *Drug and Alcohol Dependence*, 81(3), 301-312.

 Pub Med icon

Outcomes

Outcome 1: Alcohol use

Description of Measures

In one randomized controlled trial (RCT) with middle-aged adults, alcohol use was defined as (1) the number of standard drinks--or standard ethanol content units (SECs) as defined in the Brief Drinker Profile (BDP)--consumed during the past 3 months, (2) drinking days per week in the past 6 months, and (3) average drinks per drinking day in the past 6 months.

In another RCT that addressed drinking among college students, alcohol use was measured using (1) the Daily Drinking Questionnaire (DDQ), which is a log of drinks for each day of the week, and (2) typical alcohol quantity, frequency, and peak consumption (Q-F-P) during the past month. Quantity and peak alcohol consumption were measured on a scale from 0 (0 drinks) to 5 (more than 8 drinks). Frequency was measured on a scale from 0 (less than once a month) to 5 (nearly every day).

A third RCT used the Adolescent Drinking Questionnaire (ADQ), which consists of 4 items from the Adolescent Health Behavior Questionnaire that assess drinking quantity and frequency, high-volume drinking, and drunkenness, each rated on an 8-point scale. Scores were summed across the 4 items to derive a total alcohol use outcome score; outcome scores were averaged across the measurement period.

Key Findings

In one RCT, middle-aged adults presenting for medical appointments at three primary care facilities were screened for hazardous drinking patterns in the past 6 months using the Alcohol Use Disorders Identification Test (AUDIT). The participants were then assigned to receive either usual care (no treatment beyond care for the medical problem they sought to have addressed) or a brief intervention. The intervention consisted of a 30-second scripted message from the primary care clinician expressing concern about the drinking pattern, followed by a 15-minute MI counseling session with a trained health counselor. Results of this study indicated:

- Adults assigned to MI averaged lower reported total consumption (SECs, $p = .04$) and fewer reported drinking days per week ($p = .02$) at 6-month follow-up relative to adults assigned to usual care.
- Adults assigned to MI continued to average fewer drinking days per week at 12-month follow-up relative to adults assigned to usual care ($p = .04$). There were no significant differences between groups for total consumption (SECs) and average drinks per drinking day.
- Men assigned to MI averaged lower scores on all three alcohol consumption measures--total average consumption ($p = .03$), average drinking days per week ($p = .04$), and average drinks per drinking day ($p = .05$)--at 6-month follow-up relative to men assigned to usual care. However, the between-group differences were no longer statistically significant at 12-month follow-up.
- Women assigned to MI averaged fewer drinking days per week at 6-month follow-up relative to women assigned to usual care ($p = .05$), with no significant between-group differences in alcohol consumption measures at 12-month follow-up.

In a second RCT, university-accepted high school seniors were screened for high-risk drinking as defined by self-reported drinking at least monthly and consuming at least 5 or 6 drinks on 1 occasion in the past month, or having experienced 3 alcohol-related problems on 3 to 5 occasions in the past 3 years. As entering college freshmen, the high-risk students were assigned to either a brief intervention or a no-treatment control condition. The intervention condition consisted of a face-to-face feedback interview in the MI counseling style with a personalized summary sheet following a period of 2 weeks in which the student had maintained a daily log of alcohol consumption. Assessments were conducted at baseline, 6 months after baseline, and annually over the next 4 years. Results from this study showed that:

- High-risk students who received MI feedback were more likely than controls to report, on average, greater decreases in drinking quantity, peak amounts of alcohol consumed, and drinking frequency at 6-month follow-up. Except for drinking frequency, all of these outcome differences were statistically significant ($p < .02$). A very small effect size (Cohen's $d = 0.15$) was associated with the differences between high-risk MI recipients and high-risk controls.
- High-risk students who received MI feedback continued to be more likely than controls to report, on average, greater decreases in drinking frequency ($p < .029$), drinking quantity ($p < .029$), and peak alcohol consumption ($p < .029$) at 12-month follow-up.

< .001), and peak amounts of alcohol consumed ($p < .028$) across the first 2 years of follow-up. A very small to small effect size (Cohen's $d = 0.14-0.20$) was associated with the differences between high-risk MI recipients and high-risk controls. At 2-year follow-up, high-risk students who received MI reported, on average, 3.6 (+/- 2.5) drinks per occasion, compared with averages of 4.0 (+/- 2.8) drinks per occasion reported by high-risk controls and 2.19 (+/- 2.5) drinks per occasion reported by a normative comparison group of students.

- All high-risk male students, regardless of condition assignment, reported drinking more frequently ($p < .002$) and in greater quantity ($p < .0001$) relative to all high-risk female students at all assessment points ($p < .0001$). In addition, high-risk male students who had histories of conduct disorder, regardless of condition assignment, reported higher average peak amounts of alcohol consumed relative to all high-risk female students (with or without conduct disorder histories) across the first 2 years of follow-up ($p < .012$).
- Across multiple measurement scales, high-risk students who received MI continued to show a greater decrease in the average reported quantity of alcohol consumed compared with high-risk controls across all 4 years of follow-up ($p < .001$). Significant differences between groups were not sustained on other outcome measures.
- The normative comparison group of students reported, on average, increased quantity of alcohol consumed at the year 2 follow-up and increased drinking frequency at the year 3 and year 4 follow-ups compared with their original baseline assessment in their freshman year ($p < .05$).

In a third RCT, 18- to 19-year-olds presenting to a hospital emergency room for treatment of an alcohol-related event were assigned to receive either a 35- to 40-minute MI intervention or standard care. Participants were assessed for follow-up 3 and 6 months later. The MI intervention consisted of five components: (1) an introduction and review of the event circumstances, (2) pros and cons around alcohol and driving, (3) personalized assessment and feedback, (4) imagining the future, and (5) establishing goals. Standard care, designed to be consistent with general practice for treating alcohol-involved teens in an urgent care setting, consisted of giving the teen a handout on avoiding drinking and driving and a list of local treatment agencies. Results of this study indicated:

- There were no between-group differences; average reported drinking decreased significantly for all participants from baseline to both the 3- and 6-month follow-ups ($p < .001$).

Studies Measuring Outcome Study 1, Study 2, Study 3

Study Designs Experimental

Quality of Research Rating 3.4 (0.0-4.0 scale)

Outcome 2: Negative consequences/problems associated with alcohol use

Description of Measures

In one RCT, problems associated with alcohol use were identified using the Rutgers Alcohol Problem Inventory (RAPI) and the Alcohol Dependence Scale (ADS). The RAPI is a self-report instrument that rates the occurrence and frequency of 23 items reflecting alcohol's impact on social and health functioning during the past 6 months. Scores on the RAPI were calculated as the number of items occurring at least 1 or 2 times and ranged from 0 to 23. The ADS measures the severity of physical dependence symptoms, with scores that range from 0 to 47.

In another RCT, negative consequences and problems associated with alcohol use were measured using 5 items from the Health Behavior Questionnaire (HBQ). Using 5-point Likert scales ranging from 0 (never) to 4 (5 or more times), the HBQ measures the frequency of trouble with parents, school, friends, dates, or the police because of drinking.

Key Findings

In one RCT, university-accepted high school seniors were screened for high-risk drinking, defined by self-reported drinking at least monthly and consuming at least 5 or 6 drinks on 1 occasion in the past month, or having experienced 3 alcohol-related problems on 3 to 5 occasions in the past 3 years. As entering college freshman, the high-risk students from this group were assigned to either a brief intervention or a no-treatment control condition. The intervention consisted of a face-to-face feedback interview in the MI counseling style with a personalized summary sheet following a period of 2 weeks in which the student had maintained a daily log of alcohol consumption. Assessments were conducted at baseline and annually over the next 4 years. Results of this study showed that:

- All high-risk students, regardless of condition assignment, averaged fewer alcohol-related problems over the first 4 years of follow-up ($p < .0001$). However, at 2-year follow-up, MI recipients averaged fewer alcohol-related problems in the past 6 months (3.3, +/-3.5) compared with high-risk students in the no-treatment control condition (4.7, +/- 4.4; p

- < .021). This difference was associated with a small effect size (Cohen's $d = 0.32$).
- Only 11% of high-risk students who received MI showed mild alcohol dependence (based on a cutoff score of 11 on the ADS) at the 2-year follow-up, compared with 27% of the high-risk students who received no treatment ($p < .0001$).
- All high-risk female students, regardless of condition assignment, showed greater declines in alcohol-related problems over time compared with all high-risk male students ($p < .007$).
- High-risk students who received MI reported greater declines in negative consequences associated with drinking, on average, at all assessment points relative to high-risk students in the no-treatment condition ($p < .05$).
- High-risk students assigned to MI experienced a greater average initial decrease in negative consequences from baseline to the first-year assessment compared with high-risk students in the no-treatment control condition ($p = .0095$).
- Living in a fraternity or sorority house was associated with more reported drinking ($p < .0001$) and more reported alcohol-related problems ($p < .004$) in all high-risk students, regardless of condition assignment. In addition, high-risk male students living in fraternity houses reported more alcohol-related problems relative to the high-risk male and female students living elsewhere ($p < .037$).

In a second RCT, 18- to 19-year-olds presenting to a hospital emergency room for treatment of an alcohol-related event were assigned to receive either a 35- to 40-minute MI intervention or standard care. Participants were assessed for follow-up 3 and 6 months later. The MI intervention consisted of five components: (1) an introduction and review of the event circumstances, (2) pros and cons of drinking and driving, (3) personalized assessment and feedback, (4) imagining the future, and (5) establishing goals. Standard care, designed to be consistent with general practice for treating alcohol-involved teens in an urgent care setting, consisted of giving the teen a handout on avoiding drinking and driving and a list of local treatment agencies. Results of this study indicated:

- Teens who received MI reported fewer alcohol-related problems (with dates, friends, parents, police, and at school) at 6-month follow-up compared with teens who received standard care ($p < .05$). This difference was associated with a small effect size ($\eta^2 = 0.05$; Cohen's $f = 0.23$).

| | |
|-----------------------------------|---------------------|
| Studies Measuring Outcome | Study 2, Study 3 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.5 (0.0-4.0 scale) |

Outcome 3: Drinking and driving

| | |
|-----------------------------------|---|
| Description of Measures | Drinking and driving was measured using 5 items from the Young Adult Drinking and Driving Questionnaire, which asks the number of times the respondent has driven after consuming various amounts of alcohol. Moving violation records from the Department of Motor Vehicles were also examined for all licensed drivers in the study. |
| Key Findings | <p>In an RCT, 18- to 19-year-olds presenting to a hospital emergency room for treatment of an alcohol-related event were assigned to receive either a 35- to 40-minute MI intervention or standard care. Participants were assessed for follow-up 3 and 6 months later. The MI intervention consisted of five components: (1) an introduction and review of the event circumstances, (2) pros and cons of drinking and driving, (3) personalized assessment and feedback, (4) imagining the future, and (5) establishing goals. Standard care, designed to be consistent with general practice for treating alcohol-involved teens in an urgent care setting, consisted of giving the teen a handout on avoiding drinking and driving and a list of local treatment agencies. Results from this study indicated:</p> <ul style="list-style-type: none"> • About 26% of all study participants reported no drinking-and-driving behavior following treatment. Teens assigned to standard care were almost 4 times more likely than MI recipients to report drinking and driving ($p < .05$). This difference was associated with a medium effect size (odds ratio = 3.92). • MI recipients were less likely than teens assigned to standard care to have a moving violation in the 6 months following treatment (3% vs. 23%; $p < .05$). |
| Studies Measuring Outcome | Study 3 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.5 (0.0-4.0 scale) |

Outcome 4: Alcohol-related injuries

| | |
|-----------------------------------|---|
| Description of Measures | Alcohol-related injuries were assessed using the Adolescent Injury Checklist (AIC), a 14-item, true/false, self-report measure of recent injuries, adapted to measure alcohol involvement. |
| Key Findings | <p>In an RCT, 18- to 19-year-olds presenting to a hospital emergency room for treatment of an alcohol-related event were assigned to receive either a 35- to 40-minute MI intervention or standard care. Participants were assessed for follow-up 3 and 6 months later. The MI intervention consisted of five components: (1) an introduction and review of the event circumstances, (2) pros and cons of drinking and driving, (3) personalized assessment and feedback, (4) imagining the future, and (5) establishing goals. Standard care, designed to be consistent with general practice for treating alcohol-involved teens in an urgent care setting, consisted of giving the teen a handout on avoiding drinking and driving and a list of local treatment agencies. Study results indicated:</p> <ul style="list-style-type: none"> Teens who received MI were significantly less likely to report having sustained an alcohol-related injury at 6-month follow-up than those who received standard care (21% vs. 50%; $p < .01$). This difference was associated with a medium effect size (odds ratio = 3.94). |
| Studies Measuring Outcome | Study 3 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.4 (0.0-4.0 scale) |

Outcome 5: Drug use (cocaine and opiates)

| | |
|-----------------------------------|---|
| Description of Measures | Use of cocaine and opiates in the past 30 days was assessed using an abbreviated version of the Addiction Severity Index (ASI). The ASI provides composite scores for seven domains: medical, legal, employment, drug, alcohol, family, and psychological functioning. Radio Immune Assay (RIA) analysis of hair samples was used to verify self-reported drug use. |
| Key Findings | <p>Self-reported cocaine and heroin users (confirmed by hair analysis) not currently in treatment who presented for routine health care at three urban walk-in medical clinics were assigned to receive either a brief MI intervention or usual care. The usual care group received an initial screening and a handout stating, "Based on your screening responses, you would benefit from help with your drug use," followed by a list of available treatment options. The intervention group received the same handout along with a 10- to 45-minute MI intervention delivered by "peer" interventionists (experienced substance abuse outreach workers who were themselves in recovery). Ten days later, intervention participants also received a 5- to 10-minute "booster" telephone session in which the peer interventionist reviewed the action plan with the participant and negotiated alternative referrals if necessary. Follow-up assessments were conducted at 3 and 6 months after baseline; hair analysis was conducted at baseline and 6-month follow-up. Results of this study showed that:</p> <ul style="list-style-type: none"> MI recipients were more likely to be abstinent from cocaine and heroin 6 months after the intervention than those assigned to usual care. Percentages of abstinent MI and usual care participants at 6-month follow-up, respectively, were 22.3% and 16.9% for cocaine, 40.2% and 30.6% for opiates, and 17.4% and 12.8% for both cocaine and opiates. The effect sizes associated with these differences were small (adjusted odds ratio = 1.51-1.57). |
| Studies Measuring Outcome | Study 4 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.3 (0.0-4.0 scale) |

Outcome 6: Retention in treatment

| | |
|--------------------------------|--|
| Description of Measures | Retention in treatment was defined as (1) the number of treatment sessions completed in the 28 and 84 days after randomization and (2) continued enrollment at the same community-based substance abuse treatment clinic 28 and 84 days after randomization. |
|--------------------------------|--|

| | |
|-----------------------------------|---|
| Key Findings | <p>In an RCT, substance users entering outpatient treatment at five community-based treatment settings were assigned to receive either a 2-hour intake/evaluation session that incorporated MI strategies and the MI style of counseling or a standard 2-hour intake/evaluation session. Results of this study indicated:</p> <ul style="list-style-type: none"> • On average across all five treatment settings, participants assigned to the intake with MI intervention completed significantly more sessions in the 28 days after randomization relative to participants assigned to standard intake (five vs. four sessions; $p = .05$). A small effect size was associated with this difference (Cohen's $d = 0.24$). • Participants assigned to the intake with MI intervention were significantly more likely to be enrolled in treatment at the clinic 28 days after randomization than participants assigned to standard intake (84% vs. 75%; $p = .05$). • In a subgroup of participants whose principal substance of abuse was alcohol, those assigned to the intake with MI intervention completed significantly more sessions on average in the 28 days following randomization ($p \leq .01$) and more sessions in the 84 days following randomization ($p = .05$) relative to participants receiving standard intake. Small to medium effect sizes were associated with these differences (Cohen's $d = 0.32-0.56$). |
| Studies Measuring Outcome | Study 5 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.9 (0.0-4.0 scale) |

Study Populations

The following populations were identified in the studies reviewed for Quality of Research.

| Study | Age | Gender | Race/Ethnicity |
|----------------|--------------------------------------|----------------------------|--|
| Study 1 | 26-55 (Adult) 55+ (Older adult) | 70.5% Male 29.5% Female | 82% White 18% Race/ethnicity unspecified |
| Study 2 | 18-25 (Young adult) | 54% Female 46% Male | 83.9% White 16.1% Race/ethnicity unspecified |
| Study 3 | 18-25 (Young adult) | 63.8% Male 36.2% Female | 79.8% White 12.8% Black or African American 5.3% Asian 2.1% Hispanic or Latino |
| Study 4 | 26-55 (Adult) | 70.6% Male 29.4% Female | 60% Black or African American 21.5% Hispanic or Latino 12.5% White 6% Race/ethnicity unspecified |
| Study 5 | 18-25 (Young adult) 26-55 (Adult) | 56.7% Male 43.3% Female | 71.6% White 15.8% Race/ethnicity unspecified 9.9% Black or African American 2.6% Hispanic or Latino |

Quality of Research Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the Quality of Research for an intervention's reported results using six criteria:

1. Reliability of measures
2. Validity of measures
3. Intervention fidelity
4. Missing data and attrition
5. Potential confounding variables
6. Appropriateness of analysis

| Outcome | Reliability of Measures | Validity of Measures | Fidelity | Missing Data/Attrition | Confounding Variables | Data Analysis | Overall Rating |
|---|-------------------------|----------------------|----------|------------------------|-----------------------|---------------|----------------|
| 1: Alcohol use | 3.3 | 3.5 | 3.5 | 3.3 | 3.5 | 3.6 | 3.4 |
| 2: Negative consequences/problems associated with alcohol use | 3.3 | 3.3 | 4.0 | 3.5 | 3.4 | 3.8 | 3.5 |
| 3: Drinking and driving | 3.8 | 3.8 | 4.0 | 3.5 | 2.5 | 3.5 | 3.5 |
| 4: Alcohol-related injuries | 3.5 | 3.5 | 4.0 | 3.5 | 2.5 | 3.5 | 3.4 |
| 5: Drug use (cocaine and opiates) | 3.3 | 3.3 | 4.0 | 3.0 | 2.5 | 3.5 | 3.3 |
| 6: Retention in treatment | 4.0 | 4.0 | 4.0 | 4.0 | 3.5 | 4.0 | 3.9 |

Study Strengths

These studies were rigorous clinical trials of high methodological quality. They used well-known, widely accepted assessment instruments with demonstrated reliability and validity. Four of the five studies had large sample sizes, two were multisite trials, and all used random assignment with few exclusionary criteria. Most of the studies were characterized by strong intervention fidelity. Analyses were largely state of the art.

Study Weaknesses

Some of the measurement instruments have limited published psychometrics associated with their use. Three of the five studies did not examine developmental trends that potentially could have affected outcome results over time. The studies inconsistently handled potential confounding variables.

Readiness for Dissemination

Review Date: September 2013

Materials Reviewed

The materials below were reviewed for Readiness for Dissemination. The implementation point of contact can provide information regarding implementation of the intervention and the availability of additional, updated, or new materials.

Allison, J., Bes, R., & Rose, G. (2012). Motivational Interviewing Target Scheme (MITS 2.1), an instrument for practitioners, trainers, coaches and researchers: Explanation and guidance. Hilversum, Netherlands: MiCampus. Retrieved from http://www.motivationalinterviewing.org/sites/default/files/MITS_2.1.pdf

Hohman, M. (2012). Motivational interviewing in social work practice. New York: Guilford Press.

Lane, C. (2002). Behavior Change Counseling Index (BECCI): Manual for coding behaviour change counseling. Cardiff, United Kingdom: University of Wales, College of Medicine.

Madson, M. B., Campbell, T. C., Barrett, D. E., Brondino, M. J., & Melchert, T. P. (2005). Development of the Motivational Interviewing Supervision and Training Scale. *Psychology of Addictive Behaviors*, 19(3), 303-310.  Pub Med icon

Martin, T., Moyers, T. B., Houck, J., Christopher, P., & Miller, W. R. (2005). Motivational Interviewing Sequential Code for Observing Process Changes (MI-SCOPE) coder's manual. Albuquerque, NM: University of New Mexico, Center on Alcoholism, Substance Abuse, and Addictions. Retrieved from <http://casaa.unm.edu/download/scope.pdf>

Martino, S., Ball, S. A., Gallon, S. J., Hall, D., Garcia, M., Ceperich, S., ... Hausotter, W. (2006). Motivational interviewing assessment: Supervisory tools for enhancing proficiency. Salem, OR: Northwest Frontier Addiction Technology Transfer Center, Oregon Health and Science University. Retrieved from <http://www.motivationalinterview.org/Documents/MIA-STEP.pdf>

Miller, W. R. (n.d.). Motivational interviewing: What it is, how it works, how to learn it [PowerPoint slides].

Miller, W. R., Hendrickson, S. M., Venner, K., Bisono, A., Daugherty, M., & Yahne, C. E. (2008). Cross-cultural training in motivational interviewing. *Journal of Teaching in the Addictions*, 7(1), 4-15.
PR7Award # S299A160070

Miller, W. R., & Mount, K. A. (2001). A small study of training in motivational interviewing: Does one workshop change clinician and client behavior? *Behavioural and Cognitive Psychotherapy*, 29(4), 457-471.
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Miller, W. R., & Moyers, T. B. (2006). Eight stages in learning motivational interviewing. *Journal of Teaching in the Addictions*, 5(1), 3-17.

Miller, W. R., Moyers, T. B., Arciniega, L., Ernst, D., & Forcehimes, A. A. (2005). Training, supervision and quality monitoring of the COMBINE study behavioral interventions. *Journal of Studies on Alcohol*, 66(Suppl. 15), 188-195.  Pub Med icon

Miller, W. R., Moyers, T. B., Ernst, D., & Amrhein, P. (2003). Manual for the Motivational Interviewing Skill Code (MISC) 2.0. Albuquerque, NM: University of New Mexico, Center on Alcoholism, Substance Abuse, and Addictions. Retrieved from <http://www.motivationalinterviewing.org/sites/default/files/MISC2.pdf>

Miller, W. R., Moyers, T. B., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* [2-DVD set]. Carson City, NV: The Change Companies.

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York: Guilford Press.

Miller, W. R., Yahne, C. E., Moyers, T. B., Martinez, J., & Pirritano, M. (2004). A randomized trial of methods to help clinicians learn motivational interviewing. *Journal of Consulting and Clinical Psychology*, 72(6), 1050-1062.  Pub Med icon

Moyers, T. B., Martin, T., Manuel, J. K., Hendrickson, S. M., & Miller, W. R. (2005). Assessing competence in the use of motivational interviewing. *Journal of Substance Abuse Treatment*, 28(1), 19-26.  Pub Med icon

Moyers, T. B., Martin, T., Manuel, J. K., Miller, W. R., & Ernst, D. (2010, January 22). Revised Global Scales: Motivational Interviewing Treatment Integrity 3.1.1 (MITI 3.1.1). Albuquerque, NM: University of New Mexico, Center on Alcoholism, Substance Abuse, and Addictions. Retrieved from <http://www.motivationalinterviewing.org/sites/default/files/MITI%203.1.pdf>

Naar-King, S., & Suarez, M. (2010). *Motivational interviewing with adolescents and young adults*. New York: Guilford Press.

Rollnick, S., Miller, W. R., & Butler, C. C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. New York: Guilford Press.

Rosengren, D. B. (2009). *Building motivational interviewing skills: A practitioner workbook*. New York: Guilford Press.

Wagner, C. C., & Ingersoll, K. S. (2013). *Motivational interviewing in groups*. New York: Guilford Press.

Walters, S. T., & Baer, J. S. (2005). *Talking with college students about alcohol: Motivational strategies for reducing abuse*. New York: Guilford Press.

