

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 # S299A160083

Grants.gov Tracking#: GRANT12175820

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.)

Nonresponsive

Application for Federal Assistance SF-424

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

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Yukon Flats School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="92-0057447"/>	* c. Organizational DUNS: <input type="text" value="0858050180000"/>

d. Address:

* Street1: <input type="text" value="123 Hill Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Fort Yukon"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="AK: Alaska"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="997400000"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Lance"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bowie"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Superintendent"/>	

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

* Telephone Number: <input type="text" value="907-662-2515"/>	Fax Number: <input type="text" value="907-662-3094"/>
---	---

* Email: <input type="text" value="lance.bowie@yukonflats.net"/>
--

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.):

AREA TO BE SERVED.pdf

Add Attachment

Delete Attachment

View Attachment

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

Athabascan Plan for Prosperity (APP Project)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

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

* a. Federal	<input type="text" value="3,993,049.06"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,993,049.06"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

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

 ** I AGREE

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

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

AREA TO BE SERVED:

The Athabascan Path to Prosperity Project (APP) serves the Northeastern region of Alaska called the Yukon Flats area. There are seven rural villages in the area, all served by the Yukon Flats School District and by the Gwichyaa Zhee Gwich'in Tribal Government.

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>Tariq Malik</p>	<p>TITLE</p> <p>Director of Federal Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>Yukon Flats 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:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA Yukon Flats.pdf

Add Attachment

Delete Attachment

View Attachment



Yukon Flats School District

P. O. Box 350
Fort Yukon, AK 99740
P: (907) 662-2515 or 1.800.322.2515
F: (907) 662-3094 or 2519

www.yukonflats.net

Arctic Village
Beaver
Chalkyitsik
Circle
Fort Yukon
Venetie
Rampart

Yukon Flats School District

**Whatever it takes, no excuses, no exceptions! Dr. Lance Bowie,
Superintendent**

Laurie L. Thomas, Board President David Bridges, Board Vice President.

General Education Provisions Act (GEPA) Section 427

It is the policy of Yukon Flats School District to not discriminate in providing services on the basis of gender, race, national origin, color, disability, or age.

Yukon Flats School District assures possible barriers that may impede equitable access or participation by students, teachers, or parents in the activities of the Innovative Approaches to Literacy grant have been considered and will be addressed as follows:

Disabilities:

Invitations to participate will be made by radio or television in order to ensure children with illiterate parents are not excluded. Our facilities are ADA compliant. Physical disabilities will not prevent participation. Materials will be provided on tape or in large print for individuals with vision disabilities. A sign language interpreter will be provided, if needed.

Gender, Race, Color:

African American, Native students and females may be less likely to enroll in STEM related course work or careers. It is the goal of YFSD to provide equal opportunities to ALL of its students, regardless of their gender, race or color.

National Origin:

Brochures will be distributed to potential participants in their native

language, if applicable. An interpreter will be provided, if needed.

Age:

We do not anticipate age to be a barrier for potential participants in this

Program.

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**

Yukon Flats School District

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

Prefix: Mr.

* First Name: Tariq

Middle Name:

* Last Name: Malik

Suffix:

* Title: Director of Federal Programs

* SIGNATURE: Tariq Malik

* DATE: 05/31/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT: Athabascan Plan for Prosperity (APP Project)

The Yukon Flats School District (YFSD) in Fort Yukon, Alaska is applying for an Indian Education Demonstration Grant in order to develop a Native Youth Community

Project. Purpose: to develop a Native Youth Community Project focused upon developing college and career readiness among student's in YFSD. The project meets the Absolute Priority by forming a partnership between an LEA, the Yukon Flats School District (YFSD) and the Gwichyaa Zhee Gwich'in Tribal Government. The project **meets Competitive Preference Priority One** by serving a rural local community and **meets Competitive Preference Priority Three** by the district having receiving Indian Education Award no. S060A151290. The defined local geographic area served by the project is the Northeastern region of Alaska called the Yukon Flats. The population is primarily Gwich'in Athabascan with a strong cultural reliance on subsistence activities and traditions. There are seven rural villages spread throughout this region, all of whom are a part of the YFSD.

Barriers to success in college and career include geographic isolation, lack of qualified teachers, high unemployment, low income levels and high poverty rates, no Native families in the seven villages that hold a Bachelor's Degree (most practice subsistence living), high drop-out rates and low graduation rates, a lack of persistence in pursuing challenging course work, staying in school, staying on the job and what is called "failure to launch", which occurs when a student is fully qualified, fully prepared, has the necessary financial arrangements in place but at the last moment does not leave for college or other post-secondary education. Finally, and most importantly, there is no vocational education offered to students in YFSD at this time. Opportunities include the support of the Gwichyaa Zhee Tribal Government, the local Community College which offers some vocational training, the presence of the U. of Alaska

Fairbanks which is only 45 minutes away by air, and multiple businesses that offer practicum and internship opportunities. Most important of all, there is a Vocational Technical Building equipped with dorms, a commercial kitchen and equipment needed to provide instruction in a variety of vocational fields. The Youth Community Based Strategies include students doing a part of their course work as a project based learning experience, designing a project from the beginning, planning then executing the project in their home village with advice and support from the local Native population. The project is designed to fill a need in the community, whether for an individual or for the village as a whole.

Goals and Objectives in the project include the following: **Goal I:** Provide YFSD students a vocational education program with 6 distinct career pathways in areas identified as most beneficial. **Objective 1:** By January 2017, 100% of needed high-quality personnel will be hired and trained to implement program activities. **Objective 2:** By 2020, 50% of students will be enrolled in one of the six vocational pathways and 90% of students who have graduated from YFSD will have earned vocational certifications. **Goal II:** Increase student college and career readiness by building community, family, and tribal support. **Objective 1:** By May 2017, a Native Cultural Coordinator will have assessed 100% of 6th-12th grade students and developed an Individualized Learning Plan (ILP) for each student. **Objective 2:** By 2020, 50% of students will be enrolled in one of the six vocational pathways and 90% of students who have graduated from YFSD will have earned vocational certifications. **Objective 3:** By May of 2018(end of Year Two) the project will have increased the number of students who strongly identify with tribal heritage by 50%. **Objective 4:** By May of 2017, YFSD will have incorporated tribal representation and leadership into the project activities, effectively raising the number of Native role models by 50%.

Project Narrative File(s)

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The Gwichyaa Zhee Gwich'in Tribal Government

partners with

Yukon Flats School District

to present the

Athabaskan Plan for Prosperity (APP Project)

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Athabascan Plan for Prosperity (APP Project)

Overview: *The Gwichyaa Zhee Gwich'in Tribal Government in Fort Yukon, Alaska is applying for an Indian Education Demonstration Grant in order to develop a Native Youth Community Project. The project meets the Absolute Priority by forming a partnership between the Gwichyaa Zhee Gwich'in Tribal Government and an LEA, the Fort Yukon School District (FYSD). The project meets Competitive Preference Priority One (2 pts) by serving a rural local community.* The Fort Yukon School District meets the definition of Rural under the Small Rural School Achievement (SRSA) program. **Competitive Preference Priority Two (4 pts)** is met by Gwich'in Tribal Government serving as lead partner. (See attached proof of eligibility in Other Files) **Competitive Preference Priority Three (4 pts)** is met by the district having receiving Indian Education Award no. S060A151290. Twenty eight teachers, six licensed Vocational Education personnel and a number of local cultural experts and parents will serve 245 students and will increase the college and career readiness of the students living in the area's seven Athabascan villages. The district is spread across the vast and beautiful Northeastern region of Alaska called the Yukon Flats. The population is primarily Gwich'in Athabascan with a strong cultural reliance on subsistence activities and traditions.

Students in this vast area suffer from isolation due to their geographic location. The residents typically live in the same village all their lives, travel is costly and infrequent, and there are few opportunities to develop career skills in the outlying villages. Students in the small isolated villages lack sufficient books, materials, curriculum and trained teachers. The administration recognized that programs that provide information and training for various career paths make a difference. Without Career-Technical Education opportunities many, if not most, fail to prepare for life after high school. The end result historically has been unemployment, reliance on

government assistance, and dependence upon subsistence living to feed a family. There is a critical need to increase understanding of the impact that poverty and isolation and the lack of exposure to career and college planning has on the entire region. The area is one of the most economically distressed areas in the entire State of Alaska. **Yukon Flats School District is an *Eligible Applicant*** for an Indian Education Demonstration grant because it fulfills the requirements to be designated a High-need local education agency (High-need LEA). According to the most recent income report via the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE), *32% of students ages 5-17 are from families below the poverty line*, meeting the poverty requirement. The District is eligible under the Rural and Low Income School Program. (See attached documented proof of eligibility) The area has one of the highest rates of poverty in the state. *73% of children in the area live in a family receiving public assistance*. The district is identified as a chronically underperforming district.

Need for Project: *The extent to which the project is informed by evidence, which could be either a needs assessment conducted within the last three years or other data analysis. Data*

Analysis: There are an estimated 85 high school students with no access to an appropriately staffed Career-Technical program. In addition, 6th through 8th grade students have no access to Career Awareness and Development instruction that would help them determine what careers might be a good fit for them. YFSD has no funds with which to develop a modern, appropriately staffed and adequately equipped vocational program. Based upon interviews with local residents and parents, what is needed is a career and technical vocation program that will offer much needed training and career preparatory education. The program would be designed to increase the number of Fort Yukon students who either gain employment in targeted industries, or transition into post-secondary or vocational/technical schools.

(i) Local Barriers to Readiness: (1) Geographic isolation: The school district is spread across the vast and beautiful Northeastern region of Alaska called the Yukon Flats. The district faces significant challenges as it attempts to prepare its students for post-secondary education and/or a career. Its seven schools currently serve 245 students and are spread out over a vast land area that covers more than 55,000 square miles. Over 90 percent of the district's students are Gwich'in and Koyukon Athabascans or Inupiaq (State of Alaska, Department of Commerce). These students live in the following seven remote villages: Arctic Village, Beaver, Circle, Central, Fort Yukon, Venetie, Stevens Village, Chalkyitsik and Rampart. The closest urban center, Fairbanks, is an hour's flight from most villages by small commuter plane. These remote villages are accessible only by air, boat or snow machine. Temperatures range from 60 degrees below zero to 90 degrees above zero. The children in these communities have few opportunities to travel and know very little about the world outside of their village. This results in a sharply limited world view. While there are jobs in the villages that students could fill, their lack of awareness of opportunities and requirements limits their potential for employment. *There is a critical need to provide high quality vocational and technical education through use of live, interactive video so that all of our rural village schools can be reached.*

2) Few academic and vocational classes taught by highly qualified teachers: Due to limited enrollment, schools are operated with very small staffs. Most schools have only one or two teachers for all students from grades K–12. While the majority of teachers have state certification they must teach students in grade levels and subject areas that are often outside their expertise and training. As a result, the district is failing to prepare its students for the career opportunities that are available in the villages and throughout rural Alaska. These vocational areas include: construction, welding, healthcare, business, auto-mechanics and Construction Electricity. *There is a pressing need to prepare*

*students for a career in fields where there is a large demand for skilled workforce.*3) **Low**

income and high poverty rates: According to the most recent income report via the U.S.

Census Bureau’s Small Area Income and Poverty Estimates (SAIPE), 32% of students ages 5-17 are from families below the poverty line. The Yukon Flats area has one of the highest rates of poverty in the state. Almost 75 percent of children in the area live in a family receiving public assistance. Demographics for the seven schools are shown below.

School Site	Students	Population	Per Capita Income	Poverty □Rate
Fort Yukon	121	583	\$23,989	17.7%
Artic Village School	29	152	\$17,323	39.5%
Circle School	16	104	\$13,873	63.1%
Cruikshank School	11	84	\$20,149	24.1%
John Fredson School	51	166	\$12,629	44.4%
Tsuk Taih School	15	69	\$15,013	32.8%
Rampart School	10	24	\$38,907	-0-

There is a pressing need to educate students so that they will be able to obtain jobs that pay a living wage and are sufficient to support a family.

