

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 # S299A160073

Grants.gov Tracking#: GRANT12175661

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:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="926001322"/>	* c. Organizational DUNS: <input type="text" value="0024272840000"/>
---	---

d. Address:

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

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: * First Name:
Middle Name:
* Last Name:
Suffix:
Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="907-785-3741"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

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:**

REASON

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="194,708.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="194,708.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kevin Shipley</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Kake City School District</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: NONE * Street 1: NONE Street 2: _____ * City: NONE State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: NONE	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: ONE Middle Name: _____ * Last Name: ONE Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ * First Name: NONE Middle Name: _____ * Last Name: NONE Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Kevin Shipley * Name: Prefix: _____ * First Name: Kevin Middle Name: _____ * Last Name: Shipley Suffix: _____ Title: _____ Telephone No.: _____ Date: 05/31/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160073

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.

KCSDBGPA427 Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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Kake City School District GEPA 427 Statement

Kake City School District (KCSD) will ensure that participating libraries are fully available and accessible to all participants, regardless of special need or disability. The facility is in full compliance with the Americans with Disabilities (ADA) Mandate. The school works with the Special Education staff to ensure that all students and participants have equitable access to facilities, resources, programs and activities. The schools regularly purchase large print books and software packages that can be used by visually- and hearing-impaired individuals as well as any other assistive technology as necessary. KCSD will ensure that all necessary steps are taken to provide full accessibility for all persons.

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 Take City School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Kevin"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Shipley"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Kevin Shipley"/>	* 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.]

You may now Close the Form

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

* Attachment:

Project Abstract

With the support of \$778,833 in Indian Education Demonstration grant funds over four years, Kake City School District (KCSD) and its project partners, the Organized Village of Kake and the Southeast Alaska Regional Health Consortium (SEARHC) will launch Responsive, Aspirational Support Networks (**REASON**), a comprehensive **Native Youth Community Project** comprised of academic supports and college readiness programming that will dramatically impact outcomes for high poverty, high risk Alaska Native youth in Kake, Alaska, a rural, isolated village located on Kupreanof Island. Key barriers to student success include: academic failure; loss of Tlingit Language and Culture; lack of college-readiness; and lack of parental knowledge about how to support their children's education, among others. Yet despite being a small, isolated village located on a remote Alaska island, KCSD has engaged community resources to support our Alaska Native students in improving their academic, college- and career-readiness outcomes. These resources include the Organized Village of Kake, SERRC (Southeast Alaska Resource Center) and Southeast Alaska Regional Health Consortium (SEARHC), a non-profit tribal health consortium of 18 Native communities. Specific opportunities to support our Alaska Native students include: 1) providing structured, comprehensive counseling services to Alaska Native students *and* their families; 2) support improved academic outcomes in core subjects by providing, engaging, hands-on, project-based learning activities tied to individual student needs; and 3) increase students' college- and career-readiness through structured exposure to postsecondary educational opportunities and experiences. **REASON** is a four-year initiative that will capitalize on powerful local resources to redesign the foundations of KCSD, promoting ongoing success. As a Native Youth Community

Project, **REASON** addresses **the Absolute Priority**. In addition, **REASON** also addresses **Competitive Preference Priority 1; Competitive Preference Priority 2 and Competitive Preference Priority 3**. The goal of **REASON** is to support improved academic achievement, increased college- and career-readiness, as well as the emotional and behavioral needs of our students by deploying culturally-focused educational and enrichment activities. The strategies that comprise **REASON** include: 1) hiring one full-time (1 FTE) certified Counselor to support students' social, behavioral, academic growth as well as college- and career-readiness. The Counselor will also work with families to address family-related barriers to student growth and equip them to support their children's education. All services will be provided in a culturally relevant context; 2) providing professional development and training for KCSD educators; 3) offering a Tlingit Culture Classes that will connect students with their Alaska Native culture; 4) offering Tlingit Language classes; 5) providing opportunities for KCSD students to visit college campuses and engage in job shadowing activities; and 6) establishing Professional Learning Communities to facilitate the sharing of knowledge and resources among educators.

Each year of the project, **REASON** will serve approximately 106 high poverty, high-need Alaska Native students. Project outcomes will include: 1) over four years, increase the percentage of students achieving proficiency on Alaska Standards Based Assessment (SBA) in Math, Writing and Science by 20%; 2) by the end of year three, 75% of students will report improved emotional and behavioral well-being; 3) by the end of year three, 50% of parents will report increased involvement in and support of their children's education, college and career plans; 4) decrease the percentage of KCSD graduates required to take remedial college courses in Math or Science by 3% annually; and 5) increase college-going rate by 5% annually.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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Quality of the project evaluation	32

Need for Project

(i) The extent to which the project is informed by evidence of (1) the greatest barriers both in and out of school to the readiness of local Indian students for college and careers.

Kake City School, a high-poverty, low-performing school serves 106 geographically isolated youth in Alaska's Petersburg Census Area. The Organized Village of Kake is home to 557 residents; the village sits on Kupreanof Island, and is accessible only by ferry or airplane year-round. In March-April 2016, Kake City School conducted an in-depth assessment of student needs and community resources. The results revealed the following key barriers to academic success and improved college- and career-readiness among our Alaska Native students: *academic failure; parents lack knowledge to support their children in improving academic outcomes, college- and career-readiness; lack of follow through on attending college or vocational school; lack of follow through on completing applications for college and vocational schools; loss of Tlingit Culture and Language; lack of vocational training opportunities; lack of college readiness; high rates of substance abuse; and lack of resources to deal with grief.* This last barrier is particularly troubling given that despite our small number of students, **one in ten has lost a parent to alcoholism or alcohol poisoning.**

The technology explosion of the past ten years has left Kake's young people dreaming of pursuing challenging careers in their elementary years, planning to someday become surgeons, underwater welders, engineers, journalists, and anthropologists. By middle school, the lack of tangible exposure to the world beyond the Village of Kake leaves students discussing only those positions with which they are familiar with on a first-hand basis, such as teachers, police officers, and commercial fishermen. We have run successful programs designed to get students interested in colleges and careers, but the follow through of getting students off the island to attend those schools has been problematic. Thee nearest college is University of Alaska Southeast in Juneau (90 miles and 24-hour ferry ride) away. In 2014, just 22% of the cohort that entered high school

in 2010 failed to earn a diploma. Over the past five years, *less than 35% of Kake City School District (KCSD) graduates have pursued education beyond high school* (data source: Reaching New Heights Program Evaluation). Our data shows that of these, *55% required remedial college courses in core academic subjects*. The only large community that most Kake young people occasionally travel to is Juneau, but a round-trip ferry costs \$140 to \$210 per person, and flights are even more cost-prohibitive. In addition to these fees, residents must stay in Juneau a week to wait for return ferry service or pay the expense to fly home. Unlike many regionally isolated Alaskan villages, Kake has 3 miles of paved roads but no public transportation. It is not practical to walk from one end of the 8-square mile community to the other through extreme winter weather, darkness and roaming bears. US Census Bureau data shows that Kake's Median Household Income (MHI) of \$38,750 (2013 US Census Bureau) is almost **one-half** of that for Alaska (\$70,760). Currently, 68% of Kake students are eligible for free or reduced meals. Most families still live a subsistence lifestyle. Geographic isolation and poverty combine to create a substantial system of barriers to success for Kake youth. Unlike young people in other areas of the nation, village youth cannot visit a museum, zoo, or even a mall without traveling by ferry or airplane. In a village with less than 600 residents, structured enrichment opportunities are rare. The Kake Boys & Girls Club has been providing enrichment for children for ten years but with just one part-time volunteer staff member, hours are extremely limited. The district is supplementing this program with the 21st Century after school program but participation in the first year was not as high as hoped for. Program offerings primarily include opportunities for teens to play pool and video games but little else. The Club is an amazing resource that represents a youth-focused program in Kake. However, the Club still fails to adequately address the needs of regionally isolated youth. Funding limitations and space issues have prevented the

Club from delivering the wide range of high-quality, research-based positive youth development programming that is familiar in most Clubs across the nation. High School and middle school youth have limited access to these services. Kake children have no access to positive youth development programming outside of the school day. One area that became very evident over the past year with the 21st Century after school program is the lack of enrichment and social supports that negatively impacts youth of all ages, and is especially influential in older students, who frequently suffer from an overwhelming sense of hopelessness stemming from the perceived irrelevancy of their schooling, a sense of a lack of future opportunities, and a much needed measurement of success relevant to their self and environment. These deficits slow down the progression of educational milestone achievement, and compound their negative effects as the student moves from lower to upper elementary – ultimately resulting in a student body that struggles to meet Alaska State targets for proficient or advanced performance in Math and Language Arts, and a youth population ill-prepared to achieve balanced success in the 21st century workforce. The recent technology explosion – and the opportunity to pursue an online degree through accredited colleges and universities – provides a new world of possibilities to Kake’s children, but the students who do not leave the island to work on schooling do not do so at a full time level. They need support, however, in order to be prepared to take advantage of these life-changing opportunities (without leaving the island), there is no real example of realistic work environments except the school district, OVK and the city. The chart below illustrates Kake student performance on state assessments in 2015 (AK Department of Education).

Subject	Far Below Proficient	Below Proficient	Proficient
Reading	2%	15%	67% (AK average = 82%)

Writing	0%	24%	67% (AK average = 77%)
Math	2%	30%	48% (AK average = 75%)
Science	18%	29%	53% (AK average = 57%)

These scores indicate that nearly one-third of students are failing to meet standards in math and in science. Approximately one-fifth of students are failing to meet English Language Arts expectations. Further, to be successful at the college level, students need to meet “Advanced” qualifications on state assessments. In 2014, NO STUDENTS earned this distinction in science. Only 9% of those tested demonstrated college-ready skills in writing. Youth desperately need additional academic supports to achieve college-ready expectations, as well as enrichment opportunities delivered in an environment of college expectation. Another challenge that is not immediately evident is the performance gap between Kake students from low income families, and students that are not economically disadvantaged. Currently, 68% of Kake students are eligible for free or reduced meals (2015, AK DOE). In 2015, these students scored “Below” or “Far Below” on state assessments at rates much higher than non-disadvantaged peers.

Academic Performance		
Subject	% Below or Far Below	
	Disadvantaged	Not Disadvantaged
Reading	18%	15%
Writing	30%	15%
Math	35%	25%
Science	64%	31%

A similar performance gap also exists between Alaska Native and Caucasian students:

Academic Performance by Sub-Group		
Subject	% Below or Far Below	
	Alaska Native	Caucasian
Reading	19%	11%
Writing	27%	19%
Math	35%	23%
Science	50%	*Population too small to report

More than 75% of Kake residents are Alaska Native (AN), and more than 15% speak some Tlingit within their homes. As Alaska Natives, KCSD students face additional challenges. At KCSD, the majority (68%) of AN children were born to unwed mothers. This is more than double the rate (30%) of non-native mothers in Alaska.¹ Additionally, in Kake, less than 10% of Alaska Natives have a college degree (compared to more than 24% across Alaska). Substance abuse is an issue in the community. Four years ago, 25% of Kake City high school students were involved in alcohol use during a school-sponsored function. The district began a drug testing program for after school activities, and routinely, 14% of high school students fail the tests. The traditional western ideation of the “generation-gap” between adolescents and adults is a new and acute construct in the Organized Village of Kake. The accelerated rate of change experienced recently means that community elders grew up in a completely different world than their youth. This fact has increased communication barriers between generations, and created a climate alien to a community once steeped in tradition, veneration, and oral history. The Tlingit language, once spoken exclusively, is dwindling – and along with it the traditional culture of the Tlingit people. Intergenerational families feel this disconnect strongly, but are unsure how to continue

¹ *Alaska Demographics McDowell Group, Inc. • Page 4*

old traditions in an increasingly modern world. Although Alaska's unemployment rate stands at 6.4% (U.S. Department of Labor) the rate in Kake is 68%--21.7%--**more than three times higher the Alaska rate.** There are few opportunities for the under-educated population to secure employment locally, and there will be no supports in place to provide reliable GED preparation, basic occupational and workforce trainings, or vocational trainings. A large IT company recently opened a branch in Kake and has had to leave due to rising costs of power and a lack of a trained workforce, however young people need both high school and college experience in order to secure these competitive positions. Most families are unable to find employment, and are forced to accept public assistance to provide basic necessities. The large percentage of families on public assistance, coupled with the unemployment rate, lack of structured youth supports and high rate of under-education has earned Kake a Community Disadvantage Index of "10." Issued by the Department of Juvenile Justice, the nation's cities best suited to supporting successful youth earn an Index of "1" – communities in need of additional supports can be rated as high as "10." Targeted young people are in desperate need of supports at all levels to ultimately promote a population of students prepared to pursue career or vocational training. Targeted young people are in desperate need of supports at all levels to ultimately promote a population of students prepared to pursue career or vocational training.

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

Despite being a small, isolated village located on a remote Alaska island, KCSD has identified community-based opportunities to support our Alaska Native students in improving their academic, college- and career-readiness outcomes. These opportunities (resources) include the Organized Village of Kake, SERRC (Southeast Alaska Resource Center) and Southeast Alaska Regional Health Consortium (SEARHC), a non-profit tribal health consortium of 18 Native communities serving the health interests of the Tlingit, Haida, Tsimshian, and other

Native people. SEARHC was established in 1975 under the provisions of the Indian Self-Determination Act. The intent of this legislation was to have Indian Health Service programs and facilities turned over to tribal management. The Organized Village of Kake is a Federally-recognized Tribal government serving the Kake, Alaska community. Memorandums of Understanding are included in the appendices.

Opportunities to support Alaska Native (Indian) students center upon coordinating efforts and leveraging resources through activities that take a holistic, community-based approach towards advancing academic, college- and career-readiness outcomes. Toward that end, change must be made at the foundational level, creating systemic change in the availability of opportunities and supports available to Kake youth in order to make a lasting impact. Specific opportunities to support our Alaska Native students include:

- **Opportunity 1:** Providing structured, comprehensive counseling services to Alaska Native students *and* their families. Counseling will address core issues that inhibit student academic success along with college- and career-readiness and actually enrolling and completing classes.
- **Opportunity 2:** Support improved academic outcomes in core subjects by providing, engaging, hands-on, project-based learning activities tied to individual student needs.
- **Opportunity 3:** Increase students' college- and career-readiness through structured exposure to postsecondary educational opportunities and experiences.

The community resources we have engaged represent such an opportunity, and with the support of \$778,833 in Indian Education Demonstration grant funds, KCSD and its project partners will launch Responsive, Aspirational Support Networks (**REASON**), a comprehensive **Native Youth Community Project** comprised of academic supports and college readiness

programming that will dramatically impact outcomes for high poverty, high risk Alaska Native youth in Kake, Alaska. This innovative project will demonstrate the effectiveness of services and programs to improve educational opportunities for Indian children. **REASON** is a four-year initiative that will capitalize on powerful local resources to redesign the foundations of KCSD, promoting ongoing success. As a Native Youth Community Project, **REASON** addresses **the Absolute Priority**. In addition, **REASON** also addresses **Competitive Preference Priority 1** (serving a rural area); **Competitive Preference Priority 2**; and **Competitive Preference Priority 3** (KCSD was awarded an Alaska Native Education grant in 2012—see the Past Performance information for details).

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

Local policies, programs, practices, service providers and funding sources are below:

Local Resources		
Partner	Programs (services provided)	Funding sources
Organized Village of Kake	Education and employment assistance training; Counseling; Social Services; Tribal Operations; Housing Improvement; Economic Development; and Realty & Natural resources program	State and federal grants, patient services, donations
SEARHC	Health services; Behavioral health services’ Wellness promotion; and Dental services	

Quality of the Project Design

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

REASON will serve all students attending Kake City School, located in the Organized Village of Kake which sits on Kupreanof Island, Alaska. The services provided by **REASON**

will not extend beyond the boundaries of the Kake City School District and the Village of Kake.