Web sites:

- Motivational Interviewing Network of Trainers (MINT) Web site, <http://www.motivationalinterviewing.org>
- SAMHSA Addiction Technology Transfer Center Motivational Interviewing Web site, <http://www.motivationalinterview.org>
- University of New Mexico, Center on Alcohol, Substance Abuse, and Addiction Assessment Instruments Web site, <http://casaa.unm.edu/Instruments>

Readiness for Dissemination Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the intervention's Readiness for Dissemination using three criteria:

1. Availability of implementation materials
2. Availability of training and support resources
3. Availability of quality assurance procedures

For more information about these criteria and the meaning of the ratings, see [Readiness for Dissemination](#).

| Implementation Materials | Training and Support Resources | Quality Assurance Procedures | Overall Rating |
|--------------------------|--------------------------------|------------------------------|----------------|
| 4.0 | 4.0 | 4.0 | 4.0 |

Dissemination Strengths

A significant number of books, manuals, journal articles, DVDs, and training materials are available that detail the theory, structure, skill sets, practice protocols, feedback and quality assurance mechanisms, and cultural adaptations of the intervention. The volume of materials available to support implementation has continued to grow over the past three decades, and the practice itself continues to be refined. Numerous training resources exist for new implementers, and information about worldwide training and support opportunities

are easily identified and accessed online. Training for trainers, supervisors, and coaches is also available. Practitioner competence along several dimensions is emphasized, and many comprehensive tools to monitor performance and client responsiveness are easily accessed, free of charge. Outcome measurement instruments related to an assortment of potential client outcomes, along with guidance for their use, are provided free online as well.

Dissemination Weaknesses

No dissemination weaknesses were identified by reviewers.

Review Date: December 2007

Materials Reviewed

The materials below were reviewed for Readiness for Dissemination. The implementation point of contact can provide information regarding implementation of the intervention and the availability of additional, updated, or new materials.

Miller, W. R., & Rollnick, S. (2002). *Motivational Interviewing: Preparing people for change* (2nd ed.). New York: Guilford Press.

Motivational Interviewing: Professional training DVD. (1998).

Motivational Interviewing: Professional Training Outline

Moyers, T. B., Martin, T., Manuel, J. K., & Miller, W. R. (n.d.). The Motivational Interviewing Treatment Integrity (MITI) code: Version 2.0. Retrieved from the University of New Mexico, Center on Alcoholism, Substance Abuse, and Addictions Web site: <http://casaa.unm.edu/download/miti.pdf>

Northwest Frontier Addiction Technology Transfer Center. (2006). *Motivational Interviewing assessment: Supervisory tools for enhancing proficiency (MIA-STEP)*. Salem, OR: Oregon Health & Science University, Department of Public Health and Preventive Medicine. Retrieved from <http://www.nfattc.org/publicationsNewsResources/publications.aspx>

Program Web site, <http://www.motivationalinterview.org>

Readiness for Dissemination Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the intervention's Readiness for Dissemination using three criteria:

1. Availability of implementation materials
2. Availability of training and support resources
3. Availability of quality assurance procedures

For more information about these criteria and the meaning of the ratings, see [Readiness for Dissemination](#).

| Implementation Materials | Training and Support Resources | Quality Assurance Procedures | Overall Rating |
|--------------------------|--------------------------------|------------------------------|----------------|
| 4.0 | 3.8 | 4.0 | 3.9 |

Dissemination Strengths

Practice materials are highly detailed and provide specific guidance for each suggested technique. Numerous opportunities are available for face-to-face or video-based training for implementers with varied clinical skill levels. Training for clinical supervisors through the MIA-STEP manual provides for a unique level of quality oversight and includes important information on organizational factors that affect fidelity and sustainability of this practice.

Dissemination Weaknesses

Dissemination materials do not adequately explain the recommended level of training and consultation for individuals and groups.

Costs

The cost information below was provided by the developer. Although this cost information may have been updated by the developer since the time of review, it may not reflect the current costs or availability of items (including newly developed or discontinued items). The implementation point of contact can provide current information and discuss implementation requirements.

| Item Description | Cost | Required by Developer |
|--|--------------|-----------------------|
| Motivational Interviewing: Helping People Change (3rd ed.) | \$51.00 each | No |

| | | |
|---|--|----|
| (book) | | |
| Building Motivational Interviewing Skills: A Practitioner Workbook | \$39.10 each | No |
| Motivational Interviewing in Social Work Practice (book) | \$30.60 each | No |
| Motivational Interviewing With Adolescents and Young Adults (book) | \$30.60 each | No |
| Motivational Interviewing in Groups (book) | \$42.50 each | No |
| Motivational Interviewing: Helping People Change (2-DVD set) | \$180.00 each | No |
| Motivational Interviewing in Health Care: Helping Patients Change Behavior (book) | \$26.35 each | No |
| Talking With College Students about Alcohol (book) | \$35.70 each | No |
| On- or off-site training | Varies depending on trainer selected and site needs | No |
| On-site or phone technical assistance, consultation, and coaching | Varies depending on consultant selected and site needs | No |
| Quality assurance instruments | Free | No |

Replications

Selected citations are presented below. An asterisk indicates that the document was reviewed for Quality of Research.

Hundreds of investigators have replicated the MI approach to address a variety of problem behaviors. A comprehensive bibliography for the years 1983 through 2007 is available at <http://www.motivationalinterviewing.org>, a site maintained by the Center for Substance Abuse Treatment's Mid-Atlantic Addiction Technology Transfer Center. A citation for a meta-analytic review of MI as a brief intervention for excessive drinking appears below.

[Vasilaki, E. I., Hosier, S. G., & Cox, W. M. \(2006\). The efficacy of motivational interviewing as a brief intervention for excessive drinking: A meta-analytic review. Alcohol & Alcoholism, 41\(3\), 328-335.](#)  Pub Med icon

Contact Information

To learn more about implementation or research, contact:

William R. Miller, Ph.D.
wrmiller@unm.edu

Consider these [Questions to Ask](#) (PDF, 54KB) as you explore the possible use of this intervention.

Web Site(s):

- <http://www.motivationalinterviewing.org>

This PDF was generated from <http://nrepp.samhsa.gov/ViewIntervention.aspx?id=346> on 5/31/2016

Kenaitze Indian Tribe

Description of Continuing Activities-NYCP project

Kenaitze and project partners will continue proposed NYCP activities by incorporating FAST Tutor/Liaison positions within the day-to-day service scope of the Tribe. As Kenaitze has already developed two FTE tutor positions to serve Native elementary students, service infrastructure and crucial MOAs with KPBSD have already been developed and codified. KPBSD will continue to support the efforts of the NEP Coordinator by providing 25% of the cost of Mr. Woodhead's salary towards supervision of Tutor positions. Kenaitze's Education and Career Development department will continue to coordinate with the NEP Coordinator to broker services for Title VII students as appropriate. Kenaitze's Student Services Coordinator will continue to meet with KPBSD's Curriculum and Assessment Coordinator to provide a collaborative approach to developing credits for Kenaitze's cultural programs as part of her regularly scheduled responsibilities and duties. Further, the Curriculum and Assessment Coordinator will remain committed to providing cross-collaborative professional development activities to Kenaitze and KPBSD educators to broaden cultural understanding and advocate for the needs of Native students. Policies and procedures that will allow for FAST activities during regularly scheduled I-TEAM meetings will provide Tutors with the ability to advocate, communicate and impact student success through direct contact with teachers, parents, counselors, interventionists, peers and community members long after the NYCP grant period is over.

Kenaitze Indian Tribe
Executive Tribal Council Membership
FY2016

Rosalie A. Tepp, Chairperson

Term Ends: October 2016

2715 Watergate Way

Kenai, AK 99611

Rtepp@kenaitze.org

(b)(6)

Audré Gifford, Vice Chair

Term Ends: October 2016

312 Rogers Road

Soldotna, AK 99669

agifford@kenaitze.org

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Liisia Blizzard, Secretary

Term Ends: October 2016

PO Box 2481

Kenai, AK 99611

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Clinton Lageson, Treasurer

Term Ends: October 2017

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Wayne Wilson, Council Member

Term Ends: October 2017

wwilson@kenaitze.org

(b)(6)

Bernadine Atchson, Council Member

Term Ends: October 2017

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Jennifer Showalter-Yeoman, Council Member

Term Ends: October 2016

jyeoman@kenaitze.org

(b)(6)

or question with the above individual. You will receive a reply during normal business hours.

SUPPLEMENTARY INFORMATION: A person or party who wishes to protest against this survey must file a written notice with the Oregon State Director, Bureau of Land Management, stating that they wish to protest. A statement of reasons for a protest may be filed with the notice of protest and must be filed with the Oregon State Director within thirty days after the protest is filed. If a protest against the survey is received prior to the date of official filing, the filing will be stayed pending consideration of the protest. A plat will not be officially filed until the day after all protests have been dismissed or otherwise resolved. Before including your address, phone number, email address, or other personal identifying information in your comment, you should be aware that your entire comment—including your personal identifying information—may be made publicly available at any time. While you can ask us in your comment to withhold your personal identifying information from public review, we cannot guarantee that we will be able to do so.

Mary J.M. Hartel,
Chief Cadastral Surveyor of Oregon/
Washington.

[FR Doc. 2015-00413 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-33-P

DEPARTMENT OF THE INTERIOR

Bureau of Land Management

[LLNV952000 L14400000.BJ0000
LXSSF2210000.241A; 13-08807; MO#
4500075689; TAS: 15X1109]

Filing of Plats of Survey; NV

AGENCY: Bureau of Land Management, Interior.

ACTION: Notice.

SUMMARY: The purpose of this notice is to inform the public and interested State and local government officials of the filing of Plats of Survey in Nevada.

DATES: *Effective Dates:* Unless otherwise stated filing is effective at 10:00 a.m. on the dates indicated below.

FOR FURTHER INFORMATION CONTACT: Michael O. Harmening, Chief, Branch of Geographic Sciences, Bureau of Land Management, Nevada State Office, 1340 Financial Blvd., Reno, NV 89502-7147, phone: 775-861-6490. Persons who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 to contact the above

individual during normal business hours. The FIRS is available 24 hours a day, 7 days a week, to leave a message or question with the above individual. You will receive a reply during normal business hours.

SUPPLEMENTARY INFORMATION:

1. The Plat of Survey of the following described lands was officially filed at the Bureau of Land Management (BLM) Nevada State Office, Reno, Nevada on October 14, 2014:

The plat, in 1 sheet, representing the dependent resurvey of the east boundary, a portion of the west boundary, the north boundary and a portion of the subdivisional lines, Township 26 North, Range 49 East, Mount Diablo Meridian, Nevada, under Group No. 919, was accepted October 10, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

2. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on December 19, 2014:

The plat, in 2 sheets, representing the dependent resurvey of a portion of the east boundary and a portion of the subdivisional lines, and a metes-and-bounds survey in section 13, Township 15 North, Range 64 East, of the Mount Diablo Meridian, Nevada, under Group No. 927, was accepted December 17, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

3. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on December 19, 2014:

The plat, in 4 sheets, representing the dependent resurvey of the Third Standard Parallel North through a portion of Range 65 East, a portion of the west boundary and a portion of the subdivisional lines, and the corrective dependent resurvey of a portion of the subdivisional lines, the subdivision of section 7, and metes-and-bounds surveys in sections 3, 7 and 18, Township 15 North, Range 65 East, of the Mount Diablo Meridian, Nevada, under Group No. 927, was accepted December 17, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

4. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on November 7, 2014:

The plat, in 6 sheets, representing the dependent resurvey of a portion of the south and west boundaries, a portion of the subdivisional lines and a portion of the subdivision of section 18, and a

metes-and-bounds survey of a line 30 feet easterly and parallel with the apparent centerline of a portion of Cave Valley road, through sections 18, 19, 30 and 31, and a metes-and-bounds survey of a line 30 feet southerly and parallel with the apparent centerline of an unimproved dirt road and a portion of the westerly right-of-way line of Highway Nos. 6, 50 and 93, through a portion of section 34, Township 15 North, Range 64 East, of the Mount Diablo Meridian, Nevada, under Group No. 928, was accepted October 31, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management to affect the transfer of Federal Lands to the State of Nevada, as directed by Public Law 109-432.

5. The Plat of Survey of the following described lands was officially filed at the BLM Nevada State Office, Reno, Nevada on November 7, 2014:

The plat, in 1 sheet, representing the dependent resurvey of the First Standard Parallel North through a portion of Range 40 East, as portion of the subdivisional lines and a portion of Mineral Survey No. 4414, Township 6 North, Range 40 East, of the Mount Diablo Meridian, Nevada, under Group No. 932, was accepted November 5, 2014. This survey was executed to meet certain administrative needs of the Bureau of Land Management.

The surveys listed above are now the basic record for describing the lands for all authorized purposes. These records have been placed in the open files in the BLM Nevada State Office and are available to the public as a matter of information. Copies of the surveys and related field notes may be furnished to the public upon payment of the appropriate fees.

Dated: January 6, 2015.

Michael O. Harmening,
Chief Cadastral Surveyor, Nevada.

[FR Doc. 2015-00426 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-HC-P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

[145A2100DD/AOT500000.000000/
AAK3000000]

Indian Entities Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs

AGENCY: Bureau of Indian Affairs, Interior.

ACTION: Notice.

SUMMARY: This notice publishes the current list of 566 tribal entities

recognized and eligible for funding and services from the Bureau of Indian Affairs by virtue of their status as Indian tribes. The list is updated from the notice published on January 29, 2014 (79 FR 4748).

FOR FURTHER INFORMATION CONTACT:

Laurel Iron Cloud, Bureau of Indian Affairs, Division of Tribal Government Services, Mail Stop 4513-MIB, 1849 C Street NW., Washington, DC 20240. Telephone number: (202) 513-7641.

SUPPLEMENTARY INFORMATION: This notice is published pursuant to Section 104 of the Act of November 2, 1994 (Pub. L. 103-454; 108 Stat. 4791, 4792), and in exercise of authority delegated to the Assistant Secretary—Indian Affairs under 25 U.S.C. 2 and 9 and 209 DM 8.

Published below is a list of federally acknowledged tribes in the contiguous 48 states and Alaska.

Amendments to the list include name changes and name corrections. To aid in identifying tribal name changes and corrections, the tribe's previously listed or former name is included in parentheses after the correct current tribal name. We will continue to list the tribe's former or previously listed name for several years before dropping the former or previously listed name from the list.

The listed Indian entities are acknowledged to have the immunities and privileges available to federally recognized Indian tribes by virtue of their government-to-government relationship with the United States as well as the responsibilities, powers, limitations and obligations of such tribes. We have continued the practice of listing the Alaska Native entities separately solely for the purpose of facilitating identification of them and reference to them given the large number of complex Native names.

Dated: January 8, 2015.

Kevin K. Washburn,

Assistant Secretary—Indian Affairs.

INDIAN TRIBAL ENTITIES WITHIN THE CONTIGUOUS 48 STATES RECOGNIZED AND ELIGIBLE TO RECEIVE SERVICES FROM THE UNITED STATES BUREAU OF INDIAN AFFAIRS

Absentee-Shawnee Tribe of Indians of Oklahoma
 Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California
 Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona
 Alabama-Coushatta Tribe of Texas (previously listed as the Alabama-Coushatta Tribes of Texas)

Alabama-Quassarte Tribal Town
 Alturas Indian Rancheria, California
 Apache Tribe of Oklahoma
 Arapaho Tribe of the Wind River Reservation, Wyoming
 Aroostook Band of Micmacs (previously listed as the Aroostook Band of Micmac Indians)
 Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana
 Augustine Band of Cahuilla Indians, California (previously listed as the Augustine Band of Cahuilla Mission Indians of the Augustine Reservation)
 Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin
 Bay Mills Indian Community, Michigan
 Bear River Band of the Rohnerville Rancheria, California
 Berry Creek Rancheria of Maidu Indians of California
 Big Lagoon Rancheria, California
 Big Pine Paiute Tribe of the Owens Valley (previously listed as the Big Pine Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California)
 Big Sandy Rancheria of Western Mono Indians of California (previously listed as the Big Sandy Rancheria of Mono Indians of California)
 Big Valley Band of Pomo Indians of the Big Valley Rancheria, California
 Bishop Paiute Tribe (previously listed as the Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony, California)
 Blackfeet Tribe of the Blackfeet Indian Reservation of Montana
 Blue Lake Rancheria, California
 Bridgeport Indian Colony (previously listed as the Bridgeport Paiute Indian Colony of California)
 Buena Vista Rancheria of Me-Wuk Indians of California
 Burns Paiute Tribe (previously listed as the Burns Paiute Tribe of the Burns Paiute Indian Colony of Oregon)
 Cabazon Band of Mission Indians, California
 Cachil DeHe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria, California
 Caddo Nation of Oklahoma
 Cahto Tribe of the Laytonville Rancheria
 Cahuilla Band of Mission Indians of the Cahuilla Reservation, California
 California Valley Miwok Tribe, California
 Campo Band of Diegueno Mission Indians of the Campo Indian Reservation, California
 Capitan Grande Band of Diegueno Mission Indians of California: (Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation, California; Viejas (Baron Long) Group of Capitan Grande Band of Mission Indians of the Viejas Reservation, California)
 Catawba Indian Nation (aka Catawba Tribe of South Carolina)
 Cayuga Nation
 Cedarville Rancheria, California
 Chemehuevi Indian Tribe of the Chemehuevi Reservation, California
 Cher-Ae Heights Indian Community of the Trinidad Rancheria, California
 Cherokee Nation
 Cheyenne and Arapaho Tribes, Oklahoma (previously listed as the Cheyenne-Arapaho Tribes of Oklahoma)
 Cheyenne River Sioux Tribe of the Cheyenne River Reservation, South Dakota
 Chicken Ranch Rancheria of Me-Wuk Indians of California
 Chippewa Cree Indians of the Rocky Boy's Reservation, Montana (previously listed as the Chippewa-Cree Indians of the Rocky Boy's Reservation, Montana)
 Chitimacha Tribe of Louisiana
 Citizen Potawatomi Nation, Oklahoma
 Cloverdale Rancheria of Pomo Indians of California
 Cocopah Tribe of Arizona
 Coeur D'Alene Tribe (previously listed as the Coeur D'Alene Tribe of the Coeur D'Alene Reservation, Idaho)
 Cold Springs Rancheria of Mono Indians of California
 Colorado River Indian Tribes of the Colorado River Indian Reservation, Arizona and California
 Comanche Nation, Oklahoma
 Confederated Salish and Kootenai Tribes of the Flathead Reservation
 Confederated Tribes and Bands of the Yakama Nation
 Confederated Tribes of Siletz Indians of Oregon (previously listed as the Confederated Tribes of the Siletz Reservation)
 Confederated Tribes of the Chehalis Reservation
 Confederated Tribes of the Colville Reservation
 Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians
 Confederated Tribes of the Goshute Reservation, Nevada and Utah
 Confederated Tribes of the Grand Ronde Community of Oregon
 Confederated Tribes of the Umatilla Indian Reservation (previously listed as the Confederated Tribes of the Umatilla Reservation, Oregon)
 Confederated Tribes of the Warm Springs Reservation of Oregon
 Coquille Indian Tribe (previously listed as the Coquille Tribe of Oregon)
 Cortina Indian Rancheria (previously listed as the Cortina Indian Rancheria of Wintun Indians of California)
 Coushatta Tribe of Louisiana

- Cow Creek Band of Umpqua Tribe of Indians (previously listed as the Cow Creek Band of Umpqua Indians of Oregon)
- Cowlitz Indian Tribe
- Coyote Valley Band of Pomo Indians of California
- Crow Creek Sioux Tribe of the Crow Creek Reservation, South Dakota
- Crow Tribe of Montana
- Death Valley Timbi-sha Shoshone Tribe (previously listed as the Death Valley Timbi-Sha Shoshone Band of California)
- Delaware Nation, Oklahoma
- Delaware Tribe of Indians
- Dry Creek Rancheria Band of Pomo Indians, California (previously listed as the Dry Creek Rancheria of Pomo Indians of California)
- Duckwater Shoshone Tribe of the Duckwater Reservation, Nevada
- Eastern Band of Cherokee Indians
- Eastern Shawnee Tribe of Oklahoma
- Elem Indian Colony of Pomo Indians of the Sulphur Bank Rancheria, California
- Elk Valley Rancheria, California
- Ely Shoshone Tribe of Nevada
- Enterprise Rancheria of Maidu Indians of California
- Ewiiapaayp Band of Kumeyaay Indians, California
- Federated Indians of Graton Rancheria, California
- Flandreau Santee Sioux Tribe of South Dakota
- Forest County Potawatomi Community, Wisconsin
- Fort Belknap Indian Community of the Fort Belknap Reservation of Montana
- Fort Bidwell Indian Community of the Fort Bidwell Reservation of California
- Fort Independence Indian Community of Paiute Indians of the Fort Independence Reservation, California
- Fort McDermitt Paiute and Shoshone Tribes of the Fort McDermitt Indian Reservation, Nevada and Oregon
- Fort McDowell Yavapai Nation, Arizona
- Fort Mojave Indian Tribe of Arizona, California & Nevada
- Fort Sill Apache Tribe of Oklahoma
- Gila River Indian Community of the Gila River Indian Reservation, Arizona
- Grand Traverse Band of Ottawa and Chippewa Indians, Michigan
- Greenville Rancheria (previously listed as the Greenville Rancheria of Maidu Indians of California)
- Grindstone Indian Rancheria of Wintun-Wailaki Indians of California
- Guidiville Rancheria of California
- Habematolel Pomo of Upper Lake, California
- Hannahville Indian Community, Michigan
- Havasupai Tribe of the Havasupai Reservation, Arizona
- Ho-Chunk Nation of Wisconsin
- Hoh Indian Tribe (previously listed as the Hoh Indian Tribe of the Hoh Indian Reservation, Washington)
- Hoopa Valley Tribe, California
- Hopi Tribe of Arizona
- Hopland Band of Pomo Indians, California (formerly Hopland Band of Pomo Indians of the Hopland Rancheria, California)
- Houlton Band of Maliseet Indians
- Hualapai Indian Tribe of the Hualapai Indian Reservation, Arizona
- Iipay Nation of Santa Ysabel, California (previously listed as the Santa Ysabel Band of Diegueno Mission Indians of the Santa Ysabel Reservation)
- Inaja Band of Diegueno Mission Indians of the Inaja and Cosmit Reservation, California
- Ione Band of Miwok Indians of California
- Iowa Tribe of Kansas and Nebraska
- Iowa Tribe of Oklahoma
- Jackson Band of Miwok Indians (previously listed as the Jackson Rancheria of Me-Wuk Indians of California)
- Jamestown S'Klallam Tribe
- Jamul Indian Village of California
- Jena Band of Choctaw Indians
- Jicarilla Apache Nation, New Mexico
- Kaibab Band of Paiute Indians of the Kaibab Indian Reservation, Arizona
- Kalispel Indian Community of the Kalispel Reservation
- Karuk Tribe (previously listed as the Karuk Tribe of California)
- Kashia Band of Pomo Indians of the Stewarts Point Rancheria, California
- Kaw Nation, Oklahoma
- Kewa Pueblo, New Mexico (previously listed as the Pueblo of Santo Domingo)
- Keweenaw Bay Indian Community, Michigan
- Kialegee Tribal Town
- Kickapoo Traditional Tribe of Texas
- Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas
- Kickapoo Tribe of Oklahoma
- Kiowa Indian Tribe of Oklahoma
- Klamath Tribes
- Koi Nation of Northern California (previously listed as the Lower Lake Rancheria, California)
- Kootenai Tribe of Idaho
- La Jolla Band of Luiseno Indians, California (previously listed as the La Jolla Band of Luiseno Mission Indians of the La Jolla Reservation)
- La Posta Band of Diegueno Mission Indians of the La Posta Indian Reservation, California
- Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin
- Lac du Flambeau Band of Lake Superior Chippewa Indians of the Lac du Flambeau Reservation of Wisconsin
- Lac Vieux Desert Band of Lake Superior Chippewa Indians of Michigan
- Las Vegas Tribe of Paiute Indians of the Las Vegas Indian Colony, Nevada
- Little River Band of Ottawa Indians, Michigan
- Little Traverse Bay Bands of Odawa Indians, Michigan
- Lone Pine Paiute-Shoshone Tribe (previously listed as the Paiute-Shoshone Indians of the Lone Pine Community of the Lone Pine Reservation, California)
- Los Coyotes Band of Cahuilla and Cupeno Indians, California (previously listed as the Los Coyotes Band of Cahuilla & Cupeno Indians of the Los Coyotes Reservation)
- Lovelock Paiute Tribe of the Lovelock Indian Colony, Nevada
- Lower Brule Sioux Tribe of the Lower Brule Reservation, South Dakota
- Lower Elwha Tribal Community (previously listed as the Lower Elwha Tribal Community of the Lower Elwha Reservation, Washington)
- Lower Sioux Indian Community in the State of Minnesota
- Lummi Tribe of the Lummi Reservation
- Lytton Rancheria of California
- Makah Indian Tribe of the Makah Indian Reservation
- Manchester Band of Pomo Indians of the Manchester Rancheria, California (previously listed as the Manchester Band of Pomo Indians of the Manchester-Point Arena Rancheria, California)
- Manzanita Band of Diegueno Mission Indians of the Manzanita Reservation, California
- Mashantucket Pequot Indian Tribe (previously listed as the Mashantucket Pequot Tribe of Connecticut)
- Mashpee Wampanoag Tribe (previously listed as the Mashpee Wampanoag Indian Tribal Council, Inc.)
- Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan
- Mechoopda Indian Tribe of Chico Rancheria, California
- Menominee Indian Tribe of Wisconsin
- Mesa Grande Band of Diegueno Mission Indians of the Mesa Grande Reservation, California
- Mescalero Apache Tribe of the Mescalero Reservation, New Mexico
- Miami Tribe of Oklahoma
- Miccosukee Tribe of Indians
- Middletown Rancheria of Pomo Indians of California
- Minnesota Chippewa Tribe, Minnesota (Six component reservations: Bois Forte Band (Nett Lake); Fond du Lac Band; Grand Portage Band; Leech Lake Band; Mille Lacs Band; White Earth Band)
- Mississippi Band of Choctaw Indians