4) Lack of Informed Family Support: The leaders in these rural villages have a wealth of cultural knowledge. They have been wise in the ways of surviving in a harsh environment. However with the increased need for goods and services, it has become more and more important for students to gain job skills. There is a need for electricians, plumbers, carpenters, heavy equipment drivers, not to mention doctors, nurses, lawyers, social workers, scientists and the many other careers that any village needs. It is important for the Athabascan students to play a

leadership role in this changing world. With no residents holding a Bachelor's Degree and few with vocational training, students have no one to look up to academically and to emulate when it comes to furthering their education. Just getting students to value post-secondary education and develop a plan that will lead to educational and career goals is challenging! The lack of significant adults in these student's lives that could teach students to be steadfast in achieving their career goals is a major barrier. *There is a need for students to learn from members of their tribe who have the technical skills needed but also the cultural awareness and understanding.*

5) Low high school and post-secondary graduation rates: Fort Yukon School District suffers from low graduation rates that are well below the national average. Last year, the FYSD graduation rate was only 61.11 percent (State of Alaska, EED Report Card, 2015). When one examines the local communities' statistics showing percentage of residents who possess a high school degree or higher, it is clear that there is a systemic problem in these communities.

School Site	Students	Population	High School □ Graduates	Bachelor's Degree or higher
Fort Yukon	121	583	35.1%	-0-
Artic Village School	29	152	63%	-0-
Circle School	16	104	60.4%	-0-
Cruikshank School	11	84	51.5%	-0-
John Fredson School,	51	166	21.4%	-0-
Tsuk Taih School	15	69	50%	-0-
Rampart School	10	24	20%	-0-

There is a need to reduce drop- out rates and improve graduation rates and to support and encourage students who aspire to earn a college degree.

6) Lack of Persistence: The ultimate test of any school district is the success of its students following high school graduation. *As can be seen in the above statistics, there are no community members with bachelor's degrees.* Few Alaska Native students go on to graduate from a post-secondary school. *Less than 5 percent of the students earning bachelor's degrees at UAA in 2007 were Alaska Native. Only about one in 10 of the Native students who were freshmen in 2000 had earned bachelor's degrees six years later.* Among those who started in 2005, less than 60 percent of the Native freshmen went on to the next year. Alaska Natives are under-represented in teaching, health care, business, and many other professions. Sadly, the community in and around Fort Yukon School district mirrors a significant nation-wide problem; Native Americans are often ill-prepared for college and poorly equipped to succeed in a mainstream higher education pipeline (Guillory, 2002). Even when students from FYSD have been accepted into a post-secondary program and financial support has been secured to support his or her education, there has been a "failure to launch," often due to the student or the student's family getting cold feet and abandoning the path that would have led to a successful education and career.

There is a pressing need to increase the number of native students who participate in either a vocational field of study or an academic field through a combination of parental encouragement, community support and hands-out training that is relevant and effective.

7) Lack of Vocational Training Programs: Tragically, the high cost of utilities and other operating expenses caused the temporary closing of the district's vocational program. The result of this closure has been devastating. *Currently less than 5 percent of Yukon Flats High School*

graduates enter a post-high school vocational program and obtain certification in a career field. However, with the advent of live interactive video obtained through a federal grant and with assistance from the e rate program, there is now a way to operate the Vocational-Technical building at a much lower cost. The use of video based instruction combined with six week intensive hands on instruction will allow the tribe and the LEA to collaborate and reopen the Vocational-Technical Center. This will have a direct impact on employment within the villages. A research analysis conducted by Scott Goldsmith of The University of Alaska concluded that, “The locations and types of jobs available in remote areas often don’t match the local labor supply—which means many local residents are unemployed, while at the same time about 40 percent of workers are non-locals, either from other areas of Alaska or outside the state.” (Goldsmith, 2008). The few jobs that are available within the village are being taken by outsiders, because members of the local community lack the necessary training and certifications. *There is a need to train students to fill jobs available in the local villages.*

(ii) Opportunities in the local community to support Indian students: The Gwichyaa Zhee Gwich’in Tribal Government, as applicant, is prepared to support the project with guidance, knowledgeable personnel and resources. Their support and guidance is perhaps the greatest opportunity for our students to obtain the knowledge and experience needed to be successful in college or a career. The YFSD Vocational-Technical Building represents another major opportunity for support of Indian Students. The building includes dorm space and a commercial kitchen so that students from throughout the area can be housed during periods of intensive study in programs that require hands-on experience. The local UAF Community and Technical College is an important resource for students in the area. The College serves nearly 40 percent of all students at the University of Alaska Fairbanks and produces over 20 percent of all credit hours.

UAF Community and Technical College has approximately 40 regular faculties and about the same number of full-time staff and hires over 300 adjunct or part-time faculty each year to meet the needs of over 40 certificate and degree programs. The College offers practicum and internship opportunities for students once they have enrolled in a particular vocational course of study. Edward Alexander, Coordinator of the program will be available to assist high school students who graduate with vocational-technical course work and who desire to continue to study at the local UAF Community-Technical College. The University of Alaska, Fairbanks, is 45 minutes away by air. The University is known to be supportive of its Native students and there are special programs, Native student dorms, and other support services available to students who are living away from their home village. The University has a vast number of course offerings and offers dual credit to students who want to obtain college credit while still in high school. The Council of Athabascan Tribal Governments operates a large medical clinic identified as the Yukon Flats Health Center. The Health Center offers Primary Health Care, Dental Services, Behavioral Health Services, Diagnostic Services, Pharmacy Services and Diabetic Services. This comprehensive health service provider welcomes students in Allied Health studies and will support job shadowing, practicum students, and provide the site for clinical services in conjunction with the U. of Alaska South East, which will provide the clinical work for students obtaining a Certified Nursing Assistant licensure. There is a Water-Sewage Treatment plant in Fort Yukon which employs between 29-40 employees and provides a wide variety of opportunities for job shadowing, practicums, and internships. The electric company, grocery store, post-office, Public Health Department, Social Services Office, and State Conservation Office all provide opportunities to develop an understanding of what a particular job entails and to gain on the job experience.

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

Policies: The Yukon Flats School District has a memorandum of understanding in place with the University of Alaska Fairbanks (UAF) to allow students to receive dual credit for select academic and vocational classes taught by qualified instructors. In addition, YFSD had a “Good Neighbor” policy. Districts from the surrounding area will be encouraged to send students whenever there were available slots. This is of critical importance as there is NO Vocational Center available to students throughout the entire region. As the cost utilities and other operating expenses continued to rise, along with the high cost of salaries and benefits, the district was forced to temporarily close the program while they searched for a cost reducing solution to the issue of sustainability for the program. A Rural Utility Services grant provided the equipment needed to provide instruction to outlying villages without the cost of seven different teachers. With the advent of live, interactive video the classes will now be taught virtually, reducing the high cost of fully time instructors, the cost of fringe benefits and the high cost of travel. The advent of modern technology will allow the district to reopen the program and will make the program sustainable. **Programs:** With the high cost of operations, YFSD lost the ability to offer Vocational Programs badly needed by the communities within the catchment area. With support from an Indian Education grant the LEA will be able to offer college and career preparation and training in six career path areas where jobs are available and skilled workers badly needed. **Practices:** For years the students and the community of Yukon Flats had access to a multimillion dollar building equipped with dormitories, culinary kitchen, and tailor-made spaces for a variety of technical and vocational classes. The LEA as a practice encouraged local residents to utilize the building to meet local needs for construction, repairs and other vocationally related needs. Tragically the loss of the Vocational Program has had a negative impact on the entire region.

With funding through this Indian Education initiative, those important practices will be revitalized and students and the community can use this valuable resource, one currently sitting unused. **Service Providers:** Instructors from well-known and fully accredited vocational education centers will offer specialized course via live, interactive video conferencing, thus reducing the need for travel and the high cost of hiring full time instructors. This will also eliminate the need to pay fringe benefit rates of 75% of an individual's salaries and allow funding to be directed to students where it is needed. **Funding Sources:** Federal support in the form of Title 7 and Title One monies will help to support the program while the National School Lunch Program will make certain students have adequate nutrition.

The program will pay dividends as we ensure that every Yukon Flats student is prepared for their post-secondary education and eventual career. An added benefit of this program is the opportunity to offer vocational and career training to communities beyond the Yukon Flats region. It is anticipated that space in the program will be offered to outside Native Alaskan districts to also send their students to participate in the program. Over time the tribe and the LEA hope to make this a regional Career Center open to students throughout the region.

Quality of Project Design: Local Geographical Area Focus (3 points): The project is focused on geographic area known as Yukon Flats — a very expansive area with remote villages that share a culture, a history, and a school district. This 55,000 square mile region in Northeast Alaska is the home to seven remote villages almost entirely populated by



Gwich'in and Koyukon Athabascans. The villages are far apart, and residents tend to live there all their lives as travel is costly and infrequent. Understandably, there are few visitors, which also severely limit exposure to the panoply of jobs, fields, careers, and opportunities that urban students experience daily. The geographic location is extreme — isolated, tundra everywhere, and in winters the temperature drops more than 60 degrees below zero. This climate limits activities and precludes the establishment of large schools. Instead, YFSD is comprised of multiple small school sites.

(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.(3 points) Research Based (3 points): The proposed Native Youth Community Project entitled Athabascan Plan for Prosperity (APP) has been designed to address each of the eight barriers identified in the “Need for Project” section of this document, while also remaining culturally appropriate for Indian students.

The proposed APP Project is based partly on successful models of career centers such as the King Career Center in Anchorage, the Nenana Career Center, and the Alaska Vocational Technical Education Center and partly on research regarding strategies that lead to success in post-secondary programs for Native students. The King Career Center also attracts students from throughout the state and offers a large number of career paths for students. Nenana is in the western-most portion of Tanana Athabascan territory and attracts students from throughout the state due to the success of its vocational programs. AVTEC offers instruction in 19 career path areas and their Maritime Program adds an additional 29 career training programs. Those successful programs have made a meaningful impact on the lives of thousands of students. Building on the success of those three programs, and incorporating what the research has told us,

the APP project is designed to meet the needs of thousands of Athabascan students throughout the region long after the funding period of the grant has ended. Articulation agreements between the Yukon Flats School District, the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast are either in place or being established and other agreements will be pursued as new programs are added to the APP program. As discussed in detail in the following paragraph, research regarding successful programs has guided our program design. The incorporation of distance learning technology will allow us to not only reestablish the program, but revolutionize it to meet the needs of all our AN students. We anticipate programmatic success based on research into similar strategies and correlations.

Research shows that students who earn college credit in high school are more likely to graduate and attend college. Also, individuals who have a credential in a field, such as a certification and/or degree, are more likely to get hired in that field of work, which is one of the barriers to more native locals in the YFSD getting hired over outside labor (Goldsmith, 2008). The Alaska Residential programs serve as models for our project because they demonstrate how strategic course-work designed for direct application in the real world motivates students, especially low-performing students (Scala 22). These programs also “create a unique opportunity to structure students’ environments much more rigorously than in a traditional school environment” (Scala 22). Our project couples the rigor of our program with the unique culture and heritage of our students, thus tailoring a program just for them.

This project focuses on emotional and cultural aspects of the post-graduation transition. Research shows that students who are emotionally prepared, do better in college (JED Foundation, 2016). Weaving in native culture alongside academic and vocational preparations to career and college readiness is an integral part of helping students to be emotionally prepared for

transitioning to the workforce or higher education. Emotional preparedness addresses the barrier of failure to launch where despite the entire academic and financial concerns being taken care of, students and/or families are still not emotionally comfortable with the transition. The project's Native Cultural Coordinator will work tirelessly with students and their families to ensure that they are mentally and emotionally prepared for the next phase of their lives.