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

The proposed **REASON** project includes the following integrated components:

Counseling: Hiring one full-time (1 FTE) certified Counselor to support students' social, behavioral, academic growth as well as college- and career-readiness. The Counselor will also work with families to address family-related barriers to student growth and equip them to support their children's education. All services will be provided in a culturally relevant context. Counselors will work with students and their families to develop **Individual Counseling Plans (ICPs)**, which will target students' social and behavioral support needs (**including grief counseling and substance abuse education**) as well as those of their families. Students will be targeted for counseling services based on academic performance (below proficiency) as well as documented behavioral instances. Counselors will contact families of all identified students and schedule a meeting with them to conduct a family needs assessment. Follow-up sessions will be conducted quarterly. The intent of the Counseling component is to address social and behavioral needs that inhibit student success. Additionally, Counseling will connect families with local support resources (e.g., services offered through SEARHC) while providing them with tools to become more involved in their children's education, college- and career-readiness. **Scientific evidence supporting the approach: REASON** will address the standards and guidelines of the Alaska (AK) School Counseling Framework, which is an evidence-based model² that incorporates the ASCA (American School Counselor Association) Standards, Competencies & Indicators, which is an evidence-based approach³ built upon a three-pillared foundation of:

² <http://www.alaskaschoolcounselor.org/page/ak-school-counselor-framework>

³ <http://www.ascanationalmodel.org/foundation>

Program Focus; Student Standards; and Professional Competencies. As such, implementation will be in a manner consistent with the research-supported ASCA National Standards and, accordingly, will focus on helping students: a) academic development, including helping students to acquire the attitudes, knowledge and skills that contribute to effective learning, to prepare for college and other post-secondary options and to understand the relationship of academics to the world of work and to life at home; b) personal/social development, including helping students understand and respect themselves and others, make productive decisions, set and take necessary action to achieve goals and understand safety and survival skills. Studies⁴ show students who receive counseling intervention that focused on the development of cognitive, social, and self-management skills, can achieve sizable gains on state academic achievement tests. Students participating in the study that scored below average on the state achievement tests saw the most improvement. Research also shows that implementing a school counseling program increases students' beliefs that their education is more relevant and important to their future thus leading to improvement in student grades. In fact, according Department of Education data⁵ 83% of failing elementary school students who participated in a counseling program experienced an increase in academic performance. School counselors impact students' academic performance and increase the on task, productive behavior reducing disruptive behaviors. Additionally, the counseling approach will integrate the Alaska Cultural Standards for Students, developed by the AK Native Knowledge Network in 1988.⁶ These cultural standards will ensure that all counseling and support activities are culturally- and linguistically-appropriate for our primarily Alaska Native student population.

⁴ http://cte.ed.gov/nationalinitiatives/gandctools_viewfile.cfm?d=600136

⁵ http://cte.ed.gov/nationalinitiatives/gandctools_viewfile.cfm?d=600137

⁶ <http://www.ankn.uaf.edu/Publications/Standards.html>

Professional development: To ensure that the new School Counselor is fully knowledgeable about the latest evidence-based strategies for providing effective counseling for elementary school children and their families, **REASON** incorporates an extensive professional development and training component. Each year, the School Counselor will participate in a minimum of 50 hours of professional development and training relating to research-based practices including (but not limited to): The American Counseling Association National Model; and the Alaska Cultural Standards for students, among others. In addition, the School Counselor will participate in professional development and training relating to **Character Education, drawn from the What Works Clearinghouse.** School counseling with a Character Education focus is an inclusive concept regarding all aspects of how families, schools, and community organizations support the positive character development of children. Character in this context refers to the moral and ethical qualities of persons as well as the demonstration of those qualities in their emotional responses, reasoning, and behavior. Character is associated with such virtues as respect, responsibility, trustworthiness, fairness, caring, and citizenship. The School Counselor will participate in a minimum of 20 hours of professional development and training each year. **Scientific evidence supporting the approach:** There is a growing body of evidence documenting the positive impact quality, ongoing professional development can have on student academic performance. For instance, a 2007 study commissioned by the U.S. Department of Education and undertaken by the National Center of Education Evaluation and Regional Assistance Institute of Education Sciences⁷ found that consistent, evidence-based professional

⁷ Yoon, Kwang Suk, Teresa Duncan, Silvia Wen-Yu Lee, Beth Scarloss, and Kathy L. Shapley. Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues and Answers Report, REL 2007 – No. 033. Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest, 2007. <http://ies.ed.gov/ncee/edlabs>.

development (on average, 49 hours per year) for teachers can boost student academic achievement by 21 points.

Tlingit Culture Week: Each year, KCSD, the Organized Village of Kake and SEARHC will present a Tlingit Culture week through which students and their families will learn about Tlingit culture through interactive, hands-on activities (e.g., cultural demonstrations, interactive storytelling by Tribal Elders, etc.). The Culture Week activities will also include daily presentations and activities relating to substance abuse prevention and alcohol awareness activities and presentations. Tlingit Culture Week will be presented in conjunction with the Organized Village of Kake (OVK) and the Southeast Alaska Regional Health Consortium (SEARHC) around Earth Day. The Tlingit Culture week will include a variety of culturally-appropriate health- and substance abuse education and prevention-focused activities. We would look to tie the activities with the academic curriculum that would give value and importance to the activities and also let our students see these activities as they relate to Math, Science, English, Foreign Language and Social Studies. **Scientific evidence supporting the approach:** Cross-reference section (v), regarding the degree to which the approach is supported by Strong Theory.

Tlingit Language infused academic support in core academic subjects: With the support of the Organized Village of Kake, KCSD will contract with OVK to provide two, part time, certified instructors to provide Tlingit Language-infused structured academic support for struggling students. All academic supports will incorporate Tlingit Language and Culture and be targeted to individual student needs as determined by an in-depth assessment. The Counselor will identify all students not meeting proficiency benchmarks in core subject areas. Teachers will then administer assessments to identify individual student areas of need. The next step will be to establish an **Individual Improvement Plan (IIP)** for each student. Academic supports will take

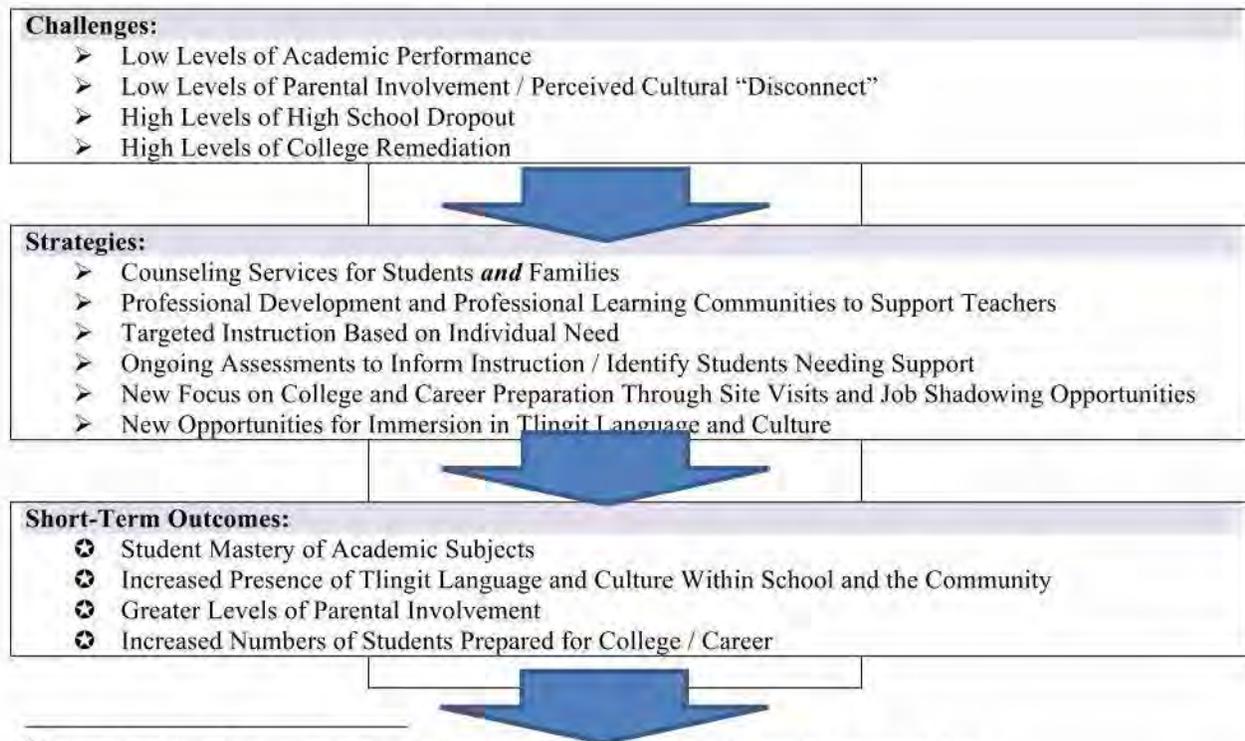
place during the afterschool hours for one hour each day. Culturally-infused learning activities will take place in small group settings to ensure that the individual needs of each student are met. Language Instructors from the OVK will work with teachers on a quarterly basis to develop specific strategies and tactics for incorporating Tlingit Language and culture into academic support activities. **Scientific evidence supporting the approach:** Please cross-reference section (v), regarding the degree to which the approach is supported by Strong Theory.

Off-site college and career readiness activities: Each year, middle school students will have an opportunity to visit the Southeast Regional Resource Center in Juneau to participate in job-shadowing opportunities. In year two they will have the opportunity to visit the University of Washington (Seattle) and participate in Seattle-area college- and career-readiness activities. In year three they will have the opportunity to visit the University of Alaska Anchorage (UAA), the Alaska Job Corps Career Center and AVTEC—Alaska’s Institute of Technology. Each trip will be chaperoned by qualified adults and last for five days. Opportunities will be open to students in grades 7-12 with no less than 10 and no more than 20 students expected to participate each year. This will provide for a seamless transition from middle school through high school and then college. **Scientific evidence supporting the approach:** Please cross-reference section (v), regarding the degree to which the approach is supported by Strong Theory.

Professional Learning Community: KCS D teachers will form a PLC, integrating ongoing professional development activities into their regular routine and creating new opportunities to continue professional growth. At least one structured training event will take place each month, with a focus on effective methods to raise test scores in underprivileged schools with high percentages of Native American students. Tlingit Language Instructors from OVC will provide instruction on effective strategies for integrating Native Language and Culture into classroom

learning. Superintendent Kevin Shipley will lead the PLC and ensure that participants have adequate time to participate. Teachers will model and peer-critique new teaching strategies, explore cutting-edge educational research reported for similar student populations, and share successes and challenges in a mutually supportive environment. Ongoing training in effective strategies will improve classroom instruction, and result in long-term impact for students. Additionally, the Counselor will provide input regarding integration of Character Education activities into classroom learning. **Scientific evidence supporting the approach:** Research shows that the establishment and maintenance of Professional Learning Communities is a critical element to the sustainable success of schools serving Native American students.⁸ PLCs in these schools enable educators to effectively integrate Native culture and language into classroom learning while also increasing collaboration.

In addition, as demonstrated by the logic model below and the subsequent discussion, **REASON** is based on elements of strong theory.



⁸ Tribes Learning Community. <http://tribes.com/about/professional-learning-communities/>

Long-Term Outcomes:

- ⊗ Improved Academic Performance
- ⊗ Increased Parental Involvement Rates
- ⊗ Reduced Dropout Rates
- ⊗ Increased College Enrollment Rates
- ⊗ Decreased College Remediation Rates

Discussion of Strong Theory: As noted, the new Counselor will participate in professional development that supports **Character Education, drawn from the What Works Clearinghouse.** School counseling with a Character Education focus is an inclusive concept regarding all aspects of how families, schools, and community organizations support the positive character development of children. Character in this context refers to the moral and ethical qualities of persons as well as the demonstration of those qualities in their emotional responses, reasoning, and behavior. Character is associated with such virtues as respect, responsibility, trustworthiness, fairness, caring, and citizenship.

Infusion of Native Culture and Language into learning activities: In terms of strong theory, a large and growing body of research from diverse cultural-linguistic settings documents the academic benefits of approaches that systematically include home and community language and cultural practices as integral to the school curriculum. In the most comprehensive review to date of the research on improving Native American/Alaska Native students' academic performance, William Demmert, the first deputy commissioner for the U.S. Office of Indian education, noted the importance of Native language and cultural programs "in motivating students, promoting a positive sense of identity and self, stimulating positive attitudes about school and others...and supporting improved academic performance."⁹

Tlingit Culture Week: This culturally-focused approach is grounded in research. One of the

⁹ [http://center-for-indian-education.asu.edu/sites/center-for-indian-education.asu.edu/files/McCarthy,%20Role%20of%20Native%20Lgs%20&%20Cults%20in%20AI-AN-NH%20Student%20Achievement%20\[2\]%20\(071511\).pdf](http://center-for-indian-education.asu.edu/sites/center-for-indian-education.asu.edu/files/McCarthy,%20Role%20of%20Native%20Lgs%20&%20Cults%20in%20AI-AN-NH%20Student%20Achievement%20[2]%20(071511).pdf)

first large-scale studies to look at how culturally based education influences academic performance was published by Education Northwest in 2003.¹⁰ They identified six critical elements associated with Native American student success for American Indian, Alaska Native, and Native Hawaiian students. The elements include the recognition and use of heritage languages; pedagogy that stresses traditional cultural characteristics and adult-child interactions; pedagogy in which teaching strategies are congruent with the traditional culture, as well as contemporary ways of knowing and learning; curriculum based on traditional culture that places the education of young children in a contemporary context; strong Native community participation in the planning and operation of school activities; and knowledge and use of the social and political mores of the community. A recent review (2011) found strong empirical evidence that cultural connections enhance students' academic and behavioral outcomes.¹¹

Off-site college- and career-readiness activities: This component to connect our students to college and career opportunities outside of Kake. In these annual trips (once per year), we will focus on college- and career-readiness by taking students to see vocational opportunities and have them go to a job fair so they can see what real life employers are looking for in employees. We will also focus on college opportunities and careers available for all students. We will tailor the trip to individual needs of our students and incorporate visits with counselors or other professionals that will assist them in the application process to colleges or trade schools. An example of possible trips is shown below:

- **College Trip to Anchorage** – visits to: UAS (University of Alaska Southeast) Juneau, AK campus tour; Juneau Job and Career Expo; APU (Alaska Pacific University)

¹⁰ <http://educationnorthwest.org/eb/working-with-indigenous-communities>

¹¹ <http://educationnorthwest.org/rel-northwest/rel-research-alliances/aspra>

Anchorage, AK campus tour; Anchorage Museum tour; UAA (University of Alaska Anchorage) Anchorage, AK campus tour; ACPE (Alaska Commission on Postsecondary Education) Anchorage, AK financial aid and scholarship workshop; AVTEC (Alaska Vocational Technical Center aka Alaska's Institute of Technology) Seward, AK campus tour; Alaska Sea Life Center - Seward, AK tour; Alaska Zoo – Anchorage, AK tour; Alaska Teacher Placement Job Fair – Anchorage, AK; UAA Career Fair - Anchorage, AK; and UAA College Fair – Anchorage, AK

- **SERRC (Southeast Regional Resource Center) Career Connections Trip to Juneau, AK:** One week trip to Juneau, kids and chaperones will stay at the Juneau International Hostel. While staying at the hostel the students will be given daily chores, a study time, and free time. Students 16 years and older will job shadow in fields of their interests while the younger students participate in Career Awareness where they visit various job sites, work on computer programs, tour the UAS TEC center, UAS campus and engage in discussions about education and careers.

Visits to college campuses will mirror real-world college experiences. While on campus, Kake students will have the opportunity to interact with students, teachers and faculty members. They will also be able to sit in on actual courses, learn about scholarships and financial aid, discover learning resources, and visit dorms and other areas of the campus that will introduce them to the world of postsecondary education. This will not only spark students' interest in college but open them to the endless opportunities a college education can provide by interacting with college students from similar backgrounds. In a 2014 report, these types of site visits were cited by the White House as promising practices.¹² The Project Director will complete all travel reservations,

¹² <http://www.whitehouse.gov/>

acquire all parental permission forms, schedule meals and boarding itineraries, and coordinate with consortium members to plan activities.

Additionally, work-based learning activities such as job shadowing have been shown to improve students' self-esteem, to teach and reinforce basic academic and technical skills, to promote an understanding of workplace culture and expectations, and to develop a network for future job searches. Such experiences also serve to expose students to work and career options that would otherwise be unknown to them. This is especially critical to youth with disabilities for whom the exposure to the range of career options is often very limited. Further, these experiences serve as opportunities to identify the particular workplace supports that youth with disabilities may require as they pursue later employment and career prospects. Students who participate in these types of work-based experiences can: identify career interests, skills, and abilities; explore career goals; identify on-the-job support needs; gain an understanding of employer expectations; develop an understanding of the link between school and work; gain work experience, generally connected to a specific job function; and develop an understanding of the workplace and the connection between learning and earning.