- Moapa Band of Paiute Indians of the Moapa River Indian Reservation, Nevada
- Mohegan Tribe of Indians of Connecticut (previously listed as Mohegan Indian Tribe of Connecticut)
- Mooretown Rancheria of Maidu Indians of California
- Morongo Band of Mission Indians, California (previously listed as the Morongo Band of Cahuilla Mission Indians of the Morongo Reservation)
- Muckleshoot Indian Tribe (previously listed as the Muckleshoot Indian Tribe of the Muckleshoot Reservation, Washington)
- Narragansett Indian Tribe
- Navajo Nation, Arizona, New Mexico & Utah
- Nez Perce Tribe (previously listed as the Nez Perce Tribe of Idaho)
- Nisqually Indian Tribe (previously listed as the Nisqually Indian Tribe of the Nisqually Reservation, Washington)
- Nooksack Indian Tribe
- Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, Montana
- Northfork Rancheria of Mono Indians of California
- Northwestern Band of Shoshoni Nation (previously listed as the Northwestern Band of Shoshoni Nation of Utah (Washakie))
- Nottawaseppi Huron Band of the Potawatomi, Michigan (previously listed as the Huron Potawatomi, Inc.)
- Oglala Sioux Tribe (previously listed as the Oglala Sioux Tribe of the Pine Ridge Reservation, South Dakota)
- Ohkay Owingeh, New Mexico (previously listed as the Pueblo of San Juan)
- Omaha Tribe of Nebraska
- Oneida Nation of New York
- Oneida Tribe of Indians of Wisconsin
- Onondaga Nation
- Otoe-Missouria Tribe of Indians, Oklahoma
- Ottawa Tribe of Oklahoma
- Paiute Indian Tribe of Utah (Cedar Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes) (formerly Paiute Indian Tribe of Utah (Cedar City Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes))
- Paiute-Shoshone Tribe of the Fallon Reservation and Colony, Nevada
- Pala Band of Luiseno Mission Indians of the Pala Reservation, California
- Pascua Yaqui Tribe of Arizona
- Paskenta Band of Nomlaki Indians of California
- Passamaquoddy Tribe
- Pauma Band of Luiseno Mission Indians of the Pauma & Yuima Reservation, California
- Pawnee Nation of Oklahoma
- Pechanga Band of Luiseno Mission Indians of the Pechanga Reservation, California
- Penobscot Nation (previously listed as the Penobscot Tribe of Maine)
- Peoria Tribe of Indians of Oklahoma
- Picayune Rancheria of Chukchansi Indians of California
- Pinoleville Pomo Nation, California (previously listed as the Pinoleville Rancheria of Pomo Indians of California)
- Pit River Tribe, California (includes XL Ranch, Big Bend, Likely, Lookout, Montgomery Creek and Roaring Creek Rancherías)
- Poarch Band of Creeks (previously listed as the Poarch Band of Creek Indians of Alabama)
- Pokagon Band of Potawatomi Indians, Michigan and Indiana
- Ponca Tribe of Indians of Oklahoma
- Ponca Tribe of Nebraska
- Port Gamble S'Klallam Tribe (previously listed as the Port Gamble Band of S'Klallam Indians)
- Potter Valley Tribe, California
- Prairie Band Potawatomi Nation (previously listed as the Prairie Band of Potawatomi Nation, Kansas)
- Prairie Island Indian Community in the State of Minnesota
- Pueblo of Acoma, New Mexico
- Pueblo of Cochiti, New Mexico
- Pueblo of Isleta, New Mexico
- Pueblo of Jemez, New Mexico
- Pueblo of Laguna, New Mexico
- Pueblo of Nambe, New Mexico
- Pueblo of Picuris, New Mexico
- Pueblo of Pojoaque, New Mexico
- Pueblo of San Felipe, New Mexico
- Pueblo of San Ildefonso, New Mexico
- Pueblo of Sandia, New Mexico
- Pueblo of Santa Ana, New Mexico
- Pueblo of Santa Clara, New Mexico
- Pueblo of Taos, New Mexico
- Pueblo of Tesuque, New Mexico
- Pueblo of Zia, New Mexico
- Puyallup Tribe of the Puyallup Reservation
- Pyramid Lake Paiute Tribe of the Pyramid Lake Reservation, Nevada
- Quartz Valley Indian Community of the Quartz Valley Reservation of California
- Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona
- Quileute Tribe of the Quileute Reservation
- Quinalt Indian Nation (previously listed as the Quinalt Tribe of the Quinalt Reservation, Washington)
- Ramona Band of Cahuilla, California (previously listed as the Ramona Band or Village of Cahuilla Mission Indians of California)
- Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin
- Red Lake Band of Chippewa Indians, Minnesota
- Redding Rancheria, California
- Redwood Valley or Little River Band of Pomo Indians of the Redwood Valley Rancheria California (previously listed as the Redwood Valley Rancheria of Pomo Indians of California)
- Reno-Sparks Indian Colony, Nevada
- Resighini Rancheria, California
- Rincon Band of Luiseno Mission Indians of the Rincon Reservation, California
- Robinson Rancheria (previously listed as the Robinson Rancheria Band of Pomo Indians, California and the Robinson Rancheria of Pomo Indians of California)
- Rosebud Sioux Tribe of the Rosebud Indian Reservation, South Dakota
- Round Valley Indian Tribes, Round Valley Reservation, California (previously listed as the Round Valley Indian Tribes of the Round Valley Reservation, California)
- Sac & Fox Nation of Missouri in Kansas and Nebraska
- Sac & Fox Nation, Oklahoma
- Sac & Fox Tribe of the Mississippi in Iowa
- Saginaw Chippewa Indian Tribe of Michigan
- Saint Regis Mohawk Tribe (previously listed as the St. Regis Band of Mohawk Indians of New York)
- Salt River Pima-Maricopa Indian Community of the Salt River Reservation, Arizona
- Samish Indian Nation (previously listed as the Samish Indian Tribe, Washington)
- San Carlos Apache Tribe of the San Carlos Reservation, Arizona
- San Juan Southern Paiute Tribe of Arizona
- San Manuel Band of Mission Indians, California (previously listed as the San Manuel Band of Serrano Mission Indians of the San Manuel Reservation)
- San Pasqual Band of Diegueno Mission Indians of California
- Santa Rosa Band of Cahuilla Indians, California (previously listed as the Santa Rosa Band of Cahuilla Mission Indians of the Santa Rosa Reservation)
- Santa Rosa Indian Community of the Santa Rosa Rancheria, California
- Santa Ynez Band of Chumash Mission Indians of the Santa Ynez Reservation, California
- Santee Sioux Nation, Nebraska
- Sauk-Suiattle Indian Tribe
- Sault Ste. Marie Tribe of Chippewa Indians, Michigan
- Scotts Valley Band of Pomo Indians of California

- Seminole Tribe of Florida (previously listed as the Seminole Tribe of Florida (Dania, Big Cypress, Brighton, Hollywood & Tampa Reservations))
- Seneca Nation of Indians (previously listed as the Seneca Nation of New York)
- Seneca-Cayuga Nation (previously listed as the Seneca-Cayuga Tribe of Oklahoma)
- Shakopee Mdewakanton Sioux Community of Minnesota
- Shawnee Tribe
- Sherwood Valley Rancheria of Pomo Indians of California
- Shingle Springs Band of Miwok Indians, Shingle Springs Rancheria (Verona Tract), California
- Shinnecock Indian Nation
- Shoalwater Bay Indian Tribe of the Shoalwater Bay Indian Reservation (previously listed as the Shoalwater Bay Tribe of the Shoalwater Bay Indian Reservation, Washington)
- Shoshone Tribe of the Wind River Reservation, Wyoming
- Shoshone-Bannock Tribes of the Fort Hall Reservation
- Shoshone-Paiute Tribes of the Duck Valley Reservation, Nevada
- Sisseton-Wahpeton Oyate of the Lake Traverse Reservation, South Dakota
- Skokomish Indian Tribe (previously listed as the Skokomish Indian Tribe of the Skokomish Reservation, Washington)
- Skull Valley Band of Goshute Indians of Utah
- Smith River Rancheria, California
- Snoqualmie Indian Tribe (previously listed as the Snoqualmie Tribe, Washington)
- Soboba Band of Luiseno Indians, California
- Sokaogon Chippewa Community, Wisconsin
- Southern Ute Indian Tribe of the Southern Ute Reservation, Colorado
- Spirit Lake Tribe, North Dakota
- Spokane Tribe of the Spokane Reservation
- Squaxin Island Tribe of the Squaxin Island Reservation
- St. Croix Chippewa Indians of Wisconsin
- Standing Rock Sioux Tribe of North & South Dakota
- Stillaguamish Tribe of Indians of Washington (previously listed as the Stillaguamish Tribe of Washington)
- Stockbridge Munsee Community, Wisconsin
- Summit Lake Paiute Tribe of Nevada
- Suquamish Indian Tribe of the Port Madison Reservation
- Susanville Indian Rancheria, California
- Swinomish Indian Tribal Community (previously listed as the Swinomish Indians of the Swinomish Reservation of Washington)
- Sycuan Band of the Kumeyaay Nation
- Table Mountain Rancheria of California
- Tejon Indian Tribe
- Te-Moak Tribe of Western Shoshone Indians of Nevada (Four constituent bands: Battle Mountain Band; Elko Band; South Fork Band and Wells Band)
- The Chickasaw Nation
- The Choctaw Nation of Oklahoma
- The Modoc Tribe of Oklahoma
- The Muscogee (Creek) Nation
- The Osage Nation (previously listed as the Osage Tribe)
- The Quapaw Tribe of Indians
- The Seminole Nation of Oklahoma
- Thlopthlocco Tribal Town
- Three Affiliated Tribes of the Fort Berthold Reservation, North Dakota
- Tohono O'odham Nation of Arizona
- Tonawanda Band of Seneca (previously listed as the Tonawanda Band of Seneca Indians of New York)
- Tonkawa Tribe of Indians of Oklahoma
- Tonto Apache Tribe of Arizona
- Torres Martinez Desert Cahuilla Indians, California (previously listed as the Torres-Martinez Band of Cahuilla Mission Indians of California)
- Tulalip Tribes of Washington (previously listed as the Tulalip Tribes of the Tulalip Reservation, Washington)
- Tule River Indian Tribe of the Tule River Reservation, California
- Tunica-Biloxi Indian Tribe
- Tuolumne Band of Me-Wuk Indians of the Tuolumne Rancheria of California
- Turtle Mountain Band of Chippewa Indians of North Dakota
- Tuscarora Nation
- Twenty-Nine Palms Band of Mission Indians of California
- United Auburn Indian Community of the Auburn Rancheria of California
- United Keetoowah Band of Cherokee Indians in Oklahoma
- Upper Sioux Community, Minnesota
- Upper Skagit Indian Tribe
- Ute Indian Tribe of the Uintah & Ouray Reservation, Utah
- Ute Mountain Tribe of the Ute Mountain Reservation, Colorado, New Mexico & Utah
- Utu Utu Gwaitu Paiute Tribe of the Benton Paiute Reservation, California
- Walker River Paiute Tribe of the Walker River Reservation, Nevada
- Wampanoag Tribe of Gay Head (Aquinnah)
- Washoe Tribe of Nevada & California (Carson Colony, Dresslerville Colony, Woodfords Community, Stewart Community, & Washoe Ranches)
- White Mountain Apache Tribe of the Fort Apache Reservation, Arizona
- Wichita and Affiliated Tribes (Wichita, Keechi, Waco & Tawakonie), Oklahoma
- Wilton Rancheria, California
- Winnebago Tribe of Nebraska
- Winnemucca Indian Colony of Nevada
- Wiyot Tribe, California (previously listed as the Table Bluff Reservation—Wiyot Tribe)
- Wyandotte Nation
- Yankton Sioux Tribe of South Dakota
- Yavapai-Apache Nation of the Camp Verde Indian Reservation, Arizona
- Yavapai-Prescott Indian Tribe (previously listed as the Yavapai-Prescott Tribe of the Yavapai Reservation, Arizona)
- Yerington Paiute Tribe of the Yerington Colony & Campbell Ranch, Nevada
- Yocha Dehe Wintun Nation, California (previously listed as the Rumsey Indian Rancheria of Wintun Indians of California)
- Yomba Shoshone Tribe of the Yomba Reservation, Nevada
- Ysleta del Sur Pueblo (previously listed as the Ysleta Del Sur Pueblo of Texas)
- Yurok Tribe of the Yurok Reservation, California
- Zuni Tribe of the Zuni Reservation, New Mexico

NATIVE ENTITIES WITHIN THE STATE OF ALASKA RECOGNIZED AND ELIGIBLE TO RECEIVE SERVICES FROM THE UNITED STATES BUREAU OF INDIAN AFFAIRS

- Agdaagux Tribe of King Cove
- Akiachak Native Community
- Akiak Native Community
- Alatna Village
- Algaaciq Native Village (St. Mary's)
- Allakaket Village
- Angoon Community Association
- Anvik Village
- Arctic Village (See Native Village of Venetie Tribal Government)
- Asa'carsarmiut Tribe
- Atkasuk Village (Atkasook)
- Beaver Village
- Birch Creek Tribe
- Central Council of the Tlingit & Haida Indian Tribes
- Chalkyitsik Village
- Cheesh-Na Tribe (previously listed as the Native Village of Chistochina)
- Chevak Native Village
- Chickaloon Native Village
- Chignik Bay Tribal Council (previously listed as the Native Village of Chignik)
- Chignik Lake Village
- Chilkat Indian Village (Klukwan)
- Chilkoot Indian Association (Haines)
- Chinik Eskimo Community (Golovin)
- Chuloonawick Native Village
- Circle Native Community
- Craig Tribal Association (previously listed as the Craig Community Association)
- Curyung Tribal Council
- Douglas Indian Association

Egegik Village
 Eklutna Native Village
 Emmonak Village
 Evansville Village (aka Bettles Field)
 Galena Village (aka Loudon Village)
 Gulkana Village
 Healy Lake Village
 Holy Cross Village
 Hoonah Indian Association
 Hughes Village
 Huslia Village
 Hydaburg Cooperative Association
 Igiugig Village
 Inupiat Community of the Arctic Slope
 Iqurmuut Traditional Council
 Ivanoff Bay Village
 Kaguyak Village
 Kaktovik Village (aka Barter Island)
 Kasigluk Traditional Elders Council
Kenaitze Indian Tribe
 Ketchikan Indian Corporation
 King Island Native Community
 King Salmon Tribe
 Klawock Cooperative Association
 Knik Tribe
 Kokhanok Village
 Koyukuk Native Village
 Levelock Village
 Lime Village
 Manley Hot Springs Village
 Manokotak Village
 McGrath Native Village
 Mentasta Traditional Council
 Metlakatla Indian Community, Annette
 Island Reserve
 Naknek Native Village
 Native Village of Afognak
 Native Village of Akhiok
 Native Village of Akutan
 Native Village of Aleknagik
 Native Village of Ambler
 Native Village of Alka
 Native Village of Barrow Inupiat
 Traditional Government
 Native Village of Belkofski
 Native Village of Brevig Mission
 Native Village of Buckland
 Native Village of Cantwell
 Native Village of Chenega (aka Chanega)
 Native Village of Chignik Lagoon
 Native Village of Chitina
 Native Village of Chuathbaluk (Russian
 Mission, Kuskokwim)
 Native Village of Council
 Native Village of Deering
 Native Village of Diomedea (aka Inalik)
 Native Village of Eagle
 Native Village of Eek
 Native Village of Ekuak
 Native Village of Ekwok (previously
 listed as Ekwok Village)
 Native Village of Elim
 Native Village of Eyak (Cordova)
 Native Village of False Pass
 Native Village of Fort Yukon
 Native Village of Gakona
 Native Village of Gambell
 Native Village of Georgetown
 Native Village of Goodnews Bay
 Native Village of Hamilton
 Native Village of Hooper Bay
 Native Village of Kanatak
 Native Village of Karluk
 Native Village of Kiana
 Native Village of Kipnuk
 Native Village of Kivalina
 Native Village of Kluti Kaah (aka Copper
 Center)
 Native Village of Kobuk
 Native Village of Kongiganak
 Native Village of Kotzebue
 Native Village of Koyuk
 Native Village of Kwigillingok
 Native Village of Kwinhagak (aka
 Quinhagak)
 Native Village of Larson Bay
 Native Village of Marshall (aka Fortuna
 Ledge)
 Native Village of Mary's Igloo
 Native Village of Mekoryuk
 Native Village of Minto
 Native Village of Nanwalek (aka English
 Bay)
 Native Village of Napaimute
 Native Village of Napakiak
 Native Village of Napaskiak
 Native Village of Nelson Lagoon
 Native Village of Nightmute
 Native Village of Nikolski
 Native Village of Noatak
 Native Village of Nuiqsut (aka Nooiksut)
 Native Village of Nunam Iqua
 (previously listed as the Native
 Village of Sheldon's Point)
 Native Village of Nunapitchuk
 Native Village of Old Harbor (previously
 listed as Village of Old Harbor)
 Native Village of Ouzinkie
 Native Village of Paimiut
 Native Village of Perryville
 Native Village of Pilot Point
 Native Village of Pitka's Point
 Native Village of Point Hope
 Native Village of Point Lay
 Native Village of Port Graham
 Native Village of Port Heiden
 Native Village of Port Lions
 Native Village of Ruby
 Native Village of Saint Michael
 Native Village of Savoonga
 Native Village of Scammon Bay
 Native Village of Selawik
 Native Village of Shaktoolik
 Native Village of Shishmaref
 Native Village of Shungnak
 Native Village of Stevens
 Native Village of Tanacross
 Native Village of Tanana
 Native Village of Tatitlek
 Native Village of Tazlina
 Native Village of Teller
 Native Village of Tetlin
 Native Village of Tuntutuliak
 Native Village of Tununak
 Native Village of Tyonek
 Native Village of Unalakleet
 Native Village of Unga
 Native Village of Venetie Tribal
 Government (Arctic Village and
 Village of Venetie)
 Native Village of Wales
 Native Village of White Mountain
 Nenana Native Association
 New Koliganek Village Council
 New Stuyahok Village
 Newhalen Village
 Newtok Village
 Nikolai Village
 Ninilchik Village
 Nome Eskimo Community
 Nondalton Village
 Noorvik Native Community
 Northway Village
 Nulato Village
 Nunakauyarmiut Tribe
 Organized Village of Grayling (aka
 Holikachuk)
 Organized Village of Kake
 Organized Village of Kasaan
 Organized Village of Kwethluk
 Organized Village of Saxman
 Orutsarmiut Traditional Native
 Council (previously listed as
 Orutsarmiut Native Village (aka
 Bethel))
 Oscarville Traditional Village
 Pauloff Harbor Village
 Pedro Bay Village
 Petersburg Indian Association
 Pilot Station Traditional Village
 Platinum Traditional Village
 Portage Creek Village (aka Ohgsenakale)
 Pribilof Islands Aleut Communities of
 St. Paul & St. George Islands
 Qagan Tayagungin Tribe of Sand Point
 Village
 Qawalangin Tribe of Unalaska
 Rampart Village
 Saint George Island (See Pribilof Islands
 Aleut Communities of St. Paul & St.
 George Islands)
 Saint Paul Island (See Pribilof Islands
 Aleut Communities of St. Paul & St.
 George Islands)
 Seldovia Village Tribe
 Shageluk Native Village
 Sitka Tribe of Alaska
 Skagway Village
 South Naknek Village
 Stebbins Community Association
 Sun'aq Tribe of Kodiak (previously
 listed as the Shoonaq' Tribe of
 Kodiak)
 Takotna Village
 Tangirnaq Native Village (formerly
 Lesnoi Village (aka Woody Island))
 Telida Village
 Traditional Village of Togiak
 Tuluksak Native Community
 Twin Hills Village
 Ugashik Village
 Umkumiut Native Village (previously
 listed as Umkumiute Native Village)
 Village of Alakanuk
 Village of Anaktuvuk Pass
 Village of Aniak
 Village of Atmautluak
 Village of Bill Moore's Slough
 Village of Chefnak

Village of Clarks Point
 Village of Crooked Creek
 Village of Dot Lake
 Village of Iliamna
 Village of Kalskag
 Village of Kaltag
 Village of Kotlik
 Village of Lower Kalskag
 Village of Ohogamiut
 Village of Old Harbor
 Village of Red Devil
 Village of Salamatoff
 Village of Sleetmute
 Village of Solomon
 Village of Stony River
 Village of Venetie (See Native Village of Venetie Tribal Government)
 Village of Wainwright
 Wrangell Cooperative Association
 Yakutat Tlingit Tribe
 Yupiit of Andreafski

[FR Doc. 2015-00509 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-4J-P

DEPARTMENT OF THE INTERIOR

Bureau of Land Management

[LLCA930; CACA 032220]

Notice of Application for Withdrawal Extension and Opportunity for Public Meeting, California

AGENCY: Bureau of Land Management, Interior.

ACTION: Notice.

SUMMARY: The United States Forest Service (USFS) has filed an application with the Bureau of Land Management (BLM) requesting that the Secretary of the Interior extend the duration of the withdrawal created by Public Land Order (PLO) No. 7179 for an additional 20-year term. PLO No. 7179 withdrew 45 acres of National Forest System land from location and entry under the United States mining laws, but not from leasing under the mineral leasing laws, to protect the seismic integrity of the University of California—Berkeley Seismic Observatory located in Siskiyou County, California. The withdrawal created by PLO No. 7179 will expire on January 24, 2016, unless extended. This notice provides an opportunity to comment on the withdrawal extension application and to request a public meeting.

DATES: Comments and requests for a public meeting must be received by April 14, 2015.

ADDRESSES: Comments and requests for a public meeting must be sent to the California State Director, Bureau of Land Management, 2800 Cottage Way, W-1928, Sacramento, CA 95814.

FOR FURTHER INFORMATION CONTACT:

Elizabeth Easley, BLM California State Office, 916-978-4673 or David Betz, Klamath National Forest Headquarters, 530-842-6131, during regular business hours: 8:00 a.m. to 4:30 p.m., Monday through Friday, except holidays. Persons who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1-800-877-8339 to contact the above individual. The FIRS is available 24 hours a day, 7 days a week, to leave a message or question with the above individual. You will receive a reply during normal business hours.

SUPPLEMENTARY INFORMATION: The USFS has filed an application requesting that the Secretary of the Interior extend PLO No. 7179 (61 FR 2137, January 25, 1996), which withdrew 45 acres of land in the Klamath National Forest, Siskiyou County, California, from location and entry under the United States mining laws (30 U.S.C. Ch. 2), but not from leasing under the mineral leasing laws, for an additional 20-year term, subject to valid existing rights. PLO No. 7179 is incorporated herein by reference.

The purpose of the withdrawal is to protect the seismic integrity of a University of California—Berkeley Seismic Observatory.

The use of a right-of-way, interagency agreement, or cooperative agreement would not adequately constrain non-discretionary uses and would not provide adequate protection for the improvements located on the lands.