(iii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (7 points) Goal, Objectives, Activities &

Outcomes (7 points): The *mission* is to improve the college and career readiness of Gwich'in and Koyukon students in YFSD through a vocational career and technical training program with distinct educational pathways aligned to critical need professions in rural Alaska. The new program will facilitate student learning through 3 Phases per semester-long course. **Phase 1 Distance Learning:** Students in their home village will complete 6 weeks of basic coursework following one of six vocational pathways. **Phase 2 Intensives:** Students in grades 9-12 will complete one 3-week vocational intensive per semester. Students in our outlying rural villages will be provided with transportation and will stay in the dormitory facilities. These students will choose between one of two intensives available each semester, attending the session offering the vocational instruction in the career path of their choice. Students who have completed Phase One but are not involved in the first intensive sessions will begin planning the design of their Youth-Community Project. They will meet with the local tribal leadership their village, identify a needed project that falls within their career path, and design their project. Those students will complete their intensive work during Intensive Session Two. By rotating students through the intensive session that best meets their career goal; every student will have the opportunity to gain hands-on skills. **Phase 3 Practicum:** Students will complete a practicum/community service

project related to their chosen vocational pathway. The student will be required to carry out of the design of their community project and will put in a minimum number of practicum hours over 2 weeks. The number of hours required will be based on their chosen pathway and minimum requirements needed for certification/dual credit.

The project Goals, Objectives, and Outcomes are as follows:

Goal I: Provide YFSD students a vocational education program with 6 distinct career pathways in areas identified as most beneficial for life in rural Alaska.

Objective 1: By January 2017, 100% of needed high-quality personnel will be hired and trained to implement program activities.

Activity 1.1: Hire a Program Coordinator (PC) to oversee and manage all activities and ensure the full implementation of the six career pathways.

Activity 1.2: Develop curriculum for live interactive distance learning for the six career pathways offered based on industry standards.

Activity 1.3: Train teachers in the utilization of distance learning.

Activity 1.4: Contract technical instructors to deliver the intensive portions of the six career pathways. The instructors will bring extensive cultural knowledge and will co-teach with University of Alaska Fairbanks or AVTEC instructors to ensure that all instruction meets dual credit or licensure requirements.

Objective 2: By 2020, 50% of students will be enrolled in one of the six vocational pathways and 90% of students who have graduated from YFSD will have earned vocational certifications.

Activity 2.1: Acquire vocational equipment and supplies needed for the six pathways of vocational instruction starting with Business Administration, Nursing, and Auto mechanics and phasing in an additional pathway each year (Year 2-Welding, Year 3-Construction, Year 4

Construction Electricity). Equipment will be purchased in quantities to accommodate 20 students per class.

Activity 2.2: Increase capacity of the vocational-technical center to house a minimum of 22 individuals in residence for three weeks for the intensives of the program.

Activity 2.3: Launch program by January 2017 and run continuously.

Goal II: Increase student college and career readiness by building community, family, and tribal support.

Objective 1: By May 2017, a Native Cultural Coordinator will have assessed 100% of 6th-12th grade students and developed an Individualized Learning Plan (ILP) for each student.

Activity 1.1: By January 2017, hire a Native Cultural Coordinator (NCC) to serve as liaison between the school, tribe, parents, and students. The NCC will meet regularly with students and parents to help prepare them to pursue post-secondary education and career training.

Activity 1.2: The NCC will conduct career aptitude evaluations for each student and teach a variety of career-readiness classes meant to introduce students to a variety of education and career options. The NCC will ensure that all program participants will develop in 5 areas: academic readiness, admissions/hiring readiness, career readiness, financial readiness, and personal and social readiness. Students will receive their ILPs.

Objective 2: By May 2018, the NCC will have met with 100% of parents of 6th-12th students and will increase the percentage of students and their parents who communicate with colleges and technical schools by 60%.

Activity 2.1: By meeting with parents, continue to develop and update the ILP for the student to be career and college ready.

Activity 2.2: The NCC will counsel and instruct parents in process of preparing their son or daughter for college and careers, even if that means temporarily leaving their home village. The NCC will facilitate the relationships between students and families and the chosen college or vocational center, to ensure that students and families are emotionally and financially ready for the student's matriculation.

Activity 2.3: The NCC will arrange for students in grades 9-12 visit at least one institution of higher education and/or business in operation related to their selected career pathway. Each year, the NCC will organize a variety of opportunities in and outside the villages by utilizing tribal partnerships and expertise to help students become familiar with their educational and career options. Through this experience students will build relationships with a prospective schools or employers. Trips to businesses will include construction sites, factories, hospitals/clinics, mechanic shops, and other locations relevant to the career pathways.

Activity 2.4: The Program Coordinator will identify student guides from the prospective schools and training centers, who will meet students, show them around the campus, answer questions and serve as a mentor and friend to YFSD students and provide them with cultural support. The student guide will be paid a small stipend for their time spent with the Native student as they adjust to campus life and to living away from home.

Objective 3: By May of 2018(end of Year Two) the project will have increased the number of students who strongly identify with tribal heritage by 50%

Activity 3.1: During Intensive Sessions, the NCC will organize cultural activities rooted in native traditions and heritage after school and on weekends. The NCC activities will foster inter-village camaraderie and promote the transfer of traditional knowledge from elders and community members to the next generation. Activities include, but are not limited to: hunting,

fishing, trapping, orienteering, and outdoor survival training. Weekend excursions with Athabaskan speaking elders will increase the use and understanding of the native language.

Objective 4: By May of 2017, YFSD will have incorporated tribal representation and leadership into the project activities, effectively raising the number of Native role models by 50%.

Activity 4.1: YFSD will hire local members of the tribe who will speak in their native language for a variety of YFVEP supporting jobs including: technical instructors, cook(s), laundry person, cultural guides, janitorial services and transportation, etc.

Activity 4.2: YFSD will hire local members of the tribe to serve as male and female dorm advisors. The dorm advisors will chaperone boarding students during the Intensives Sessions. Dorm advisors will be expected to interact with students in their native language and support the cultural components of the program.

Activity 4.3: YFSD will hire elders/native counselors who will be expected to meet each evening with the students during the intensives. They will talk to the students in their native language and discuss cultural laws, cultural practices, customs and values. Their role is to build a greater sense of respect and commitment to tribal ways, encourage the students to make the most of their educational opportunities, and to increase students' use of their native language.

Anticipated Outcomes

Outcome 1: The number of YFSD students who enter full-time employment or matriculate to postsecondary education within 6 months of high school graduation will increase by 80% after implementation of the program.

Outcome 2: The high school graduation rate for students in the YFSD served by the project will increase by 50% each year.

Outcome 3: At least 50% of students who complete four years of study in the project will leave the program with college credits and/or professional certifications.

(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. (10

points): The student population in the YFSD is over 90% Gwich'in and Koyukon Athabascans (State of Alaska, Department of Commerce), and this project is squarely focused on meeting their educational and career preparatory needs by overcoming the various identified barriers between them and success. The project addresses and surmounts each of the identified barriers:

(1) Geographic isolation: Simply, by training staff and faculty to use our live, interactive video to deliver high quality vocational and technical education and by connecting to institutions such as Unlimited Learning to provide vocational coursework during Phase 1 of semester project activities, we will overcome the barrier of isolation that has limited the horizons of our youth for so long. This project also overcomes isolation through the activities of the NCC who will facilitate connections to colleges, technical schools, businesses, and other Native students succeeding at college or a vocational school to serve as mentors to our students.

2) Few academic and vocational classes taught by highly qualified teachers: The proposed program is specifically designed to train students in needed technical fields and will provide them with instruction presented by experts and professionals both local and remote. This one-on-one mentorship during the Phase 2 Intensives of each semester will bolster learning and better prepare students to receive the certifications they need to succeed in high-demand fields.

3) Low income and high poverty rates: Students will be trained in high-demand fields that pay as much as \$70,000 annually, more than what their school teachers make each year. By engaging students with these programs geared toward their interests and academic needs, the project will

graduate students who are ready to work or pursue further education, thus, over time, transforming a generation of youth from subsistence and governmental reliance to financial independence and broad economic growth for the community. An income such as what students will be able to make by completing these programs will change families for a lifetime.

4) Lack of Informed Family Support: The activities of the NCC and direct Tribal involvement in school activities will center student work and study on a strong native tradition that will lay a foundation upon which they may build their lives. These project components will aid families in preparing for a future that is unknown by connecting students to their past and building a cultural interdependence amongst the tribes that will lead to a strong support group for students in the future that struggle with similar challenges. These cultural connections will strengthen families and the community overall.

5) Low high school and post-secondary graduation rates: Studies show that when students are engaged in coursework and curriculum that has a demonstrable application in the real world, they are more likely to continue their studies, graduate from high school, and also graduate from a post-secondary institution. The six vocational pathways will engage students, thus raising the graduation rates and increasing their chances for success in a post-secondary institution.

6) Lack of Persistence: Real-life applications to learning motivate students. As they gain hands-on experience in their chosen vocational field, students will slowly build confidence, self-esteem, and intrinsic motivation to persist in their decision to gain college and career readiness. The NCC will foster relationships between students, their parents, and colleges and vocational schools while also preparing the family for the time when the student leaves to pursue one of those programs. The provision of tribal leadership in school and out of school will also prepare students by offering connections with businesses and other industries with connections to work...

7) Lack of Vocational Training Programs: The project will train students for jobs in their local villages in Business, Allied Healthcare, Welding, Auto Mechanics, Construction and Construction Electricity, and Digital Media. Without this project, YFSD would not be able to offer the courses, training, and certifications necessary to develop college and career readiness. Every student from Grade 7 through Grade 12 will participate in the program and will benefit from the educational and career readiness counseling, intensive training and hands-on career focused experiences. This project addresses the hardships of working with a student population that is spread out over a vast and isolated geographic area. The project also leverages the strengths and talents from within our local Native Alaskan villages by involving the community elders, parents, educators, volunteers, and trained professionals who live in the Yukon Flats district and work in the six targeted vocational pathways (welding, construction, business, digital media, healthcare, and mechanics). We believe this community-based strategy will pay dividends as we ensure that every single Yukon Flats student is prepared for their post-secondary education and eventual career. An added benefit of this program is that over time the vocation and career training can extend beyond the communities within the Yukon Flats region. At the end of the funded period of the grant, we expect to offer training to districts outside YFSD. Neighboring districts will be invited to send their students to participate in the program and the APP project will become a regional Career Training

(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.

(7 points): The Gwich'in Tribal Government has partnered with the Fort Yukon School District. Under the cultural and philosophical leadership, YFSD will manage the project, utilizing its school administration to assist in educating and preparing our youth for college and careers.

YFSD developed the approach and identified instructional and programmatic strategies that would meet the educational needs of our students while Tribal Government envisioned how the project will help strengthen their native identity. As many studies show, AN/AI students with strong ties to their heritage, family, and tribes are more likely to finish college or a vocational school. Communication with AN parents aided the selection of vocational training pathways that will be most beneficial to the native students. Parents will play a major role in the success of this project through meetings with the NCC and their direct involvement in the development of their student's ILP. Wherever possible a preference priority will be given to hiring native members of the tribe who can speak the native language and share the native cultural values. This includes specific jobs for elders of the tribe to facilitate native skills and culture transmission. The Gwich'in Tribal Government will assist with all hiring.

Quality of Project Personnel: The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. There is a long history of the Athabascan people being underrepresented in positions of responsibility. The project addresses this important issue through collaboration with the Gwichyaa Zhee Gwich'in Tribal Government. As applicant for the grant, Gwichyaa Zhee Gwich'in Tribal Government personnel have agreed to identify members of the tribe who are the best possible candidates for the various positions and who have the necessary qualifications to serve in the roles as required by the grant. They will be a part of all hiring decisions.