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

The goal of **REASON** is to support improved academic achievement, increased college- and career-readiness, as well as the emotional and behavioral needs of our students by deploying culturally-focused educational and enrichment activities, along with hiring one full-time (1 FTE) Counselor who will deploy evidence-based school counseling strategies. Objectives include:

Objectives and benchmarks
Objective 1: By the end of the three-year project period, increase the percentage of students achieving proficiency on Alaska Standards Based Assessment (SBA) in Math,

Writing and Science by 20% over 2015 baseline				
Need addressed: <i>The academic performance of Kake students is lagging behind that of their peers in other school districts;</i>	Benchmarks			
	Year 1	Year 2	Year 3	Year 4
Increase in % of students achieving proficiency in Math (over 2015 baseline)	5%	12%	18%	20%
Increase in % of students achieving proficiency in Writing (over 2015 baseline)	5%	12%	18%	20%
Increase in % of students achieving proficiency in Science (over 2015 baseline)	5%	12%	18%	20%
Objective 2: By the end of year three, 75% of students will report improved emotional and behavioral well-being (as measured by annual qualitative survey)				
Need addressed: <i>Students need guidance to improve emotional and behavioral well-being</i>	Benchmarks			
	Year 1	Year 2	Year 3	Year 4
Percentage of students reporting changes	25%	50%	70%	75%
Objective 3: By the end of year three, 50% of parents will report increased involvement in and support of their children’s education, college and career plans				
Need addressed: <i>Students lack parental support and involvement in their educational, college and career plans</i>	Benchmarks (baseline to be established at start of project period)			
	Year 1	Year 2	Year 3	Year 4
Percentage increase in parental involvement	12%	24%	38%	50%

Objective 4: Decrease percentage of KCSD graduates required to take remedial college courses in Math or Science by 3% annually, compared to the 2015 baseline rate of 55%				
Need addressed: <i>Students are not adequately prepared to pursue postsecondary learning</i>	Benchmarks			
	Year 1	Year 2	Year 3	Year 4
Percentage of students requiring remedial college courses	52%	49%	46%	43%
Objective 5: Increase College-Going Rate by at least 5% annually over the four-year project period, compared to the baseline rate of 35%				
Need addressed: <i>Very few Kake students are pursuing postsecondary education</i>	Benchmarks			
	Year 1	Year 2	Year 3	Year 4
Percentage increase in college-going rates	40%	45%	50%	55%

KCSD understands that under the Government Performance and Results Act (GPRA), the following performance indicators have been established to evaluate the overall effectiveness of the Program: 1) The percentage of the annual measurable objectives, as described in the applications, that are met by grantees; and 2) The percentage of grantees that report a significant increase in community collaborative efforts that promote college and career readiness of Indian children. The data collection and evaluation reporting strategies described in the Evaluation Section will monitor and report attainment of these GPRA objectives.

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

As noted, in order to design a responsive program, the **REASON Action Team** conducted an extensive needs assessment and resource analysis to determine the most pressing needs of our students and their families. Multiple sources of data, including behavioral data, county reports, report card and classroom scores, student surveys, and parent surveys were considered. The

REASON Action Team is comprised of administrators, teachers, and student and parent volunteers. The Team determined the project activities that would best meet established needs—while also taking into consideration available community resources—and will continue to meet at least once each quarter to assess movement towards project goals. Should **Quarterly Progress Reports (QPRs)** indicate that sufficient progress is not being made and student needs are not being met, the Team will suggest project modifications to ensure achievement of program outcomes and objectives. With this in mind, **REASON** was designed to be fully sustainable, maximizing the efficiency of mental health staff and providing the real-time data necessary to move from “Reactive Intervention” to “Proactive Prevention”. The degree to which **REASON** addresses the needs (barriers) of the target population is outlined in the following table.

Addressing Identified Barriers	
Identified Barrier	How REASON addresses the barrier
Academic failure	Structured, targeted, Tlingit Language-infused academic support activities provided during the afterschool hours
Loss of Tlingit Culture	Integration of Tlingit Language classes and Culture into academic subjects and classroom learning
Lack of college- and career readiness (students do not have access to activities that support college- and career- readiness)	Activities to improve students’ academic achievement; structured counseling that targets both students <i>and</i> parents; off-site college exploration activities; support of counselor to get students off island and to school
Lack of vocational training opportunities	Provide structured off-site job shadowing opportunities and experiences
High rates of substance abuse, lack	Provide regular, structured counseling that targets both

of parental knowledge to support their children in improving academic outcomes, college- and career-readiness	students <i>and</i> parents. Counseling will address individual needs of students and families to support sustained success.
---	--

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

The proposed program includes the active collaboration and contribution of two key project partners: Organized Village of Kake and the Southeastern Alaska Regional Health Consortium (SEARHC), a non-profit tribal health consortium of 18 Native communities serving the health interests of the Tlingit, Haida, Tsimshian, and other Native people. Details about the contributions of these project partners are provided in the “Adequacy of Resources” section below. A signed Memorandum of Understanding is included in the appendices.

Quality of Project Personnel

KCSD is an equal opportunity employer, and supports a policy of non-discrimination. Mentors, tutors, teachers, and adult role models that have overcome barriers similar to those that the students they serve are facing, are frequently able to make a stronger connection and promote a more lasting impact. To this end, KCSD encourages applications from local professionals with an Alaska Native or low-income background – a policy that further supports support KCSD’s commitment to hiring individuals that exemplify the qualities that are promoted among students, including overcoming poverty, pursuing higher education, and giving back to the community. KCSD’s hiring policies will comply with section 7(b) of the Indian Self-Determination and Education Assistance Act. When recruiting staff and volunteers for **REASON** positions, KCSD administrators will describe in detail the purpose and objectives of the initiative, including

challenges, barriers, and gaps in services that are targeted through planned programming. Applicants for positions that come from areas beyond Kake will also be considered for as appropriate, with the understanding that new faces diversify the community, refresh programming, and bring new ideas that enrich all involved.

(i) The qualifications, including relevant training and experience, of the project director or principal investigator

Kevin Shipley, KCSD Superintendent will serve as Project Director, devoting approximately 20% of his time towards these activities. Mr. Shipley has been KCSD Superintendent since 2011 and has Superintendent Certification. Prior to this, he had more than 10 years' experience as a Principal at both the middle school and high school levels. Kevin holds a Master's Degree in Education and a Bachelor's of Science in Business.

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

KCSD intends to hire one full-time (1 FTE) Certified Counselor to implement the counseling components of the project. A job description is included in the appendices. This person is at a minimum, required to have a four-year degree and be certified in the State of Alaska. The individual must have experience working with socioeconomically disadvantaged students, including those who are Alaska Natives or American Indians. Experience with college- and career-readiness-oriented counseling is also required. Preference will be given to Alaska Natives, low-income persons or persons of American Indian descent. Existing teachers will also be directly involved in project implementation. All of these individuals are fully qualified to fulfill their designated roles and responsibilities. All KCSD teachers have degrees, Alaska teaching certification and on average, have an average of 13 years of teaching experience.

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

KCSD is fully qualified to carry out the proposed initiative and has a strong track record of improving student outcomes through comprehensive, community-driven programming. Over the

past five years, KCSD has been awarded more than \$2 million in state and federal grant funds to support a broad range of education-focused programming and initiatives. One example of KCSD's Past Performance is illustrated in the Reaching New Heights Continuing Education program (funded through the **Alaska Native Education Program**), which received \$697,957 in funding (2012-2015). Reaching New Heights had the following annual objectives: 1) at least 30% of Kake City School District students Grades 9-12 will take part in Coping and Support Training (CAST) prevention programming); 2) 100% of Kake City School District teachers will take part in a Professional Learning Community designed to enhance cultural sensitivity and increase teacher effectiveness; 3) at least 15 individuals will access GED preparation and Credit Recovery programming; 4) at least 80% of students Grades 7-12 will participate in the newly designed Tlingit Language and Culture course for foreign language credit; 5) at least 80% of students Grades 9-12 will participate in at least three college-focused activities (College Fair, College Visitation, College Search, or Scholarship Search); and 6) at least 80% of students Grades 9-12 will participate in at least three vocational-focused activities (Career Fair, Vocational School Visitation, Career Aptitude Search, Job Shadowing, or Apprenticeship). As of June 2015, Reaching New Heights has graduated 20 students. Among those, a total of 18 either pursued postsecondary education (full- or part-time) or vocational training.

Adequacy of Resources

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

As evidence in the attached memorandums of understanding (MOUs), KCSD project partners have **committed to providing more than \$? in contributions over four years.** Information regarding the collaboration of project partners is provided below.

Resource Contributions

Partner	Resource contribution
Kake City School District	Serve as lead agent and fiscal agent for the project, providing administrative oversight and qualified personnel to ensure the project's success. The district will also provide other resources include classroom space, classroom supplies, access to computer labs, student transportation as well as other resources necessary to carry out the project activities described herein
Organized Village of Kake	Provides 2 Language Certified staff to engage students in cultural- and linguistically-focused activities relating to Native Tlingit and provide classes from 12-3 each day. OVK will contract out for this amount \$60,000. Coordinates with KCSD staff to assist with culture camp and Summer Culture camp. Value = \$75,000
SEARHC	SEARHC will provide linguistically- and culturally-appropriate substance abuse and suicide prevention activities throughout the grant-funded project period and beyond. Additionally, SEARHC will provide opportunities for students to participate in job shadowing activities, exposing them to a variety of career options in the healthcare field. Value = \$2,000 per year

Additionally, KCSD and its partners are committed to ensuring equal access to **REASON** activities for all students, regardless of background, educational level, special need or disability and will tailor all activities to ensure full inclusion. Educational activities will be tailored according to each student's Individual Education Plan (IEP), which ensures a fully inclusive learning environment wherein activities are modified such that all students are able to equally participate. Additionally, KCSD will utilize the *Effective Teaching Practices for Students in*

Inclusive Classrooms model to ensure that the needs of all students are met and that all students are engaged in programming. KCSD provides training on this model, which was developed by the College of William and Mary School of Education.

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

We have developed a budget that is appropriate to support our project while accounting for all activities necessary for success and remaining within the parameters of the program. Each year, **REASON** will serve approximately 106 students. The direct per-student cost, per year is approximately \$1,837 per student. Given the extraordinarily isolation and remoteness of our location---combined with the proposed program objectives—we feel this cost is reasonable for the scope of our project. Moreover, we feel that we have outlined an approach that will readily be sustainable beyond the Federal funding period. The majority of our project budget is directed towards activities that increase our capacity to sustain activities beyond the federally-funded project period. This includes contracting with a highly qualified professional outside evaluation firm that will provide accurate, objective assessment of our progress towards achieving our stated goals. In addition, the evaluator will work with the project team in ensuring the sustainability of this important initiative.

Quality of the Management Plan

i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

As noted, Kevin Shipley (Superintendent) will serve as Project Director, devoting approximately 20% of his time towards project activities, overseeing and managing day-to-day implementation of the program. As indicated in the attached job description, the Project Director will be required to be sufficiently qualified and experienced to ensure consistent delivery of high-quality products and services throughout the grant-funded project period and beyond. A

multidisciplinary **REASON Action Team** that will support the Project Director and guide implementation, providing valuable feedback and input to further ensure consistent delivery of the highest quality products and services. The **Action Team** is comprised of the school administrators, the Counselors, teachers, parents (at least two at any time), students (two) and representatives from community partners (Organized Village of Kake and SEARHC –both of which are Alaska Native organizations). The **Action Team** will serve in an advisory capacity, reviewing Quarterly Progress Reports (QPRs) and other performance feedback, providing suggestions for refining, strengthening and improving the project approach as appropriate. Additionally, the Action Team will utilize the QPRs to monitor movement towards benchmarks, track student impact on a variety of levels (including social, behavioral, academic, etc.) as well as teacher satisfaction and growth. The **Action Team** will meet quarterly.

The project management structure outlined below, along with the support of the Action Team and continuous improvement mechanisms such as the Quarterly Progress Reports (QPRs) are sufficient and appropriate to ensure that **REASON** delivers high quality services and achieves its intended goals and objectives. Project management structure is shown below.

Project Management Structure		
Title	Project role	Time commitment
Project Director	Oversee implementation; ensure that all project activities are carried out on-time, as specified and within the outlined budget; ensure compliance with program – job description attached	20% (.20 FTE)
Certified Counselor	Participate in professional development and training; provide structured counseling services for both	100% (1 FTE)

	students and their families to address issues that inhibit students' social, behavioral, academic, college and career success – job description attached	
Teachers	Participate in professional development; implement math- and science-focused activities	20% (.20 FTE)
Superintendent	Provide executive-level leadership and guidance	10% (.10 FTE)
Business Manager	Provide fiscal oversight, prepare budgets and expenditure reports	5% (.05 FTE)
Evaluator	Monitor attainment of goals, objectives and outcomes, lead a process of continuous improvement	Contractual

A proposed project timeline is below.

Project Timeline		
Date	Activities	Milestones
Quarter one	Action Team assembles; position posted; evaluator meeting	Team roles, responsibilities and expectations are clarified; schedules (meeting schedules, professional development schedules, etc.) and evaluation plan finalized; evaluation baselines set; supplies, materials and curriculum acquired; first professional development begins; IIP and ICP development begins; Professional Learning Community (PLC) is established; afterschool academic support sessions begin; quarterly report prepared/submitted (reports are submitted quarterly throughout the project period); Responsible party = Superintendent, Project Director (PD); Action Team (AT)

Quarter two	Team meets; activities begin	Professional development continues; first Tlingit Culture event is held; evaluation baselines set; Responsible party = PD; AT
Quarter three	Team meets; program continues; evaluation progresses	Professional development assessment data and feedback is reviewed; Action Team discusses strategies for using information gathered to refine, strengthen and improve the project approach; professional development continues; off-site college- and career-readiness events take place; job shadowing; IIP and ICP execution continues; PLC meetings continue; year two project activities are agreed-upon and planned; Responsible party = PD; AT
Quarter four	Team meets	Action Team reviews preliminary student assessment data and feedback; team develops strategies to refine, strengthen and improve project approach based on data; sustainability plan is reviewed and approved; PD continues; IIP and ICP execution continues; PLC meetings continue; annual progress report is submitted: Responsible party = PD; AT
<p>Project activities in years two, three and four will mirror those in year one and will include 50 hours of professional development; off-site college- and career-readiness activities; job shadowing; preparation of monthly project summaries and quarterly progress reports; development of Lessons Learned document; and ongoing continuous improvement.</p>		

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

KCSD Superintendent and key project personnel will review performance feedback on a monthly basis, taking note of trends revealed through data analysis. Should any deficiencies be

noted, the Project Director will place the item (or items) on the agenda for discussion at the next Action Team meeting. The Action Team will review this information, along with feedback obtained from evaluator-prepared Quarterly Progress Reports (QPRs) to refine, strengthen and improve the **REASON** project approach as appropriate. This ongoing review and refinement process will therefore ensure a process of continuous improvement. Performance feedback to be gathered includes:

Data Collection Strategies			
Objective/outcome	Data source	Responsibility	Frequency
Objective 1: Improved student achievement in Math, Writing and Science	AK Standards Based Assessment (SBA)	Classroom teachers	Annually
Objective 2: Improvements in self-reported emotional and behavioral well-being	Annual stakeholder survey	Evaluator	Annually
Objective 3: Increased parental involvement	Annual stakeholder survey	Evaluator	Annually
Objective 4: Decrease in the percentage of students required to take remedial college courses	Student records	Counselor	Annually
Objective 5: Increase in percentage of students pursuing a postsecondary education	Student records	Counselor	Annually

GRPRA Data collection and reporting			
GPRA Measure	Data Source	Responsibility	Frequency
GPRA 1: The percentage of the annual measurable objectives that are met	Quarterly Progress Reports prepared by the Evaluator	Project Director	Quarterly
GPRA 2: Increase in community collaborative efforts	Annual stakeholder survey	Evaluator	Annually

Other data to be tracked and reported will include: 1) teacher participation in professional development (number and type of sessions, attendance); 2) participation in off-site activities; 3) participation in Tlingit Culture classes; and 4) student participation in afterschool academic support activities; and 4) number of students developing individualized plans.