There are no suitable alternative sites with equal or greater benefit to the government.

No water rights are required to fulfill the purpose of the requested withdrawal extension.

Records relating to the application may be examined by contacting the BLM-California State Office, Public Room at the above address.

For a period until April 14, 2015, all persons who wish to submit comments, suggestions, or objections in connection with the proposed withdrawal extension may present their views in writing to the BLM California State Office at the address listed above. Before including your address, phone number, email address, or other personal identifying information in your comment, you should be aware that your entire comment—including your personal identifying information—may be made publicly available at any time. If you are submitting comments as an individual you may request confidentiality by asking us in your comment to withhold your personal identifying information

from public review; however, we cannot guarantee that we will be able to do so.

Notice is also hereby given that the opportunity for a public meeting is afforded in connection with the withdrawal extension application. All interested parties who desire a public meeting on the withdrawal extension application must submit a written request to BLM California State Office at the address listed above by April 14, 2015. If it is determined that a public meeting will be held, a notice will be published to announce the time and place in the **Federal Register** and a local newspaper at least 30 days before the scheduled date of the meeting.

This withdrawal extension proposal will be processed in accordance with the applicable regulations set forth in 43 CFR 2310.4.

Authority: 43 CFR 2310.3-1.

Sandra McGinnis,

*Acting Associate Deputy State Director,
 Natural Resources.*

[FR Doc. 2015-00420 Filed 1-13-15; 8:45 am]

BILLING CODE 4310-40-P

DEPARTMENT OF THE INTERIOR

Bureau of Land Management

[LLNVL01000.L14300000.EU0000
 LXSS122F0000 241A; N-87866; 12-08807;
 MO#4500066682;TAS: 14X5232]

Notice of Realty Action: Competitive Sale of Public Lands (N-87866) in White Pine County, NV

AGENCY: Bureau of Land Management, Interior.

ACTION: Notice.

SUMMARY: The Bureau of Land Management (BLM) proposes to offer by competitive sale, a 38.02-acre parcel of public land in White Pine County, NV, at no less than the appraised fair market value (FMV) of \$135,000. The sale will be subject to the applicable provisions of the Federal Land Policy and Management Act of 1976 (FLPMA), as amended, and applicable BLM land sale regulations.

DATES: Interested parties may submit written comments to the BLM at the address below. The BLM must receive your comments on or before March 2, 2015. The oral auction will be held on April 1, 2015, at 10:00 a.m., Pacific Standard Time at the Ely District Office, 702 North Industrial Way, Ely, NV 89301.

ADDRESSES: Send written comments concerning the proposed sale to the BLM Ely District Office, HC 33 Box

Request for Competitive preference Priority Three

Kenaitze Indian Tribe, as the lead applicant in the attached NYCP proposal, requests competitive preference under priority three, as an Alaska Native Education Program grantee. Kenaitze received funding from the U.S. Department of Education-Office of Elementary and Secondary Education in FY 14 to operate an afterschool ANE program. The grant number is S356A120030-13A and was awarded on 7/24/2014.

**Indian Organizations
Indirect Cost Negotiation Agreement**

EIN: 92-0069243

Organization:

Kenaitze Indian Tribe
P.O. Box 988
Kenai, AK 99611

Date: April 7, 2016

Report No(s) .: 16-A-0666

Filing Ref.:

Last Negotiation Agreement
dated March 9, 2015

The indirect cost rates contained herein are for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR Part 200 apply for fiscal years beginning on or after December 26, 2014 subject to the limitations contained in 25 CFR 900 and Section II.A. of this agreement. Applicable OMB Circulars and the regulations at 2 CFR 225 will continue to apply to federal funds awarded prior to December 26, 2014. The rates were negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rates

| Type | Effective Period | | Rate* | Locations | Applicable To |
|--------------------|------------------|----------|--------|-----------|--------------------|
| | From | To | | | |
| Fixed Carryforward | 10/01/15 | 09/30/16 | 27.67% | All | All Other Programs |
| Fixed Carryforward | 10/01/15 | 09/30/16 | 68.71% | All | Health Programs |

***Base:** Modified total direct costs: Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as payments to participants, stipends to eligible recipients, or subawards, all of which normally require minimal administrative effort.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Section II: General

Page 1 of 3

A. Limitations: Use of the rates contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rates agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

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

C. Changes: The rate(s) contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate(s) in this agreement, require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.

D. Rate Type:

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

2. **Provisional/Final Rate:** Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

3. **Predetermined Rate:** A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment. (Because of legal constraints, predetermined rates are not permitted for Federal contracts; they may, however, be used for grants or cooperative agreements.)

4. **Rate Extension:** Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.

E. Agency Notification: Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

F. Record Keeping: Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

G. Reimbursement Ceilings: Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

H. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

I. Other:

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.

3. Each Indian tribal government desiring reimbursement of indirect costs must submit its indirect cost proposal to our office within six (6) months after the close of the Tribe's fiscal year, unless an exception is approved.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

Kenaitze Indian Tribe
Tribal Government

U.S. Department of the Interior
Interior Business Center

(b)(6)

(b)(6)

Deborah A. Moberly

Executive Director
Title

Name
Office Chief
Office of Indirect Cost Services
Title

4/5/14
Date

APR 07 2016

Date
Negotiated by Jacqueline B. Ross
Telephone (916) 566-7003



United States Department of the Interior

INTERIOR BUSINESS CENTER
Indirect Cost Services
2180 Harvard Street, Suite 430
Sacramento, CA 95815



April 7, 2016

Ms. DeeDee Fowler, Director of Financial Services
Kenaitze Indian Tribe
P.O. Box 988
Kenai, AK 99611

Dear Ms. Fowler:

Enclosed is the signed original Negotiated Indirect Cost Rate Agreement that was processed by our office. If you have any questions concerning this agreement, please refer to the signature page for the name and contact number of the negotiator.

As a recipient of federal funds, the regulations require you to maintain a current indirect cost rate agreement. For provisional/final indirect cost rates, Indirect Cost Proposals should be submitted on an annual basis, and they are due within six (6) months after the close of your fiscal year. For predetermined rates and approved rate extensions, proposals are due in our office six (6) months prior to the expiration of your current rate agreement. Please note that proposals are processed on a first-in, first-out basis.

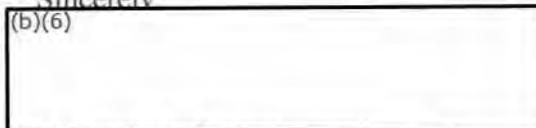
Common fiscal year end dates and proposal due dates are listed below:

| Fiscal Year End Date | Proposal Due Date |
|----------------------------|---------------------------|
| September 30 th | March 31 st |
| December 31 st | June 30 th |
| June 30 th | December 31 st |

Please visit our Web site at http://www.doi.gov/ibc/services/Indirect_Cost_Services for guidance and updates on submitting future indirect cost proposals. The website includes helpful tools such as a completeness checklist, indirect cost and lobbying certificates, sample proposals, Excel worksheet templates, and links to other Web sites.

Sincerely

(b)(6)



Deborah A. Moberly
Office Chief

Enclosure

cc: Self-Determination Specialist, Alaska Regional Office, Bureau of Indian Affairs

cc: Director, Self-Determination Services, Indian Health Services, HQE

cc: Compact Negotiator, Office of Self Governance, North West Field Office, BIA

Ref: J:\Native Americans\Alaska (Juneau JU)\Kenaitze Indian Tribe (Keitw036)\FY 2016\Issue.ltr.docx

Phone: (916) 566-7111

Fax: (916) 566-7110

Email: ICS@ibc.doi.gov

PR/AWA/IS/2016/0070.doi.gov/ibc/services/Indirect_Cost_services

INFORMATION
Whenever I-Team meets, parents/guardians are invited to attend. It is understood in this process that the parents/guardians are a part of the I-Team.

There are concerns about student academic performance.

Teacher contacts parent/guardian

Teacher refers student to I-Team by filling out student referral sheet.

Teacher continues Tier 1 core instruction. Documents interventions and strategies while gathering other student data to present at I-Team meeting. Parents/guardians invited to I-Team meeting.

I-Team Meets to review student data

Universal Screener

Is student performance consistently above 25th%tile?

YES

End of process student in average range. Exit from Intervention.

NO

Is student performance at or below the 10th%tile?

YES

Tier III

Parent/guardian invited to I-Team meeting

I-Team develops or revises intervention plan based on student deficit and other data. What intervention, who progress monitors and follow-up date (9-12 weeks).

Progress monitor weekly. Invite parent/guardian to I-Team meeting.

I-Team Meets to review student data

I-Team, with school psychologist, may determine Special Education referral.

NO

Tier II

Parent/guardian invited to I-Team meeting

I-Team develops or revises intervention plan based on student deficit and other data. What intervention, who progress monitors and follow-up date (9-12 weeks).

Progress monitor bi-weekly. Invite parent/guardian to I-Team meeting.

I-Team Meets to review student data

Is student performance consistently above 25th%tile?

NO

YES



KENAI PENINSULA

Graduation Really Achieves Dreams

Jaylene Peterson-Nyren
Executive Director,
Kenaitze Indian Tribe
150 North Willow Street
P.O. Box 988
Kenai, AK 99611

May 18, 2016

Dear Ms. Peterson-Nyren:

Project GRAD Kenai Peninsula (PGKP) is pleased to support the Kenaitze Indian Tribe, Kenai Peninsula Borough School District, and the Kenai Peninsula Alaska Native Education Program's efforts to address the disparities in academic achievement among American Indian/Alaska Native (AI/AN) students through a project providing positive youth development services and academic tutoring.

This holistic support and targeted approach to increasing academic achievement and improving college and career readiness is key to the mission of Project GRAD - to impact generational change by enhancing the educational experience of underserved Alaskan students. With respect for culture, we support students as they become empowered, lifelong learners who graduate from high school prepared to smoothly transition and realize their postsecondary goals. The project goals to address the academic and social needs of AI/AN students and decrease the high school dropout rate with culturally relevant support will directly impact the communities as a stable and well-educated citizenry improve the quality of life for all.

PGKP is fully supportive of this project and looks forward to collaborating with Kenai Peninsula Borough School District, the Kenaitze Indian Tribe, and other tribal organizations for the benefit of Alaska Native youth.

Sincerely,

(b)(6)

Jane Beck
Project GRAD Kenai Peninsula
Executive Director

PO Box 1725, Homer, AK 99603 (P) 907-235-5612 (F) 907-235-5536

PR/ www.projectgrad.org

Page e307

CONRAD WOODHEAD

(b)(6)

PROFILE

This resume shares broad experiences in education that demonstrate a career in school administration derived from intentional goals. These experiences have developed from teaching multiple content areas to numerous grade levels and various educational leadership opportunities. My experiences not only demonstrate my desire for professional growth, but serves as a basis for my continued role in education administration. The quality of leadership I provide to the stakeholders I serve is evident in that each school I have served as an administrator, we have meet federal standards for adequate yearly progress each year by developing common goals, professional development, and buy-in, or have been awarded 4/5 star status from the State of Alaska.

EDUCATION

| | |
|---|-------------------------|
| University of Alaska Southeast, Juneau, Alaska <i>Professional Endorsement: Superintendent</i> | Anticipated Summer 2016 |
| Grand Canyon University, Phoenix, Arizona <i>M.A. in Education Administration</i> | 2007 |
| Eastern Oregon University, La Grande, Oregon <i>B.A. of Science</i> Major: Multidisciplinary Studies Minor: Elementary Education Minor: English Discourse | 2002 |

EDUCATION ADMINISTRATION EXPERIENCE

| | |
|--|--------------|
| Native Education Program Coordinator, Kenai Peninsula Borough School District, Soldotna, Alaska | 2015—Present |
| Principal, Kenai Peninsula Borough School District (AYP 2011/2012) (4 Star 2013, 5 Star 2014, 2015), Chapman School, Anchor Point, Alaska | 2011—Present |
| Assistant Principal, Bering Strait School District (AYP each year), Unalakleet Schools, Unalakleet, Alaska | 2007—2011 |

TEACHING EXPERIENCE

| | |
|--|-------------|
| Upper Level Generalist, Bering Strait School District, Shaktoolik School, Shaktoolik, Alaska | 2006—2007 |
| Upper Level Generalist, Bering Strait School District, Tukurngailnguq School, Stebbins, Alaska | 2004—2006 |
| Summer School Teacher, Bering Strait School District, Shaktoolik School, Shaktoolik, Alaska | 2003 / 2004 |
| Intermediate Elementary Teacher, Bering Strait School District, Gambell Schools, Gambell, Alaska | 2002—2004 |
| Substitute Teacher, Chemawa Indian School, Salem, Oregon | 2001—2002 |

LEADERSHIP EXPERIENCE

| | |
|--|-----------|
| Kenai Peninsula Administrator Association Mentor, Kenai Peninsula Borough School District, Soldotna, Alaska | 2015 |
| Legislative Grant Recipient for one-to-one iPods, Kenai Peninsula Borough School District, Chapman School, Anchor Point, Alaska | 2012 |
| Art Selection Committee Head, Bering Strait School District, Unalakleet Schools, Unalakleet, Alaska | 2010 |
| Bering Strait School District Administrator Mentor, Bering Strait School District, Unalakleet, Alaska | 2009—2010 |
| Frank A. Degnan High School Major Maintenance Renovation, Bering Strait School District, Unalakleet, Alaska | 2008—2010 |
| Alaska DEED State Instructional Audit, Bering Strait School District, Unalakleet Schools, Unalakleet, Alaska | 2008 |
| Success For All Reading Facilitator, Bering Strait School District, Stebbins, Alaska | 2005—2006 |
| Success For All Reading Facilitator, Bering Strait School District, Shaktoolik, Alaska | 2006—2007 |
| Curriculum and Instruction Liaison, Bering Strait School District, Tukurngailnguq School, Stebbins, Alaska | 2005—2006 |

PROFESSIONAL DEVELOPMENT EXPERIENCE

| | |
|--|-------------|
| National Title I Conference, Houston, Texas | 2016 |
| INACOL Blended Learning Conference, Palm Springs, California | 2014 |
| Alaska Administrator Coaching Project, Anchorage, Alaska | 2011—2013 |
| Response to Intervention Conference, Anchorage, Alaska | 2012 |
| Alaska Association of Elementary and Secondary Principal Conference, Anchorage, Alaska | 2012 |
| Alaska Statewide Special Education Conference | 2012 |
| Curriculum Committee Administrative for the Arts, Bering Strait School District, Unalakleet, Alaska | 2010 |
| Northwest Regional Lab McRel Power Walk-through, BSSD Leadership Team, Anchorage, Alaska | 2009 |
| Alaska Association of Secondary School Principals Assistant Principal Conferences, Anchorage, Alaska | 2008 / 2009 |
| Success For All National Conferences, Success For All, Anaheim, California and Seattle, Washington | 2006 / 2007 |
| Guide Training, Reinventing Schools Coalition, Anchorage, Alaska | 2002—2004 |

PR/Award # S299A160070

OTHER WORK EXPERIENCE

Norton Sound Economic and Development Corporation, Unalakleet, Alaska Summers 2008 / 2009

ACTIVITY EXPERIENCE

Popeye Wrestling Coach, Popeye Wrestling Club, Homer & Anchor Point, Alaska 2011—2015
 Activity Director, Bering Strait School District, Unalakleet Schools, Unalakleet, Alaska 2007—2011
 Head Wrestling Coach, Bering Strait School District, Unalakleet School, Unalakleet, Alaska 2007—2011
 Activity Director, Bering Strait School District, Shaktoolik School, Shaktoolik, Alaska 2006—2007
 Head Wrestling Coach, Bering Strait School District, Shaktoolik School, Shaktoolik, Alaska 2006—2007
 Head Native Youth Olympic Coach, Bering Strait School District, Tukurngailnguq School, Stebbins, Alaska 2004—2006
 Co-Head Wrestling Coach, Bering Strait School District, Tukurngailnguq School, Stebbins, Alaska 2004—2006
 Co-Sponsor Future Teacher of Alaska, Bering Strait School District, Tukurngailnguq School, Stebbins, Alaska 2004—2005
 Co-Head Wrestling Coach, Bering Strait School District, Gambell School, Gambell, Alaska, Unalakleet, Alaska 2002—2004

AWARDS/NOMINATIONS

Nominated for National Distinguished Principals Program 2016
 Nominated for Alaska Journal of Commerce Top 40 Under 40, Anchorage, Alaska 2016
 UAS Preparing Indigenous Teachers & Administrators for Alaska Schools (PITAAS) Scholarship, Juneau, Alaska 2015
 National Title I Distinguished School-Alaska; Exceptional Student Performance, Houston, Texas 2015
 Alaska School Performance Rating, 5 Star, Chapman School, Anchor Point, Alaska 2014 / 2015
 State of Alaska Reward School, Chapman School, Anchor Point, Alaska 2014
 Alaska School Performance Rating, 4 Star, Chapman School, Anchor Point, Alaska 2013
 Nominated for Alaska State Assistant Principal of the Year, Bering Strait School District, Unalakleet, Alaska 2011
 ASAA Region 1 North Coach of the Year, Region 1 North Wrestling Tournament, Barrow, Alaska 2008
 Nominated ASAA Region 1 Coach of the Year, Bering Strait School District, Unalakleet, Alaska 2008
 ASAA Region 1 Coach of the Year, Bering Strait School District, Shaktoolik, Alaska 2007

STATE ENDORESEMENTS

Type A: ECE PRE K-GR 3/ELEMENTARY GR 3-8, expires 11/08/2017
 Type B: PRINCIPAL GR K-12, expires 11/08/2017

CERTIFICATIONS

Rediker Evaluation Systems
 NFHS Certifications: Fundamentals in Coaching and First Aid for coaches
 USA Wrestling Certification
 MANDT Certified

MEMBERSHIPS

Anchor Kings Wrestling Club; President 2015—Present
 Seldovia Village Tribal Wellness Committee 2014—Present
 Kenai Peninsula Borough Anchor Point Fire and Emergency Service Board; Seat E 2014—Present
 National Association of Elementary School Principals 2011—Present
 USA Wrestling 2011—Present
 National Association of Secondary Principals 2007—2011
 Native Village of St. Paul Island
 Sealaska Native Corporation

REFERRALS

Sean Dusek (current Superintendent)
 Kenai Peninsula Borough School District;
 Superintendent of Schools
 Office: 907-714-8888
 (b)(6)
 sdusek@kpbsd.k12.ak.us

Dr. Christine Ermold (current director)
 Kenai Peninsula Borough School District;
 Director of Elementary Ed./Professional
 Development
 Office: 907.714.8859
 (b)(6)
 cermold@kpbsd.k12.ak.us

Benjamin Howard IV (former Principal)
 Mat-Su Borough School District;
 Houston Middle School Principal
 Office: 907.892.9502
 (b)(6)
 Benjamin.howard@matsuk12.us

There was a problem attaching a file(s).

The file was missing in the application package
submitted through Grants.Gov

PROFILE: Education Administrator and Consultant

~ Offer strong professional background in education leadership and program development ~

Dynamic and results-oriented education professional with an exceptional background in rigorous curriculum and assessment design, educational leadership, and effective instructional practices. Strong communicator combined with superior education acumen, communication and group facilitation skills with the ability to promote a collaborative, high-performing culture where team members embrace and leverage each other's talents and backgrounds. Drives and inspires to achieve consensus, mediates and delivers predefined goals despite a diversity of personalities, precarious situations, and changing priorities. Adept at managing multiple tasks and isolating and resolving challenges, leads and presents ideas in a poised, polished, and articulate manner. A personal goal is to ensure all students receive a high quality education; to encourage and nourish innovative thinking of all learners to achieve full potential as part of being a positive contributor to students' success.

Strengths Include:

**Research Based- Curriculum Development | Team Leadership | Staff Mentoring
Budget Management Committee Participation | Collaborative Processes
Teacher Development & Training | Webinar Facilitation | Material & Resource Acquisition**

- Noteworthy background in music education with more than 8 years' experience as a high school and middle school Music Director and as an Adjunct Professor teaching college-level music courses to music majors; advised the Johnson State College student chapter of the Music Educators national Conference.
- Member of the Alaska Elementary Administrators Association and the National Association for Supervision and Curriculum Development.
- Significant training in Cognitive Coaching, Adaptive School Models based on the research of Costa and Garmston.

SELECTED HIGHLIGHTS INCLUDE:

- ✓ Passionate about providing data-driven consultation to develop school cultures that support continuous improvement for students, teachers, and administrators.
- ✓ Highly regarded for building consensus and fostering an environment of teamwork and collaborative decision making.
- ✓ Well respected for clearly and effectively communicating ideas and concepts to audiences from a variety of cultural, educational and economic backgrounds.

WORK EXPERIENCE

Danielson Group ✦ Princeton, NJ ✦ April 2014 - Present

Consultant

Consult with administrators and teachers on mentoring, teacher supervision, collaborative processes, effective instructional practices, data-driven conversations, and evaluation processes. Provide high quality professional development training to administrative teams and teachers on classroom and school improvement initiatives across rural Alaska.

- Serves as a presenter for the National Association of Elementary School Principals Association and the Alaska Principals' Association how to effectively utilize the Danielson Framework for Teaching for supervision, mentoring, and school improvement planning.
- Facilitates national webinars for teachers and administrators.
- Steeres learning-focused, data-driven conversations to promote effective and innovative instructional practices
- Facilitates and designs professional development on the Framework for Teaching for the Anchorage School District, as well as other rural school districts in Alaska.

Kenai Peninsula Borough School District ✦ Soldotna, AK ✦ 2013 - Present

Curriculum & Assessment Coordinator

Facilitate curriculum revision process for all content areas. Offer leadership in determining resources that align with the developed curriculum. Oversee material and resource acquisition processes. Facilitate the development of common formative and summative assessments for all content areas. Plan training and professional development opportunities for all staff. Supervise teacher enrichment evaluations for staff.

Center for Performance Assessment + Denver, CO + 2005 - 2013

Trainer

Trained teachers and administrators in data teams and data analysis processes based on Doug Reeves' research addressing school improvement and effective instructional practices.

Kenai Peninsula Borough School District + Soldotna, AK + 2006 - 2013

Principal, K-Beach Elementary School

Provided instructional leadership for K-6 elementary school staff and students comprised of 400 students and 50 staff members. Supported and modeled collaborative practices to promote a positive school culture amongst staff, students, parents, and community members. Supervised, evaluated, and hired certified and non-certified staff. Maintained and ensured a safe, clean and respectful learning environment for all students and staff as well as K-Beach community members. Provided instructional leadership by overseeing, monitoring, and introducing effective research-based curriculum, instruction, assessment, and other educational programs. Ensured staff utilized data analysis protocols for formative and summative assessments as a means of making informed data-driven decisions about instruction.

- Organized and oversaw building committees to include the K-Beach Site Council and Intervention Team.
- Secured appropriate technology resources and professional development for all staff to increase student engagement in learning (21st Century learning skills such as communication, collaboration, critical thinking and creativity).
- Coordinated and facilitated an ongoing, meaningful professional development program for staff using tools and protocols from Langford Processes, Educational Impact Critical Friends, and Professional Learning Communities.
- Communicated regularly with parents and community members regarding school events, goals, evaluations, school action plan, and overall improvement to the school.
- Assembled, modified, and recommended budget requisitions for the school and provide written official reports.
- Served on various district-level committees to include the development of the new teacher evaluation system and the Principal Evaluation Committee.
- Served on the Superintendent's Committee for Teacher Evaluation and Principal Evaluation; trained initial district leaders and teachers on Danielson Group's Framework for Teaching.

Franklin Northwest Supervisory Union + Swanton, VT + 2002 - 2006

Curriculum and Federal Grants Coordinator

Managed, created, and implemented pre-K - 12 curriculum, instruction, and assessments for 5 public school and 2,100+ students. Coordinated and monitored all federal programs including Title I interventions programs. Planned, coordinated, and taught professional development courses for administrators and teachers based on needs assessments, school action plans, and student achievement data.

- Wrote, managed, and coordinated competitive and non-competitive federal and state grants; include Federal Comprehensive School Reform Grant and the 21st Century Community Learning Grant.
- Coordinated, developed, implemented, and evaluated pre-K - 12 curriculum and local assessment plans for language, arts, mathematics, science, and unified arts programs.