1) The qualification, including relevant training and experience, of the project Director or principal investigator. The Project Director is Tariq Malik, Director of Curriculum for the Yukon Flats School District. Mr. Malik is an experienced and dedicated educator with years of

experience. He has worked for many years in Alaska in a variety of administrative roles as well as having worked in the field of education internationally. He will spend 25% of his time directing the project. The Project Coordinator is Dr. Patricia Hutcherson. Dr. Hutcherson has held a wide variety of increasingly responsible positions, most recently as Director of Curriculum for a large school district in Alaska. Dr. Hutcherson has a background in Human Resources as well as a background in Education and has served as principal of multiple schools. She will spend 100% of her time coordinating the project. The principal investigator is Donna Gunn, Ed.D. Dr. Gunn holds a terminal degree from Vanderbilt University. She serves as lead evaluator for Learning, Evaluation and Resources Network and is a well-known grant writer and evaluator. Dr. Gunn has served as the principal evaluator on federal grants such as the Carol White Physical Education grants, Teaching American History grant, Innovative Approaches to Literacy, Improving Literacy through School Libraries grants and many others. She will spend 30% of her time working on this project. Zachery Christman, who is an experience educator and writer who is currently working toward certification in Program Evaluation will serve as a member of the evaluation team. The program advisor is Michael Hardy, Executive Director of the Gwichyaa Zhee Gwich'in Tribal Government. Mr. Hardy will receive no compensation for his time; rather, he will guide and support the project as Executive Director for the Tribal Government, (the applicant for the project) and will serve on the Advisory Board for the project. An additional advisor is Edward Alexander, Coordinator of the Community-Technical College program. Mr. Alexander will be available to assist high school students who graduate with vocational-technical course work and who desire to continue to study at the local Community-Technical College.

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

Certified Personnel: **Dr. Lance Bowie**, Superintendent of Yukon Flats School District has almost 50 years of experience in Education. He has served as Superintendent of YFSD for the past five years and is well known throughout Alaska for his administrative abilities. **Tariq Malik**, Director of Curriculum, holds administrative certification in Alaska, has over thirty years of experience in Education, and has served as teacher, principal, and Assistant Superintendent in the State of Alaska. **Karen Renee Boring**, Registered Nurse, has been teaching and working in the Health Care field for many years. She will provide Allied Health course content and instruction using live, interactive video conferencing in order to reach students in the 8 rural villages. Practicum and Clinical work will be supervised by personnel at the U. of Alaska Southeast Branch. **Leecy Wise**, Professional Development trainer for the project, holds a Master's Degree from U. of Texas and has studied at the doctoral level at Texas A and M. She has more than 30 years of experience with education, federal programs, technology and most recently as a trainer for teachers learning to use live, interactive video to provide high quality instruction. Ms. Wise has worked extensively with the Ute Mountain Ute, with the Southern Ute, with the Navajo and many other Indian tribes. Fully certified vocational education faculty from U. of A. Fairbanks will support and enhance the work of local Athabascan technical instructors who have native cultural and technical skills but who lack an academic degree. This will allow the project to profit from native skills and knowledge while at the same time assuring students of their ability to earn dual credit and engage in high quality educational experiences. **Technical Instructors:** Native instructors include Athabascan technicians who have developed a high degree of skill and knowledge in their vocational- technical field. The instructors will include a licensed welder, licensed electrician, and a Construction Foreman. Leecy Wise will assist in

training the Athabascan technicians working in the project but who have not previously taught welding, construction, or Auto Mechanics via live, interactive video conferencing.

(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. The Gwichyaa Zhee Gwich'in Tribal Government has received multiple grants from such sources as the Bureau of Indian Affairs and others. A large grant allowed the development of the Health Clinic in Fort Yukon and is just one of many examples of the ability to demonstrate capacity to improve outcomes. YFSD personnel successfully completed an Alaska Native Education grant, **Award number S060A151290** which meets criteria for Competitive Priority Three. The information on the award can be found in the "Other" attachment section of the application. In addition, the district successfully manages Carl Perkins funds, Title 1 and Title 7 grants.

Adequacy of Resources: (10 points) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

The Gwichyaa Zhee Gwich'in Tribal Government and the Yukon Flats School District as LEA, have a signed partnership agreement to work together to establish the *Athabascan Plan for Prosperity* Project. Both partners are firmly committed to establishing the Vocational Education Program and improving the college and career readiness of Gwich'in and Koyukon students in the Yukon Flats School District. Michael Hardy, Executive Director of the Gwichyaa Zhee Gwich'in Tribal Government will make assistance with hiring and guidance of students in the program a priority. Dr. Lance Bowie, Superintendent of Schools, has placed a high priority on improving student college and career readiness and has instructed staff to coordinate schedules so that every rural site will have access to vocational instruction. The Athabascan people want

their children to succeed in life and recognize the importance of college and career readiness skills. Informal interviews with parents indicated their willingness to send their children to Fort Yukon for six weeks per year to obtain hands-on job skills and the agreement that one or more parents would accompany the students to Fort Yukon and serve as “house mother” or “house father” during the duration of their stay.

(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. Keeping costs within reason, even with an advantageous budget such as it proposed in the Indian Education Demonstration grant, is a challenge. In order to encourage high quality personnel to locate to a remote area such as Yukon Flats, it is necessary to pay top salaries. In addition, Yukon Flats School District has one of the highest, if not the highest, Fringe Benefit rate in the state. Those are an astonishing 75%! This makes keeping costs reasonable very difficult. However, through the use of live, interactive video conferencing we will be able to provide high quality instruction to our students. We will utilize the services of an agency to provide Allied Health Care Courses and a series of Business courses. The cost of the experienced, masters level teachers from the agency is cost effective as it is less than the cost a hiring a full time teacher and paying fringe benefits. YFDS is fortunate to have a Director of Technology who is qualified to teach Digital Media as a part of his job and without additional cost to the program. A staff of Athabaskan technical instructors will provide instruction using live, interactive video as a means of reaching all rural students. These contractual technicians do not require housing nor do they travel, again making our project more sustainable. They will conduct hands-on intensive learning sessions during the residential phase of the program. In addition, through collaboration with our local Community College faculty and with the cooperation of the U. of Alaska Fairbanks and other Alaska Institutions of Higher

Education, students will be able to take courses and obtain dual credit from certified instructors in vocational or academic fields. These factors have helped YFSD and the Tribal Government devise a plan that cuts costs, provides high quality educational resources to students, and graduates students with college and career readiness skills. The attached 4 year budget and budget narrative demonstrate how the Gwichyaa Zhee Gwich'in Tribal Government and Yukon Flats School District Partnership will maximize and share all available resources to achieve outcomes and develop a sustainable strategy to improve the career and college readiness of Gwich'in and Koyukon students in the Yukon Flats School District. With funds from the Indian Education Demonstration grant, the district will be able to meet its obligation to students and accomplish the objectives as described in the grant. Costs for such a program fall within the scope of the Indian Education grant and will be phased in over the four years of the program. The Auto Mechanics Program will receive \$28,957 over four years. The Welding program will receive \$34,043 over four years, the Construction program will receive \$92,265.01 over four years, and the Construction Electricity program, which is a new program will receive \$86,786.06. And the Allied Health Care program which is also new and will require a mock up hospital room will receive \$55,304. Figures exclude contractual and personnel cost.

Quality of the Management Plan: 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. (14 points)

Primary responsibility rests with the Project Director and the Vocational Education Program Coordinator, both of whom are experienced administrators. They will be supported by the Native Cultural Coordinator who will help bridge the gap between the modern technical and career education and the cultural richness and traditions of the Native Athabaskan culture. The Yukon Flats Vocational Education Program team will also include six certified vocational pathway

instructors and the administrative team of the Yukon Flats School District. All members of the team will collaborate with the Director to implement the plan, monitor the project, consult with the evaluation team and report to the public at large. The team will review the results of the twice yearly reports, make recommendations as required and meet with the evaluator on site twice per year. A weekly video call with the evaluation team will ensure that the project is meeting the objectives. The support of Gwichyaa Zhee Gwich'in personnel and local parents is crucial to the success of this project. Feedback will be solicited before and throughout all phases of the project. Parent input has already begun with a survey that informed needs assessment, which in turn led to the choosing of the six vocational career pathways. Most of the support positions and the cultural, language, and subsistence living extension positions will be filled by parents, elders and other respected community members. Objectives and activities of this project have been carefully designed to encourage and measure parent involvement in the project. Parents will be expected to attend middle school and High School College and career focused interactions and will participate in yearly meetings to discuss their son or daughter's progress. Preparing parents for the challenges of their children pursuing a post-secondary education is a vital component of the project. The chart below shows objectives, activities, timelines and milestones for the project.

Goal: Provide students with education in 6 career areas appropriate for rural Alaska.				
Objective	Activity	Responsible	Timeline	Milestone
Objective 1 Hire and train high quality personnel to develop	Activity 1.1: Hire Project Coordinator, program assistant, support staff. ACT.	Michael Hardy, Gwichyaa Zhee Advisory Board, YFSD Superintendent	October 2016	YFSD will have trained personnel to manage all activities and ensure the full implementation of

curriculum and provide instruction	1.2 Develop curriculum for the six career pathways			the six career pathways,
Objective 1 continued: Hire and train high quality personnel to develop curriculum and provide instruction	Act. 1.3: Train teachers in utilization of interactive video conferencing /instruction Act. 1.4: contract with technical instructors for content delivery	Leecy Wise, Trainer, Program Coordinator, teachers, Michael Hardy, Gwichyaa Zhee Advisory Board, Superintendent of Schools	Begins Jan. 2017- on going	100% of teachers and staff as well as technical instructors complete 24 hours of training
Ob. 2: By 2020, 50% of students will be enrolled in one of six career paths, 50% of students earn vocational certifications	Act. 2.1: Acquire equipment and supplies needed for six pathways of instruction, 2.2: Increase capacity of dorms, 2.3: Launch program Jan, 2017	Project Director, Program Coordinator, teachers, Michael Hardy, Gwichyaa Zhee Advisory Board	Begins with funding, completed by Jan. 2017	Curriculum, materials, supplies are in place for six career paths, students enrolled for intensives
Objective 3: Increase the number of students who strongly identify with tribal heritage by 25%	Activity 3.1 Organize cultural events after school and on weekends during intensives in Fort Yukon	Program Coordinator, parents, tribal members	February- April, 2017	Students participating in tribal activities, understand Cultural values
Objective 4; By May of 2017 YFSD will incorporate tribal	Activity 2.3:2.4 YFSD hires staff members fluent in Athabascan	Michael Hardy, Gwichyaa Zhee Advisory Board, YFSD Superintend	January 2017	Athabascan tribal members fill all non-certified positions, serve as mentors to

leadership/ representation into project activities	language including technical staff, support staff and dorm parents			students
Goal 2: Increase college and career readiness through community, family and tribal support				
Obj.1: By May, 2017 the NCC will assess 100% of 6 th -12th grade students and developed ILPs	Act.1: By January, Act.1-2: Cultural Coordinator teaches readiness classes in all 5 readiness areas	Program Coordinator, Cultural Counselor, Guidance Counselor, parents, students	Begins upon funding, completed by May 2017 for Year One	Every student 6-12 th grade has an ILP that includes college and career readiness
Obj. 2: By May of 2018, NCC met 100% of parents of 6-12 th grade students, increased number families who communicate with colleges and technical schools 60%	Act.2.1: Continue parent work, develop and update ILP, 2.2: NCC counsels parents, facilitates relationship between school and home, ACT. 2.3 arrange visits to career centers and Universities, 2.4: Program Coordinator identifies student guides/mentors	Program Coordinator, Cultural Counselor, Guidance Counselor, parents, students	Begins upon funding, on-going	100% of parents have met with NCC, 60% of parents have communicated with college or career center, ILP on file for all students
Objective3:	Act. 3.1: organize	NCC, Program	Begins at	Student and tribal

Increase # of students who strongly identify with tribal values by 25%	cultural activities for after school and weekends during intensive sessions	Coordinator, Tribal Government, parents	end of first three week intensive session, on-going	members complete three weekend cultural excursions
Objective 4: By May 2017 YFSD will increase # of tribal role models in project	Act. 4.1-2-3: Gwichyaa Zhee and YFSD hire Native dorm parents, counselors, other available positions	Gwichyaa Zhee advisors, YFSD Superintendent of Schools, Project Director	Begins upon funding, on-going as needed	Local tribal members are on staff of APP project, # of tribal role models has increased

(ii) Extent to which methods of evaluation provide performance feedback and permit

periodic assessment of progress toward intended outcomes: (3 points) The continuous monitoring of the project provides feedback and permits changes as needed. Reports are provided quarterly or more often if questions arise. Regularly scheduled video conferencing between project staff & the evaluators help to assure timely progress & keep the project on track.