(iii) The extent to which Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities

Ongoing, meaningful involvement of Alaska Native (Indian) tribal organizations and parents of KCSD is an integral element of the **REASON** project approach. The involvement of Tribal organization and parents of participating students in the planning, design and project implementation is facilitated through the **Action Team**, which receives monthly updates from the Project Director and meets quarterly (school-based members of the Team meet monthly). The **Team** was active in carrying out the needs assessment process as well as in the determination of program design. Moving forward, the **Action Team** will continually review performance feedback for the purpose of ensuring an ongoing process of continuous improvement.

(iv) (Up to 3 points) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

All of the project activities are designed to sustainably build KCSD’s capacity to carry on **REASON** for years to come. First, all project partnerships will continue beyond the four-year

grant period. As such, Demonstration Grant funds will provide the initial capital necessary to launch the project activities, after which the district will be in a strong position to sustain them beyond the grant-funded project period. Professional development and training will ensure that our educators have the skills and knowledge they need to continue to present **REASON** after the grant period ends. A resource library will be created to ensure that new teachers are able to access the training tools provided through the professional development and training.

Quality of the Project Evaluation (i) the extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings

KCSD will contract an external evaluator with experience in A/N grant evaluation to conduct all project monitoring activities. The proposed evaluator is Thomas W. Sileo, PhD (CV attached), who has conducted several grant evaluations focused on improving social, behavioral, educational, college and career outcomes among socioeconomically disadvantaged Alaska Native youth. The evaluator will utilize a Data Collection Specialist to ensure that all data is collected with fidelity. The evaluator will create Quarterly Progress Reports (QPRs), to be submitted to the Action Team, which will utilize this real-time data to make informed decisions about modifications to the programmatic approach that may be necessary to promote attainment of stated goals and objectives.

Our evaluation plan is based on a continuous improvement model that includes defining goals, ongoing monitoring, and timely adjustments as appropriate. The evaluation approach includes the following: Program Management: Monitors the routines of program operation. Tracks participant characteristics, programming, allocation of staff, costs, etc., and assists in making short-term corrections and planning for the future; Staying on Track: Ensures that the project stays focused on goals, objectives and outcomes and collects in-depth qualitative data to increase understanding of Project service delivery success and problems; Efficiency: Analyze

service delivery to enhance coordination of the programs and services, lowers the cost of services; Accountability: Produces evidence of program effects for internal and external audiences and provides evidence of cost-effectiveness of the project; and Sustainability: Provides evidence to partners (i.e. school officials, school board members, stakeholders, etc.) that the program is effective and merits continued investment. A process evaluation will ensure programming is implemented with fidelity to the original design. The evaluation plan will provide accurate and continually updated data so that stakeholders can better see where the project started, what is being accomplished, and what needs to change--if anything-- in order to best meet the needs of students and achieve the mission and goals of the program. At the start of the program, a detailed evaluation plan will be finalized, with schedules, roles and responsibilities clarified and agreed-upon. All participating teachers will prepare weekly summary reports (**WSRs**) summarizing the week's activities. The Program Director will meet with key program staff regularly to review and discuss these reports (informal data exchange). QPRs will summarize project progress while reporting on key challenges, successes and lessons learned.

To gather qualitative feedback, the evaluator will administer an annual survey that gathers stakeholder (e.g., students, teachers, school administrators, parents, community partners) feedback across multiple dimensions (e.g., perceptions of program's impact, changes in student behaviors and outlook, perceived increase in protective factors and accompanying decrease in risk factors relating to risky behavior and substance abuse, intent to pursue postsecondary education, college- and career-readiness perceptions, perceptions of family support, level of involvement among families).

Summative evaluation methods will address project implementation and consequent

changes in youth outcomes regarding student behavior and academic achievement objectives. Key summative evaluation questions are: a) Is the project achieving its objectives and performance targets? and, b) What is the project's impact on student behavior, attitudes and academic achievement? Summative evaluation will examine the impact of the project on: academic achievement; behavioral factors; aspirational and future success-related factors; and intent to pursue postsecondary education. Summative evaluation reports will be submitted to the project partners, and summative evaluation data and results will be included in year-end reports to the U.S. DOE. Data collection information is provided in the following section.

Data will be analyzed using the STATA Data Analysis and Statistical Software program or similar and be reported using descriptive statistics (numerical counts or frequencies, percentages, measures of central tendency and measure of variability). Qualitative data will be analyzed using an inductive approach, which will allow the evaluator to: (a) condense the raw textual data into a brief, summary format; (b) establish clear links between the evaluation and the summary findings derived from the raw data; and (c) develop a framework of the underlying structure of experiences or processes that are evident in the raw data. Data will be made available and shared with Department of Education personnel, KCS D personnel and the full Action Team quarterly.

A key part of our strategy will be to document our approach in order that others may replicate our results. To that end, we will create and disseminate a 'lessons learned' document for dissemination (on our website and at conferences). This will be accomplished through development and dissemination of a "Lessons Learned" document that will summarize evaluation results over the 48-month project period and provide the following information: 1) an introduction, providing the context and justification for the practice while outlining the key issues; 2) a discussion of the problem being addressed including the affected population and how

the problem is impacting them; 3) a description of the implementation approach, identifying the main activities carried out, when and where the activities were carried out and identification of key implementers and collaborators; 4) overview of outputs and outcomes including identification of concrete results achieved (SWOT analysis); 5) a discussion of lessons learned including what worked well, what didn't work); and 6) a conclusion (who benefited the most and the least from the project, an explanation of what revisions, improvements, or enhancements project leadership would make to increase the value of the project in the future; and ideas about how similar projects could be more cost effective. The final **Lessons Learned** document will build upon the evidence of strong theory on which **REASON** is based and will be submitted to the What Works Clearinghouse.

The finished document (PDF and CD) will serve as a model that can be utilized by other schools and school districts interested in replicating our approach. The Project Director will present the project at state and national education conferences such as those presented by the National Indian Education Association, Alaska Native Knowledge Network, or the Alaska Native Educator Association. At these forums, the Project Director will be able work with/train principals and administrators from schools in other rural Alaska communities regarding replication of our model program to benefit their students.

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Defined geographic area: REASON will serve all students attending Kake City School, located in the Organized Village of Kake which sits on Kupreanof Island, Alaska. The services provided by REASON will not extend beyond the boundaries of the Kake City School District and the Village of Kake.



Needs assessment: In carrying out the needs assessment, data was analyzed from a variety of sources including (but not limited to): student academic performance data; informal feedback gathered from parents, students and teachers; surveys; and the KCSD Strategic Plan, which was updated in February 2016 and included extensive involvement of parents and other stakeholders.



Kake City School District

P.O. Box

450

*Kake, Alaska 99830
(907) 785-3741*

Strategic/School Wide Plan Education Plan 2013-2017

MISSION

The Kake City School District, in partnership with staff, parents and the community, will provide an educational environment that prepares students to be successful, respectful, confident learners and responsible contributing citizens within society and local culture.

- 1 -

**Adoption Date: 06/27/2013
Reviewed 01/16/14, 02/09/15, 2/29/16**

- 2 -

Adoption Date: 06/27/2013
Reviewed 01/16/14, 02/09/15, 2/29/16

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Adoption Date: 06/27/2013
Reviewed 01/16/14, 02/09/15, 2/29/16



Kake City School District

P.O. Box

450

*Kake, Alaska 99830
(907) 785-3741*

June 4, 2013

Dear Kake City School District:

Kake City School District began the long range planning process back in 2010. During the spring of 2010 with the help of a facilitator, parents, community members, students, staff and the school board, we created the Kake City School Districts Strategic/School Wide Education Plan. This year the board with the help of the community conducted two Strategic Planning review sessions to help revise and update our Strategic Plan.

To ensure that the goals set out in the plan are effective and being implemented, the board will review the plan at a public meeting two times per year. The goal of the Kake City School Board is to help provide the Kake community with a concise vision of what our plans are, and how we plan to address the challenges presented to us in the future.

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We would like to thank those community members who were involved in the process and we would like to encourage the community to stay involved as we update and review the plan each year.

Sincerely,

Kake City School Board

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Adoption Date: 06/27/2013
Reviewed 01/16/14, 02/09/15, 2/29/16

KCSD's School Wide/Strategic Planning Model

KCSD's model for strategic planning is basic in that it identifies the purpose of KCSD—our vision and mission. This mission then guides the selection of goals to be accomplished to address major issues facing KCSD. The KCSD planning team then uses the identified goals to develop specific approaches or strategies that are to be implemented to accomplish the goals through the development of action plans that are specific to each approach or strategy. These approaches and strategies are to be flexible in meeting the varied needs of our internal and external KCSD customers. The school wide/strategic plan is monitored, reviewed, and updated regularly utilizing the Plan, Do, Study, Act (PDSA) improvement cycle as it is meant to be a working document that adapts to KCSD's need to be flexible and responsive to student, staff, school, and community customers. This process is on-going: it requires continual reference to common values, dialoguing around these values, along with shared reflection around the systems and processes within KCSD. For this process to be inclusive of all customers there have been many opportunities for customer input and feedback.

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Adoption Date: 06/27/2013
Reviewed 01/16/14, 02/09/15, 2/29/16

**KAKE CITY SCHOOL DISTRICT
PHILOSOPHY OF EDUCATION
KINDERGARTEN THROUGH TWELFTH GRADE**

The Kake City School District has a compelling obligation to be responsive to the needs of our community and society.

The members of the Kake City School District governing Board establish policy, hire personnel, and develop annual budgets and plan facilities needed to implement a successful public school program.

KCSD Vision, Mission, and Beliefs

Vision:

Kake City School District is a safe, disciplined, and productive environment where students and adults are meaningfully engaged in learning. Our culturally diverse population is viewed as strength with a spirit of equity, cooperation, and respect permeates our school communities. All our schools are equipped with the necessary technology, human resources, and materials for academic success.

Our graduates experience success and are academically prepared to take advantage of choices in a changing society. They work collaboratively, are technologically literate and have a passion for lifelong learning.

Our parents experience satisfaction due to the progress of their children. They work cooperatively with school personnel to establish goals and priorities. They feel welcomed and valued as partners in the educational process.

Our staff experiences a sense of accomplishment and is held in high esteem. They work collaboratively, are competent, effective, and committed to professional growth. They are positive role models to our youth.

Our community takes pride in Kake City School District as an organization where everyone is committed to quality education for all students. We are acknowledged as a premier educational system, and the community readily partners with us in a spirit of respect and support.

Mission:

The Kake City School District, in partnership with staff, parents and the community, will provide an educational environment that prepares students to be successful, respectful, confident learners and responsible contributing citizens within society and local culture.

We believe that:

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1. each individual is unique and valuable.
 2. our culture is a valuable asset.
 3. life and social skills are important.
 4. diverse learners demand diverse teaching.
 5. each child will be a disciplined learner.
 6. everyone has the right to a safe learning environment.
 7. all interactions should be respectful.
 8. students can be teachers and teachers can be students.
 9. collaborative teamwork can be helpful across generations.
- a. Excellence in schools must be developed through high standards and high expectations.
 - b. Students need opportunities to experience success and to build self-esteem.
 - c. Success of students is measured in a variety of ways.

KCSD Student Learner Expectations

- 1. Possess a broad knowledge base.**
 - a. Know and be able to discuss the critical body of knowledge in science, mathematics, literature/language arts, history, geography, and health.
 - b. Apply that knowledge to everyday life situations.
 - c. Use what is already known to acquire new knowledge, develop new skills, and expand understanding.
- 2. Communicate effectively.**
 - a. Express ideas clearly, both verbally and in writing.
 - b. Be a good listener and be able to follow verbal directions.
 - c. Read, understand, and respond to written information.
 - d. Integrate the use of a variety of communication forms and use a wide range of communication skills.
- 3. Use technological skills.**
 - a. Use computers and other technologies to manage data and to facilitate communication.
 - b. Become familiar with technology at an appropriate level as it is used in an individual's everyday life.
- 4. Think logically and critically.**
 - a. Solve problems using different methods of questioning, reasoning, and analysis.
 - b. Be able to process, use, and evaluate information.
 - c. Evaluate ideas through discussion with others.
 - d. Understand and apply the decision-making process in a variety of settings.
- 5. Explore creative talents.**
 - a. Generate new and creative ideas by taking risks in a variety of contexts.

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- b. Explore and express interests and talents through a variety of media.
- 6. Accept responsibility for personal and economic well-being.**
 - a. Demonstrate skills and work habits necessary for employment.
 - b. Possess consumer skills necessary for making informed choices.
 - c. Know how to set and achieve personal goals.
 - d. Develop skills and knowledge, which can be used in the pursuit of lifelong personal fitness.
 - e. Manage and evaluate behavior as a group member.
 - 7. Be a responsible citizen.**
 - a. Understand and participate in the democratic process.
 - b. Demonstrate respect for cultures and people.
 - c. Be aware of the environment and evaluate the use of resources.
 - d. Take responsibility for personal actions and act ethically.
 - e. Demonstrate an understanding of and responsibility for global and environmental issues.
 - 8. Be an enthusiastic learner.**
 - a. Make a commitment to create quality work and strive for excellence.
 - b. Use a variety of learning strategies, personal skills, and time management skills to enhance learning.
 - c. Reflect on and evaluate learning for the purpose of improvement.

Development of the KCSD Strategic Plan

The following strategic plan was developed by a wide variety of KCSD customers including students, staff, parents, board members, administrators, and community partners.

The KCSD plan has been developed for the purpose of identifying where our focus is to be based on short and long term goals identified by the Board of Education and our customers.

This KCSD strategic plan has been developed through a series of meetings beginning October 2011. These meetings include the Board of Education meetings, work sessions, staff meetings, administrative meetings, and the many individual conversations had with internal and external customers including students, parents, staff, and community members.

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The approved KCSD strategic plan will be our guide for the next 5 years. It will be updated annually; accomplishments will be shared with our customers through Board of Education updates, community, the website, and individual conversations. Feedback will be gathered from our customers using surveys, Board of Education meetings, work sessions, staff meetings, administrative meetings, parent meetings, and many individual conversations with internal and external customers including students, parents, staff, and community members.

The KCSD is always looking for ways to improve services for our customers and with this in mind we value, invite, and appreciate your participation in this ongoing process of continuous improvement for education in our island community.

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Reviewed 01/16/14, 02/09/15, 2/29/16

Strategic Education Plan 2012-2017

Please keep in mind that there does not need to be a goal for each element only those where there is additional intentional focus for the year.

Standard 1: Teaching and Learning

S.1. Domain 1: Mission, Beliefs, and Expectations for Student Learning

Element 1: Mission Statement and expectations for student learning are developed, approved, and supported by staff, school board, parents and community members.

Element 2: Mission Statement represents the school community's fundamental values and beliefs about student learning

Goal a: Board will review mission statement yearly at the strategic planning meetings

Element 3: District defines school-wide academic, civic, and social learning expectations that are measurable and reflective of the mission

Goal a: Monitor student success as measured by assessments.

Element 4: For each academic, civic, and social learning expectation of the mission, the school has a targeted level of successful achievement.

Element 5: The mission statement, beliefs and expectation for student learning guide the procedures, policies, and decisions of the school and are evident in the culture of the school

Goal a: Create and follow a specific cycle of updating policies and procedures.

Goal b: Provide staff training for each policy and procedure as it is updated.

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S.1. Domain 2: Curriculum

Element 1: *There is adopted curriculum with defined content, specific learning goals, suggested instructional strategies and assessment techniques relevant to district/school wide learning expectations*

Goal a: Create and adapt the current curriculum model to reflect the new Alaska Standards by the end of the 2016-2017 school year

Goal b: Implement the new Alaska Standards curriculum established during the 16/17 school year.

Element 2: *Each curriculum area identifies those school-wide academic expectations for which it is responsible*

Element 3: *The curriculum engages students in inquiry, problem-solving, and higher order thinking and provides opportunities for authentic application of knowledge and skills*

Element 4: *There is effective curricular coordination and articulation between and among academic areas within the school and between district schools*

Element 5: *The district/school provides opportunities for students to extend learning beyond normal course offerings and the school campus*

Element 6: *Instructional materials, technology, supplies, facilities, and staffing levels are sufficient to allow for effective implementation of the curriculum*

Element 7: *Professional staff are actively involved in ongoing development, evaluation, and revision of the curriculum based on assessment of student performance in relation to expectations*

Goal a: Staff is given one early release day per month to work on curriculum development.

Element 8: *Professional development activities support the development and implementation of the curriculum*

Goal a: Staff is given one early release day per month to work on professional development in areas of their identified needs.