ETS Pathwise® + Locations throughout Vermont + 2004 - 2006

Vermont State Trainer

Provided professional development workshops based on Charlotte Danielson's work - A Framework for Teaching: Enhancing Professional Practice. Taught and consulted school-based teams of teachers and administrators on mentoring supervision, evaluation, teamwork, data collection, and analysis.

EDUCATION

UNIVERSITY OF VERMONT | BURLINGTON, VT
Coursework towards Ed.D. in Educational Leadership and Policy Studies
Completed comprehensive examination

NORTHWESTERN UNIVERSITY | EVANSTON, IL
Master of Arts, Music

EASTMAN SCHOOL OF MUSIC | ROCHESTER, NY
Bachelor of Arts, Music Education
Bachelor of Arts, Percussion Performance
Performer's Certificate in Percussion Performance

Shannon L. Dodge

(b)(6)

Profile

This resume describes my unique background in education teaching primarily with primary grades. My knowledge working with multiple subjects and my demonstration of lessons in an energetic fashion have been much a part of my teaching experiences. Over the years, I have honed and crafted my skills all the while striving to become a better teacher each day.

Experience

Early Childhood Education Teacher, Bering Strait School District, Unalakleet, Alaska 2012-2014
Taught three and four-year-old students in self contained classroom. Responsible for teaching school readiness skills. Tested and recorded students using the Peabody Picture Vocabulary Test. Implemented district curriculum, Curiosity Corner/Success for All. Collaborated and worked well with support staff.

Early Childhood Education Teacher, Bering Strait School District, Shaktoolik, Alaska 2010-2012
Taught three and four-year-old students in a partnership with Kawerak headstart. Collaborated with headstart employees using their standards while also implementing district standards. Tested and recorded students using PPVT and Early Screening Profile tests. Utilized Teaching Strategies Gold to record student progress.

First Grade Teacher, Annette Islands School District, Metlakatla, Alaska 2009-2010
Created and implemented lessons that aligned with Alaska State Standards. Evaluated and accurately reported student growth and development. Utilized AIMS Web and monitored students weekly.

Kindergarten Teacher, Annette Islands School District, Metlakatla, Alaska 2007-2009
Developed grade appropriate lessons aligned to Alaska State Standards. Created a positive learning environment. Collaborated with colleagues.

Education

Southern Oregon University, Ashland, Oregon— Masters of Arts in Teacher, 2007
Southern Oregon University, Ashland, Oregon—Bachelors of Science in Sociology, 2005

Skills & abilities

Team player, problem solver, self-motivated, executes Macintosh operating systems, Microsoft word, excel, powerpoint, SMART board

Activities

Cross country ski coach in Shaktoolik, volunteered with the ski program in Unalakleet, Attended Anitta Archer Explicit Instruction workshop in Portland, Oregon, after school tutor for upper elementary.

Referrals

Perry Corsetti
Unalakleet Schools
office: (907) 624-4254
(b)(6)
pcorsetti@bssd.org

Kris Busk
Bering Strait School District
office: (907)624-4226
(b)(6)
kbusk@bssd.org

Benjamin Howard
Houston Middle School
office: (907) 892-9502
(b)(6)
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PATRICIA HARTLEY PARTNOW, PH.D.
Curriculum Vitae

CONTACT INFORMATION

(b)(6)

EDUCATION

- 1989-93 Ph.D. 1993, Anthropology, University of Alaska Fairbanks, Fairbanks, Alaska.
Dissertation title, *Alutiiq Ethnicity*.
- 1970-71 M.A. 1971, Anthropology, Northwestern University, Evanston, Illinois
- 1966-1970 A.B. 1970, Anthropology, Magna Cum Laude, Phi Beta Kappa, Brown University,
Providence, Rhode Island

EMPLOYMENT

- 1993-date **Consulting Anthropologist dba Partnow Consulting** conducting research, evaluating programs, producing interpretive materials, and researching and writing grants for the following clients:
- Chugachmiut (Co-PI for NSF grant "Being Aware of Our Beginnings (LJangarlluku Lucillerpet Cuumi)," 2012 to date; Co-PI for *Chugachmiut Heritage Revitalization through Research and Discovery*; credit course designer and instructor; consultant on curriculum development with local aides) 2008 to 2012
 - Lower Kuskokwim School District (curriculum developer for Alaska Studies Curriculum) 2012 to 2013
 - Anchorage Museum (educational materials developer for Dena'ina Exhibition) 2010 to 2011, 2013
 - Arctic Slope Regional Corporation (author of curriculum guide for DVD produced by ASRC) 2010
 - Pratt Museum (evaluator for "Engaging Diverse Communities," 2012 to date; evaluator for *Lore of Fishing* 2004, *Making Our Way Home* 2006)
 - National Park Service (Research on in-holdings in Katmai National Park, ethnography of the indigenous people of Brooks Camp) 2010 to date
 - ECHO (Education through Cultural and Historical Organizations) (web site administrator and content designer for www.echospace.org, 2009 to 2012)
 - North Slope Borough (Project Manager of the Simon Paneak Memorial Museum (Anaktuvuk Pass) expansion), 2009 to date
 - Koahnic Broadcasting Corporation (strategic planning and grant writing) 2008 to 2010
 - Sealaska Heritage Institute (Curriculum for high schools), 2004 to 2008, 2014 to date
 - Cook Inlet Historical Society (Evaluator for Shackleton exhibition)
 - North Slope Borough School District (Curriculum development for the Alaska Native Education Project, curriculum alignment), 2002 to date
 - Anchorage School District (Evaluator for Project Ki'l, 2008-date, Evaluator for Project Puqigtut, 2009-date; Curriculum development for Alaska Studies high school course, 2003 to date; Evaluator for Teaching American History Project, 2003-2005, *Teaching Alaska Native Oral Traditions: Lesson Plan and Resource Guide*, 1990)
 - Alaska Humanities Forum (Evaluator for Take Wing Alaska, 2013 to date; Coordinator, Urban/Rural Teacher Exchange Program and Urban/Rural Sister Schools Program, 2002-2003)
 - Alaska Native Heritage Center (Program design and planning for various projects, 2003 to 2006, 2009 to 2010)

- Cook Inlet Tribal Council (Curriculum writer, for IEA Demonstration Grant, 2009 to 2010; Alaska Studies web site development: *www.akhistory.org*)
Arctic Studies Center, Smithsonian Institution (Educational Component for Alaska Studies Collection Web Site; *Looking Both Ways: Tools for Teachers*) 2002
Oral History Association, Annual Meeting Coordinator, 1999
National Park Service (research for an oral history of South Naknek 1998 to 1999),
Ethnography of Brooks River, 2011 to 2013.
Houston Museum of Natural Science (Content advisor for the IMAX film *Alaska: Spirit of the Wild*)
St. George/Tanaq Corporation (a publication for the National Trust for Historic Preservation, *Teaching with Historic Places: The Seal Islands*, 1996)
State of Alaska Department of Education (Teacher's Guide to *Alaska: A Land in Motion*; Teacher's Guide to *Alaska in Maps: A Thematic Atlas*; and *Social Studies Framework*)
Unalaska City Schools (*Aleutian Journey* Board Game)
Alaska Native Education and Technical Assistance Center (ANETAC) VI (*Curriculum Writers' Guide: Writing Alaska Studies Materials for Alaska Schools*)
Interface Network, Inc. (workshop consultant)
- 2006-2009 **Vice President of Cultural and Educational Services**, Alaska Native Heritage Center, Anchorage, Alaska; a 26-acre facility with year-round programs and exhibits, a small collection of Alaska Native material culture, averaging 110,000 visitors a year with an annual budget exceeding \$6 million
- 2001-2002 **Senior Vice President of Programs and Education**, Alaska Native Heritage Center, Anchorage, Alaska
- 1999-2001 **Vice President of Education**, Alaska Native Heritage Center, Anchorage
- 1994-1998 **Project Director**, *Communities of Memory*, an Exemplary Project funded by the National Endowment for the Humanities and the Rockefeller Foundation; Alaska Humanities Forum, Anchorage
- 1976-1989 **Curriculum Development Specialist**, Indian Education Program, Anchorage School District; designed instructional materials adopted by the Anchorage School District
- 1974-1976 **Native Studies Developer** for schools statewide (curriculum sent to public schools throughout the state), Alaska Native Education Board, Anchorage, Alaska
- 1972- date **Adjunct Instructor** for courses in Anthropology and Education, University of Alaska Southeast, University of Alaska Anchorage, University of Alaska Fairbanks, and Alaska Pacific University; courses taught:
Alaska Studies: A Guide to Teaching a Semester Course
Alaska Native Oral Traditions (Graduate seminar, most recently taught Spring 2008)
Alaska Native Claims Settlement Act of 1971
Anthropology for Teachers
Building Multiculturalism
Cross-Cultural Communication
Exploring Diversity in Anchorage
Historical and Contemporary Eskimo Life
Historical and Contemporary Life of Alaskan Athabaskans
Historical and Contemporary Life on the Aleutian Islands
An Introduction to the Cultures of Southcentral Alaska
An Introduction to the Cultures of Southeastern Alaska
Natives of Alaska
Teaching Alaska Native Oral Traditions

Tlingit Indians of Southeastern Alaska
Utilizing the Museum in Teaching and Curriculum Design
Wisdom of the Elders: Chugachmiut Culture and History

1971-1974 **Coordinator**, Alaska Multimedia Education Program (traveling educational kits sent to rural villages throughout Alaska), Alaska State Museum, Juneau, Alaska

1969 **Research Assistant**, Haffenreffer Museum of Brown University, Bristol, Rhode Island

RECENT PUBLICATIONS

Books

- In press *Brooks River Ethnography*. National Park Service. Anchorage.
- 2013 *Sisualik of Pijusugruk*. Barrow: Iñupiaq Education Department. North Slope Borough School District.
- 2008 *Adventures in Trading: A Graphic Novel* (illustrated by Dan Miller). Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2005 *Italluk Goes to Nigliq*. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2004 *Time and Ptarmigan*. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2003 *Immiugniq: Winter Sources of Drinking Water* (co-authored with Grant Spearman). Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2001 *Making History: Alutiiq/Sugpiaq Life on the Alaska Peninsula*. Fairbanks: University of Alaska Press.
- 1999 *Alaska Native Writers, Orators, and Storytellers, Expanded Edition: Alaska Quarterly Review Special Issue* (Ronald Spatz, Executive Editor; co-edited with Jeane Breinig). Anchorage: University of Alaska.

Articles and Chapters

- 2012 "Out of the Ashes: The Katmai Disaster," in *Alaska Park Science*, Katmai Commemorative Issue. Volume 11, Issue 1.
- 2010 "The Brooks River Ethnographic Landscape: Preliminary Report and Recommendations for Further Research," unpublished report prepared for the Katmai National Park and Preserve, National Park Service.
- 2008 "Bridges to the Community: Engaging Alaska Natives in Museum Programs" in *The Proceedings of the 22nd International Abashiri Symposium*.
- 2008 "Traditions Shape Past, Present, and Future for Alaska Natives" (with Perry Eaton) in *Alaska 50: Celebrating Alaska's 50th Anniversary of Statehood 1959-2009*. Faircount LLC.
- 2007 "The Power of Story: Armaq Taqukaraam Pillra/The Woman Who Was Gotten by the Bear," (Story by Ignatius Kosbruk; Commentary by Patricia Partnow; Transcription and translation by Jeff Leer) in *Words of the Real People*, ed. by Ann Fienup-Riordan and Lawrence Kaplan. Fairbanks: University of Alaska Press.
- 2006 "Alutiiq Ethnicity" in *Our Story: Readings from Southwest Alaska* edited by John Branson and Tim Troll. Anchorage: Alaska Natural History Association.
- 2005 Inuit and Yupik Folklore of Canada and Alaska" in *Encyclopedia of World Folklore*. Greenwood Press.
- 2003 "Introduction" and "One by One: Communities Along the Railbelt" (the latter co-authored with Amy Craver and Cynthia Ainsworth) in *Communities of Memory*, ed. by Phyllis Morrow. Fairbanks: Anthropological Papers of the University of Alaska.
- 2002 "Pacific Coast Alutiiq of the Alaska Peninsula" in *From Kodiak to Unalaska*, Alaska Geographic Volume 29, No. 4, pp. 36-56.
- 1999 "Ursine Urges and Urban Ungulates: Anchorage Asserts its Alaskanness" in *Western Folklore*, Vol. 58, No. 1, pp. 33-56.

- 1995 "The Days of Yore: Alutiiq Mythical Time" in *When Our Words Return: Writing, Hearing, and Remembering Oral Traditions of Alaska and the Yukon*, ed. by Phyllis Morrow and William Schneider. Logan: Utah State University Press, pp. 139-183.

Curriculum Publications and Projects

- 2013 "Tools for Teachers," *Dena'inaq' Huch'ulyeshi: The Dena'ina Way of Living*: An Online Activity Guide to accompany the Anchorage Museum exhibition.
- 2013 *Iñupiat Heritage Center Educator Catalog*: Standards-Based School Programs at the Center. North Slope Borough Department of Iñupiaq History, Language, and Culture. Barrow.
- 2013 *Simon Paneak Memorial Museum Educator Catalog*: Standards-Based School Programs at the Museum. North Slope Borough Department of Iñupiaq History, Language, and Culture. Barrow.
- 2013 *Alaska Studies: A High School Curriculum* for the Lower Kuskokwim School District.
- 2011 *Activity Guide for Teachers: Eagle Drums*. An Integrated Social Studies/Language Arts unit for high school. Barrow: North Slope Borough School District.
- 2011 *Activity Guide for Teachers: ASRC-ikut Quliaqtuañat: ASRC's Story*. A Multidisciplinary High School Curriculum; written with the assistance of Timothy Aqukkasuk Argetsinger. Anchorage: Arctic Slope Regional Corporation.
- 2011 *Activity Guide for Teachers History of the Iñupiat: Nipaa Iñitqusipta: The Voice of Our Spirit*: A High School Social Studies Unit. Barrow: North Slope Borough School District.
- 2010 *The Duck-In Activity Guide for Teachers*. A High School Social Studies and Language Arts Unit. Barrow: North Slope Borough School District.
- 2009 *Adventures in Trading*: A Sixth Grade Integrated Unit Based on the Nigliq Trade Fair with Activities in Social Studies, Language Arts, Inupiaq Language, Science, and Physical Education. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2008 *Lingít Aaní Ka Kusteeyí*: A High School Curriculum; Juneau: Sealaska Heritage Institute.
- 2007 "Reading and Study Guide for Dena'ina: Nat'uh, Our Special Place." Anchorage: Alaska Native Heritage Center and Cook Inlet Tribal Council.
- 2006 *Time and Ptarmigan Explorer Activity Guide* (Science), *Qargiq Activity Guide* (Inupiaq language), and *Storyteller Activity Guide* (Language Arts): An Interdisciplinary Science and Language Arts Unit. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2004 *Alaska Studies: A High School Graduation Course* (co-authored with Terry Jorgensen; consists of 15 student books and a teacher's guide), Anchorage School District.
- 2003 *Immiugniq: Winter Sources of Drinking Water Activity Guide for Teachers*: An Interdisciplinary Science Unit. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2003 *Immiugniq: Winter Sources of Drinking Water Inupiaq Language Lesson*. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2002 *The Harriman Alaska Expedition Retraced: A Century of Change Instructional Guide*, co-authored with Donna Matthews. Northampton: Smith College.
- 2001 *Looking Both Ways. Heritage and Identity of the Alutiiq People: Tools for Teachers*. Anchorage: Alaska Native Heritage Center and Arctic Studies Center.
- 2000-2001 www.akhistory.org: *An Alaska Studies Web Site*. Anchorage: Cook Inlet Tribal Council and Alaska Native Heritage Center.
- 1998 *Alaska in Maps: A Thematic Atlas Teacher's Guide*. Juneau: Alaska Department of Education.
- 1997 *Alaska: Spirit of the Wild Educational Guide* (to accompany the IMAX film *Alaska: Spirit of the Wild*). Houston: Houston Museum of Natural Science.
- 1996 *Teaching with Historic Places: The Seal Islands*. Washington, D.C.: National Trust for Historic Preservation.
- 1995 *Teacher's Guide to Alaska: A Land in Motion*. Juneau: Alaska Department of Education.
- 1988 *Museum School Tours* designed for the Anchorage Museum of History and Art to complement adopted curriculum units on Alaska Native cultures.

- 1988 *Teacher's Guide for Special Issue: Alaska Quarterly Review: Alaska Native Writers, Storytellers, and Orators.* Anchorage School District.
- 1988 *The Tlingit Indians of Southeast Alaska: Teacher's Guide,* Student Books, Learning Materials. Anchorage School District.
- 1987 *Cultural Change in the Aleutian Islands: Teacher's Guide,* Student Books, Learning Materials. Anchorage School District.
- 1986 *Natives in Alaska's History: A Text for Junior High School.* Anchorage School District.
- 1986 *Unalakleet, A Community Study: Teacher's Guide,* Student Booklets, Computer Program, Instructional Materials. Anchorage School District.
- 1985 *Athabascans of Interior Alaska: Teacher's Guide,* Student Booklets, Computer Program, Instructional Materials. Anchorage School District.

Book Reviews

- 2009 Northern Tales: Traditional Stories of Eskimo and Indian Peoples. Selected and edited by Howard Norman, 2008. University of Nebraska Press. In Alaska Journal of Anthropology, Vol. 7, No. 1, pp. 179-180.
- 2009 Mediating Knowledges: Origins of a Zuni Tribal Museum. Gwyneira Isaac, Foreword by Jim Enote. Tucson: The University of Arizona Press, 2007. In American Ethnologist, April 16, 2009, pp. 405-406.
- 2009 Andrew, Frank, Sr. (Miisag), *Paitarkiutenka: My Legacy to You*; transcriptions and translations by Alice Rearden and Marie Meade; edited by Ann Fienup-Riordan. Seattle: University of Washington Press, 2008. In Alaska History, Vol. 24, No. 1, Spring, pp. 61-62.
- 2006 Burch, Ernest S., Jr., *Alliance and Conflict: The World System of the Inupiaq Eskimos.* Lincoln: University of Nebraska Press, 2005. In Alaska History, Vol. 21, No. 1, Spring, p. 49.

RECENT ACADEMIC PAPER PRESENTATIONS

- 2012 "Chugach Elders Teach the Teachers." Bilingual Multicultural Educational Equity Conference, Anchorage. April 25.
- 2010 "Spreading the Word: Teaching TEK through the Internet." ASTC (Association of Science and Technology Centers) Annual Conference. Honolulu. October 2.
- 2009 "We Are All People on the Shore: Cultural Responses to Cataclysmic Change." Ocean Voices Series, Ocean Explorium, New Bedford, MA, July 21.
- 2008 "Using Cultural Information to Model DIME/PMESII Effects." Co-authored with Dean S. Hartley; keynote presentation at National Defense University Conference, Washington, D.C., July 23.
- 2008 "Stories are Serious Business." Chair and presenter. American Association of Museums Annual Meeting, Denver, April 28.
- 2007 "Engaging Alaska Natives in Museum Programs." Abashiri Symposium on Peoples and Cultures of the North, Abashiri, Japan, November 3 and 4.
- 2007 "Bridges to the Community." Museums Alaska Annual Conference, Homer, Alaska, September
- 2006 "Exploring Culture Through Storytelling." National Council of Social Studies Annual Meeting, Washington, D.C., December.
- 2005 "A Shaman Remembered." American Ethnohistory Association Annual Meeting, Santa Fe, NM. November.
- 2004 "No Culture Left Behind: From Oral Tradition to the Classroom." Oral History Association Annual Meeting, Portland, Oregon, October.
- 2004 "Meaning-Making Across Time and Space: A Sugpiaq Oral Tradition Survives Two Centuries of Change." Tenth Annual Omohundro Institute Conference, Northampton, Massachusetts, June.
- 2004 "Producing Classroom Materials and Web Site for the Harriman Expedition." American Association of Museums Annual Meeting, New Orleans, May.

- 2003 "Endings and Beginnings: The Story of Katmai," AAAS Conference, Fairbanks, AK and Alaska Volcano Observatory Coordination Meeting, Anchorage, AK, September and November.
- 2001 "Lore of Fishing," American Folklore Society Annual Meeting, Anchorage AK, October.
- 2001 "New Trade Winds: Stories as a Cultural Bridge," American Association of Museums Annual Meeting, St. Louis, May.
- 1998 "Post-Modernism in Alaska: Communities of Memory," American Folklore Society Annual Meeting, Portland, Oregon, October.
- 1998 "Human Reactions to Catastrophic Relocations: Lessons of the Katmai Eruption and Other Disasters," Aleutian Research Consortium Meeting, Anchorage, March.
- 1998 "Issues in Translation: 200 Years in the Life of an Alutiiq Story," Alaska Anthropological Association Annual Meeting, Anchorage, March.
- 1996 "Memory and Sense of Place in Alaska," Oral History Association, Philadelphia, October.
- 1996 "Ursine Urges and Urban Ungulates," Alaska Anthropological Association Annual Meeting, Fairbanks, April.
- 1995 "Alutiiq Ethnogenesis," American Anthropological Association Annual Meeting, Washington, D.C., November.
- 1995 "The Knik Watershed Storytelling Symposium: What Oral Traditions Say about the Community of Wasilla," Alaska Historical Society Annual Meeting, Kodiak, September.

AWARDS

- 2010 Woman of Achievement, conferred by the YWCA of Anchorage
- 2004 Woman of Distinction, conferred by Soroptimists International of Cook Inlet

BOARDS AND COMMISSIONS

- 2008-2013 Alaska State Museum Collections Advisory Committee, Chair 2009 to 2013
- 1997-2012 *Healing Racism in Anchorage*, Co-founder, Treasurer
- 2004-2010 Anchorage Museum Collections Advisory Committee, Public Member
- 1993-2010 University of Alaska Press Editorial Board; Chair, 2004 to 2010
- 1997-2003 Anchorage Historical and Fine Arts Commission
- 1988-1996 Anchorage Aquanauts Swim Club Board, Newsletter Editor
- 1986-1992 Alaska Humanities Forum (Alaska's state humanities council), Treasurer
- 1988-1989 Visual Arts Center of Alaska, Auction Chair
- 1982-1985 Alaska Board of State Architects, Engineers, and Land Surveyors, Public Representative
- 1974-1979 Alaska State Museum Collections Advisory Committee

PROFESSIONAL CERTIFICATES

- 1977-date Alaska Teacher Certification (Type A, Secondary, Anthropology)

PROFESSIONAL ASSOCIATIONS

American Alliance of Museums
Museums Alaska
Alaska Anthropological Association
American Anthropological Association
Oral History Association
Western Museums Association

Partnow Consulting
2936 Captain Cook Estates Circle
Anchorage AK 99517
patricia@partnowconsulting.com

(b)(6) 907/677-8918 (fax)

May 23, 2016

Jaylene Peterson-Nyren
Kenaitze Indian Tribe
159 N Willow St.
Kenai, AK 99611

Dear Ms. Peterson-Nyren:

This letter is to confirm my interest in serving as evaluator for the proposed Native Youth Community Project (NYCP), for which you are currently seeking funding.

I have outlined an evaluation plan to be included in your proposal. It will ensure that project administrators and participants can track progress toward goals and objectives and can continually improve the delivery of services as data indicates.

This is an important project that I hope will be funded. Having worked in similar projects that engage youth in multiple venues and with multiple perspectives – educational, social, and cultural, I can attest to the value of this approach.

Thank you for contacting me about this project.

Sincerely,

Patricia H. Partnow, Ph.D.
Evaluator

Kenaitze Indian Tribe

**P.O. Box 988, Kenai, Alaska 99611-0988
Resolution No. 2016-14**

A Tribal Resolution Approving the Submission of the Fiscal Year FY 2016
U.S. Department of Education-Office of Indian Education
Native Youth Community Projects Grant Proposal
For a period of 48 months, beginning October 1, 2016 and ending October 1, 2020

Whereas, Kenaitze Indian Tribe is a federally recognized Tribal Government reorganized in 1971 under the statutes of the Indian Reorganization Act of 1934, as amended for Alaska in 1936, and the Executive Committee/Tribal Council is the governing body of Kenaitze Indian Tribe; and,

Whereas, Kenaitze Indian Tribe has established long term goals which enhance the health, social and economic well-being, cultural heritage, and governmental concerns of its peoples, and serves over 5,000 Alaska Native, American Indian and other residents in the center and upper Kenai Peninsula, including 1,684 enrolled Tribal Members; and,

Whereas, Kenaitze Indian Tribe has established long term goals which relate to the collective and individual special, economic, and governmental concerns of its people; and,

Whereas, the Kenaitze Indian Tribe has successfully administered numerous programs and other funds independently for more than 30 years to provide health services, education, employment assistance, training, social services, cultural preservation and restoration, and alcohol and drug prevention and intervention; and,

Whereas, Kenaitze Indian Tribe's Education and Employment Program will work with the Kenai Peninsula Borough School District to develop a Native Youth Community Proposal to ensure that Indian students are prepared for college and careers; and

Now, Therefore, Be It Resolved that the Tribal Council of Kenaitze Indian Tribe hereby approves Na'ini's Education and Employment Program's submission to the Office of Indian Education for Native Youth Community Projects funding of up to \$1,000,000 over four years.