Quality of the Project Evaluation: The extent to which the evaluation provides guidance about effective strategies suitable for replication or testing in other settings. (5 points).

Donna Gunn, Ed.D will serve as external evaluator. Dr. Gunn is the President of Learning, Evaluation and Resources and the lead evaluator for the firm. She is assisted by Zachary Christman, a well-known writer currently working toward a master's degree in project evaluation. **GPR requirements will be reported as follows:**

1) the extent of community participation and collaboration in the project, 2) the percentage of high school students participating in the project who demonstrated individual growth (improvement in achievement) over the past year on State reading or language art assessments,

3) the percentage of eighth graders participating in the project who demonstrated individual interest in participating in the vocational-technical education program at the high school level, 4) the percentage of employers participating in the project whose practicum to-student ratios increase from the previous year, and 5) the percentage of participating students who complete at least one intensive training component

1) What types of data will be collected? Data will yield

- a) information from a locally designed pre-post- test covering knowledge and skills for the workforce;
- b) results from a pre-posttest on career awareness
- c) teacher satisfaction questionnaires;
- d) on-line surveys of student preference in training programs;
- e) student satisfaction with the intensive component of the program
- f) extent to which the fourth year students feel well prepared for college or a career,
- g) focus groups;
- h) interviews with practicum, internship and employer personnel and
- i) dropout and graduation rate data,
- j) numbers of students who elect to attend college or postsecondary education program)
- k) number of students who obtain a job in the field for which they trained,
- l) teacher satisfaction questionnaires on professional development

2) When will data be collected? Data will be collected each quarter.

What methods will be used? Data collection methods include records of professional development for teachers to determine the degree of engagement, 2) locally developed pre-posttests; 3) benchmark data from programs 4) online surveys, 5) a pre-posttest for student workforce participants and 6) records of participation in the six different career paths.

What instruments will be developed and when? Locally developed pre-post tests will include best practices for the workforce personnel, parent participating in the vocational-technical education program, and pre-post- tests over workforce skills germane to each of the six fields of study.

How data will be analyzed: SPSS for Windows will be used for data analysis. Student pre-post data will be analyzed and students informed of the degree of improvement three times per year

When outcomes will be available: Outcomes will be provided quarterly and at end of each year.

How the applicant will use the information collected through the evaluation to provide

accountability: Continuous monitoring assures a high degree of fidelity of implementation.

Student data will reveal efficacy of vocational instruction and allow changes as needed. Project

information will be placed on the YFSD web site. The evaluation team will present findings to

the Board of Education and stakeholders and make program recommendations. Sufficient

resources have been set aside to provide for the evaluation. Report data will contain

documentation of best strategies and recommendations for future project replication and/or

emulation. YFSD will keep an ongoing database, which will be accessible by all village schools

in the YFSD, to track student participation and progress in the program. Each school year the

following will be assessed:

Group	Parameter	Feedback Options
6th-8th grade students	Took DAT	Yes / No
Parents of 6th-8th grade students	Viewed DAT results	Yes / No / Unavailable (student didn't take DAT)
6th-8th grade students	attended 1 career & college focused learning activity per school year	Yes / No
Parents of 6th-8th grade students	attended at least 1 the career & college focused learning activity that school year	Yes / No
6th-12th grade students	met with the NCC at least once that school year	Yes / No

Parents of 6th-12th grade students	met with the NCC at least once that school year	Yes / No
9th-12th grade students	enrolled in the YFVEP	Yes / No
9th-12th grade students	started Distance Learning phase	Yes / No
9th-12th grade students	completed Distance Learning phase	Yes / No
9th-12th grade students	started Intensives phase	Yes / No
9th-12th grade students	completed Module 1 of Intensives phase	Yes / No
9th-12th grade students	completed Module 2 of Intensives phase	Yes / No
9th-12th grade students	completed Module 3 of Intensives phase	Yes / No
9th-12th grade students	completed Intensives phase (by completing Module 4)	Yes / No
9th-12th grade students who have attended an Intensives Module that school year	number of NCC cultural activities (weekend and after school) student participated in during an Intensives Module	None / 1-4 / 5 or more
9th-12th grade students	started Practicum phase	Yes / No
9th-12th grade students who have started the Practicum phase	Number of verified practicum hours logged	[enter number of verified hours]

9th-12th grade students who have started the Practicum phase	Number of verified practicum days logged in home village (minimum of 1 hr per day)	0 / 1 / 2 / 3 / 4 / 5 / more than 5
9th-12th grade students who have started the Practicum phase	Completed 5 practicum days in home village	Yes / No
9th-12th grade students	completed Practicum phase	Yes / No
9th-12th grade students (including new graduates, GED earners, and dropouts for that school year)	Completed the program	Yes / No
9th-12th grade student who have completed the program (including new graduates, GED earners, and dropouts for that school year)	Earned college credit, in-field certification and/or professional license	Yes / No
9th-12th grade student who have completed the program (including new graduates, GED earners, and dropouts for that school year)	Earned college credit	Yes / No
9th-12th grade student (including new graduates) who have completed the program	Earned in-field certification and/or professional license	Yes / No
Former 9th-12th grade students who have left high school	how student left high school	Graduation / GED / Dropout (no GED) / Other (transfer, unenrolled to

		homeschool, etc.)
Former 9th-12th grade student who have left high school (by graduation or dropout) for 6 months	career and college activity	Full-time Employed / Part-time Employed (but not enrolled in school) / Enrolled in College or University / Enrolled in Technical or Vocational Training School / Unemployed

The data referenced in the chart will be cross-referenced in ways to determine if students who attend yearly career & college focused learning activities in 6th-8th grades are later more likely to graduate and/or complete the YFVEP program. It will assist in tracking students to determine the number of practicums completed, where those practicums occurred and what students do following high school graduation, It will also assist in program planning as it will help to identify the most sought after training programs in the area and help to assure that adequate resources are available to the projected number of incoming students. The chart and other documents developed in the course of the project will help other districts plan for replication. Quarterly reports will chronical the development of the project and guide others who may want to replicate the project. Evaluation instruments and the quarterly reports will be available upon request after Year Two, when hard data clearly identifies best practice strategies and also indicated those practices that have not proven effective in this remote environment.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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



GWICHYAA ZHEE GWICH'IN TRIBAL GOVERNMENT

(Formerly known as the Native Village of Fort Yukon, IRA)

P.O. Box 126

Fort Yukon, AK 99740

Phone: (907) 662-2581

Fax: (907) 662-2222

Gwichyaa Zhee Gwich'in Tribal Government Partnership Agreement

We, the governing body of the Gwichyaa Zhee Gwich'in Tribal Government, agree to partner with the Yukon Flats School District and serve in a supporting role for the Indian Education Demonstration Grants Program 2016. We embrace and support the purpose of this grant project: to prepare Alaska Native students for college and careers in the geographic area of Fort Yukon, AK and the surrounding communities.

(b)(6)

Michael Hardy
Executive Director
Gwichyaa Zhee Gwich'in Tribal Government
P.O. Box 126
Fort Yukon, AK 99740
Phone (907) 662-2581
Fax (907) 662-2222
Email michael.hardy@fortyukon.org

A handwritten signature in cursive script that reads "Lance J. Bowie".

5/27/16

Lance Bowie, Superintendent of Schools, Yukon Flats School District Date: May 27th, 2016

PR/Award # S299A160083

Resume ofAnn E. Miller

(b)(6)

Education: Masters (Adult Education and History), Colorado State University; Bachelor's (Social Science), Colorado State University. Over 165 post-graduate hours (Colorado State University, Northern Arizona University, University of Phoenix, and Adams State College), specializing in Russian and Asian political history, adult education, and ESL (endorsement). *Teaching Certificates* in Colorado, Arizona and New Mexico

Experience:

Administration

(1990 to Present) - Director of the Adult Education Program for Montezuma and Dolores Counties in southwest Colorado; Executive Director of Unlimited Learning, Inc., a nonprofit educational organization focusing on Adult Education, Career and Technical Training and college degree programs (delivered through live videoconferencing; Director of the Cortez site for Utah State University – Eastern Campus; Colorado Representative on the Executive Board of Star Schools' Mountain Plains Distance Learning Partnership serving four states (Utah, Colorado, Wyoming, and Montana); Executive Board Member for Project of Self Empowerment (POSE) serving low-income residents throughout southwest Colorado; Member of several boards and committees serving local communities and region for educational and economic development; Member of "Communities of Practice" (formerly Skills Network), a national partnership of 13 coalitions representing best practices in community collaboration; Representative on the national "High Skills Communities Network", composed of selected educational leaders who implement best practices for integrating technology into program development for educational entities and community-based organizations.

Supervise staff of teachers, social workers and community volunteers; manage distance education programming through live, interactive videoconferencing, teleconferencing, and on-line teaching, to serve the rural multicultural population of the Four Corners region and rural school districts in Alaska; design and implement collaborative adult education, family literacy and employment readiness projects for multi-county region, using both on-site and distance education delivery systems

Instruction

(1990-Present) - Design and implement training for staff and community agencies in areas of literacy, workforce development, student assessment, teaching methodologies, multi-cultural awareness, technology skills, distance education delivery, community development, and collaborative grant writing.

(1985-1990) - Taught English as a Second Language, Reading, Science and Life Skills to high-school students on the Navajo Reservation. Sponsored clubs, participated in designing

career fairs for students, and counseled students for entry into post-secondary training or employment. Developed curriculum for cross-cultural studies, to help students deal with cultural conflicts encountered after leaving the Reservation.

(1982-1985) - Taught English as a Second Language, Math, Life Skills, Job Prep and Reading to adult education students. Provided career counseling to adult students with follow-up job placement through the Colorado Job Service Center. Designed curriculum modules for the adult education program.

(1977-1982) - Organized and directed the Indochinese Refugee Relocation Program in Fort Collins, Colorado. Provided English Language instruction to refugees, along with life skills training and cross-cultural classes. Designed and provided the start-up refugee relocation program training and Asian cultural training seminars for government agencies, school districts, churches, and businesses throughout northern Colorado.

Grant Writing

(1994-Present) - Spearhead grant writing and networking among local and state leaders to support various educational / employment projects serving adults and their families in a multi-state, multi-county region. Emphasis has been placed on distance education though live, interactive videoconferencing for the rural multicultural Four Corners region and rural areas in Alaska. Grants have been awarded through the Departments of Education, Labor, Local Affairs, Commerce, and Agriculture.

Counseling and Advising

(1990-Present) - Advise and assess adult and teenage clientele in vocational and academic career objectives. Assist students with job and college scholarship application process.

(1977-1990) - Facilitated and mentored the cultural adjustment of Indochinese refugees, Hispanic immigrants, Amnesty International refugees, Navajo secondary students, and other minority groups into the American educational and occupational systems.

AREA TO BE SERVED:

The Athabascan Path to Prosperity Project (APP) serves the Northeastern region of Alaska called the Yukon Flats area. There are seven rural villages in the area, all served by the Yukon Flats School District and by the Gwichyaa Zhee Gwich'in Tribal Government.



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Fax: (907) 662-2222

Gwichyaa Zhee Gwich'in Tribal Government Partnership Agreement

We, the governing body of the Gwichyaa Zhee Gwich'in Tribal Government, agree to partner with the Yukon Flats School District and serve as the Lead Applicant for the Indian Education Demonstration Grants Program 2016. We embrace and support the purpose of this grant project: to prepare Alaska Native students for college and careers in the geographic area of Fort Yukon, AK and the surrounding communities.