S.1. Domain 3: Instruction

Element 1: *Instructional strategies are consistent with the district/school mission and expectations for student learning*

Element 2: *Teachers use a variety of instructional strategies to personalize instruction, make connections across disciplines, for active and self-directed learners, higher order thinking, application of knowledge and skills, promote student self-assessment and reflection, and recognize diversity, multiculturalism, and individual differences.*

Element 3: *Teachers use feedback from a variety of sources to improve instruction for ALL students.*
Goal a: Use multiple, data-driven sources to track student progress, including RTI, MAPS, Classroom-based measures, and state standardized testing.

Element 4: *Teachers are highly qualified, proficient in content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices*

Element 5: *School professional development programs are guided by analysis of instructional strategies, instructional needs, and provides opportunities for professional learning communities*

Goal a: KCSD staff will be provided the training and professional development necessary to do their jobs with excellence.

Goal b: Create a positive, productive, supportive and collaborative work environment for all employees. Use School Climate and Connectedness Survey information to get specific goals.

Element 6: *Teacher supervision and evaluation processes are used to improve instruction for ALL students*

S.1. Domain 4: Assessment

Element 1: *The district/school has a process to assess school-wide and individual student progress in achieving the academic, civic, and social learning expectations of the mission*

Goal a: To communicate more effectively with parents and community with student expectations and progress

Element 2: *The school regularly reviews its mission statement, beliefs, and expectations for student learning using a variety of data to ensure student needs, community expectations, the district mission, and state and national standards are reflected*

Element 3: *For each learning activity, teachers clarify for students the relevant school-wide academic expectations and course specific learning goals that will be assessed*

Goal a: Yearly goals for student achievement on NWEA and SBA's at each grade level will be set by the staff and reviewed by the board in Reading, Writing, Math and Science.

Element 4: *Teachers use a variety of assessment strategies, assessment focuses on school-wide and course specific indicators, and there are collaborative opportunities for teachers to discuss assessment results for the purpose of revising curriculum, improving instructional strategies, and development of a range of assessment strategies*

Goal a: Teachers will evaluate NWEA testing, SBA and other testing indicators and work during early release days to revise curriculum and develop instructional strategies for all students to succeed.

Element 5: *The district/school professional staff communicates individual student progress, school progress, and district progress in achieving school-wide expectations to students, families, and community*

Element 6: *Records accurately document the student, school, district performance and analysis of these records are used to drive curriculum and instruction*

Standard 2: Support Services

S.2. Domain 1: Leadership and Organization

Element 1: Principals have sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.

Element 2: Principals provide leadership in the school community by creating and maintaining a shared vision, directions, and focus for student learning.

Element 3: All staff members provide leadership essential to the improvement of the school.

Element 4: Staff turnover is monitored and does not impact the school effectiveness.

Element 5: The organization of the school, its educational programs and scheduling is driven by the mission, beliefs, and expectations and allows for achievement of the school's mission, beliefs, and expectations for student learning and supports the effective implementation of curriculum, instruction, and assessment.

Element 6: The decision making process has meaningful roles for students, parents, school staff, and community to promote participation, responsibility and ownership.

Element 7: There is a system through which each student has the opportunity to connect with staff, have their progress collaboratively monitored by staff, have their well-being and learning promoted, and their success regularly acknowledged, celebrated, and displayed.

Goal a: Students will have opportunities to form connections with and contribute meaningfully to their school community.

Goal b: School will create programs to recognize and celebrate students' success and share this information with the community through a variety of media, such as award certificates, the daily bulletin, monthly newsletters and facebook.

Element 8: The school climate and environment are safe, positive, respectful, and supportive resulting in a sense of pride and ownership

Goal a: Implement social skills programs to increase respect and eliminate bullying.

Element 9: The school has a written code of student conduct that was cooperatively designed by students, staff, administration, parents, and the KCSD Board of Education

Element 10: The district has written bylaws, roles and responsibilities and operating procedures for

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governing/advisory boards that are reviewed, updated, and training provided on regularly

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S.2. Domain 2: School Services

***Element 1:** The district/school student support services are consistent with the mission, beliefs, and expectations for student learning*

***Element 2:** The district/school allocates resources, programs, and services so that all students have an equal opportunity to achieve*

***Element 3:** Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students*

***Element 4:** Staffing for student support services is adequate and 100% of those that need to be are highly qualified.*

***Element 5:** Communication systems are effective and ongoing with students, parents/guardians, and school personnel*

Goal a: Stream-line administrative and communication processes. (See 7b above)

***Element 6:** District/school student records are maintained in an organized, confidential, and secure manner consistent with federal (FERPA) law.*

S.2. Domain 3: Guidance Services

Element 1: A full range of counseling services is available to ALL students including individual and group meetings, personal, career, and college counseling, and course selection

Goal a: Career counseling with students and parents from elementary through High School.

Goal b: Provide full time counseling through a grant-funded guidance counselor.

Element 2: Counseling services are collaborative with outreach to the community, mental health agencies, and social service agencies

Goal a: Coordinate with SEARHC and other entities to provide services.

Element 3: Staffing levels and facility space are sufficient and appropriate for implementation of guidance programs

Goal a: Create part time counseling office if enrollment stays over 100 students.

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S.2. Domain 4: Health and Nutrition Services

Element 1: District/school has a current health services and wellness plan that meets the needs of ALL students

Goal a: Staff and board will review annually.

Element 2: District/school has a crisis response and emergency preparedness plan that is tested and updated annually

Goal a: Staff and board will review annually.

Element 3: District/school has a current student nutrition plan that meets or exceeds the nutritional standards for All students and is cost effective

Goal a: Staff will review and update annually.

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Reviewed 01/16/14, 02/09/15, 2/29/16

S.2. Domain 5: Library Information Services

***Element 1:** School library media programs are directed by library media specialists: certified if over 250 students and if under 250 students be under the direction of a certified library media specialist*

Goal a: Continue the VISTA volunteer program through the Alaska State Library.

Goal b: To have a state wide library networking license.

***Element 2:** Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of learning, improving learning, and for independent learning before, during, and after school*

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S.2. Domain 6: Technology Services

Element 1: Technology is appropriate for educational needs, integrated into and supportive of teaching and learning

Goal a: Support the use of technology as a tool and as a content that students must master to be successful learners and workers.

Goal b: Provide training for teachers to implement technology in the classroom.

Element 2: Technology hardware and software is available throughout the district/school facilities, is operational, and sufficiently meets the needs of ALL users for increased learning, performance and efficiency

Element 3: Technology needs to be fully utilized for collaboration, communication, and presentation for internal and external stakeholders

Goal a: Technology Education has the necessary qualified personnel and instructional strategies for the integration of technology, including blended learning.

Goal b: Provide a training plan for teacher in-service that creates goals and certificates for teachers and support staff to achieve.

Goal c: Create teachers as trainers model for mentoring.

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S.2. Domain 7: Special Education Services

Element 1: District/school provides educational services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws

Goal a: provide training for special education staff to assist in providing social skills and behavior choices in addition to their assistance with instructional materials.

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Reviewed 01/16/14, 02/09/15, 2/29/16

S.2. Domain 8: Family and Community Services

Element 1: District/school engages parents/families as partners in each student's education and encourages their participation in school programs

Goal a: KCSD will engage parents in the planning, operations, and evaluation of our schools.

Goal b: KCSD will ensure parents have the tools necessary to advocate for their child's education and instructional opportunities.

Element 2: District/school fosters productive business/community/post-secondary partnerships that support student learning

Goal a: Strengthen relationships between school and communities including shared facilities and vocational education

Goal b: Hold parent engagement/academic awareness nights, (two per year) with child care provided.

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Reviewed 01/16/14, 02/09/15, 2/29/16

S.2. Domain 9: Facilities

Element 1: The school site and plant support and enhance all aspects of the educational program and support services for student learning

Element 2: The physical plant and facilities meet all applicable local, state, and federal laws and are in compliance with fire, health, and safety regulations

Element 3: Equipment is adequate, properly maintained, inventoried, and replaced when appropriate

Element 4: A planned and adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the school plant

Goal a: Facility improvement, replacement, and maintenance planning is ongoing to meet school board goal.

Element 5: There is ongoing planning to address future programs, enrollment changes, staff, facility, and technology needs as well as capital improvements

Goal a: Implement facility improvement, replacement, and maintenance plan to meet school board goals.

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S.2. Domain 10: Finance

Element 1: Faculty and building administrators have active involvement in the budgetary process, including its development and implementation as applicable

Goal a: Staff becomes responsible for providing budget input, and becomes responsible for spending their assigned budget.

Element 2: District/school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student

Goal a: Join with state-wide school districts to ensure that the legislature fully funds education.

Element 3: Proper budgetary procedures and generally accepted accounting principles are followed for all school funds including annual audits

Goal a: Collaborate and train students, staff, and community members during budget process to ensure a comprehensive plan that meets our goals.

Element 4: The total cost for a course of instruction, including textbooks, materials, and labs is made known to students and take into account inability to pay as applicable and are accounted for appropriately

Element 5: The building administrator has the authority to administer its discretionary budget

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Reviewed 01/16/14, 02/09/15, 2/29/16

S.2. Domain 11: Transportation

Element 1: There is appropriate and adequate transportation services for students that are transported to school

Element 1: There is appropriate and adequate walking routes for students that walk to school

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Reviewed 01/16/14, 02/09/15, 2/29/16

Standard 3: Continuous Improvement

S.3. Domain 1: School Improvement

Element 1: District/school has developed and implemented a comprehensive school improvement plan that is reviewed and revised annually involving a site-based council or advisory committee

Element 2: Results of school improvement are identified, documented, used, and communicated to all stakeholders

Element 3: District/school improvement process involves a system for selecting areas of focus, developing strategies, implementing strategies, monitoring, and evaluation for progress

Element 4: District/school improvement process is the result of self-evaluation that addresses major recommendations for improvement where school and community work together to systematically anticipate and appropriately respond to change

Goal a: District site-based committee and school board will evaluate student progress and make recommendations for systematically improving student performance.

Element 5: District/school improvement process goals are aligned with the implementation plan, identify measures of success and are aligned with the vision, mission, beliefs, and expectations

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Reviewed 01/16/14, 02/09/15, 2/29/16

Signed partnership agreements: Following page

Memorandum of Understanding (MOU)
Kake City School District, Organized Village of Kake, SEARHC

1. This Agreement between **Kake City School District, the Organized Village of Kake, and Southeast Alaska Regional Health Consortium (SEARHC)** shall be from May 1, 2016 until terminated by mutual agreement:

SERVICES AND RESPONSIBILITIES

2. **Kake City School District** shall be responsible to:

- (a) Set policies for **REASON** staff and programs;
- (b) Formulate goals and objectives in compliance with the Indian Demonstration grant funding source;
- (c) Oversee the daily operation of **REASON** activities and programs;
- (d) Direct any staff and volunteers working on **REASON** activities and programs;
- (e) Jointly set goals and objectives for staff and volunteers, and negotiate and approve their activities;
- (f) Create and follow its strategic plan within the requirements of the Indian Demonstration grant funding source; and
- (g) **Kake City School District** will respect the right of members of **the Organized Village of Kake** and **SEARHC** to their own opinions and beliefs.

3. **The Organized Village of Kake** shall be responsible to:

- (a) Attend four Quarterly Evaluation Meetings annually;
- (b) Assist in designing and implementing culturally-appropriate curriculum
- (c) Send representative volunteers to serve as tutors and mentors at Kake City School
- (d) Provide two (2) Language Certified staff to engage students in cultural- and linguistically-focused activities relating to Native Tlingit and provide classes from 12-3 each day.
- (e) Participate in all applicable and elected committees as appropriate;
- (f) Send representative volunteers to consortium-sponsored workshops, and community-wide events;

- (g) Participate in on-going logic model development and strategic planning processes;
- (h) Participate in on-going refinement of the consortium vision, mission, objectives, goals, and activities;
- (i) Ensure clear communication among all Consortium members
- (j) Participate in sustaining the consortium's vitality, involvement, and energy in the community; and
- (l) Support the overarching principles of cultural competence and ensure its incorporation into the consortium's comprehensive approach.

4. **SEARHC** - a non-profit tribal health consortium of 18 Native communities serving the health interests of the Tlingit, Haida, Tsimshian, and other Native people- shall be responsible to:

- (a) Attend four Quarterly Evaluation Meetings annually
- (b) Provide linguistically- and culturally-appropriate substance abuse and suicide prevention activities throughout the grant-funded project period and beyond
- (c) Provide opportunities for students to participate job shadowing activities, exposing them to a variety of career options in the healthcare field
- (d) Send representative to assist at Parent Night activities at Kake City Schools
- (e) Participate in all applicable and elected committees as appropriate;
- (f) Send representative volunteers to consortium-sponsored workshops, and community-wide events;
- (g) Participate in on-going logic model development and strategic planning processes;
- (h) Participate in on-going refinement of the Consortium vision, mission, objectives, goals, and activities;
- (i) Ensure clear communication across all members of the Consortium;
- (j) Participate in sustaining the Consortium's vitality, involvement, and energy in the community; and
- (l) Support the overarching principles of cultural competence and ensure its incorporation into the Consortium's comprehensive approach.

CONFIDENTIALITY

All parties agree that they shall be bound by and shall abide by all applicable Federal or State statutes or regulations pertaining to the confidentiality of client records or information, including volunteers. The parties shall not use or disclose any information about a recipient of the services provided under this Agreement for any purpose not connected with the parties' contract responsibilities, except with the written consent of such recipient, recipient's attorney, or recipient's parent or guardian.

AMENDMENT

This agreement may be amended by mutual consent of all parties, however such agreements **MUST BE** in writing and signed by both parties before a notary.

Signed: May 1, 2016



Kake City School District

Superintendent

(b)(6)

Chief Official

(b)(6)

SEARHC

Chief Officer

Evidence of capacity: KCSD is fully qualified to carry out the proposed initiative and has a strong track record of improving student outcomes through comprehensive, community-driven programming. Over the past five years, KCSD has been awarded more than \$2 million in state and federal grant funds to support a broad range of education-focused programming and initiatives. One example of KCSD's Past Performance is illustrated in the Reaching New Heights Continuing Education program (funded through the **Alaska Native Education Program**), which received \$697,957 in funding (2012-2015). Reaching New Heights had the following annual objectives: 1) at least 30% of Kake City School District students Grades 9-12 will take part in Coping and Support Training (CAST) prevention programming); 2) 100% of Kake City School District teachers will take part in a Professional Learning Community designed to enhance cultural sensitivity and increase teacher effectiveness; 3) at least 15 individuals will access GED preparation and Credit Recovery programming; 4) at least 80% of students Grades 7-12 will participate in the newly designed Tlingit Language and Culture course for foreign language credit; 5) at least 80% of students Grades 9-12 will participate in at least three college-focused activities (College Fair, College Visitation, College Search, or Scholarship Search); and 6) at least 80% of students Grades 9-12 will participate in at least three vocational-focused activities (Career Fair, Vocational School Visitation, Career Aptitude Search, Job Shadowing, or Apprenticeship). As of June 2015, Reaching New Heights has graduated 20 students. Among those, a total of 18 either pursued postsecondary education (full- or part-time) or vocational training.

Research base: The following table illustrates the degree to which the project is grounded in research and strong theory.

Counseling: Hiring one full-time (1 FTE) certified Counselor to support students' social, behavioral, academic growth as well as college- and career-readiness. The Counselor will also work with families to address family-related barriers to student growth and equip them to support their children's education. All services will be provided in a culturally relevant context. Counselors will work with students and their families to develop **Individual Counseling Plans (ICPs)**, which will target students' social and behavioral support needs (**including grief counseling and substance abuse education**) as well as those of their families. Students will be targeted for counseling services based on academic performance (below proficiency) as well as documented behavioral instances. Counselors will contact families of all identified students and schedule a meeting with them to conduct a family needs assessment. Follow-up sessions will be conducted quarterly. The intent of the Counseling component is to address social and behavioral needs that inhibit student success. Additionally, Counseling will connect families with local support resources (e.g., services offered through SEARHC) while providing them with tools to become more involved in their children's education, college- and career-readiness. **Scientific evidence supporting the approach: REASON** will address the standards and guidelines of the Alaska (AK) School Counseling Framework, which is an evidence-based model¹ that incorporates the ASCA (American School Counselor Association) Standards, Competencies & Indicators, which is an evidence-based approach² built upon a three-pillared foundation of: Program Focus; Student Standards; and Professional Competencies. As such, implementation will be in a manner consistent with the research-supported ASCA National Standards and,

¹ <http://www.alaskaschoolcounselor.org/page/ak-school-counselor-framework>

² <http://www.ascanationalmodel.org/foundation>

accordingly, will focus on helping students: a) academic development, including helping students to acquire the attitudes, knowledge and skills that contribute to effective learning, to prepare for college and other post-secondary options and to understand the relationship of academics to the world of work and to life at home; b) personal/social development, including helping students understand and respect themselves and others, make productive decisions, set and take necessary action to achieve goals and understand safety and survival skills. Studies³ show students who receive counseling intervention that focused on the development of cognitive, social, and self-management skills, can achieve sizable gains on state academic achievement tests. Students participating in the study that scored below average on the state achievement tests saw the most improvement. Research also shows that implementing a school counseling program increases students' beliefs that their education is more relevant and important to their future thus leading to improvement in student grades. In fact, according Department of Education data⁴ 83% of failing elementary school students who participated in a counseling program experienced an increase in academic performance. School counselors impact students' academic performance and increase the on task, productive behavior reducing disruptive behaviors. Additionally, the counseling approach will integrate the Alaska Cultural Standards for Students, developed by the AK Native Knowledge Network in 1988.⁵ These cultural standards will ensure that all counseling and support activities are culturally- and linguistically-appropriate for our primarily Alaska Native student population.