Certification

(b)(6)

Rosane Tepp, Tribal Chairperson
Kenaitze Indian Tribe

(b)(6)

Lisia Blizzard, Tribal Secretary
Kenaitze Indian Tribe

April 15, 2016
Date



Job Description

| | | | |
|----------------|------------------------|--------------------|-------------------------------------|
| Job Title: | Tutor/Liaison | Revision Date: | 5/20/2016 |
| Dept./Program: | Education & Employment | Employment Status: | Full-Time |
| Division: | Human Services | FLSA Status: | Non-Exempt |
| Reports To: | NEP Coordinator | Schedule: | 40 hour/week |
| Supervises: | N/A | Preference: | Native preference under P.L. 93-638 |

Job Summary

Tutor/Liaisons will provide intensive tutoring to Native middle school students utilizing FAST principles. Tutoris will provide 20 hours of tutoring a week to two cohorts of 15 students each in two-hour sessions Monday-Friday. Tutoring will occur on-site at KPBSD classrooms and at Kenaitze's Yaghanen program, as needed. Tutor/Liaisons will spend 20 hours per week planning FAST student groups and coordinating supports for identified middle school students. This position collaborates with interagency programs and community partners to secure supportive services for youth and families.

Essential Functions

- Develop FAST tutoring plans and provide 20 hours of intensive tutoring to 30 students on a weekly basis
- Act as liaison between the program, NEP Coordinator; KPBSD educators and other interagency and outside agency entities
- Build partnerships and internship opportunities locally, state-wide, nationally and internationally
- Maintain records, forms and profile folders for tutored students
- Provide weekly supervision to monitor student performance in meeting goals, objectives, responsibilities and to provide constructive feedback
- Administer pre/post student surveys as a performance indicator
- Perform other duties as assigned

Working Conditions

Lifting Requirements

(Check appropriate category required to perform essential function of the job.)

- Sedentary work** - Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.
- Light work** - Exerting up to 20 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg control requires exertion of forces greater than that of sedentary work and if the worker sits most of the time, the job is considered light work.
- Medium work** - Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
- Heavy work** - Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and /or up to 20 pounds of force constantly to move objects.
- Very heavy work** - Exerting in excess of 100 pounds of force occasionally and/or in excess of 50 pounds of force constantly to move objects.

Physical Requirements

(Check appropriate category(ies) required to perform essential functions of the job)

- Stand or Sit (Stationary position)
- Walk (Move, Traverse)
- Use hands/fingers to handle or feel (Operate, Activate, Use, Prepare, Inspect, Place, Detect, Position)
- Climb (stairs/ladders) or balance (Ascend/Descend, Work atop, Traverse)
- Stoop, kneel, crouch or crawl (Position self (to), Move)
- Talk/hear (Communicate, Detect, Converse with, Discern, Convey, Express oneself, Exchange information)
- See (Detect, Determine, Perceive, Identify, Recognize, Judge, Observe, Inspect, Estimate, Assess)
- Taste/Smell (Detect, Distinguish, Determine)
- Pushing or Pulling
- Repetitive Motion

Hazards and Atmospheric Conditions

Check appropriate category(ies) required to perform essential functions of the job

- | | |
|--|---|
| <input type="checkbox"/> Exposure to Fumes | <input type="checkbox"/> Mechanical Hazards |
| <input type="checkbox"/> Exposure to Dust | <input type="checkbox"/> Chemical Hazards |
| <input type="checkbox"/> Exposure Extreme Temperatures | <input type="checkbox"/> Electrical Hazards |
| <input type="checkbox"/> Wet | <input type="checkbox"/> Radiant Energy Hazards |
| <input type="checkbox"/> Noise | <input type="checkbox"/> Explosives Hazards |
| <input type="checkbox"/> Vibration | <input type="checkbox"/> Burn Hazards |
| <input type="checkbox"/> Mists or gases | <input type="checkbox"/> Other: |

Comments:

OSHA Categories

(Complete this OSHA section for Clinical/Patient Care Related Jobs)

- Category I – Duties performed routinely require exposure to blood, body fluid and tissue
- Category II – Normal routine involves no exposure to blood, body fluid or tissue, but exposure or potential for exposure may occur
- Category III – Normal routine involves no exposure to blood, body fluid or tissue and as part of their employment, incumbents are not called upon to perform or assist in emergency care or first aid

Equipment and Tools

(Complete with information required to perform essential functions of the job)

List Equipment used for job: Computer, copier, fax, scanner, and other office equipment

List Tools:

Drives KIT or Personal Vehicle: Both

Other:

Travel

(Check if required to travel is an essential function of the position)

- Local
- In-State
- Out-of-State

Comments: Travel between tribal facilities is required. Travel for training may be required.

Qualifications

Education

- Bachelor’s Degree in Education, Human Services or related field

Experience

- Experience working with students
- Knowledge and experience with Alaska Native/American Indian people
- Experience working with State of Alaska Educational Systems and other State and Federal agencies
- Experience in program development strategies

- Experience in policy and procedure development and implementation
- Experience in public speaking
- Knowledge and experience with State of Alaska education regulations
- Experience developing accredited educational curriculum

License/Certification

- Current, valid AK Driver's License and must remain insurable under Kenaitze Indian Tribe's insurance policies

Special Skills

- Excellent organizational skills
- Excellent verbal, written and interpersonal communication skills
- Proficiency with incorporating the use of technology to deliver educational and career services
- Ability to research and develop knowledge of employer recruiting strategies, job market trends, occupational, career and employment information sources as well as the application process for accredited postsecondary educational establishments
- Requires a willingness to perform various job-related duties as situations require a strong sense of teamwork and the ability to work collaboratively with others

Signature

This Job Description reflects Kenaitze Indian Tribe's best effort to describe the essential functions and qualifications of the job described. It is not an exhaustive statement of all the duties, responsibilities or qualifications of the job. This document is not intended to exclude an opportunity for modifications consistent with providing reasonable accommodation. This is not intended to be a contract. Your signature indicates you have read this Job Description and understand the essential functions and qualifications of the job.

Date:

Employee Name (printed):

Employee Signature:



KENAITZE
INDIAN
TRIBE

WWW.KENAITZE.ORG

PHONE: (907) 335-7200 • FAX: (907) 335-7239

P.O. Box 988 • KENAI, AK 99611

Kenaitze Indian Tribe (Kenaitze)
Memorandum of Agreement
Between Education and Career Development
And
Kenai Peninsula Borough School District (KPBSD)
For
For the U.S. Department of Education-Office of Indian Education
Native Youth Community Project Grant Program

Created May 27, 2016

This MOA, entered into on this, the 27th day of May 2016, is an agreement in principle concerning the anticipated roles, responsibilities, and expectations of the parties listed above as they relate to the planned implementation of Kenaitze Indian Tribe's Native Youth Community Project (NYCP) grant proposal to improve the college and career readiness of American Indian/Alaska Native Youth.

Partners:

Kenaitze Indian Tribe
150 North Willow Street
P.O. Box 988
Kenai, AK 99611

Kenai Peninsula School District
148 North Binkley Street
Soldotna, AK 99669

Contacts:

Jaylene Peterson-Nyren
Executive Director, Kenaitze Indian Tribe
907-335-7200
jpnnyren@kenaitze.org

Dave Jones
Assistant Superintendent, KPBSD
907-714-8862
tvlasak@kpbsd.k12.ak.us

Purpose: To establish a collaborative Tutor/Liaison demonstration program that includes cross-collaborative teacher training and cultural accreditation activities.

Date(s): September 1, 2016-September 1, 2020



KENAITZE
INDIAN
TRIBE

WWW.KENAITZE.ORG

PHONE: (907) 335-7200 • FAX: (907) 335-7239

P.O. Box 988 • KENAI, AK 99611

Pending grant funding, Kenaitze will provide and/or supply the following:

- Grant oversight, including fiscal responsibility related to grant funding, contract agreement(s) and grant evaluation;
- Posting, hiring and termination of all NYCP-funded Tutor/Liaisons;
- Management and supervision of NYCP Tutor/Liaison staff as provided by the Native Education Program Coordinator;
- Provision of intensive Tutoring/Liaison services for NYCP-enrolled Native students at four proposed program sites, including Kenai Middle School, Seward Middle School, Homer Middle School and Ninilchik School;
- Afterschool tutoring space for NYCP-enrolled middle school students who are additionally enrolled in Yaghanen programs, including Native Youth Olympics, Camps and other Positive Youth Development Activities;
- Coordination between the Education and Career Development Manager, the Student Services Coordinator and the Native Education Program (NEP) to enroll eligible Title VII students in the NYCP program.
- Coordination between the Education and Career Development Manager, Student Services Coordinator and all NYCP Tutor/Liaisons to adequately and efficiently provide referral and services for Native youth including, but not limited to:
 - Referral to the Dena'ina Wellness Center for Primary Health, Traditional Healing, Dental and Behavioral Health Services;
 - Referral to Na'ini Family Assistance programs, including emergency assistance, food assistance, child care assistance; energy assistance; and domestic violence prevention and intervention programs;
 - Referral to Yaghanen camps and programs, including Janteh Science Camp, Susten Camp, Fish and Moose Camps and Spirit Lake Camps;
 - Referral to the Education and Career Development Department for student internship opportunities, peer development activities and culturally-specific college and career readiness activities;
 - Referral to Tribal Circle intervention for at-risk youth and families who may be involved with alcohol and/or substance use; and



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- Referral, when age-appropriate, to Youth Council for peer development and leadership building activities.
- When appropriate, the Education and Career Development Manager and the Student Services Coordinator will participate in FAST (Families and Schools Together) teams as community support members;
- Provide Mental Health First Aid Training to NYCP Tutor/Liaisons and additional KPBSD staff, as appropriate;
- Participate and assist with accreditation of Yaghanen cultural programs as provided through the Student Services Coordinator position; and, when/if applicable, encourage certified NYCP Tutor/Liaisons to participate in cross-collaborative accreditation teams;
- When applicable, the Education and Career Development Manager and the Student Services coordinator will participate in cross-cultural professional development activities with KPBSD educators; and, finally,
- Will provide independent evaluation of the proposed NYCP program, including data collection, analysis and dissemination of results.

KPBSD will supply and/or provide:

- Referral and appropriate coordination of services for NYCP-enrolled students as provided through the I-Team process;
- Assist, as necessary, with FAST programming and events for NYCP youth and families at all four program sites;
- Lead the cross-collaboration cultural credit process for Yaghanen cultural programs as provided through the services of the Curriculum and Assessment Coordinator;
- Provide the independent evaluator with necessary data at quarterly and year-end meetings throughout the 48-month project period.



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Agreement Accepted:

(b)(6)

Jaylene Peterson-Nyren, Executive Director
Kenaitze Indian Tribe

Dave Jones

Dave Jones, Assistant Superintendent
Kenai Peninsula Borough School District

5-27-2016

Date

Evidence of Capacity

Kenaitze Indian Tribe and project partners KPBSD have operated a number of federal programs relevant to NYCP project focus and have the demonstrated capacity to improve the college and career readiness of Indian students on the Kenai Peninsula. A summary of these programs includes:

| Organization | Program | Purpose |
|---|---|--|
| Kenaitze Indian Tribe | Alaska Native Education program | Afterschool and cultural education and supports for tribal and/or American Indian/Alaska Native youth |
| Kenaitze Indian Tribe | Head Start | Early education and nutrition for tribal and/or American Indian/Alaska Native youth |
| Kenaitze Indian Tribe | Indian Health Service-Substance Use and Suicide Prevention Initiative | Substance use and suicide prevention initiative focused on positive youth development |
| Kenai Peninsula Borough School District | Title I, Part A | Tutoring and interventionist services for high-poverty schools |
| Kenai Peninsula Borough School District | Indian Education, Title VII | Supplemental support for Native students including academic assistance, ANSEP assistance and the support of the Native Education Program Coordinator |

Evidence of involvement of Indian Tribe and Parents

Kenaitze's Tribal Education Committee had significant input in the planning phase of the NYCP project. A committee member, Jon Ross, provided significant program information specific to cultural education and curriculum development as it related to the development of a high school and/or college credit process for Kenaitze's cultural programs. Mr. Ross additionally provided input he received from parents of tribal youth when he conducted Kenaitze's 2013 Needs Assessment via his Tsiltan Consulting firm. Parent feedback on the NYCP project was directly requested during Family Nights at the Dena'ina Wellness Center, in which parents and children share a meal together and discuss important tribal issues. Finally, a brief survey concerning the educational needs of American Indian/Alaska Native youth was administered to members of the Title VII Parent Advisory group to better inform the structure and strategies outlined in this proposal. The survey is attached to this proposal. NYCP goals and objectives were additionally presented to Tribal Council for feedback on April 16, 2016. Council discussed the proposed application and made a motion to support the initiative via the attached Tribal Resolution. The NYCP goal of creating FAST parent/student/tutor/teacher/peer team for each middle school student will ensure that student concerns and feedback are incorporated into the required 10-week FAST cycle. Further, Kenaitze has been developing a student and parent feedback process for all participants in Kenaitze youth programs that will be utilized in an upcoming tribal-wide needs assessment that will measure client satisfaction, increase in knowledge/skill level, and improvement in resiliency factors, among other outcomes. This data will directly inform the NYCP project through the four-year program period and provide crucial data relative to Kenaitze's need for a tribal-wide culturally-focused educational system.

Native Youth Community Project

1. What do you feel is the greatest barrier to college and career readiness among Alaska Native/American Indian Youth?

- Lack of college and career preparation programs
- Lack of in-school academic support, such as tutoring and youth development activities
- Lack of substance use prevention programs

Other (please specify)

2. How likely would you be to provide project input for a tutoring project focused on the academic needs of Alaska Native/American Indian students in grades 7 and 8?

- I would provide project input for a middle school tutoring project for Alaska Native/American Indian students
- I would not provide project input for a middle school tutoring project for Alaska Native/American Indian students

3. Do you feel there are adequate academic and social supports for middle school aged Alaska Native/American Indian students currently?

- Yes

No

4. Do you feel there is a need for accredited cultural education programs and activities designed to improve the college and career readiness of Alaska Native/American Indian students in grades 6-12?

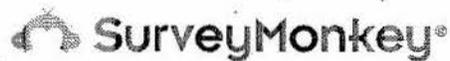
Yes

No

Maybe

Done

Powered by



See how easy it is to [create a survey](#).

Kenaitze Indian Tribe-Demonstration of Research basis:

Kenaitze and project partners will utilize FAST (Families and Schools Together) as the primary, research-based intervention that is found to be culturally appropriate and effective in improving academic and social outcomes for Native youth and families. A summary of all evidence-based interventions follows:

| Intervention | Evidence Base | Outcomes |
|--|---|--|
| FAST (see attached NREPP summary) | American Indian or Alaska Native Youth ages 5-13 | Child problem behaviors; child social skills and academic competencies; mental health improvement; improvement in social functioning |
| SAFE (see attached SAFE analysis and review) | Will be modified by Kenaitze tutors to provide culturally responsive tutoring | Academic achievement; school grades; social skills; reduction in problem behaviors; reduced drug use; improvement in self- esteem; bonding to school |
| Mental Health First Aid (see attached NREPP summary) | Ages 18-55; will be modified by Kenaitze DWC Behavioral Health staff to be culturally | Recognition of schizophrenia and depression symptoms; knowledge of mental health treatment resources; attitudes |

| Intervention | Evidence Base | Outcomes |
|--|---|--|
| | <p>responsive to the needs</p> <p>Native Youth</p> | <p>about social distance from individuals with mental health problems; confidence in providing help; awareness of mental health</p> |
| <p>Cognitive Behavioral Therapy (see attached NREPP summary)</p> | <p>Ages 13-17; Kenaitze DWC Behavioral Health Clinicians provide CBT in a culturally responsive, group format for youth and adults.</p> | <p>Improves outcomes around treatment of major depressive disorder; symptoms of depression; achievement of clinical response; achievement of remission</p> |
| <p>Positive Youth Development (see attached summary)</p> | <p>Ages 8-18; Native American youth</p> | <p>Improved cultural identity; improved self-esteem and lower levels of drug and/or alcohol use</p> |
| <p>Trauma Informed Care (see attached summary)</p> | <p>Treatment Framework currently utilized by Kenaitze for use across programs and service structures</p> | <p>Reductions in trauma and re-traumatization; improves safety and trustworthiness; improves relationships with cultural, historical and gender identity</p> |

| Intervention | Evidence Base | Outcomes |
|--|---|---|
| Motivational Interviewing/Dene Model of Care (see attached NREPP summary) | 18-25; will be modified to support the needs of Native Youth via Kenaitze DWC Health professionals | Reductions in alcohol use, crime, delinquency, drug use; improvement in family relationships social functioning; reductions in trauma and injury |

Families and Schools Together (FAST)

Families and Schools Together (FAST) is a 2-year, multifamily group intervention based on social ecological theory, family systems theory, and family stress theory. FAST is designed to build relationships between and within families, schools, and communities (particularly in low-income areas) to increase all children’s well-being, especially as they transition into elementary school. The objectives of the intervention are to:

1. Enhance parent-child bonding and family functioning while reducing family conflict and isolation and child neglect;
2. Enhance school success through more parent involvement and family engagement at school, improved school climate, and reduced school mobility;
3. Prevent substance use by both adults and children by building protective factors and referring appropriately for treatment; and
4. Reduce the stress that children and parents experience in daily life situations in their communities by empowering parents, building social capital, and increasing social inclusion.

The intervention consists of an active outreach phase to engage and recruit families; 8 weeks of multifamily group meetings, each about 2.5 hours long; and 2 years of monthly, parent-led group meetings. The 8 weekly sessions follow a preset schedule and include activities such as family communication and bonding games, parent-directed family meals, parent social support groups, between-family bonding activities, one-on-one child-directed play therapy, and opening and closing routines modeling family rituals. These experiential learning activities are adapted for each participating community to be culturally and linguistically representative. Respect for parents as the head of the family and as partners is required at every level in FAST. Sessions are led by a trained team that includes at least one member of the school staff in addition to parents and professionals from local social service agencies in the community. FAST teams must be culturally representative of the families served.

Collaborative FAST teams are first trained and then supervised by trainers over three on-site visits. These site visits provide an opportunity for the implementation team to learn how to modify the program to fit local cultural priorities and how to monitor program integrity.

Descriptive Information

| | |
|---------------------------|---|
| Areas of Interest | Mental health promotion Substance abuse prevention |
| Outcomes | Review Date: April 2014 1: School mobility Review Date: December 2008 1: Child problem behaviors 2: Child social skills and academic competencies |
| Outcome Categories | Education Family/relationships Mental health Social functioning Physical aggression and violence-related behavior |
| Ages | 0-5 (Early childhood) 6-12 (Childhood) |
| Genders | Male Female |
| Races/Ethnicities | American Indian or Alaska Native Asian Black or African American |

| | |
|----------------------------------|---|
| | Hispanic or Latino White Race/ethnicity unspecified |
| Settings | School Other community settings |
| Geographic Locations | Urban Suburban Rural and/or frontier Tribal |
| Implementation History | <p>FAST was developed in 1988 by Dr. Lynn McDonald, Professor of Social Work, at a community-based, nonprofit family service agency in Madison, Wisconsin. Since then, FAST has been implemented in about 2,500 schools and 450,000 participants in 48 States. Other countries using the program include Australia, Austria, Brazil, Canada, Germany, Iran, Kazakhstan, Kyrgyzstan, Malaysia, the Netherlands, Northern Ireland, the Philippines, Russia, Scotland, Tajikistan, Turkmenistan, the United Kingdom, Uzbekistan, and Wales. Six large randomized controlled trials (RCTs) of FAST have been completed since the first small RCT was conducted in 1991.</p> <p>Several State, county, and city governments have used their funds to support scale-ups of FAST programs in their areas. These efforts include investing in training of local certified FAST trainers, national FAST trainers, and certified supervisors. The developer, Families and Schools Together, Inc., maintains an ongoing monitoring and feedback system to track these and other community-based implementations and evaluations of the intervention.</p> |
| NIH Funding/CER Studies | Partially/fully funded by National Institutes of Health: Yes Evaluated in comparative effectiveness research studies: Yes |
| Adaptations | Manualized adaptations are available for families of young children (ages 0–3), preschool children (ages 3–5), youth (ages 11–14), and teens (ages 14–18). FAST group processes have been adapted for a number of low-income, socially marginalized cultural groups in the United States, including Latino immigrants, Southeast Asian refugees, African Americans living in inner cities, and American Indians in rural and urban communities. In Australia, FAST was adapted for rural Aborigine families. In Canada, the First Nation people adapted FAST to fit their tribal values. In Brazil, FAST was adapted for the families of preschool-age children living in favelas (slums). The FAST team manual, Training of Trainer materials, program integrity checklist, site visit reports, and evaluation questionnaires have been translated into Dutch, German, Portuguese, Russian, and Spanish. |
| Adverse Effects | No adverse effects, concerns, or unintended consequences were identified by the developer. |
| IOM Prevention Categories | Universal Selective Indicated |

Quality of Research

Review Date: April 2014

Documents Reviewed

The documents below were reviewed for Quality of Research. The research point of contact can provide information regarding the studies reviewed and the availability of additional materials, including those from more recent studies that may have been conducted.

Study 1

Fiel, J. E., Haskins, A. R., & Turley R. (2013). Reducing school mobility: A randomized trial of a relationship-building intervention. *American Educational Research Journal*, 50(6), 1188–1218.

Program Integrity Checklist Scores

Supplemental Tables

Supplementary Materials

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[Morales, J. R., & Guerra, N. G. \(2006\). Effects of multiple context and cumulative stress on urban children's adjustment in elementary](#)

Program Integrity Checklist

Outcomes

| Outcome 1: School mobility | |
|-----------------------------------|---|
| Description of Measures | School mobility was assessed by calculating the percentage of children who changed schools between the first and third year of the study. Students who attended a different school in grade 3 than they did in grade 1 were identified as having made a school move. Data were obtained through rosters provided by schools at the beginning of year 1 and year 3. Students who were retained in grade (i.e., not advanced to the next grade at the end of a school year) were also identified so as not to be incorrectly labeled as movers. |
| Key Findings | Fifty-two elementary schools in two cities were randomly assigned to the intervention condition (receiving FAST) or control condition (continuing existing school practices without the intervention). Randomization produced two comparable groups of schools that were statistically similar at baseline in demographic and academic performance characteristics. Students in the intervention schools were generally less likely to change schools over the 3-year study period compared with students in the control schools, but this difference was not statistically significant. However, additional analyses found a substantial intervention effect for one subgroup of students. Specifically, Black students in schools implementing FAST were less likely to move to a different school compared with Black students in the control schools ($p < .05$). |
| Studies Measuring Outcome | Study 1 |
| Study Designs | Experimental |
| Quality of Research Rating | 3.7 (0.0-4.0 scale) |

Study Populations

The following populations were identified in the studies reviewed for Quality of Research.

| Study | Age | Gender | Race/Ethnicity |
|----------------|------------------|------------------------|---|
| Study 1 | 6-12 (Childhood) | 50% Female 50% Male | 70% Hispanic or Latino 15% White 10% Black or African American 5% Race/ethnicity unspecified |

Quality of Research Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the Quality of Research for an intervention’s reported results using six criteria:

1. Reliability of measures
2. Validity of measures
3. Intervention fidelity
4. Missing data and attrition
5. Potential confounding variables
6. Appropriateness of analysis

For more information about these criteria and the meaning of the ratings, see [Quality of Research](#).

| Outcome | Reliability of Measures | Validity of Measures | Fidelity | Missing Data/Attrition | Confounding Variables | Data Analysis | Overall Rating |
|---------------------------|--------------------------------|-----------------------------|-----------------|-------------------------------|------------------------------|----------------------|-----------------------|
| 1: School mobility | 4.0 | 3.5 | 3.8 | 3.5 | 3.3 | 4.0 | 3.7 |

Study Strengths

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School mobility was measured using school rosters, an existing data source with acceptable reliability. The instruments used to measure intervention fidelity included well-defined constructs matching the intervention’s core components. Fidelity was supported through the

manualization of the program, the use of a trained implementation team, the systematic collection of data, and the use of a program integrity checklist, direct observation, and dosage monitoring. The study used intent-to-treat analyses with multiple imputation procedures for missing data. Random assignment controlled for some confounding variables. The analytical techniques used in the study were strong.