(b)(6)

Michael Hardy
Executive Director
Gwichyaa Zhee Gwich'in Tribal Government
P.O. Box 126
Fort Yukon, AK 99740
Phone (907) 662-2581
Fax (907) 662-2222
Email michael.hardy@fortyukon.org

12 / 2013
Date

Pipe Materials

R. Hohl/Pipe Welding

Supplier _____

Address: _____

Phone: [] _____ Fax: [] _____

Qty.	Catalog No.	Description	Price	Extension
21 ft.	¾"	Sch. 80 Black Steel Pipe A53B ERW		
21 ft.	2"	Sch. 160 Black Steel Pipe A53B ERW		
63 ft.	4"	Sch. 40 Black Steel Pipe A-53B ERW		
42 ft.	6"	Sch.80 Black Steel Pipe A-53B ERW		
63 ft.	8"	Sch. 40 Black Steel Pipe A53B ERW		
21 ft.	8"	Sch. 80 Black Steel Pipe A53B ERW		
63 ft.	3"	Sch. 80 Black Steel Pipe A53B ERW		
20 ft.	½"	Hot Rolled Steel Round Bar		
20 ft.	3/8"	Hot Rolled Steel Round Bar		
20 ft.	A36	2" x 2" x 3/16" Steel Angle		
20 ft.	A36	1" x 3" x .120" Steel Box Tube		
21 ft.		1 ½" Sch.40 Black Steel Pipe A-53B ERW		
		Aluminum		
1 each		48" x 96" x .125" 5052 Aluminum Sheet		
1		Leather Jacket		
24 (pairs)		Gloves		
24 (pairs)		Safety Glasses		
4 cases		Ear plugs		
4		Angle grinders 4"		
4		Grinding wheels 8 1/4"		
4		Wipe		

12-20-13 Need on Site by 1/26/2014!!!

Note: No substitutions with out prior approval.

PIPE WELDING FILLER METALS/CONSUMABLES BID LIST

Supplier: _____

Address: _____

Phone: _____ Fax: _____

Qty.	Catalog No.	Description	Price	Extension
150#	3/32"	Lincoln Excalibur 7018-1 MR		
500#	1/8"	Lincoln Excalibur 7018-1 MR		
50#	5/32"	Lincoln Excalibur 7018-1 MR		
500#	1/8"	Lincoln Fleet weld 5P+ E6010		
200#	5/32"	Lincoln Fleet weld 5P+ E6010		
6 each	KP2742-1-62R	Lincoln Magnum Pro Nozzle - 5/8"		
6 each	KP3160-1-50R	Lincoln Magnum Pro Nozzle - 1/2" Bottle neck		
2 each	.045"	Lincoln Ultra Core 81NIA75H / 30# Spool		
2 each	EDO31885	Lincoln Ultra Core 71A85 / 15# Spool / 60#		
50#	1/8"	Lincoln TIG Rod ER70S-6		
1 each	1# Spool	.035" - 308L GMAW [solid] filler wire		
1 each	K857	Lincoln Remote Output Control – 25 ft.		
6 each	05190N	Nicholson Pipeliner File		
5 each	A-532	Tweco Electrode Holder, 200 Amp		
10 each	14-35	Tweco Contact Tip		
10 each	14-45	Tweco Contact Tip		
4 each	P/N 32	Western Regulator Outlet Bushings 1/4"NPT to B-size-Right Hand –Brass		
6 each	22-50	Tweco Gas Nozzle		
6 each	22-62	Tweco Gas Nozzle 5/8"		
1 each	2-MPC-1	Tweco Cable Connector-Male / 2Pak		
10 each	45V27	Weld Craft Gas Lens 1/8"		
10 each	10N25	Weld Craft Collet 1/8"		

4 each	WP-17V	Weld Craft Torch Body Only - 150 Amp – A/C - Valve		
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MATERIALS REQUEST cont.

Qty.	Catalog No.	Description	Price	Extension
10 each	WC116X7	Weld Craft Tungsten Electrode 2% Ceriated 1/16"		
10 each	WL2332x7	Weld Craft Tungsten Electrode, 2% La., 3/32"		
40 each	WG018x7	Weld Craft Tungsten Electrode, 2% La., 1/8"		
3 each	57Y01R	Weld Craft Cable, Power, 12.5', Rubber, 150 Amp		
20 each	54N15	Weld Craft Gas Nozzle No. 7		
5 each	007020	Weld Aid Nozzle Kleen HD. - 16 oz. Aerosol can		
1 each	007004X	Weld Aid Nozzle Tool - NK-4X / 3/8" -5/8"		
10 each	No. 20	Western Barbed Hose Nipple- B size- Brass- 3/8 id.		
10 each	No. 7329	Western Brass Hose Ferrule - .687"		
2 each	2" x 4 1/4"	Welders Clear Cover Lens – CR39 – 100/Box		
20 each	Large	Good Quality Stick welding Gloves - Pair		
20 each	2"x1"x1/4"-20	Flap Wheel – 60 Grit		
10 each	4"x 5/8"-11	Twist Knot Stringer Bead Brush		
20 each	4 1/2"x 5/8"-11	Flap Disc - 36 Grit, Type 27 Heavy Duty		
20 each	4 1/2"x1/8"x7/8"	Pipeliners Grinding Wheel - Fast Cut		
20 each	9"x1/8"x5/8"-11	Pipeliners Grinding Wheel - Type 27 – Fast Cut		
1 each	110WE	Fibre Metal Pipeliners Hood / White /With Ratchet Head Gear		
5 each	GCF-5012X	Shurlite Renewal Triple – 4 Pak		
10 each	34-40	Jackson Clear Faceshield		
6 each	34-65	Jackson IRUV 5.0 Faceshield		
6 each	301	Sellstrom Advantage 301 Ratchet Faceshield Headgear		

Date 6-20-2012

Robert Frasher

Instructor/Program

WELDING MATERIALS BID LIST
(Parts & pieces)

Supplier: _____

Address: _____

Phone _____

Fax: _____

Qty.	Catalog No.	Description	Price	Extension
5 ea	KP20891	Lincoln K126 gun insulator		
3 ea	191 065	Miller XR™-Pistol Grip Gun Cable liners 30'		
5 ea	198800	Miller thread Protector (FC-1260 Gun)		
5 ea	0381-0816	CA2460 Victor Heavy duty cutting attachment		
5 ea	44-3545-15	Tweco wire conduit .035 -.045 (stock #1440-1103)		
5 ea	Pn# 57Y02	Weldcraft WP18 Backcap 7" long		
3 ea	1/8"	Tungsten pure (green) Box of 10		
1 ea	3/32"	Tungsten pure (green) Box of 10		
20 ea	20163	Norton 4-1/2" X 1/4" 5/8-11 grinding wheel		
20 ea	78105	United Abrasives flap disk 5/8-11 (36 grit)		
2 ea	2-1-118	Victor scarfing Tip		
5 ea	1-1-101	Victor cutting Tip		
3 ea	3-1-101	Victor cutting Tip		
25 ea	Rad 64005036	Clear cover plate 4-1/2" x 5-1/4" (for Huntsman 951P)		
5 ea	FS-1H-9	Anchor brand hardened glass filter plate (shade 9)		
50 feet	No 2	Welding cable #2 premium grade		
5 ea	24AH-62	Tweco Nozzle / NO. 4 gun		
10 ea	34-A	Tweco insulator / NO. 4 gun		
15	54050	Osborne SS. Tooth brush		

6/2012

Note: No substitutions with out prior approval.

PIPE WELDING /CONSUMABLES BID LIST

Supplier: _____

Address: _____

Phone: _____ Fax: _____

Qty.	Catalog No.	Description	Price	Extension
1 each	Box	Welders Soapstone / 5"x1/2"x3/16"		
4 each	54050	Osborne S.S. Toothbrush		
4 each	A24GFX	Rex Cut 4 1/2" x 1/4" x 7/8" Type 27 Nonferrous Grinding Wheel		
2 each	214CS	Revco Black Stallion Cape Sleeve and 14" Bib Set / Large		
1 each	41V29R	Weld Craft Cable, Power, 25', Rubber for WP 18 Water Cooled Torch		
1 each	41V32R	Weld Craft Hose, Water, 25', Braided for WP 18 Water Cooled Torch		
1 each	41V30R18	Weld Craft Hose, Gas, 25', Braided for WP 18 Water Cooled Torch		
1 each	Box	Welders Soapstone / 5"x1/2"x3/16"		
1	E-9	Harris torch tip cleaner		
1	6290-2NX	Harris cutting tip		
1	6290-1NX	Harris cutting tip		
6 each	05190N	Nicholson Pipeliner File		
2 each	164B	Curve O Mark Rap A Round - Black		
3 boxes	M-723	Motor Guard Filter Element / 4 per box		
3 each	44-35-45-15	Tweco Conduit		
12 each	A-532	Tweco Electrode Holder, 200 Amp		
50 each	14-35	Tweco Contact Tip		
50 each	14-45	Tweco Contact Tip		
10 each	No. 32	Tweco Insulator		
10 each	No. 52	Tweco Gas Diffuser		
8 each	22-50	Tweco Gas Nozzle		
8 each	22-62	Tweco Gas Nozzle 5/8"		
3 each	2-MPC-1	Tweco Cable Connector-Male / 2Pak		
20 each	45V27	Weld Craft Gas Lens 1/8"		
10 each	10N25	Weld Craft Collet 1/8"		

4 each	995795	Weld Craft Gas Lens, LG. 1/8"		
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MATERIALS REQUEST cont.

Qty.	Catalog No.	Description	Price	Extension
40 each	WL018x7	Weld Craft Tungsten Electrode 1.5% La. 1/8"		
20 each	WL2332x7	Weld Craft Tungsten Electrode, 2% La., 3/32"		
10 each	WG018x7	Weld Craft Tungsten Electrode, 2% La., 1/8"		
4 each	WP-17V	Weld Craft Torch Body, 150 Amp		
2 each	40V77R	Weld Craft hose, gas ext. 12.5' Rubber		
1 each	57Y01R	Weld Craft Cable, Power, 12.5', Rubber, 150 Amp		
3 each	57Y02	Weld Craft WP Back Cap / Long		
1 each	46V28R	Weld Craft Cable, Power, 12.5" Rubber, 200Amp		
1 each	WP-26V	Weld Craft Torch Body, 200 Amp		
5 each	54N63	Weld Craft Insulator, Gas Lens LG.		
20 each	54N17	Weld Craft Gas Nozzle No. 5		
20 each	54N16	Weld Craft Gas Nozzle No. 6		
10 each	.035	3"x.035"x 3/8" Type 1 Cut Off Wheel		
10 each	1/8"	3"x 1/16" x 3/8" Type 1 Cut Off Wheel		
2 each	6"x5/8"-11	Twist Knot Stringer Bead Brush		
30 each	4"x 5/8"-11	Twist Knot Stringer Bead Brush		
10 each	4½"x5/8"-11	Flap Disc - 36 Grit, Type 27		
20 each	41/2"x1/8"x7/8"	Pipe Liner Grinding Wheel - Fast Cut		
20 each	2"x1"x1/4"-20	Flap Wheel - 60 Grit		
5 each	1 ¼"x 1 ¼"	Vitrified Bond Mounted Barrel Point-Shape W/ 30 Grit		
30 each	9"x1/8"x5/8"-11	Pipeliner Grinding Wheel Type 27 - Fast Cut		
6 each	10/14 TPI	Portable Band Saw Blade-Bi Metal-44 7/8"x .20"		
2 each	S-20	Atlas Chipping Hammer		
6 each	K	Huntsman Headgear		
12 each	34-40	Jackson Clear Faceshield		
6 each	34-65	Jackson IRUV 5.0 Faceshield		
200	2" x 4 ¼"	Welders cover Lens-CR 39		
4 each	WYP-STD	WYPO Tip Cleaners		
50 ft.	7PCH - Bulk	CK Worldwide Gas Hose		
5 each	No. 9	Lincoln Welders Filter Plate		



AIRGAS USA, LLC
 6350 ARCTIC BLVD
 ANCHORAGE AK 99518-1530
 T: 907-563-6644
 F: 907-562-2090

QUOTATION

Quote For: 2338253
 YUKON FLATS SCHOOL DIST
 FORT YUKON SCHOOL
 255 MAIN ST
 FORT YUKON AK 99740

Sold To: 2366935
 YUKON FLATS SCHOOL DIST
 FORT YUKON SCHOOL
 PO Box 359
 FORT YUKON AK 99740-0359
 T: 907-662-2515

Quote Number	2005105777
Quote Date	05/23/2016
Prepared By	Jonathon Pomeroy
Contact Phone	907-563-6644
PO Number	
Release Number	
Ordered By	