Professional development: To ensure that the new School Counselor is fully knowledgeable about the latest evidence-based strategies for providing effective counseling for elementary

³ http://cte.ed.gov/nationalinitiatives/gandctools_viewfile.cfm?d=600136

⁴ http://cte.ed.gov/nationalinitiatives/gandctools_viewfile.cfm?d=600137

⁵ <http://www.ankn.uaf.edu/Publications/Standards.html>

school children and their families, **REASON** incorporates an extensive professional development and training component. Each year, the School Counselor will participate in a minimum of 50 hours of professional development and training relating to research-based practices including (but not limited to): The American Counseling Association National Model; and the Alaska Cultural Standards for students, among others. In addition, the School Counselor will participate in professional development and training relating to **Character Education, drawn from the What Works Clearinghouse**. School counseling with a Character Education focus is an inclusive concept regarding all aspects of how families, schools, and community organizations support the positive character development of children. Character in this context refers to the moral and ethical qualities of persons as well as the demonstration of those qualities in their emotional responses, reasoning, and behavior. Character is associated with such virtues as respect, responsibility, trustworthiness, fairness, caring, and citizenship. The School Counselor will participate in a minimum of 20 hours of professional development and training each year. **Scientific evidence supporting the approach:** There is a growing body of evidence documenting the positive impact quality, ongoing professional development can have on student academic performance. For instance, a 2007 study commissioned by the U.S. Department of Education and undertaken by the National Center of Education Evaluation and Regional Assistance Institute of Education Sciences⁶ found that consistent, evidence-based professional development (on average, 49 hours per year) for teachers can boost student academic achievement by 21 points.

⁶ Yoon, Kwang Suk, Teresa Duncan, Silvia Wen-Yu Lee, Beth Scarloss, and Kathy L. Shapley. Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues and Answers Report, REL 2007 – No. 033. Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest, 2007. <http://ies.ed.gov/ncee/edlabs>.

Tlingit Culture Class: Each year, KCSD, the Organized Village of Kake and SEARHC will present a one-semester Tlingit Culture Class (elective) through which students will learn about Tlingit culture through interactive, hands-on activities (e.g., cultural demonstrations, interactive storytelling by Tribal Elders, etc.). The Tlingit Culture Class will be presented in conjunction with the Organized Village of Kake (OVK) and the Southeast Alaska Regional Health Consortium (SEARHC) around Earth Day. The Tlingit Culture Class will include a variety of culturally-appropriate health- and substance abuse education and prevention-focused activities as well as demonstrations of and lessons in Native handicrafts including (but not limited to) weaving, skin sewing and others. We would look to tie the activities with the academic curriculum that would give value and importance to the activities and also let our students see these activities as they relate to Math, Science, English, Foreign Language and Social Studies.

Scientific evidence supporting the approach: Cross-reference section (v), regarding the degree to which the approach is supported by Strong Theory.

Tlingit Language infused academic support in core academic subjects: With the support of the Organized Village of Kake, KCSD will contract with OVK to provide two, part time, certified instructors to provide Tlingit Language-infused structured academic support for struggling students. All academic supports will incorporate Tlingit Language and Culture and be targeted to individual student needs as determined by an in-depth assessment. The Counselor will identify all students not meeting proficiency benchmarks in core subject areas. Teachers will then administer assessments to identify individual student areas of need. The next step will be to establish an **Individual Improvement Plan (IIP)** for each student. Academic supports will take place during the afterschool hours for one hour each day. Culturally-infused learning activities will take place in small group settings to ensure that the individual needs of each

student are met. Language Instructors from the OVK will work with teachers on a quarterly basis to develop specific strategies and tactics for incorporating Tlingit Language and culture into academic support activities. **Scientific evidence supporting the approach:** Please cross-reference section (v), regarding the degree to which the approach is supported by Strong Theory.

Off-site college and career readiness activities: Each year, middle school students will have an opportunity to visit the Southeast Regional Resource Center in Juneau to participate in job-shadowing opportunities. In year two they will have the opportunity to visit the University of Washington (Seattle) and participate in Seattle-area college- and career-readiness activities. In year three they will have the opportunity to visit the University of Alaska Anchorage (UAA), the Alaska Job Corps Career Center and AVTEC—Alaska’s Institute of Technology. Each trip will be chaperoned by qualified adults and last for five days. Opportunities will be open to students in grades 7-12 with no less than 10 and no more than 20 students expected to participate each year. This will provide for a seamless transition from middle school through high school and then college. **Scientific evidence supporting the approach:** Please cross-reference section (v), regarding the degree to which the approach is supported by Strong Theory.

Professional Learning Community: KCSD teachers will form a PLC, integrating ongoing professional development activities into their regular routine and creating new opportunities to continue professional growth. At least one structured training event will take place each month, with a focus on effective methods to raise test scores in underprivileged schools with high percentages of Native American students. Tlingit Language Instructors from OVC will provide instruction on effective strategies for integrating Native Language and Culture into classroom learning. Superintendent Kevin Shipley will lead the PLC and ensure that participants have adequate time to participate. Teachers will model and peer-critique new teaching strategies,

explore cutting-edge educational research reported for similar student populations, and share successes and challenges in a mutually supportive environment. Ongoing training in effective strategies will improve classroom instruction, and result in long-term impact for students. Additionally, the Counselor will provide input regarding integration of Character Education activities into classroom learning. **Scientific evidence supporting the approach:** Research shows that the establishment and maintenance of Professional Learning Communities is a critical element to the sustainable success of schools serving Native American students.⁷ PLCs in these schools enable educators to effectively integrate Native culture and language into classroom learning while also increasing collaboration.

⁷ Tribes Learning Community. <http://tribes.com/about/professional-learning-communities/>

Evidence of involvement of parents and Tribes: A multidisciplinary REASON Action Team guided development of this project and going forward, will support the Project Director and guide implementation, providing valuable feedback and input to further ensure consistent delivery of the highest quality products and services. The Action Team is comprised of the school administrators, the Counselors, teachers, parents (at least two at any time), students (two) and representatives from community partners (Organized Village of Kake and SEARHC –both of which are Alaska Native **-Indian-**organizations). The Action Team will serve in an advisory capacity, reviewing Quarterly Progress Reports (QPRs) and other performance feedback, providing suggestions for refining, strengthening and improving the project approach as appropriate. Additionally, the Action Team will utilize the QPRs to monitor movement towards benchmarks, track student impact on a variety of levels (including social, behavioral, academic, etc.) as well as teacher satisfaction and growth. The Action Team will meet quarterly.

Ensuring continuation of activities: In planning our project, we have outlined an approach that will readily be sustainable beyond the Federal funding period. First, the majority of our project budget is directed towards activities that increase our capacity to sustain activities beyond the federally-funded project period. This includes contracting with a highly qualified professional outside evaluation firm that will provide accurate, objective assessment of our progress towards achieving our stated goals. In addition, the evaluator will work with the project team in ensuring the sustainability of this important initiative. Lastly, the Action Team will create a sustainability plan during the first year of the project period. This will include establishing a sustainability budget and then identifying a list of potential local, state and federal funding sources, along with a strategy, list of action items and timelines for approaching each. The sustainability plan will be reviewed and updated every six months.

Competitive Preference Priority: As noted, KCSD was awarded an ANE grant (**Federal Award ID number: S356A110038**) in 2012, in the amount of \$697,957. The grant period was from 2012 through 2015.

Resumes and Job Descriptions

KEVIN R. SHIPLEY

(b)(6)

**FORMAL
PREPARATION**

**SUPERINTENDENT CERTIFICATION
EDUCATIONAL ADMINISTRATION**
University of Texas at Tyler
Tyler TX

**MASTERS OF EDUCATION
EDUCATIONAL ADMINISTRATION
MID-MANAGEMENT CERTIFICATION**
Texas A & M University
Commerce TX

**STANDARD OKLAHOMA STATE
TEACHING CERTIFICATE
BUSINESS EDUCATION**
University of Central Oklahoma
Edmond OK

**BACHELOR OF SCIENCE
BUSINESS**
Oklahoma City University
Oklahoma City OK

**PROFESSIONAL
EXPERIENCES**

SUPERINTENDENT
Kake City School District
Kake AK

HIGH SCHOOL PRINCIPAL
Wichita Falls High School, Wichita Falls ISD
Wichita Falls TX

MIDDLE SCHOOL PRINCIPAL
Lake Olympia Middle School, Fort Bend ISD
Missouri City TX

MIDDLE SCHOOL ASSISTANT PRINCIPAL
Missouri City Middle School, Fort Bend ISD
Missouri City TX

HIGH SCHOOL PRINCIPAL
Smithville High School, Smithville ISD
Smithville TX

MIDDLE SCHOOL PRINCIPAL
Lamesa Middle School, Lamesa ISD
Lamesa TX

MIDDLE SCHOOL ASSISTANT PRINCIPAL
Borger Middle School, Borger ISD
Borger TX

COMPUTER INSTRUCTOR
Permenter Middle School, Cedar Hill ISD
Cedar Hill TX

BUSINESS EDUCATION TEACHER / COACH
Bishop McGuinness High School
Oklahoma City OK

BUSINESS TEACHER/ATHLETIC DIRECTOR
Ector High School, Ector ISD
Ector TX

STUDENT TEACHER
Moore High School
Moore OK

CLAIMS ADJUSTER
Liberty Mutual Insurance Company
Oklahoma City OK

Professional Experiences Detailed

Major Accomplishments (Summary)

June 2011 - Present

SUPERINTENDENT KAKE CITY SCHOOL DISTRICT Kake AK

- Establishing a definite set of expectations for students and staff. Consistently enforced those expectations.
- Received recognitions for creating a safe school environment and making the campus one where students were not afraid to go to school.
- Re-evaluated all existing campus policies and procedures and brought all up to date
- Hired professional staff that complimented each other and increased the quality of instruction throughout the campus.
- Implemented pro-active discipline policies to create a safe, fair and consistent learning environment for all students.
- Organized an outstanding administrative team that enforced rules and procedures in a consistent manner. These administrators were commended by one school board member as the best administrative team in the district
- Created a positive rapport in community that was previously divided
- Focused on teaching from bell to bell and worked on instructional practices

ne 2011 – June 2012

HIGH SCHOOL PRINCIPAL WICHITA FALLS ISD – WICHITA FALLS HIGH SCHOOL Wichita Falls TX

- Establishing a definite set of expectations for students and staff. Consistently enforced those expectations.
- Received recognitions for creating a safe school environment and making the campus one where students were not afraid to go to school.
- Re-evaluated all existing campus policies and procedures and brought all up to date
- Hired professional staff that complimented each other and increased the quality of instruction throughout the campus.
- Implemented pro-active discipline policies to create a safe, fair and consistent learning environment for all students.
- Organized an outstanding administrative team that enforced rules and procedures in a consistent manner. These administrators were commended by one school board member as the best administrative team in the district
- Created a positive rapport in community that was previously divided
- Focused on teaching from bell to bell and worked on instructional practices

Continued

June 2006 – June 2011

**MIDDLE SCHOOL PRINCIPAL
FORT BEND ISD – LAKE OLYMPIA MIDDLE SCHOOL
Missouri City TX**

- Achieved Recognized status for the 1st time in school history, 2009-2010
- Created a positive environment where teachers could teach and students could learn, by establishing a definite set of expectations and consistently enforcing those expectations.
- Reduced teacher turnover from 18 leaving for other campuses and 15 leaving for a new campus to 7 total leaving for the current school year.
- Received recognitions for creating a safe school environment and making the campus one where students were not afraid to go to school.
- Hired an outstanding administrative team that enforced rules and procedures in a consistent manner. These administrators were commended on a job well done by our supervisors and three have received promotions.
- Increase test scores over the previous year.
- Created a positive rapport in community that was previously divided
- Served on District Academic Advisory committee
- Served on District Bond committee that created proposal of \$428 million dollar bond package

January 2006 – May 2006

**MIDDLE SCHOOL ASSISTANT PRINCIPAL
FORT BEND ISD – MISSOURI CITY MIDDLE SCHOOL
Missouri City TX**

- Selected this position of employment in a 5A district in order that I might return to college to complete my Superintendency Certification, while still gaining experience in a larger district with opportunities of internal advancement.

2002 - 2005

**HIGH SCHOOL PRINCIPAL
SMITHVILLE ISD
Smithville TX**

- Restored order to a turmoil-based environment with high faculty and administrative turnover; seven principals in twelve years.
- Reduced faculty turnover by creating a climate devoted to excellence and faculty empowerment and brought unity to a divided faculty through teamwork.
- Hired professional staff that complimented each other and increased the quality of instruction throughout the campus.
- Created a family environment where faculty and ancillary staff enjoyed coming to work.
- Raised the bar professionally for our faculty by providing training, support and accountability.
- Organized professional development opportunities that addressed the specific needs of the campus.
- Implemented “Capturing Kids’ Hearts”, a program of the Flip Flippen Group that emphasized faculty/student mutual caring and interaction.
- Implemented pro-active discipline policies to create a safe, fair and consistent learning environment for all students.
- Updated all existing policies, procedures and student records and documented and implemented many required procedures that were not in existence.
- Developed a budget that met the financial constraints of the district while meeting the needs of the students.
- Developed and implemented a summer school program at the high school level in an effort to increase academic success.

2002 - 2005

HIGH SCHOOL PRINCIPAL
SMITHVILLE ISD
Smithville TX

- Opened a new high school facility – Fall 2002; bringing all classrooms under one roof.
- Administrated an exemplary campus (2003-2004).
- Implemented data disaggregation and benchmark testing to target areas of needed improvement; resulting in 2004 and 2005 TAKS scores being above state averages and leading TAKS scores in Bastrop County.
- Campus was rated as academically acceptable on the TAKS both in 2004 and 2005; with scores increasing in 2005 over the previous year.
- TAKS Recognition in 2005 included Gold Performance acknowledgments in Social Studies and Reading/ELA and Mathematics.
- Increased overall ACT & SAT test scores and increased academic rigger for all students, emphasizing accountability.
- Hosted Speech and Debate and Regional Band competitions to aid in the creation of a culture that focused upon academic accomplishments.
- Hosted Regional Explorers competition in an effort to strengthen our reputation in the community.
- Worked to change the culture from that of mediocrity to excellence by creating more polished events focusing on excellence and raising the bar (i.e. NHS Induction and reception, Graduation Reception, Annual Awards Program, etc.)
- Served on a Texas Infrastructure Fund committee that developed the grant for increased technology on the campus.

2000 - 2002

MIDDLE SCHOOL PRINCIPAL
LAMESA ISD
Lamesa TX

- Restored order to a turmoil-based environment with high faculty and administrative turnover; nine principals in the previous twelve years.
- Conducted a needs assessment, which resulted in the creation of an eight period day and empowering our faculty, who created a plan which enabled us over a two year period of time to reach the AEIS ranking of “Recognized” in 2002; the first time in the history of this school.
- Revised Master schedule, adding PLATO and FASTFORWORD remediation programs to address our at-risk areas on the TAAS, while eliminating 2.5 teaching positions.
- Obtained funding for PLATO computer curriculum, 50 new computers, developed a dedicated computer lab and orchestrated the utilization of this lab by over 250 students per day.
- Re-evaluated all existing policies and procedures and brought all up to date; including, but not limited to the Student Code of Conduct.
- Restructured our summer school program to better serve students and increase academic results.
- Restructured the Gifted and Talented Program to better serve the needs of our students.
- Created an Instructional Technology committee, which oversaw implementation of computer based instructional strategies to maintain a fiscally responsible focus on educating our students.
- Drastically decreased the number of discipline referrals using proactive discipline procedures; including “faculty teaming” efforts.
- Trained a new assistant principal and mentored two other faculty members in pursuing their education to obtain their administrative certification; one of these teachers is the current principal of this campus, Mr. Chris Riggins.