Study Weaknesses

Some potential confounding variables were not completely addressed. For example, the investigators were unable to differentiate between the two types of noncompulsory school moves (strategic and reactive), limiting conclusions about how the intervention may have influenced potentially harmful versus beneficial types of school mobility.

Review Date: December 2008

Documents Reviewed

The documents below were reviewed for Quality of Research. The research point of contact can provide information regarding the studies reviewed and the availability of additional materials, including those from more recent studies that may have been conducted.

Study 1

Kratochwill, T. R., McDonald, L., Levin, J. R., Bear-Tibbetts, H. Y., & Demaray, M. K. (2004). Families and Schools Together: An experimental analysis of a parent-mediated multi-family group program for American Indian children. *Journal of School Psychology, 42*, 359-383.

Study 2

McDonald, L., Moberg, D. P., Brown, R., Rodriguez-Espiricueta, I., Flores, N. I., Burke, M. P., et al. (2006). After-school multifamily groups: A randomized controlled trial involving low-income, urban, Latino children. *Children and Schools, 28*(1), 25-34.

Study 3

Kratochwill, T. R., McDonald, L., Levin, J. R., Scalia, P. A., & Coover, G. (2008). Families and Schools Together: An experimental study of multi-family support groups for children at risk. Manuscript in preparation.

Supplementary Materials

Layzer, J. I., Goodson, B., Creps, C., Werner, A., & Bernstein, L. (2001). National Evaluation of Family Support Programs. Final report. Volume B: Research studies. Cambridge, MA: Abt Associates. Retrieved from <http://www.abtassoc.com/reports/NEFSP-VolB.pdf>

McDonald, L., & Villadsen, A. (n.d.). Supplement #1. Overview of FAST evaluation studies.

McDonald, L., & Villadsen, A. (n.d.). Supplement #2. Reliability and validity of standardized instruments used across all three RCTs.

Supplement #3. (n.d.). Programme fidelity assessment strategies and tools.

Outcomes

Outcome 1: Child problem behaviors

Description of Measures

Child problem behaviors were measured using the following instruments:

- Child Behavior Checklist (CBCL). The externalizing subscale measures delinquent and aggressive behaviors, and the internalizing subscale measures withdrawal, somatic complaints, and anxiety/depression. Using a 3-point rating scale from 0 (not true) to 2 (very true or often true), parents and teachers indicate the extent to which each item describes a child's behavior at home and/or at school within the past 6 months.
- Social Skills Rating System (SSRS), parent and teacher versions. The problem behavior subscale measures internalizing and externalizing behaviors. Parents and teachers rate how often a child exhibits certain behaviors using a 3-point rating scale from 0 (never) to 2 (often).

Key Findings

One study compared students in FAST families with students in an assessment-only control group. At posttest, FAST students had significant improvements in teacher-reported externalizing behaviors, teacher-reported aggressive behaviors, and parent-reported withdrawal (all p values $< .05$) compared with control group students. The effect sizes were small (Cohen's $d = 0.36$ for externalizing behaviors) and large (Cohen's $d = 1.20$ for aggressive behaviors and Cohen's $d = 0.87$ for withdrawal). At 1-year follow-up, FAST participants sustained their improvement in withdrawal compared with control students ($p < .05$), a finding associated with a large effect size (Cohen's $d = 1.92$). FAST participants also showed significant improvement compared with control students in the following teacher-reported measures at 1-year follow-up: internalizing behaviors, anxious/depressed behaviors, attention problems, aggressive behaviors, and problem behaviors (all

anxious/depressed behaviors, attention problems, aggressive behaviors, and problem behaviors (all p values < .05). The effect sizes were medium (Cohen's d = 0.51 for internalizing behaviors, Cohen's d = 0.78 for anxious/depressed behaviors, Cohen's d = 0.70 for aggressive behaviors, and Cohen's d = 0.61 for problem behaviors) and large (Cohen's d = 0.92 for attention problems).

Another study compared students in FAST families with those in families receiving eight behavioral parenting pamphlets and family education. At 2-year follow-up, FAST students had significant improvement in teacher-reported externalizing behaviors compared with students in the control group (p < .001). No significant difference was found between groups on internalizing behaviors.

A third study compared students in FAST families with students receiving their school's usual services. At 1-year follow-up, FAST students had significant improvements in parent-reported externalizing behaviors and somatic complaints compared with control group students (all p values < .05). The effect sizes for these findings were small (Cohen's d = 0.42) and medium (Cohen's d = 0.53), respectively.

Studies Measuring Outcome Study 1, Study 2, Study 3

Study Designs Experimental

Quality of Research Rating 3.7 (0.0-4.0 scale)

Outcome 2: Child social skills and academic competencies

Description of Measures Child social skills and academic competencies were assessed using the following instruments:

- CBCL. The academic performance scale, completed by the teacher, measures the child's specific academic skills, including reading, writing, and math, relative to the skills of other children at the same grade level.
- SSRS, parent and teacher versions. The social skills subscale measures cooperation, assertion, and self-control. The academic competence subscale (in the teacher version only) measures overall academic performance, reading, mathematics, motivation, parental encouragement, intellectual functioning, and classroom behavior. Parents and teachers rate how often a child exhibits certain behaviors using a 3-point scale from 0 (never) to 2 (often).

Key Findings One study compared students in FAST families with students in an assessment-only control group. At 1-year follow-up, teachers assessed FAST students as having greater academic competence than control students (p < .05), a finding associated with a medium effect size (Cohen's d = 0.77). No significant difference was found between groups on social skills.

Another study compared students in FAST families with those in families receiving eight behavioral parenting pamphlets and family education. At 2-year follow-up, FAST students had significant improvements in social skills and academic performance compared with students in the control group (all p values < .05).

A third study compared students in FAST families with students receiving their school's usual services. No significant difference was found between groups on social skills or academic performance.

Studies Measuring Outcome Study 1, Study 2, Study 3

Study Designs Experimental

Quality of Research Rating 3.7 (0.0-4.0 scale)

Study Populations

The following populations were identified in the studies reviewed for Quality of Research.

| Study | Age | Gender | Race/Ethnicity |
|----------------|---|-------------------|---------------------------------------|
| Study 1 | 0-5 (Early childhood) 6-12 (Childhood) | Data not reported | 100% American Indian or Alaska Native |
| Study 2 | 0-5 (Early childhood) | 59% Female | 100% Hispanic or Latino |

| | | | |
|----------------|---|------------------------|---|
| | 6-12 (Childhood) | 41% Male | |
| Study 3 | 0-5 (Early childhood) 6-12 (Childhood) | 57% Female 43% Male | 40% White 35% Black or African American 13% Asian 12% Hispanic or Latino |

Quality of Research Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the Quality of Research for an intervention's reported results using six criteria:

1. Reliability of measures
2. Validity of measures
3. Intervention fidelity
4. Missing data and attrition
5. Potential confounding variables
6. Appropriateness of analysis

For more information about these criteria and the meaning of the ratings, see [Quality of Research](#).

| Outcome | Reliability of Measures | Validity of Measures | Fidelity | Missing Data/Attrition | Confounding Variables | Data Analysis | Overall Rating |
|---|-------------------------|----------------------|----------|------------------------|-----------------------|---------------|----------------|
| 1: Child problem behaviors | 4.0 | 4.0 | 3.5 | 3.5 | 3.5 | 3.5 | 3.7 |
| 2: Child social skills and academic competencies | 4.0 | 4.0 | 3.5 | 3.5 | 3.5 | 3.5 | 3.7 |

Study Strengths

All the studies used standardized data collection instruments with well-established psychometric properties. The authors addressed the majority of methodological concerns related to fidelity, attrition, missing data, confounding variables, and analysis.

Study Weaknesses

One study implemented an adaptation of the intervention, making it difficult to monitor intervention fidelity. While the ability to modify the intervention is viewed as an important benefit, adaptations are nevertheless problematic in evaluating overall effectiveness.

Readiness for Dissemination

Review Date: December 2008

Materials Reviewed

The materials below were reviewed for Readiness for Dissemination. The implementation point of contact can provide information regarding implementation of the intervention and the availability of additional, updated, or new materials.

Families and Schools Together, Inc. (2003). FASTWORKS manual. Madison, WI: Author.

Families and Schools Together, Inc. (2004). FAST PCS training manual. Madison, WI: Author.

Families and Schools Together, Inc. (2004). Middle school FAST: Trainer's resource kit. Madison, WI: Author.

Families and Schools Together, Inc. (2005). Baby FAST program guide. Madison, WI: Author.

Families and Schools Together, Inc. (2008). FAST program guide. Madison, WI: Author.

Families and Schools Together, Inc. (n.d.). FAST research background [DVD]. Madison, WI: Author.

Families and Schools Together, Inc. (n.d.). FAST training presentations [CD-ROM]. Madison, WI: Author.

FAST Web site, <http://familiesandschools.org/>

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McDonald, L. (2004). Baby FAST program manual. Madison, WI: Families and Schools Together, Inc.

McDonald, L. (n.d.). High school FAST program manual. Madison, WI: Families and Schools Together, Inc.

McDonald, L., Morgan, A., Billingham, S., Kiser-Billingham, B., Coe-Braddish, D., Payton, E., et al. (2001). Middle school FAST program manual. Madison, WI: Families and Schools Together, Inc.

McDonald, L., & Scalia, P. (2002). Families & Schools Together (FAST): Interactive CD-ROM. Madison, WI: University of Wisconsin Board of Regents.

McDonald, L., & Scalia, P. (n.d.). FAST babies: Trainer resource kit. Madison, WI: Families and Schools Together, Inc.

Scott, D., McDonald, L., Roessler, J., & Scalia, P. (2007). Multi-site replication manual: Taking FAST to scale. Madison, WI: Families and Schools Together, Inc.

Readiness for Dissemination Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the intervention's Readiness for Dissemination using three criteria:

1. Availability of implementation materials
2. Availability of training and support resources
3. Availability of quality assurance procedures

For more information about these criteria and the meaning of the ratings, see [Readiness for Dissemination](#).

| Implementation Materials | Training and Support Resources | Quality Assurance Procedures | Overall Rating |
|--------------------------|--------------------------------|------------------------------|----------------|
| 4.0 | 4.0 | 4.0 | 4.0 |

Dissemination Strengths

Excellent materials and a strong implementation model support the implementation of this program. Detailed information on funding and sustaining the program is available to administrators. Robust training, consultation, and trainer certification are provided by developers. Training includes comprehensive information for both planning and implementation. Evaluation is seen as an integral part of program implementation and is addressed during training. Numerous evaluation tools and clear instructions for their use support a comprehensive quality assurance package.

Dissemination Weaknesses

No weaknesses were identified by reviewers.

Costs

The cost information below was provided by the developer. Although this cost information may have been updated by the developer since the time of review, it may not reflect the current costs or availability of items (including newly developed or discontinued items). The implementation point of contact can provide current information and discuss implementation requirements.

| Item Description | Cost | Required by Developer |
|------------------------------|--|-----------------------|
| Licensing fee | \$550 per site | Yes |
| Training package | \$4,295 per site, plus travel expenses | Yes |
| Ongoing technical assistance | \$200 per site | Yes |
| Evaluation package | \$1,100 per site | Yes |

Additional Information

A sample budget for implementing FAST is available from the developer. The training and evaluation costs given above are for 1 site serving 10 families. Training and evaluation costs are higher for "multihub" implementation involving a larger number of families across multiple sites. In developing countries, on average, 40 families are served per implementation cycle, requiring a site team of 20 team members. In the United Kingdom, on average, 20 families are served per cycle, requiring a site team of 10. Universal FAST for all kindergartners with special outreach to stressed families is the current recommended model, serving 40 families at a time, with a site team of 20. Costs for scaling up FAST for wide-scale implementation are negotiated individually.

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Replications

Selected citations are presented below. An asterisk indicates that the document was reviewed for Quality of Research

Ackley, M. K., & Cullen, P. M. (2010). Strengthening families through community collaboration: Implementing the Families and Schools Together (FAST) program. *Children & Schools, 32*(3), 183–186.

Crozier, M., Rokutani, L., Russett, J. L., Godwin, E., & Banks, G. E. (2010). A multisite program evaluation of Families and Schools Together (FAST): Continued evidence of a successful multifamily community-based prevention program. *School Community Journal, 20*(1), 187–207.

Fletcher, J., Fairtlough, A., & McDonald, L. (2013). Engaging young parents and their families in a multi-family group work intervention: Lessons from a pilot in England. *Practice: Social Work in Action, 25*(3), 151–167.

[Gamoran, A., López-Turley, R. N., Turner, A., & Fish, R. \(2012\). Differences between Hispanic and non-Hispanic families in social capital and child development: First-year findings from an experimental study. *Research in Social Stratification and Mobility, 30*\(1\), 97–112.](#) 

[Inman, D. D., van Bakergem, K. M., LaRosa, A. C., & Garr, D. R. \(2011\). Evidence-based health promotion programs for schools and communities. *American Journal of Preventive Medicine, 40*\(2\), 207–219.](#) 

[Knox, L., Guerra, N. G., Williams, K. R., & Toro, R. \(2011\). Preventing children's aggression in immigrant Latino families: A mixed methods evaluation of the Families and Schools Together program. *American Journal of Community Psychology, 48*\(1–2\), 65–76.](#) 

McDonald, L., Coover, G., Sandler, J., Thao, T., & Shalhoub, H. (2012). Cultural adaptation of an evidence-based parenting programme with elders from South East Asian in the US: Co-producing Families and Schools Together—FAST. *Journal of Children's Services, 7*(2), 113–128.

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WILLIAM T. GRANT FOUNDATION

Improving After-School Program Quality

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The Authors

Improving After-School Program Quality

The after-school¹ field has been expanding for 20 years because parents and other taxpayers believe the field will deliver on four goals: improvement in the safety and health of our communities and our youth; improvement of students' academic performance; development of their civic, artistic, and other skills; and provision of care for young people while parents work. The expansion has raised important practical and policy questions, particularly as public funding has increased. Can after-school programs deliver on these multiple goals? What are the program features and staff practices that produce good youth outcomes? What are the best ways to hold programs accountable for their work? What are promising approaches to improving program effectiveness?

In this paper we summarize the findings from two recent reports relevant to these policy and practice questions. One is a new review of evaluation studies by Joe Durlak and Roger Weissberg, showing that after-school programs attempting to enhance youth's personal and social skills can improve outcomes that are important to both school and non-school audiences (Durlak & Weissberg, 2007).² Durlak and Weissberg find that programs focusing on specific social or personal skills are most successful when they employ sequential, focused, explicit learning activities and active youth involvement. They also find that these programs tend to improve a range of outcomes at the same time. They refer to such programs as SAFE (Sequenced, Active, Focused, Explicit).

The second report, written by Nicole Yohalem and Alicia Wilson-Ahlstrom, describes instruments that measure the quality of youth program practices at the point of service (Yohalem & Wilson-Ahlstrom, 2007).^{3,4} Although various teams of researchers and practitioners created the instruments, Yohalem and Wilson-Ahlstrom show that these instruments share a common core and that practitioners believe the instruments capture the practices that define program quality. This convergence suggests that an important consensus is emerging in the field about effective practices.

Our aim here is to help the field consider the implications of these two reports for policy and practice. The reports support the case that after-school programs are capable of improving important youth outcomes. They also support the need to stay focused on improving program quality. We are not yet sure how programs should be designed and implemented for optimal results, but these reports get us closer to the answers. This paper begins with a reprise of the findings in each document. We close with thoughts about implications and some important issues that the reports leave unresolved.

¹ We use the term *after-school* here to refer to a broad range of school- and community-based activities in which children and youth participate between 3:00 and 6:00 p.m. during the school year.

² The full report and an executive summary are available at www.casel.org.

³ By measuring practices at the point of service, most of these instruments emphasize the nature of youth's daily activities in the program and the interactions between staff and youth. This is a supplement to approaches that only measure organizational or program practices, such as whether a program hires staff with particular credentials.

⁴ The full report is available at http://www.forumfyi.org/Files//Measuring_Youth_Program_Quality.pdf.

Reviewing the Effects of After-School Programs

In January 2007, Joe Durlak and Roger Weissberg issued their review of the effects on youth of participation in after-school programs. Using the best techniques available in the field of *meta-analysis*, where the results of many studies are reviewed and combined using empirical techniques, these researchers summarized the results from evaluations of 73 after-school programs. Many of these studies were released within the past two years, making the review the most recent and comprehensive analysis available to the field. The authors only included studies of programs that were in part trying to improve participants' personal and social development. Programs exclusively focused on academic performance, such as tutoring programs, were not included in the review.⁵ All of the studies reviewed had experimental or quasi-experimental designs that estimated effects by comparing outcomes for youth enrolled in the after-school programs to outcomes for a group of similar youth not enrolled.

Durlak and Weissberg grouped program effects into three areas that were further subdivided into a total of eight categories. *School performance* was subdivided into performance on achievement tests, school grades, and school attendance. *Social behaviors* contained three categories: positive social skills such as helping others or leadership skills, problem behaviors such as criminal activity or delinquency, and drug use. *Attitudes and beliefs* included bonding to school and self-esteem. Across all the studies that measured outcomes in each specific category (never fewer than 20 studies), the researchers found positive average effects in every category except school attendance. As further analysis revealed, the programs that had SAFE features were driving these positive findings.

Having found overall positive effects for a range of outcomes, Durlak and Weissberg then classified the studies into two clusters for comparison. In one cluster were studies of programs characterized by SAFE features: programs that used a *sequenced* set of activities to achieve their goals, used *active* learning techniques to help the participants acquire the skills, were at least in part *focused* on personal or social development, and had *explicit* objectives for the personal and/or social skills. Durlak and Weissberg refer to this cluster as programs that use an “evidence-based training approach.”⁶ We use their acronym—SAFE—while noting that the SAFE design features *only* pertain to the personal and social skills components of a program. When that was one component among many, the review did not capture the design of the program's other components. In the other cluster were studies of programs that did not have these features. Not all the individual evaluations of programs with the SAFE features showed positive effects, while some in the non-SAFE cluster did. However, when grouped together, *on average programs that had the SAFE features showed positive effects for every outcome but school attendance, and the cluster of programs without these features*

⁵ This review was part of a larger study to examine intervention effects on social and personal development. A companion report regarding the effects of in-school interventions is forthcoming. (Weissberg, Durlak, Taylor, Dymnicki & O'Brien, (2007).

⁶ Several prior reviews had found that learning was more likely to occur when an intervention had these features. See Durlak and Weissberg (2007) for a list of citations (2007, p. 11).

showed no effect for any outcome. This means that the results from the programs with SAFE features created the overall positive average for all of the after-school evaluations. Table 1 summarizes these findings.

| Statistically Significant Positive Effects for After-School Programs (Durlak/Weissberg, 2007) | | | |
|--|------------------|---------------------------|----------------------------|
| | Programs overall | SAFE cluster ⁷ | Other cluster ⁷ |
| School Performance | | | |
| Achievement tests | √ | √ | |
| School grades | √ | √ | |
| School attendance | | | |
| Social Behaviors | | | |
| Social skills | √ | √ | |
| Problem behaviors | √ | √ | |
| Reduced drug use | √ | √ | |
| Attitudes & Beliefs | | | |
| Bonding to school | √ | √ | |
| Self-esteem | √ | √ | |

Note: A check indicates positive effects.

Another striking finding in this review is that positive effects tended to cluster together. For example, in the Durlak and Weissberg review, on average the individual evaluations in the SAFE group showed positive effects for 70% of the outcomes they assessed. In contrast, the studies in the other cluster revealed positive effects for only 25% of the outcomes (and no positive effects when the individual evaluations were grouped together and an average was computed for the group).

Before developing the implications of these findings for policy and practice, we turn to the report on measures of program quality and to a discussion of how the reports fit together.

Measuring the Quality of Program Practices

Until recently, the after-school field was not sure it agreed on what differentiated the practices of high- and low-quality programs. And for those who thought they “knew quality when they saw it,” they were not sure how to measure it accurately and

⁷ The number of evaluations used in each cell of this table was equal to the number of evaluations that measured each outcome. In no case was the number of evaluations for a particular outcome lower than 20. See Table 4 of the full report for the specific findings for these clusters and Table B1 in Appendix B of the full report for details on each of the reviewed programs.

consistently. Yohalem and Wilson-Ahlstrom have documented recent improvements on both of these fronts.

In 2003 the Forum for Youth Investment reviewed 13 statements of standards for youth program quality (Forum for Youth Investment, 2003). Most were developed by organizations or accrediting groups serving a specific subsection of the youth field (e.g., camps, school-age child care, youth leadership). While differences in program purpose and content were visible in the standards, the different frameworks were quite similar at their core and emphasized the importance of interactions among program staff and participants.

In March 2007, the Forum extended this work by releasing a review of nine instruments designed to measure youth program quality (Yohalem & Wilson-Ahlstrom, 2007; see endnote for a list of these instruments). To complete the review, Yohalem and colleagues examined published and unpublished information on the instruments, interviewed the developers, and, in most cases, interviewed practitioners who had used each instrument.

Researchers and practitioners worked together to develop most of the instruments in the review. Many of the instruments have their roots in early childhood assessment, while others draw more heavily on the youth development and/or education literatures. All of the instruments rely on observing how the program operated on a day-to-day basis. They emphasized interactions among staff and youth, while also assessing social norms, physical and psychological safety, skill-building opportunities, and program routine or structure. The Yohalem review labels these *core concepts*.

For each of the core concepts, the instruments included in the review offer specific definitions or indicators of effective practice that are used to guide observations. For example, in judging the extent to which youth are engaged, observers look for whether staff use open-ended questions during activities or how often youth have opportunities to talk about what they are doing and what they are thinking. In the case of relationships, they may look at how much youth are able to problem-solve together without adult intervention when minor conflicts occur, or how often staff engage in one-on-one conversations with individual youth. While each of the instruments delimits general concepts into observable behaviors, some are more detailed than others and some emphasize certain core concepts more than others.

Although many of these tools are in an early stage of development, the review found that practitioners believe that the measures yield data that can inform program improvement efforts. Because many of the instruments are relatively new, documented information about their technical properties is limited. Most have some data showing that if two different observers watch the same program practices, they will score the instrument similarly (known as inter-rater reliability). Only a few have data on the extent to which ratings done by the same observer on different days stay the same (test-retest reliability). All of the instruments contain items that practitioners judge as important to assessing program quality (face validity), and several measures have shown a relationship

between their scores and youth outcomes (predictive validity). These relationships are encouraging, although no instrument yet has data showing that improved scores on what it measures translate into improved youth outcomes. Information on whether better scores lead to better outcomes will come from use and systematic study.

How Do the Findings From the Two Reports Relate to Each Other?

The SAFE features in the Durlak and Weissberg review predicted whether a program had positive effects. The observational measures of program quality in the Yohalem and Wilson-Ahlstrom review also are trying to specify features of program practice that will positively affect youth outcomes. Does this mean the SAFE features are captured in the core concepts of the observation instruments? The answer, in large part, is yes.

In general, there is congruence between what the instruments measure and Durlak and Weissberg's *active*, *focused*, and *explicit* features. That is, the developers of the observational instruments agree that being explicit about program goals, implementing activities focused on those goals, and getting youth actively involved are practices of effective programs.

Whether they call for activities that are “project-based and experiential,” or that “involve youth in engaging with materials or ideas or improving a skill through guided practice,” six of the nine instruments describe *active* learning techniques. All but one addresses the *focused* feature, with items that call for the “practice or progression of skills,” or activities “designed to meet program goals/objectives.” Six of the instruments underscore the importance of *explicit* approaches to programming, by pointing to the importance of “clear expected learning goals” and content that is “well developed, detailed, reflects standards.”