Item	Material/Description	Plant	Order Qty	UM	Vol/Wt	UM	Unit Price	UM	Ext Price
10	RAD64055064 JACKET WELDING IMPORT LEATHER 30 INCH BROWN WITH SOAPSTONE POCKET ON SLEEVE SIZE X-LARGE	W232	7	EA			80.00	EA	560.00
20	RAD64055063 JACKET WELDING IMPORT LEATHER 30 INCH BROWN WITH SOAPSTONE POCKET ON SLEEVE SIZE LARGE	W232	5	EA			80.00	EA	400.00
30	G464679 GLASSES STARLITE W/CLEAR ANTI-FOG	W232	24	EA			2.09	EA	50.16
40	CAS310-1001 EARPLUG UNCORDED HEARING CONSERVATION IN PILLOW PACK 310-1001 E-A-R CLASSIC 2000 PAIR PER CASE	W232	1	CA			340.00	CA	340.00
50	MTB606729420 GRINDER ANGLE W820-115 4-1/2 INCH AMP 7.5 RPM 11000 PADDLE	W232	4	EA	22.74	LB	89.99	EA	359.96
60	LINED028700 ELECTRODE STICK E7018 H4R 3/32" 50LB EASY OPEN CAN EXCALIBUR 7018-1	W232	150	LB			3.06	LB	459.00 (H)
70	LINED028702 ELECTRODE STICK E7018 H4R 1/8" 50LB EASY OPEN CAN EXCALIBUR 7018-1	W232	500	LB			2.87	LB	1,435.00 (H)
80	LINED028704 ELECTRODE STICK E7018 H4R 5/32" 50LB EASY OPEN CAN EXCALIBUR 7018-1	W232	50	LB			2.81	LB	140.50 (H)
90	LINED010278 ELECTRODE STICK E6010 1/8" 50LB EASY OPEN CAN FLEETWELD 5P+	W232	500	LB			3.21	LB	1,605.00 (H)
100	LINED010285 ELECTRODE STICK E6010 5/32" 50LB EASY OPEN CAN FLEETWELD 5P+	W232	200	LB			3.13	LB	626.00 (H)
110	LINKP3160-1-50R NOZZLE 350 THREAD-ON 1/8R 1/2 ID - 1/PACK	W232	1	EA			12.74	EA	12.74



AIRGAS USA, LLC
 6350 ARCTIC BLVD
 ANCHORAGE AK 99518-1530
 T: 907-563-6644
 F: 907-562-2090

QUOTATION

Item	Material/Description	Plant	Order Qty	UM	Vol/Wt	UM	Unit Price	UM	Ext Price
120	LINED032206 WIRE FLUX-CORED E81T1-NI1M-JH4 .045" 33LB SPOOL GAS-SHIELDED FCAW- G ULTRACORE 81NI1A75-H	W232	33	LB			3.13	LB	103.29 (H)
130	RAD64001544 ROD TIG ER70S-6 1/8" X 36" 10LB BOX	W232	10	LB			2.622	LB	26.22 (H)
140	HAR0308LF2 WIRE MIG ER308L .035" 2LB SPOOL STAINLESS STEEL	W232	2	LB			11.80	LB	23.60 (H)
	Delivery Flat Fee								31.00
	Fuel Surcharge Flat								4.50
	Airgas Hazmat Charge (H) - see Itemized Charges on reverse or visit www.Airgas.com/terms-of-sale								20.20

Incoterms	Airgas Truck	Quote Amount	6,197.17
Shipping Method	Airgas Truck	Sales Tax	0.00
Payment Terms	NET 30	Quote Total	6,197.17

PLEASE REFER TO THIS QUOTATION WHEN ORDERING.

Terms and pricing are valid for a limited time only.

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Rental and/or lease fees (and related charges) will apply to containers in your possession until returned to Airgas.
 Rental and lease charges are invoiced separately from gas purchases.

Comments :

Demonstration of Research Basis:

The proposed APP Project is based partly on successful models of career centers such as the King Career Center in Anchorage, the Nenana Career Center, and the Alaska Vocational Technical Education Center and partly on research regarding strategies that lead to success in post-secondary programs for Native students.

The King Career Center also attracts students from throughout the state and offers a large number of career paths for students. Nenana is in the western-most portion of Tanana Athabascan territory and attracts students from throughout the state due to the success of its vocational programs. AVTEC offers instruction in 19 career path areas and their Maritime Program adds an additional 29 career training programs. Those successful programs have made a meaningful impact on the lives of thousands of students.

Building on the success of those three programs, and incorporating what the research has told us, the APP project is designed to meet the needs of thousands of Athabascan students throughout the region long after the funding period of the grant has ended. Articulation agreements between the Yukon Flats School District, the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast are either in place or being established and other agreements will be pursued as new programs are added to the APP program. As discussed in detail in the following paragraph, research regarding successful programs has guided our program design. The incorporation of distance learning technology will allow us to not only reestablish the program, but revolutionize it to meet the needs of all our AN students. We anticipate programmatic success based on research into similar strategies and correlations.

Research shows that students who earn college credit in high school are more likely to graduate and attend college. Also, individuals who have a credential in a field, such as a certification and/or degree, are more likely to get hired in that field of work, which is one of the barriers to more native locals in the YFSD getting hired over outside labor (Goldsmith, 2009). The Alaska Residential programs serve as models for our project because they demonstrate how strategic course-work designed for direct application in the real world motivates students, especially low-performing students (Scala 22). These programs also “create a unique opportunity to structure students’ environments much more rigorously than in a traditional school environment” (Scala 22). Our project couples the rigor of our program with the unique culture and heritage of our students, thus tailoring a program just for them.

This project focuses on emotional and cultural aspects of the post-graduation transition. Research shows that students who are emotionally prepared, do better in college (JED Foundation, 2015). Weaving in native culture alongside academic and vocational preparations to career and college readiness is an integral part of helping students to be emotionally prepared for transitioning to the workforce or higher education. Emotional preparedness addresses the barrier of failure to launch where despite the entire academic and financial concerns being taken care of, students and/or families are still not emotionally comfortable with the transition. The project’s Native Cultural Coordinator will work tirelessly with students and their families to ensure that they are mentally and emotionally prepared for the next phase of their lives.

Please see the following for documentation of the research basis.



Schools **Anchorage School District**

Educating All Students for Success in Life

Principal

[Lou Pondolino](#)

Contact us

Phone: 907-742-8900

Fax: 907-742-8907

Visit us

[2650 E Northern Lights Blvd.](#), Anchorage, Alaska 99508

[King Career Center's website](#)

School hours: Morning session: 8–10 a.m., Afternoon session: 11:15 a.m.–1:30 p.m.

School staff

Administrative Assistant

742-8916

[Teaching staff and their websites](#)

Assistant Principal

[James Bell](#)

742-8951

School Business Partners

Alaska Heat & Technical Services
Alaska Industrial Hardware
Alaska Joint Electrical Apprenticeship and Training Trust (AJEATT)
Alaska Vocational Technical Center (AVTEC)
Anchorage Waterways Council
FAA Alaska Region
Magic Bus
Swan Employer Services
PAMC - Cancer Center
Providence Alaska Medical Center
UAA School of Allied Health
William Fraser Advertising
Alaska Automotive Equipment
Different Strokes of Alaska
UAA Auto/Diesel - Defendorf
UAA GM ASEP
UAA, Auto/Diesel Program
Carlile Transportation
Carpentry
ACB Solutions
Custom CPU
Alaskan Make-up Queen
Salon Nirvana
Studio FX Salon
Thread
Murrow Media, Inc.

About our school

King Career Center prepares students for entry level positions in career fields and/or post-secondary education or training. Of the 26 career pathway programs offered at KCC, 19 are taught by industry professionals; the others are taught by teachers with extensive knowledge in industry standards. Learning from those who have “been there” raises both student engagement and achievement. We live by the belief that KCC has two groups of stakeholders: our students and industry.

Grade levels: 11–12 | **Colors:** Green & black

Performance assessments and surveys

Several reports and data that assess this school's performance, goals, student issues, community input and more can be found on the [performance assessments and surveys page](#).

Apply to attend

Contact high schools to apply.

Boys & Girls Club of America
Boys & Girls Club of America
UAA Health Physical Recreation Department
Farrar Photography
Purnell Photography
Premier Alaska Tours
Alaska Dog & Puppy Rescue
Midnight Sun Service Dogs

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INTERIOR ALASKA CAMPUS

Integrating lifelong educational opportunities with rural Alaskan and Alaska Native communities, culture and ways of life

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Nenana Center



The I-AC Nenana Center serves several communities in Interior Alaska. Students can obtain a variety of certificates and degrees while living in their home community. Classes can be taken locally, as well as audio conferencing and correspondence. Students can also obtain information for student services such as Financial Aid and Placement Testing from the Nenana Center.

Angela Rutman, Coordinator

arrutman@alaska.edu

PO Box 756720

Fairbanks, AK 99775

Phone • 907-474-5826

Fax • 907-474-5561 or 474-5208

Toll Free • 800-474-5826

Nenana Center Communities

- Anderson
- Cantwell
- Clear
- Denali Park
- Healy
- Livengood
- Manley Hot Springs
- Minto
- Nenana
- Rampart
- Tanana

16 October 2014, Thursday 15:10

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**Benefits of Alaska Native Corporations and the SBA 8(a) Program
to Alaska Natives and Alaska**



Prepared for Senator Mark Begich

by the

Institute of Social and Economic Research
University of Alaska Anchorage
3211 Providence Drive
Anchorage Alaska 99508

July 7, 2009

Acknowledgements

This briefing book was prepared by Sharman Haley, Ginny Fay, Joel Ainsworth, Jane Angvik, Alexandra Hill and Stephanie Martin.

Table of Contents

A. Introduction

Context for the request, purpose of 8(a) and the ANC contracting provisions, and overview of the information in this briefing book

1. May 15 letter to Senator McCaskill
2. Highlights of GAO testimony
3. CRS report

B. Status of Alaska Natives 1970 to 2000

“What was the overall status of Alaska Natives before the Claims Settlement Act was passed in 1971, as measured by education attainment, poverty levels, employment, standard of living, health and any other measures you deem relevant. Now more than 40 years later, how do Alaska Natives stack up on those same measures?”

1. *Status of Alaska Natives 2004* (Goldsmith et al. 2004)
2. “Changes in the Status of Natives, 1970 to 2007” (Martin & Hill 2009)
3. *Understanding Alaska’s Remote Rural Economy* (Goldsmith 2008)
4. *Expanding Job Opportunities for Alaska Natives: Summary* (McDiarmid et al. 1998)
5. “The Labor Force Status of Alaska’s Native Population” (Lane 1987)

C. Benefits from Alaska Native Corporations

What are the benefits to both Alaska Native people and the state generally from the Alaska Native Corporations?

Overview of Alaska Native Claims Settlement Act Corporations

1. “The Alaska Native Claims Settlement Act at 35”. Paper 12, 53rd Annual Rocky Mountain Mineral Law Institute (Linxwiler 2007)
2. *Financial Performance of Alaska Native Corporations* (Colt 1991)
“Alaska Natives and the “New Harpoon”: Economic Performance of the ANCSA Regional Corporations” (Colt 2001)
3. *Changes in the Well-being of Alaska Natives Since ANCSA*, (Kruse 1984)
4. *Alaska Economic Performance Report (2007)*

Dividends and Distributions

Alaska Native Corporations 2006 Economic Data (Association of ANCSA Regional Corporation Presidents/CEOs 2008)

Ch’etbuja: “We Share It”, 2004 Economic Data (Association of ANCSA Regional Corporation Presidents/CEOs 2006)

Malrugni Yuul: Walking in Two Worlds with One Spirit, 2003 Economic Data (Association of ANCSA Regional Corporation Presidents/CEOs 2005)

Native Corporations: A Legacy of Sharing 2001 Economic Data (Association of ANCSA Regional Corporation Presidents/CEOs 2003)

Employment

5. *Alaska Economic Trends* (ADOLWD 2009)

Regional Economic Impact of Alaska Native Corporations

6. *The Economic Impact of Alaska Native Organizations on Interior Alaska* (Peirce et al 2008)
7. *Role of the Sealaska Corporation on the Southeast Alaska Economy* (McDowell Group 2008)

Social Capital

8. *Red dog Mine Extension Draft EIS, Appendix G: Social Conditions*

D. Benefits from the 8(a) program

“What are the benefits to both Alaska Native people and the state generally from the 8(a) program?”