PR/Award # S299A160073

1997 - 2000

MIDDLE SCHOOL ASSISTANT PRINCIPAL
BORGER ISD
Borger TX

- Assisted in the achievement of "Recognized" campus status.
- Assisted in the rewriting of the BISD Student Code of Conduct.
- Served as a member of the Campus Improvement Team.
- Assisted with the DEC visit preparations.
- Evaluated and updated all curriculum.
- Served as the campus level contact for 504 students, including Special Education students.
- Worked directly with over 60 faculty members.
- Served as a member of the Juvenile Advisory Board.
- Assisted with faculty recognition efforts.
- Assisted in hiring faculty and creating the master schedule.
- Served as Special Education ARD contact.

1996-1997

COMPUTER INSTRUCTOR
CEDAR HILL ISD
Cedar Hill TX

- Recognized by our Special Education Department for outstanding service.
- Elected to two district advisory committees: District Calendar Committee and District Long Range Planning Committee.
- Received Boys' Town training to assist with disciplinary challenges on our campus.
- Selected to help implement Boys' Town training for other faculty members.
- Served as "Principal For The Day", on more than one occasion.
- Oversaw electronic TAAS curriculum for 7th and 8th grade students.

1989-1996

BUSINESS EDUCATION INSTRUCTOR/COACH
BISHOP MCGUINNESS HIGH SCHOOL
Oklahoma City OK

- Helped develop and enforce protocols in the school's dedicated computer lab.
- Assisted with computer department curriculum development.
- Assisted in aligning curriculum; both vertically and horizontally.
- Business Department Chair for North Central Assessment Committee (NCAC).
- Recognized by Baylor University for outstanding service; nominated by one of my students.
- Named Region Eight "Assistant Basketball Coach of the Year".
- Served as Assistant Head Boys Basketball coach for 4A State finalists (1992).
- Served as Assistant Head Boys Basketball coach for Regional Runner-Up (1989, 1991 & 1993).
- Coached Boys Golf Team to four State appearances.
- Coached one individual Boys' Golf champion (1993).
- Coached three-time Girls' Golf Champion. (1991-1994).
- Director of Summer Basketball Camps; serving 250 students per summer (1992-1995).
- Served as Head Girls' Basketball coach for team that had the best record in ten years (1992-1993).

1988-1989

BUSINESS TEACHER/ATHLETIC DIRECTOR
Ector ISD
Ector TX

- Assisted students in garnering scholarships toward college.
- Coached Boys' Basketball team to 3rd Place District finish.
- Coordinated Athletic Fund Raiser for new equipment.
- Maintained Athletic Budget and records for the district.

Presentations

- Presented PDAS training to faculty at Borger Middle School.
- Presented Sexual Harassment training to faculty at Lamesa Middle School.
- Presented Curriculum Alignment training to faculty at Smithville High School.
- Presented various recommendations to Board of Trustees at both, Lamesa ISD and Smithville ISD.
- Presented faculty in-service training on a wide variety of subject matter.
- Presented district-wide PDAS training at Ft. Bend ISD.

Training

- Technology Leadership Academy
- Data Driven Decision training
- Professional Development Appraisal System
- TEKS For Leaders
- Site-Based Decision Making Training
- Instructional Leadership Training / ILD Training
- Capturing Kids' Hearts
- Boys' Town Training
- Curriculum Alignment Training
- Ruby Payne Cultural Awareness Training
- Brain Based Research Training
- FASTFORWORD Training

Recognition and Associations

- Dean's Honor Roll – University of Central Oklahoma
- President's Honor Roll – Oklahoma City University
- Nominated - ALPHA CHI Honor society– University of Texas, Tyler
- Nominated - National Scholars Honor Society – University of Texas, Tyler
- Oklahoma Region 8 Assistant Coach of the Year 1992
- Member TASSP (Texas Association of Secondary School Principals)
- Member ASCD (Association of Secondary Curriculum Development)

POSITION: Education Consultant
Lead Evaluator / Mentor Evaluator
Resource Associates: Capacity Builders, Inc.
418 West Broadway, Suite C
Farmington, NM 87401

Professor (Retired)
Department of Special Education
College of Education
University of Hawaii at Manoa

EDUCATION:

<u>Years</u>	<u>Degree</u>	<u>Institution</u>	<u>Area of Study</u>
1977	Ed. D.	University of Northern Colorado Greeley, Colorado 80639	Special Education
1968	M.A.	Seton Hall University South Orange, New Jersey	Elementary Education
1963	B.S.	Seton Hall University South Orange, New Jersey	Secondary Education (Social Studies and English)

Areas of Specialization: HIV/AIDS Prevention Education for Diverse Racial, Ethnic, and Cultural Populations
Grant Development, Procurement, and Evaluation
Professional Education Accreditation
At-Risk Children and Youth
Multicultural Education
Parent-Professional Partnerships
Educational Collaboration

WORK EXPERIENCE: Professional Academic

January 2007 - Present Research Associates - Capacity Builders, Inc.
Lead Evaluator
Alaska Native Education Grant (January 2007 - December 2007)
South West Regional School District (Dillingham, Alaska)

Upward Bound Program (February 2008 – June 2012)
Nebraska Methodist College (Omaha, Nebraska)

Drop Out Prevention Program (May 2008 - December 2008)
Carter G. Woodson Charter School (Winston-Salem, North Carolina)

Lower Sioux Basic Center Program (October 2008-May 2009)
Lower Sioux Indian Community (Morton, Minnesota)

Drop Out Prevention Program (February 2009 – September 2010)
Southern Wake Academy (Holly Springs, North Carolina)

Enhancing Education Through Technology /
Training for Tomorrow's Technology Today (June 2009 - August 2010)
Sierra Grande School District (Blanca, Colorado)

Enhancing Education Through Technology /

Power Results (July 2009 – August 2010)
Rocky Ford School District (Rocky Ford, Colorado)

Enhancing Education Through Technology /

Students and Teachers Actively Reinventing the School (July 2009 – August 2010)
Payette School District (Payette, Idaho)

Safe Schools / Healthy Students /

Save Our Children Project (January 2010 – November 2010)
St. Clair County Schools (Odenville, Alabama)

Enhancing Education Through Technology

Wausa Public Schools, Wausa Nebraska (April 2010 – June 2011)

Drug Free Communities Support Program

Apache County Drug Free Alliance (April 2010 – November 2013)
White Mountain Regional Medical Center, Springerville, Arizona

Drug Free Communities Support Program

Bragg Hill Community Coalition (April 2010 – August 2011)
Bragg Hill Family Life Center, Fredericksburg, Virginia

Advanced Placement Inventive Program

Galena Park Independent School District (October 2010 – August 2012)
Houston, Texas

OAH Teen Pregnancy Prevention (December 2010 – July 2013)

Resource Associates Capacity Builders, Inc.
Farmington, New Mexico

Alaska Native Education Project (January 2012 – Present)

Nenana City School District
Nenana, Alaska

Comprehensive Behavioral Health Project (January 2012 – Present)

Nenana City School District
Nenana, Alaska

Richard Milburn Academy (April 2012 – December 2012)

(Charter School Program Expansion / Replication)
RMA Texas Charter Schools
Austin, Texas

Native Hawaiian Education Project (November 2012 – Present)

Tutor Hawaii
Honolulu, Hawaii

Putting Georgia to Work (January 2013 – Present)

Department of Labor / H-1B Technical Skills Training Grant
Pacific Systems, Inc.
Atlanta, Georgia

New York 21st Century Community Learning Center Grant
St. Mary's Center for Children and Families (November 2013 – Present)
Bronx, New York

Stilwell Public Schools
Native American Alaska Native Children in School Project (November 2013 – Present)
Close the Gap
Stilwell, Oklahoma

City School District of New Rochelle
Physical Education Program Grant (April 2014 – Present)
New Rochelle, New York

January 2013 - Present **Research Associates - Capacity Builders, Inc.**
Mentor for New Evaluators

East St. Louis School District # 189
Innovative Approaches to Literacy (January 2013 - Present)
Get Ready, Get Set, Go Read
East St. Louis, Illinois

Region 5 Education Service Center
Innovative Approaches to Literacy (January 2013 – Present)
Targeted Literacy Advancement
Beaumont, Texas

June 2007 **National University**
Adjunct Faculty / Online Instruction

August 2007 – **Member, Board of Examiners**
March 2009 National Council for Accreditation of Teacher Education

June - December 2006 **University of Hawaii at Manoa**
Consultant - Technical Assistance and Development of NCATE Institutional Report

August 2005 – June 2006 **University of Hawaii at Manoa**
Professor, Department of Special Education

August 2003 – **University of Alaska Anchorage**
August 2005 Professor and Associate Dean for Research, Assessment and Accreditation, and Technical Support

August 2002 - July 2003 **University of New Mexico – Gallup**
Visiting Professor- Department of Education: Early Childhood Multicultural Education
(Sabbatical Leave)

July 1991 – August 2002 **University of Hawaii at Manoa**
August 2001 – June 2002 Professor and Chairperson - Department of Special Education
July 2000 – August 2001 Professor – Department of Special Education
July 1999 – June 2000 Professor of Special Education and NCATE Coordinator – College of Education
July 1995 – June 1999 Professor of Special Education
Interim Associate Dean for Teacher Education, College of Education
July 1991 – June 1994 Associate Professor and Chairperson - Department of Special Education
July 1994 - June 1995 Professor and Chairperson

August 1984 - June 1991 University of Alaska Anchorage
August 1984 - June 1986 Assistant Professor of Special Education
July 1986 - June 1991 Associate Professor of Special Education
August 1990 - July 1991 Associate Professor and Chairperson - Department of Special Education and Statewide Services

June 1978 - August 1984 University of Northern Colorado
Assistant Professor of Special Education

August 1977 - July 1978 Eastern New Mexico University
Assistant Professor of Special Education

October 1971 - Bureau of Indian Affairs: Navajo Area
February 1974 Reading Resource Teacher and Title I Coordinator

September 1963 - Board of Education: Woodbridge, New Jersey
October 1971 Classroom Teacher Grades 5-6

REPRESENTATIVE PUBLICATIONS (2000 – Present):

Textbook Chapters:

Sileo, T. W. (2006) (Section Editor, Diversity in Teaching and Learning) In C. A. Grant & L. M. Summerfield (Eds.) Humanizing Pedagogy Through HIV and AIDS Prevention: Transforming Teacher Knowledge. (p. 111-202). Washington, DC. American Association for Colleges of Teacher Education

Sileo, N. M., & Sileo, T. W. (2006). HIV/AIDS: A global human rights issue. In C. A. Grant & L. M. Summerfield (Eds.) Humanizing Pedagogy Through HIV and AIDS Prevention: Transforming Teacher Knowledge. (p. 113-131). Washington, DC. American Association for Colleges of Teacher Education

Brooks Hooks, M. Y., Sileo, T. W., & Mazzotti, V. L. (2006). Influences of family and cultural values, language, and religion on HIV/AIDS behavior change In C. A. Grant & L. M. Summerfield (Eds.) Humanizing Pedagogy Through HIV and AIDS Prevention: Transforming Teacher Knowledge. (p. 132-163). Washington, DC. American Association for Colleges of Teacher Education

Sileo, T.W., & Prater, M.A. (2000). Teacher education: Reform and restructuring. In M.A. Winzer, & K. Mazurek (Eds.). Special education in the 21st century: Issues of inclusion and reform. (p.106-134). Washington, DC: Gallaudet University Press.

Abstracts:

Sileo, T. W., Prater, M. A., Pateman, B., & Sileo, N. M. (2006). HIV/AIDS prevention education: Culturally sensitive and responsive strategies for Asian Pacific Islander American adolescents and young adults. Journal of HIV/AIDS Prevention Education for Adolescents and Children 4(3); ABSTRACT: CSA Social Services Abstracts

Sileo, Thomas W. & Gooden, Myrna, A. (2003). Multicultural considerations for HIV/AIDS prevention education: An American Indian/Alaska Native Perspective ERIC Clearinghouse on Rural Education and Small Schools

Sileo, T. W., Prater, M. A., Pateman, B., & Sileo, N. M. (2001-2002). Multicultural considerations for HIV/AIDS Prevention education: An Asian Pacific Islander perspective. Virology & AIDS Abstracts, 23 - 41.

Sileo, T. W., Prater, M. A., Pateman, B., & Sileo, N. M. (2001-2002). Multicultural considerations for HIV/AIDS Prevention education: An Asian Pacific Islander perspective. AIDS and Cancer Research Abstracts. Accession Number 5412236

Articles: Juried

Ardley, J., & Sileo, T. W., (2009). HIV/AIDS prevention education: Developing culturally competent programs for African Americans, Journal of HIV/AIDS & Social Services 8(4), 352-274.

REPRESENTATIVE PROFESSIONAL PRESENTATIONS – INVITED (2000-Present):

Strategies that address and reduce health risk behaviors of Navajo youth and young adults. Positive Connections 2003 School Health Forum, Gallup, NM, March 6, 2003.

HIV/AIDS Prevention Education: Considerations for Youth and Young Adults of Diverse Racial, Ethnic, and Cultural Heritage, University of Northern Colorado - 26th Annual Bresnahan-Halstead / Kephart Special Education Symposium. Vail, CO, July 9, 2002. (with Sileo, N. M.)

Integrating Contemporary Public Health Issues into the Realities of a Teacher Education Curriculum, AACTE Conference: Risk, Responsiveness, Resiliency: Balancing Higher Education and PK-12 Capacity to Meet the Needs of Children. New Orleans, LA, June 21 - 24, 2000.

REPRESENTATIVE UNIVERSITY COURSES DEVELOPED AND IMPLEMENTED

Consultation and Collaboration for Special Education
Student Teaching Supervision and Seminar
Individual and Family Diversity in Early Childhood Programs
Partnerships with Families and Professionals
Educating Exceptional Students in Regular Classrooms - Elementary
Characteristics and Strategies for Teaching At-Risk Students
School and Community Issues of Special Needs Populations
Collaboration in School and Community Settings
Communication Intervention for Special Needs Populations
Transition Processes for Disabled Persons
Theories of Mild / Moderate Disabilities
Assessment: Learning/Behavior

REPRESENTATIVE HONORS AND AWARDS (2000-Present):

<u>Date</u>	<u>Title</u>	<u>Granting Organization</u>
2003	NEA National Foundation for Educational Improvement	William G. Carr Award
2002	TED Distinguished Service Award	CEC Teacher Education Division

Project Director job description

Key tasks

- Plans, directs, and coordinates activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters
- Reviews project proposal or plan to determine time frame, funding limitations, procedures for accomplishing project, staffing requirements, and allotment of available resources to various phases of project
- Establishes work plan and staffing for each phase of project, and arranges for recruitment or assignment of project personnel
- Confers with project staff to outline work plan and to assign duties, responsibilities, and scope of authority
- Directs and coordinates activities of project personnel to ensure project progresses on schedule and within prescribed budget
- Reviews status reports prepared by project personnel and modifies schedules or plans as required. Prepares project reports for management, client, or others
- Confers with project personnel to provide technical advice and to resolve problems
- May also coordinate project activities with activities of government regulatory or other governmental agencies
- Responsible for overall quality and management of major projects or programs
- Research current education and training needs
- Oversee budget and ensure financial accountability
- Provide regular programmatic and financial reports for Advisory Council and School Board
- Facilitate staff training
- Supervise program delivery
- Recognize and solve potential problems and coordinate evaluation of project activities with outside evaluator, Advisory Council and project personnel
- Work with Advisory Council to establish operating procedures for project/program. Ensure procedures meet program goals.
- Network with local, state and national agencies for future program development.

School Counselor

JOB CLASSIFICATION: Licensed

NATURE AND SCOPE OF JOB:

The School Counselor promotes and enhances the overall academic mission by providing services that strengthen home, school and community partnerships and address barriers to learning and achievement. The School Counselor significantly contributes to the development of a healthy, safe, and caring environment. Such an environment is achieved by advancing the understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student success along with the implementation of effective intervention strategies.