Agreement around Durlak and Weissberg's *sequenced* feature is less clear. In the Durlak and Weissberg review, a program was coded as *sequenced* if it used a sequential set of activities to achieve its objectives for personal or social skill development. Such an approach was often achieved by using or adapting an established curriculum. While the program might achieve its ends by working with the children's interests, the sequence of activities was largely adult-determined. In contrast, three of the observational instruments include items that emphasize allowing children to choose activities and not necessarily following a pre-determined sequence. These items call for a flexible structure that is “adaptable and responsive to individual wants, needs, talents, moods” or one in which children “move smoothly from one activity to another” at their own pace.

The Implications for Policy and Practice

Readers of these two reports might identify additional implications for policy or practice that we do not consider here. We draw implications in five areas: the case for

supporting after-school programs, the need to work on program improvement, the choice of outcomes to guide programming, the need for accountability systems, and interventions to consider for improving program quality.

The Case for Supporting After-School Programs

After-school programs have broad, bipartisan appeal among voters and politicians in large part because of the need for a safe and supervised environment between school and the end of parents' work day. By all accounts, programs are delivering on that need. As the field has expanded, a significant portion of new federal and state public funding for after-school goes through the education system. It has been less clear that it is possible for after-school programs to affect certain academic outcomes that are important to superintendents, principals, or classroom teachers. Some prior reviews have suggested that after-school programs create such effects, while some have not found such effects, particularly on standardized achievement tests.

Durlak and Weissberg found that when programs focused on promoting personal and social skills, they also achieved effects on measures of academic performance, including standardized tests. This is an important new finding that should be reassuring to all who are concerned about the potential of after-school programs. Importantly, program effectiveness was not tied to a particular age range or other demographic factor. At the same time, it is overreaching to say we now know after-school programs *will* create such effects. Durlak and Weissberg showed that they can. But in their report they note that many of the programs did not.

It is also not yet proven that youth outcomes will improve if programs adopt the SAFE features. At this point we know that SAFE features are found in programs that create such effects, but like all correlations, this does not mean that the SAFE features caused such effects. Further research will need to determine if and when adding SAFE features to programs makes a difference in youth outcomes. If so, the research will also need to determine if all the features are necessary.

The Need to Work on Program Improvement

One strength of a meta-analysis is that it brings together a number of individual evaluations and looks for the predominant findings when the studies are considered as a group. Because the finding that programs with SAFE features are effective is based on a group of many individual studies, it is more trustworthy than the results of any single study. But the Durlak and Weissberg work also shows that approximately one-half of the evaluated programs did not make a difference for young people. From the details of the evaluations they reviewed, plus the findings from recent research using observational

measures,⁸ it is fair to characterize the environments and activities of many programs as safe but uninspiring.

When a community has a large unmet demand for after-school services, it is difficult to argue that the next available dollar should go to improving existing services. Fortunately, in many communities there is a reasonable supply of programs. This makes it more defensible to work on program improvement. The Durlak and Weissberg report clearly shows that some programs need to change to become effective, and the Yohalem and Wilson-Ahlstrom review identifies several tools that are meant to help such efforts.

The Choice of Outcomes to Guide Programming

These two reports do not absolve program staff and funders of the need for clear and candid discussion about program goals and activities. It is hard to imagine a program lasting and having a reasonable claim on resources unless it is working toward goals that meet the interests of those who fund and deliver it, as well as the needs and interests of participating youth and their families.

At the same time, after-school programs are asked to achieve diverse goals, and practitioners in particular have felt that these various goals may be incompatible. For example, if a program is focused on one set of youth skills, can it improve outcomes in other areas? These reports say that the choices regarding goals and outcomes are less stark than how they are often presented.

The Durlak and Weissberg review shows that programs with SAFE features achieved effects on a range of youth outcomes. Even though they only examined programs with a focus on personal and social skills, such programs with the SAFE features produced academic effects, too.

The instruments in the Yohalem review are meant to be useful in a wide range of programs. Even so, the instruments share a common core. Furthermore, validation work on some of the instruments found that a program's mission (e.g., arts, community service, leadership development) was unrelated to how well it scored on the instrument.

All these findings support what some in the field have assumed for a long time. That is, it is likely that a program's specific focus is less important than *having* a focus and then pursuing it well.

⁸ Public/Private Ventures used an observational measure to assess the quality of the San Francisco Beacons program three years ago (Walker & Arbreton, 2004). Beth Miller and her colleagues at the National Institute on Out-of-School Time recently used program quality measures in their study of a diverse sample of programs in Massachusetts (Miller, 2005). Charles Smith and colleagues at High/Scope Educational Research Foundation observed a range of programs in Michigan during the validation study of their Youth Program Quality Assessment (YPQA) instrument (Smith, 2005). All came to this conclusion.

The Need for Accountability Systems That Track Both Service Quality and Outcomes

Perhaps the most common policy approach to improving the effectiveness of social services is to hold programs accountable for attaining certain participant outcomes. This approach has clear appeal because it lends itself to flexibility—quality control by specifying the ends, not the means.

In one sense, findings from the Durlak and Weissberg review support this approach. Because programs can affect a range of important outcomes, program providers should choose a finite set of outcomes to work toward, align services with those outcomes, and use improvement in outcomes as a basis for gauging program viability. We agree that measuring such improvement should be part of any accountability system.

However, there are disadvantages to measuring improvement in youth outcomes alone. We all know that the general condition of a society—and, more importantly, the experiences in a child’s family, neighborhood, peer group, and school day—combine to contribute to every child’s development. This makes it easy for programs to look good when the societal trend in youth outcomes is positive, and bad when it is not.

It may be useful to supplement the measurement of youth outcomes with an ongoing assessment of program and staff practices. Perhaps most importantly, this approach gives administrators and line staff valuable information about their practice and holds programs accountable for something they can control.

The newly emerging set of observational measures of program quality makes such accountability systems feasible. The measures of program practices and staff/child interactions give staff guidance about specific behaviors they should adopt, a shared language for talking about their interactions with youth, and specific direction or feedback about their performance to guide improvement activities. Such information seems fundamental to improving service quality.

The details of an accountability system that includes youth outcomes and measures of program/staff practices need more attention. Some worry that a system that requires periodic observation of program practices is not feasible, but there are now enough examples of such systems in practice to ease this concern. For example, in several states, including Massachusetts, Michigan, and Maine, observational assessment is being used in all after-school programs receiving 21st Century Community Learning Center funding from their state departments of education (Wilson-Ahlstrom & Yohalem, 2007).

Less is known about how to structure the consequences embedded in such an accountability system. For example, should funding be tied to the documentation that youth outcomes and staff practices have both improved? While that is the goal, making

such results a condition for future funding may lead to inaccurate reporting. Also, with our current knowledge, it would be difficult to set reasonable expectations about how much improvement should be expected over what period of time and on what aspects of practice. The field needs organizations and funders who will experiment with and study different approaches to accountability.

Interventions to Improve Program Quality

In our view, learning how to intervene effectively to improve programs is now the primary issue facing the after-school field. The availability of after-school programs has grown to the point where using resources to improve programs is ethical and feasible, and policymakers are increasingly looking for ways to strengthen existing programs. We know programs need to improve—and many are engaged in quality improvement efforts—but we need good evidence about the effectiveness of such efforts. Several questions require further study. Are there intervention strategies that are more or less effective for different types of organizations or for organizations that have different levels of capacity? How much can programs improve practices through use of particular curricula? What are effective ways to structure staff development? In short, what are the most promising and practical methods for intervening in programs to improve the quality of youth experiences and youth outcomes?

Fortunately, several funders are supporting studies of interventions with these questions in mind. For example, the U.S. Department of Education via the Institute for Education Sciences has funded a study testing the impact of staff development on after-school program quality and two other studies testing the effects on youth of using after-school adaptations of mathematics and reading curricula that are effective in the regular school day. The Charles S. Mott Foundation is supporting research on the youth impacts of after-school programs that meet certain quality criteria. Finally, the William T. Grant Foundation is supporting assessments of staff development and curricular innovations on program practices, and has announced an annual request for proposals to identify and fund additional studies on this subject. In all of the foundation-funded studies, observational measures of program practices are central to the research designs.

The after-school field has expanded and matured in the last 15 years. During that period it has been pulled in many directions by different societal needs. Recent research shows that after-school programs that employ intentional, focused designs and aligned activities can deliver results that are important to a range of constituencies. The field is also reaching consensus on a set of core practices, and has developed instruments that measure these practices. While this progress leaves important questions unanswered, the questions are more about tactics than strategy. Our advice is to focus on improving program quality, refining our tactics as we go.

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Endnote

The following instruments are included in *Measuring Youth Program Quality: A Guide to Program Quality Assessment Tools*.

Assessing Afterschool Program Practices Tool (APT)
National Institute on Out-of-School Time

Out-of-School Time Observation Tool (OST)
Policy Studies Associates, Inc.

Program Observation Tool (POT)
National Afterschool Association

Program Quality Observation (PQO)
Deborah Lowe Vandell and Kim Pierce

Program Quality Self-Assessment Tool (QSA)
New York State Afterschool Network

Promising Practices Rating Scale (PPRS)
Wisconsin Center for Education Research & Policy Studies Associates, Inc.

Quality Assurance System (QAS)
Foundations Inc.

School-Age Care Environment Rating Scale (SACERS)
Frank Porter Graham Child Development Institute & Concordia University,
Montreal

Youth Program Quality Assessment (YPQA)
High/Scope Educational Research Foundation

Authors' Note

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

| Title/Position | Hourly Rate | Time Worked | % | Total Cost |
|-------------------------------------|--------------------|--------------------|----------|---------------------|
| Tutor I -Year I | \$20 | 2080 | 100% | \$41,600.0 |
| Tutor II-Year I | \$20 | 2080 | 100% | \$41,600 |
| Tutor III-Year I | \$20 | 2080 | 100% | \$41,600 |
| Tutor IV-Year I | \$20 | 2080 | 100% | \$41,600 |
| Subtotal, Tutors, Year I | | | | \$166,400.0 |
| | | | | \$0 |
| | \$20.60 | 2080 | 100% | \$42,848.00 |
| Tutor I-Year II | \$20.60 | 2080 | 100% | \$42,848.00 |
| Tutor II-Year II | \$20.60 | 2080 | 100% | \$42,848.00 |
| Tutor III-Year II | \$20.60 | 2080 | 100% | \$42,848.00 |
| Tutor IV-Year II | | | | \$171,392.00 |
| Subtotal, Tutors, Year II | | | | |
| | \$21.21 | 2080 | 100% | \$44,116.80 |
| Tutor I-Year III | \$21.21 | 2080 | 100% | \$44,116.80 |
| Tutor II-Year III | \$21.21 | 2080 | 100% | \$44,116.80 |
| Tutor III-Year III | \$21.21 | 2080 | 100% | \$44,116.80 |
| Tutor IV-Year III | \$21.21 | 2080 | 100% | \$44,116.80 |
| Subtotal, Tutors, Year III | | | | \$176,467.20 |
| | \$21.84 | 2080 | 100% | \$45,427.20 |
| Tutor I-Year IV | \$21.84 | 2080 | 100% | \$45,427.20 |
| Tutor II-Year IV | \$21.84 | 2080 | 100% | \$45,427.20 |
| Tutor III-Year IV | \$21.84 | 2080 | 100% | \$45,427.20 |
| Tutor IV-Year IV | \$21.84 | 2080 | 100% | \$45,427.20 |
| Subtotal, Tutors, Year IV | | | | \$181,708.80 |
| | | | | \$695,968.00 |
| Subtotal, Tutors, Years I-IV | | | | |

Personnel costs include salaries for four FTE Tutor/Liaisons to provide 20 hours of tutoring and 20 hours of service coordination (a total of 40 hours per week at 52 weeks a year, for 2080 total hours per Tutor position) across four school sites. Salaries in year one are based on Kenaitze's

current pay scale for similar positions and will pay \$20 per hour. Salaries in each subsequent year will increase at a rate of 3%, to \$20.60 in program year two; \$21.21 in program year three and 21.84 in program year four. Tutor/Liaisons will be crucial to the success of the Kenaitze/KPBSD/NEP partnership; Each Tutor will provide services to an estimated 30-34 students at each of the of four program sites. Services will include four hours of tutoring per day; Tutors will facilitate two 2-hour tutoring sessions for two cohorts of 15-20 students five days a week. Tutor/Liaisons will spend the remainder of their 40 hour work week coordinating and facilitating FAST groups; developing SAFE lesson plans, implementing a trauma-informed approach to learning, and providing referral to Kenaitze programs and services, as applicable.

2. Fringe Benefits

| Position | Salary Base | Fringe Benefits at 32% |
|----------------------------|-------------|------------------------|
| Tutor I-Year I | 41,600 | 13312 |
| Tutor II-Year I | 41,600 | 13312 |
| Tutor III-Year I | 41,600 | 13312 |
| Tutor IV-Year I | 41,600 | 13312 |
| Subtotal, Tutors, Year I | 166,400 | 53248 |
| | | |
| Tutor I-Year II | 42848 | 13711.36 |
| Tutor II-Year II | 42848 | 13711.36 |
| Tutor III-Year II | 42848 | 13711.36 |
| Tutor IV-Year II | 42848 | 13711.36 |
| Subtotal, Tutors, Year II | 171392 | 54845.44 |
| | | |
| Tutor I-Year III | 44,117 | 14117.376 |
| Tutor II-Year III | 44,117 | 14117.376 |
| Tutor III-Year III | 44,117 | 14117.376 |
| Tutor IV-Year III | 44,117 | 14117.376 |
| Subtotal, Tutors, Year III | 176,467 | 56469.504 |

| | | |
|--------------------------------|----------------|------------------|
| Tutor I-Year IV | 45,427 | 14536.704 |
| Tutor II-Year IV | 45,427.20 | 14536.704 |
| Tutor III-Year IV | 45,427.20 | 14536.704 |
| Tutor IV-Year IV | 45,427.20 | 14536.704 |
| Subtotal, Tutors, Year IV | 181,709 | 58146.816 |
| | 695,968 | 222709.76 |
| Total Fringe Benefits | | |
| Total Salary and Fringe | 918,678 | |

Kenaitze Indian Tribe's fringe benefits include: FICA - 6.2%; FICA Medicare - 1.45%; Alaska Unemployment - 1.6%; 401K - 3%; Workers Compensation - 3.6%; and, Health/Life Insurance - 16.15%. For budget purposes, fringe benefits average 32%. An actual Tribe-wide fringe rate is calculated and booked each month. Fringe benefits for all Tutor/Liaisons is calculated at 32% of 41,600 in year one; 32% of \$42,848 in year two; \$44,117 in year three; and \$45,427 in year four.

- 3. Travel: N/A
- 4. Equipment: N/A
- 5. Supplies N/A
- 6. Contractual

| | |
|---|-----------------|
| Partnow Consulting-Independent Evaluation @\$100/hour per 300 hours | 30000 |
| Total Contractual Costs | \$30,000 |

Kenaitze will enter into a contract with Dr. Patricia Partnow for independent evaluation of the Native Youth Community Project in year four of the 48-month program period. Dr. Partnow estimates that she will require 7.5 weeks to complete the evaluation, at a rate of \$100/hour, 40 hours per week. Dr. Partnow was chosen as an evaluator for Kenaitze's NYCP project due to her work evaluating similar education-based demonstration grants for Alaska Tribes and/or Tribal Organizations. Cost estimates are based on Dr. Partnow's rate of pay for evaluation of similar multi-year grant projects.

7. Construction: N/A

8. Other: N/A

9. Total Direct Costs: \$948,677.76

10. Indirect Costs

Indirect at 5% of 948677.76

Total Indirect=\$47,433.85

Kenaitze Indian Tribe's indirect cost rate for FY 16 is 27.67%. Due to statutory administrative cost limits, an indirect cost rate of 5% of \$948,677.76 has been used. See attached for the Tribe's indirect cost rate agreement.

| | |
|---------------------------|---------------------|
| Total Costs | |
| Personnel | \$695,968 |
| Fringe | 222,709.00 |
| Contractual | 30,000 |
| Total Direct Costs | \$948,677.00 |
| Indirect at 5% | \$47,433.85 |
| | |
| Total Costs | \$996,110.85 |

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

1. Project Director:

| | | | | |
|----------------|-----------------------|--------------|------------------------|---------|
| Prefix: Mr. | First Name: Conrad | Middle Name: | Last Name: Woodhead | Suffix: |
|----------------|-----------------------|--------------|------------------------|---------|

Address:

| | |
|-----------|---------------------|
| Street1: | 73286 School Street |
| Street2: | |
| City: | Anchor Point |
| County: | |
| State: | AK: Alaska |
| Zip Code: | 99556 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 907-235-8671 | |

Email Address:
cwoodhead@kpbsd.k12.ak.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

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

Yes Provide Exemption(s) #: 1 2 3 4 5 6
 No Provide Assurance #, if available:

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

| | | | |
|--|----------------|-------------------|-----------------|
| | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

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

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

Name of Institution/Organization

Kenaitze Indian Tribe

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 | 166,400.00 | 171,392.00 | 176,467.00 | 181,708.00 | | 695,967.00 |
| 2. Fringe Benefits | 53,248.00 | 54,845.44 | 56,469.50 | 58,146.81 | | 222,709.75 |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | 30,000.00 | | 30,000.00 |
| 7. Construction | | | | | | |
| 8. Other | | | | | | |
| 9. Total Direct Costs (lines 1-8) | 219,648.00 | 226,237.44 | 232,936.50 | 269,854.81 | | 948,676.75 |
| 10. Indirect Costs* | 11,858.50 | 11,858.50 | 11,858.50 | 11,858.60 | | 47,434.10 |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | 231,506.50 | 238,095.94 | 244,795.00 | 281,713.41 | | 996,110.85 |

***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: 10/01/2015 To: 09/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U.S. Department of the Interior

The Indirect Cost Rate is 27.67%.

(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 # S299A160070

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524



Job Description

| | | | |
|----------------|---|--------------------|-------------------------------------|
| Job Title: | Education and Employment Manager | Revision Date: | 09/04/2015 |
| Dept./Program: | Education and Employment | Employment Status: | Full time |
| Division: | Human Services | FLSA Status: | Exempt - Administrative |
| Reports To: | Director of Human Services | Schedule: | 40 hours/week |
| Supervises: | Education Specialists; Employment Specialists; Student Services Coordinator; Intern Supervisor | Preference: | Native preference under P.L. 93-638 |

Job Summary

The Education and Employment Manager acts in a key supportive leadership role within Kenaitze Indian Tribe whose primary responsibility is the oversight of the Education Assistance and Employment services programs. The Manager provides guidance to the Director of Human Services in planning program strategies, goals, initiatives and structure in alignment with the Tribe's values and vision. The Manager reports to the Director of Human Services and responds to budgetary and performance measures, achievement of goals and strategies, and results of monitoring functions. This position works towards and encourages collaboration with the Tribe's programs and outside agencies to carry out optimal customer care and support services while protecting and maintaining the confidentiality of all clients.

Essential Functions

- Responsible for the day to day operations of designated Education and Employment programs, to include, operational planning, dashboards, award & funding compliance, budgets, personnel & records management oversight
- Develop procedures for Education and Employment Services Programs including but not limited to: Workforce Investment; Higher Learning and Tribal Scholarship programs; vocational training needs; mentorship; career pathways; collaboration with the Kenai Peninsula Borough School District, UAA/KPC, ACC and other education systems
- Assist with program referrals to other Tribal services or community programs
- Provide guidance, mentoring and support to Education and Employment Program staff
- Collaborate with employees to identify the needs of the programs for education and training
- Collaborate with staff to ensure the Tribe's representation at essential local, state and federal Education and Employment Program meetings and activities
- Responsible for customer service and quality assurance in the Education and Employment Programs, and resolution of customer concerns
- Responsible for cross training of staff members
- Responsible for staying informed of education and employment trends, and recommending changes in service delivery to the Director of Human Services Programs
- Responsible for internal & external outreach
- Responsible to communicate to staff Tribal updates, events, and activities
- Ensure workplace safety guidelines are followed for staff, vendors and customers
- Follows all Tribal policies and procedures
- Performs other duties as assigned

Working Conditions

Lifting Requirements

(Check appropriate category required to perform essential function of the job.)

- Sedentary work** – Exerting up to 10 pounds of force occasionally, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.
- Light work** – Exerting up to 20 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg control requires exertion of forces greater than that of sedentary work and if the worker sits most of the time, the job is considered light work.
- Medium work** – Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
- Heavy work** – Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and /or up to 20 pounds of force constantly to move objects.
- Very heavy work** – Exerting in excess of 100 pounds of force occasionally and/or in excess of 50 pounds of force constantly to move objects.

Physical Requirements

(Check appropriate category(ies) required to perform essential functions of the job)

- Stand or Sit (Stationary position)
- Walk (Move, Traverse)
- Use hands/fingers to handle or feel (Operate, Activate, Use, Prepare, Inspect, Place, Detect, Position)
- Climb (stairs/ladders) or balance (Ascend/Descend, Work atop, Traverse)
- Stoop, kneel, crouch or crawl (Position self (to), Move)
- Talk/hear (Communicate, Detect, Converse with, Discern, Convey, Express oneself, Exchange information)
- See (Detect, Determine, Perceive, Identify, Recognize, Judge, Observe, Inspect, Estimate, Assess)
- Taste/Smell (Detect, Distinguish, Determine)
- Pushing or Pulling
- Repetitive Motion

Hazards and Atmospheric Conditions

Check appropriate category(ies) required to perform essential functions of the job

- | | |
|--|---|
| <input type="checkbox"/> Exposure to Fumes | <input type="checkbox"/> Mechanical Hazards |
| <input type="checkbox"/> Exposure to Dust | <input type="checkbox"/> Chemical Hazards |
| <input type="checkbox"/> Exposure Extreme Temperatures | <input type="checkbox"/> Electrical Hazards |
| <input type="checkbox"/> Wet | <input type="checkbox"/> Radiant Energy Hazards |
| <input type="checkbox"/> Noise | <input type="checkbox"/> Explosives Hazards |
| <input type="checkbox"/> Vibration | <input type="checkbox"/> Burn Hazards |
| <input type="checkbox"/> Mists or gases | <input type="checkbox"/> Other: |

Comments:

OSHA Categories

(Complete this OSHA section for Clinical/Patient Care Related Jobs)

- Category I** – Duties performed routinely require exposure to blood, body fluid and tissue
- Category II** – Normal routine involves no exposure to blood, body fluid or tissue, but exposure or potential for exposure may occur
- Category III** – Normal routine involves no exposure to blood, body fluid or tissue and as part of their employment, incumbents are not called upon to perform or assist in emergency care or first aid

Equipment and Tools

(Complete with information required to perform essential functions of the job)

List Equipment used for job:

List Tools: Computer software

Drives Tribal or Personal Vehicle: both

Other:

Travel

(Check if required to travel is an essential function of the position)

- Local
- In-State
- Out-of-State

Comments:

Qualifications

Education

- Bachelor's in Education, Human Services, Business preferred

Experience

- Experience working with students and other State and Federal agencies
- Three years of experience in managing community based programs and personnel management
- Experience in the development of community program strategies
- Experience managing private, state and federal grants; and grant compliance
- Experience in budget management
- Experience in policy and procedure development & implementation
- Experience in public speaking
- Understanding of public education regulations
- Knowledge and experience working with Alaska Native/American Indian people

Licenses/Certifications:

- Valid Alaska Driver's License and must remain insurable under Kenaitze Indian Tribe's insurance policies

Special Skills

- the ability to evaluate needs assessments to meet the needs of the population to be served;
- the ability to organize, evaluate, and present information orally and in writing; and
- the ability to work with professional and support staff.

Signature

This Job Description reflects Kenaitze Indian Tribe's best effort to describe the essential functions and qualifications of the job described. It is not an exhaustive statement of all the duties, responsibilities or qualifications of the job. This document is not intended to exclude an opportunity for modifications consistent with providing reasonable accommodation. This is not intended to be a contract. Your signature indicates you have read this Job Description and understand the essential functions and qualifications of the job.

Date: 12/7/2015

Employee Name (printed): David J Knight Employee Signature: _____

(b)(6)