POSITION QUALIFICATIONS

1. Possession of a current Masters degree in counseling, social work or related field such as psychology
2. Knowledge, abilities and experience with students from unique, diverse, minority backgrounds
3. Prior successful experience working with youth in rural and/or isolated settings
4. Prior successful experience working with "at risk" youth
5. Strong interpersonal relations and communications skills
6. Previous experience in social work, counseling or social service settings preferred

ESSENTIAL FUNCTIONS:

1. **MAJOR FUNCTION: Assessment of Student, Family, and School Needs**
Effectively and appropriately assesses and addresses the needs, characteristics, and interactions of students, families, LEA personnel, and community.
 - 1.1 Conducts assessments and evaluations in accordance with family and student rights.
 - 1.2 Uses student, family, and school assessment results to identify needs that affect student learning.
 - 1.3 Uses assessment and evaluation results to develop appropriate interventions for students, families, schools, and communities.
 - 1.4 Develops long-term and short-term intervention plans consistent with curriculum; students' needs, strengths, diversity and life experiences; and social and emotional factors.
 - 1.5 Uses a variety of appropriate formal and informal tools and techniques including observations and interviews to evaluate the progress and performance of students and families.
 - 1.6 Addresses the needs of the school, student, families, and community by collaborating with the Student Study Team to design a holistic approach to any barriers or problems with the educational process.

Documentation of Indian Organization

The Organized Village of Kake is a Federally-recognized Tribe and SEARHC is an Indian Organization

Alaska's 229 Federally Recognized Tribes

August 2005

Subarea Plan	Tribe (Common Name)	Point of Contact	Phone	Address
Cook Inlet	Native Village of Tyonek (Tyonek)	Peter Merryman (President)	583-2271	P.O.Box 82009 Tyonek, Alaska 99682
Southeast	Angoon Community Association (Angoon)	Edward Gamble, Sr. (President)	788-3411	P.O.Box 190 Angoon, Alaska 99820
Southeast	Chilkat Village of Klukwan (Chilkat)	Kimberly Strong (President)	767-5505	P.O.Box 210 Haines, Alaska 99827
Southeast	Chilkoot Indian Association (Chilkoot)	Bill Thomas (President)	766-2323	P.O.Box 490 Haines, Alaska 99827
Southeast	Craig Community Association (Craig)	Millie Stevens (President)	826-3996	P.O.Box 828 Craig, Alaska 99921
Southeast	Douglas Indian Association (Douglas)	Clarence Laiti (President)	364-2916	P.O.Box 240541 Douglas, Alaska 99824
Southeast	Hoonah Indian Association (Hoonah)	Frank Wright, Jr. (President)	945-3545	P.O.Box 602 Hoonah, Alaska 99829
Southeast	Hydaburg Cooperative Association (Hydaburg)	Toni Bitonti (President)	285-3666	P.O. Box 349 Hydaburg, Alaska 99922
Southeast	Organized Village of Kake (Kake)	Henrich Kadake (President)	785-6471	P.O.Box 316 Kake, Alaska 99830
Southeast	Organized Village of Kasaan (Kasaan)	Richard Peterson (President)	542-2230	P.O.Box 26-KXA Kasaan, Alaska 99950
Southeast	Ketchikan Indian Association (Ketchikan)	Georgianna Zimmerle (General Manager)	225-5158	2960 Tongass Ave Ketchikan, Alaska 99901
Southeast	Klawock Cooperative Association (Klawock)	Dewey Skan (President)	755-2265	P.O.Box 430 Klawock, Alaska 99925
Southeast	Metlakatla Indian Community Council (Metlakatla)	Victor Wellington (Mayor)	886-4441	P.O. Box 8 Metlakatla, Alaska 99926
Southeast	Petersburg Indian Association (Petersburg)	Michael Lopez (President)	772-3636	P.O.Box 1418 Petersburg, Alaska 99833
Southeast	Village of Saxman (Saxman)	Lee Wallace (President)	247-2502	Route 2, P.O.Box 2-Saxman Ketchikan, Alaska 99901
Southeast	Sitka Tribe of Alaska (Sitka Tribe)	Lawrence Widmark, Jr. (President)	747-3207	456 Katlian Street Sitka, Alaska 99835
Southeast	Skagway Village (Skagway)	Lance Twitchell (President)	983-4068	P.O. Box 1157 Skagway, Alaska 99840
Southeast	Central Council Tlingit and Haida Indian Tribes of Alaska (Tlingit and Haida)	Edward Thomas (President)	586-1432	320 W. Willoughby Ave.Suite 300 Juneau, Alaska 99801
Southeast	Wrangell Cooperative Association (Wrangell)	Wilma Stokes (President)	874-3481	P.O.Box 868 Wrangell, Alaska 99929
Southeast	Yakutat Tlingit Tribe (Yakutat)	Bert Adams Sr. (President)	784-3238	P.O.Box 418 Yakutat, Alaska 99689
Northwest Arctic	Native Village of Ambler (Ambler)	Truman Cleveland, Sr. (Chief)	445-2196	P.O.Box 47 Ambler, Alaska 99786
Northwest Arctic	Native Village of Brevig (Brevig)	Gilbert Toztkoo (President)	642-4301	P.O. Box 85039 Brevig Mission, Alaska 99785
Northwest Arctic	Native Village of Buckland (Buckland)	Percy Ballot, Sr. (President)	494-2171	P.O.Box 67 Buckland, Alaska 99727
Northwest Arctic	Chinik Eskimo Community (Chinik)	Eleanor Anaktolik (President)	779-2214	P.O.Box 62020 Golovin, Alaska 99762
Northwest Arctic	Native Village of Council (Council)	Berda Willson (Senior Board Member)	443-7649	P.O. Box 2050 Nome, Alaska 99762
Northwest Arctic	Native Village of Deering (Deering)	Emerson Moto (President)	363-2138	P.O.Box 36089 Deering, Alaska 99736
Northwest Arctic	Native Village of Diomedede (Diomedede)	Orville Ahkinga, jr. (President)	686-2175	P.O. Box 7079 Diomedede, Alaska 99762
Northwest Arctic	Native Village of Elim (Elim)	Frederck Murray (President)	890-3737	P.O.Box 39070 Elim, Alaska 99739
Northwest Arctic	Native Village of Gambell (Gambell)	Edmond Apassingok (President)	985-5346	P.O. Box 90 Gambell, Alaska 99742



SEARHC

SouthEast Alaska Regional Health Consortium



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About Us

ABOUT > ABOUT US

Our History

SEARHC is a non-profit tribal health consortium of 18 Native communities which serves the health interests of the Tlingit, Haida, Tsimshian, and other Native people of Southeast Alaska. We are one of the oldest and largest Native-run health organizations in the nation.

SEARHC was established in 1975 under the provisions of the Indian Self-Determination Act. The intent of this legislation was to have Indian Health Service programs and facilities turned over to tribal management. Our contracting with IHS began in 1976 when we took over management of the Community Health Aides Program. In 1982, we took over operation of the IHS Juneau clinic and in 1986 we took over operation of Mt. Edgecumbe Hospital.

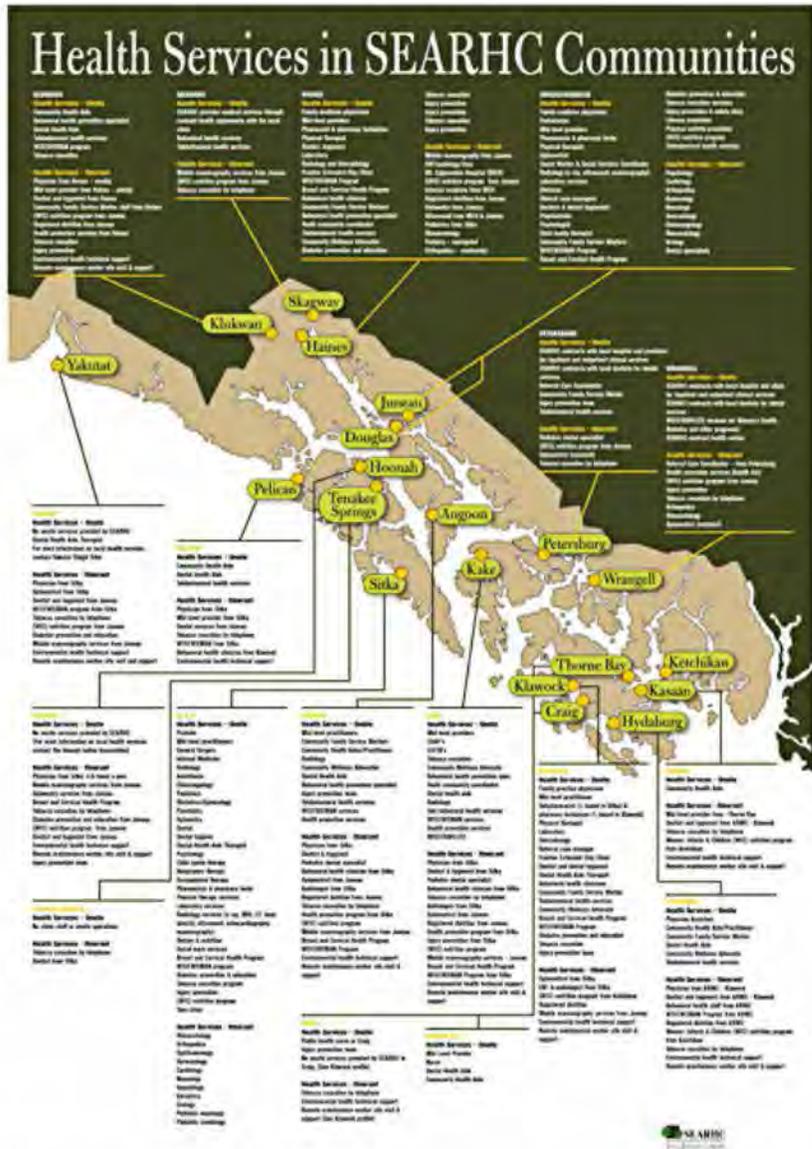
Interested in SEARHC history? [Read Gumboot Determination for the complete story.](#)

ABOUT US

- [Who We Are](#)
- [Our Mission](#)
- [Accreditation](#)
 - [Joint Commission](#)
- [Compliance Program](#)
 - [Compliance Hotline](#)
 - [FAQs](#)
- [About SE Alaska](#)

Are you a provider or RN interested in SEARHC?

Submit your CV to kmiller@searhc.org and we'll contact you!



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The Consortium

We are a consortium of 18 Native communities in Southeast Alaska, and our highest priority is to be responsive to the needs of those communities. Our board representatives are selected by the tribal governing body in each community. We maintain strong ties to the communities, to our culture, and to our elders. Wherever possible we incorporate traditional Native cultural practices and values into our health care delivery system.

- [Internship and education opportunities at SEARHC](#)

Our Focus on Quality

At our Mt. Edgecumbe Hospital and Juneau Medical Center we offer services that meet established national standards of excellence as demonstrated in our accreditation reviews by the Joint Commission on Accreditation of Healthcare Organizations. We were one of the first health care organizations in Alaska to adopt Total Quality Management principles. Under our brand of TQM (which we call SEARHC Quality Management) staff teams continually evaluate and refine our operations to assure that we are delivering the highest quality of care to our patients. By adopting SQM, we have made a commitment to

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Category	Justification/Description	Year one grant funds	Year two grant funds	Year three grant funds	Year four grant funds	Total request
Personnel						\$0
	Counselor: One full-time (1 FTE) certified Counselor to work with students and families on a one-on-one and small group basis. Calculated at a cost of \$28.85 per hour	\$60,000	\$60,000	\$60,000	\$60,000	\$240,000
	Project Director to provide overall leadership and guidance, ensuring the project activities are carried out on-time, as-specified and within the outlined budget. Project Director will devote approximately 10% of time towards project administration and 10% towards programming. Administrative cost calculated at \$30 per hour x 4 hours per week = \$6,250 per year (less than 5% of the grant request/project budget); Programming cost calculated at \$40 per hour x 4 hours per week = \$6,250	\$12,500	\$12,500	\$12,500	\$12,500	\$50,000
Total		\$72,500	\$72,500	\$72,500	\$72,500	\$290,000
Fringe						
	Benefits in the amount of 41.48% of base salary (7.65% FICA; 33.83% health and retirement)	\$30,208	\$30,208	\$30,208	\$30,208	\$120,833
Total		\$30,208	\$30,208	\$30,208	\$30,208	\$120,833
Travel						

	Student travel for each of the three years as outlined in the proposal narrative. An estimated 10 to 20 students will participate in the off-site sessions. The District will fund the cost of transportation for teachers and chaperones	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
	Annual grantee meeting (years one through three) travel for the Project Director and one additional person: airfare (2 @ \$1,350 = \$2,700); hotel (2 nights @ \$175 per night = \$350 x 2 = \$700); per diem (3 days @ \$100 per day = \$300 x 2 = \$600).	\$4,000	\$4,000	\$4,000		\$12,000
	Project Director and the Counselor to travel to educational conference for the purpose of networking with peers and sharing information about the successes of the REASON approach. Calculated as follows: airfare (2 @ \$1,350 = \$2,700); hotel (2 nights @ \$175 per night = \$350 x 2 = \$700); per diem (3 days @ \$100 per day = \$300 x 2 = \$600).				\$4,000	\$4,000
Total		\$24,000	\$24,000	\$24,000	\$24,000	\$96,000
Equipment						
						\$0\
Total		\$0	\$0	\$0	\$0	\$0
Supplies						
	Curriculum supplies: Includes study guides, workbooks and basic classroom supplies. Calculated at a cost of \$125 per month x 8 months	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
						\$0

Total		\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
Contractual	<i>The contractual costs below are non-administrative costs that directly support attainment, measurement and analysis of progress towards achieving the desired goals and outcomes while supporting an ongoing process of continuous improvement. The procedures for procurement have been followed under 34 CFR 74.40-74.48 and Part 80.36</i>					
	Professional development: Professional development and training will ensure that the Counselor, KCSD educators and key personnel are knowledgeable about the latest evidence-based strategies for improving educational, social, behavioral and college- and career-readiness outcomes among Alaska Natives. Calculated at \$2,500 per two-day session x two sessions per year	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
	Highly qualified, experienced third party evaluator to provide accurate, objective, ongoing assessment and evaluation of program. Calculation: Calculated at a cost per quarterly report of \$5,000 x 4 reports plus \$2,000 a year for travel to conduct a site visit. Cost per trip: \$600 (airfare), \$900 (6 nights at hotel @ \$150 per night), \$500 (per diem) = \$2,000	\$22,000	\$22,000	\$22,000	\$22,000	\$88,000
	Data Collection Specialist to work alongside evaluator and project leaders to ensure ongoing collection of valid, reliable and relevant student- and program-level data. Calculated at a cost per quarterly report of \$5,000 x four quarterly reports	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000

	Cost of two Tlingit Language teachers provided by the Organized Village of Kake (OVK). Two contractual teachers to provide Tlingit-focused programming for students. Calculated at a contractual cost of \$2,500 per quarter/per teacher	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
Total		\$67,000	\$67,000	\$67,000	\$67,000	\$268,000
Other						
Total		\$0	\$0	\$0	\$0	\$0
Grand total		\$194,708	\$194,708	\$194,708	\$194,708	\$778,833
	Notes: KCS D will ensure compliance with section 7(b) of the Indian Self-Determination and Education Assistance Act, which requires that to the greatest extent feasible, a grantee must give to Indians preference and opportunities in connection with the administration of the grant, and give Indian organizations and Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of contracts in connection with the administration of the grant.					

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Kevin		Shipley	

Address:

Street1:	P.O. Box 450
Street2:	
City:	Kake
County:	
State:	AK: Alaska
Zip Code:	99830
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-785-3741	

Email Address:

kshipley@kakeschools.com

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Kake City School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	72,500.00	72,500.00	72,500.00	72,500.00		290,000.00
2. Fringe Benefits	30,208.00	30,208.00	30,208.00	30,208.00		120,832.00
3. Travel	24,000.00	24,000.00	24,000.00	24,000.00		96,000.00
4. Equipment						
5. Supplies	1,000.00	1,000.00	1,000.00	1,000.00		4,000.00
6. Contractual	67,000.00	67,000.00	67,000.00	67,000.00		268,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	194,708.00	194,708.00	194,708.00	194,708.00		778,832.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	194,708.00	194,708.00	194,708.00	194,708.00		778,832.00

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (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 # S299A160073

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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