1. “Advocacy Packet”, Native American Contractors Association, (NACA 2009). <http://www.nativecontractors.org/media/pdf/NACA-Advocacy-Packet-2009.pdf>
2. *Native American contracting Under Section 8(a) of the Small Business Act: Economic, Social and Cultural Impacts* (Taylor 2007)

Business Incubator

3. Case studies from the *Viability of Business Enterprises for Rural Alaska* (ViBEs) study (ISER & CED 2008)

Cully Corporation

Iliamna Lake Contractors

Sweetsir Construction

TDX

Tlingit & Haida Technology Industries

Yukaana Development Corporation

A. Introduction

Senator Begich's office asked ISER for assistance assembling information to document the social and economic status of Alaska Natives and the benefits of the 8(a) program. His purpose is to brief Missouri Senator McCaskill and her committee which is reviewing the status of ANC contracts awarded under SBA's 8(a) program. This review was triggered by a 2006 GAO report recommending increased SBA oversight to 8(a) contracting activity. Highlights of the GAO report are provided in Tab A.1; a letter dated May 15, 2009, from Senators Begich and Murkowski to Senator McCaskill, outlining their concerns is provided in Tab A.2.

As the Congressional Research Service report (Tab A.3) explains, the Small Business Administration's 8(a) program targeting socially and economically disadvantaged individuals was operating under executive authority from about 1970, and under statutory authority starting in 1978. A series of amendments from 1986 to 1992 recognized Alaska Native Corporations (ANCs) as socially and economically disadvantaged for purposes of program eligibility, exempted them from limitations on the number of qualifying subsidiaries, from some restrictions on size and minimum time in business, and from the ceiling on amounts for sole-source contracts. Between 1988 and 2005, the number of 8(a) qualified ANC subsidiaries grew from one to 154 subsidiaries owned by 49 ANCs. The dollar amount of 8(a) contracts to ANCs grew from \$265 million in FY 2000 to \$1.1 billion in 2004, approximately 80 percent of which was in sole-source contracts. (GAO Highlights, Tab A.1)

The remainder of this briefing book is divided in three sections. Section 2 addresses changes in the social and economic status of Alaska Natives from 1970--the year before the enactment of the Alaska Native Claims Settlement Act and the subsequent creation of the ANCs--to the present. ISER's report on the "Status of Alaska Natives 2004" (Tab B.1) finds that despite really significant improvements in social and economic conditions among Alaska Natives, they still lag well behind other Alaskans in employment, income, education, health status and living conditions. A collection of more recent analyses updates the social and economic indicators to 2008. There were many concurrent changes throughout this dynamic period of Alaska's history and we cannot attribute all the improvements to the ANCs, though it is clear that they play an important catalyst role. In the final part of section 2 we attempt to provide some historical context for understanding the role ANCs have played in improving the well-being of Alaska Natives.

Section C. documents the growth in ANCs and their contributions to Alaska Native employment, income, social and cultural programs and wellbeing, and their major contributions to the Alaska economy and society overall.

Section D. Looks specifically at the 8(a) program. Although there are a handful of 8(a) firms with large federal contracts, the majority are small, village-based corporations engaged in enterprise development in very challenging conditions. A collection of six case studies illustrate the barriers to business development these small firms face and the critical leverage that 8(a) contracting offers them.

B. Status of Alaska Natives, 1970 to 2008

As the *Status of Alaska Natives 2004* executive summary shows (Tab B.1), many social and economic indicators for Alaska Natives have improved substantially since the inception of the ANCs in 1971. “Natives have more jobs, higher incomes and better living conditions, health care and education than ever.” Yet they remain socially and economically disadvantaged: “they remain several times more likely than other Alaskans to be poor and out of work. Alcohol continues to fuel wide spread social problems. Native students continue to do poorly on standard tests, and they’re dropping out in growing numbers.” And the future challenges are formidable: “In the coming decade, when economic growth is likely to be slower than in the past, thousands more young Alaska Natives will be moving into the job market.”

A recent analysis by Stephanie Martin and Alexandra Hill, “Changes in the Status of Natives, 1970 to 2007” (Tab B.2), shows dramatic improvements in employment and income in the decade of the 70s, but little gain since then. Improvements in education and housing have been substantial and steady over the past 38 years, though conditions still fall well short of the non-Native benchmark.

Forty percent of Alaska Natives live in remote rural census areas off the road system in northern and western Alaska. As *Understanding Alaska’s Remote Rural Economy* (Tab B.3) explains, the economic structure of this region is quite different from areas accessible by road or ferry. The population of the region is 78 percent Native, and two thirds live in very small communities of just a few hundred people where fewer than half of the adults have work. While the private sector provides 63 percent of the jobs in the region, 55 percent of these jobs go to non-local workers. Although 85 percent of Alaska Native households have one or more wage earners (compared to 93 percent for non-Native households), most of these jobs are part-time or seasonal. All together, wages account for 69 percent of incomes for Native households (compared to 83 percent for non-Natives in the region and 77 percent statewide). Per capita income is much lower in remote rural Alaska than the state average—25 percent to 50 percent lower—and income from assets—including ANC dividends—is more important, accounting for about eight percent of income. While incomes are low, the cost of living is high: in 2007, household energy costs in Bethel were nearly four times the cost in Anchorage, and food costs were 92 percent higher.

The report on *Expanding Job Opportunities for Alaska Natives: Summary* written in 1998 (Tab B.4) describes the challenges for expanding job opportunities for Alaska Natives. Slow job growth, projected at about two percent per year, coupled with fast growth in the number of Natives wanting to work, projected at about four percent per year, means a shortage of jobs for new workers. And 84 percent of that job growth is projected to be in urban areas, while two-thirds of Native workers live in rural areas. A large share of the new jobs will be in support industries like retail trade. It is difficult for small communities to create these types of jobs because of the low rate of dollars re-circulation and high level of leakage from remote rural, local economies: it takes about \$15 in new community income to support \$1 in wages for a local job in the support sector. The report

goes on to suggest ten promising approaches to increasing Native hire, including 8(a) contracting and five other federal policies favoring local or Native hire.

The chapter by Theodore Lane on “The Labor Force Status of Alaska’s Native Population” (1987; Tab B.5) concludes that “while educational and demographic factors are associated with low [labor force] participation rates, the economic structure of rural labor markets is the major factor causing low Native employment.” Lane then presents a case study analysis of two types of construction contracting in the village of Aniak and their outcomes. He found that construction “force accounting” by the City of Aniak enabled it to modify the structure of employment to make it more culturally responsive, resulting in greater local employment and income, with lower turnover and higher skill acquisition, compared to traditional contracting methods; the project budgets were comparable, while the time-to-completion was longer for the city’s approach which invested in local skill development. This shows that culturally responsive businesses, such as ANCs, are the key to developing jobs and job skills accessible to the majority of Alaska Native job seekers living in rural communities.

C. Benefits from Alaska Native Corporations

Overview of Alaska Native Claims Settlement Act (ANCSA) Corporations

In 1971, for a number of reasons including enabling the permitting and construction of the TransAlaska pipeline, Congress passed the Alaska Native Claims Settlement Act (ANCSA). (The article “Alaska Claims Settlement Act at 35” (Linxwiler, 2007; Tab C.1) provides more detail on the purposes and provisions of the Act.) The act ended the lands claims struggle but set in motion a new process: the establishment of business corporations, owned by Alaska Natives, to manage their claims settlement of nearly \$1 billion and 44 million acres.

Twelve regional and more than 200 village corporations were organized soon after the act was passed, and by 1973 about 75,000 Alaska Native had enrolled as shareholders. (A thirteenth corporation was later organized for Alaska Natives not residing in the state.) The ANSCA corporations (ANC) were given the broad but elusive task of benefiting their shareholders and future generations of Natives. But the form those benefits ought to take, and how to generate them, was not clear. The shareholders, Congress, and others expected the corporations to do everything from earning profits and creating jobs to improving conditions in the villages and protecting subsistence resources.

A 1991 report by Steve Colt, *Financial Performance of Native Regional Corporations* (Tab C.2), showed that while all the regional corporations survived their first 20 years, several did just barely (Figure 1). In their first twenty years, the regional corporations earned a combined average annual return on equity of negative 3.9%, notwithstanding the very substantial natural resource sales that took place in that period. (Colt, 1991, p.3) A big part of their relative financial success or failure can be traced to different resource endowments: some corporations received more natural resources to begin with, and a few were subsequently able to obtain rich resource lands through negotiations and trades.

Figure 1
Cumulative Financial Performance of Native Regional Corporations, 1974-1990 (\$millions 1990)



Source: Colt, 1991, Financial Performance of Alaska Native Corporations, UAA, ISER.

Most—not all—were held back by business losses. A number of corporations lost by putting too much of their money into single big, risky business ventures. But they were not alone in their business failures; hundreds of Alaska businesses went into bankruptcy during the recession of the late 1980s. Alaska, especially rural Alaska, is a hard place to do business. The regional corporations in rural areas often involve themselves in marginal ventures, partly to sustain jobs.

In light of this weak performance in the early years, it is not surprising that a 1984 analysis *Changes in the Well-being of Alaska Natives Since ANCSA* (Kruse, 1984, Tab C.3) attributed most of the changes in the well-being of Alaska Natives to a complex of factors other than ANCSA, including state capital spending on housing, education and health facilities, improvement of transportation and public utilities in rural Alaska, and the oil-fueled expansion of the state economy generally. At the same time, the conclusion emphasized the important role ANCSA and ANCs play in fostering a generation of Native leaders and role models that catalyze positive changes for Alaska Natives, as well as providing education and employment opportunities.

ANC performance has improved since then. The *Alaska Economic Performance Report 2007* (Tab C.4): reported that all twelve regional ANCs were profitable in 2007, showing combined revenues of \$3.9 billion and profits of \$483.7 million. For the prior year, *Alaska Native Corporations 2006 Economic Data* (Tab C.5) reported combined assets for the 13 ANCs at \$3.8 billion with an average return on assets of 13.1 percent. Shareholder equity totaled \$2.35 billion, up from the \$962.5 million in original capitalization under ANCSA (p.32). ANCSA regional corporations now comprise 16 percent of the 100 largest employers in Alaska (ADOL Tab C.6). The performance of the smaller village corporations is still quite checkered; unfortunately, public data are not systematically available to document this.

These corporations generate economic and social benefits for Alaska Natives in the form of dividends and distributions, employment and income, as well as providing a range of other benefits such as training, scholarships, cultural programs and community development. ANCSA corporation spending and payroll also flow into the regional and state economy to the benefit of other businesses, individuals and the state as a whole. These benefits are described below.

Dividends and Distributions

The dividend policies among the corporations vary widely. Some pay out a fixed share of annual net profits; others pay a fixed share of a five-year moving average of net profits; and a number of ANCs have developed programs to invest profits for the long term. A Native American Contractors Association (NACA) survey of twelve ANCs reports that \$88.2 million was contributed to Native corporation permanent fund programs in 2005 (Taylor 2007, p. 12, Tab D.2). In 2006, the GAO reported that one-third of the thirty ANCs it studied had created permanent funds to build reserves for future dividends; two corporations reported that the funds allowed them to issue dividends even in unprofitable years.

Not included in the annual dividend distribution, are special distributions for Native elders, intended to ensure a comfortable quality of life. While some corporations choose to pay these dividends to community support programs such as social, food, and transportation services, others may pay a significant portion directly to Native elders (US GAO, 2006, p.82). In 2003, CIRI distributed \$16,810,000 to Elders and Arctic Slope Regional Corporation distributed \$699,000 (ANCSA Regional Association 2005, Tab C.5, p.14). In 2008 NANA distributed \$879,000 for their Elders' Trust Payment.

Dividend distributions do not only have direct benefits for a single corporation's shareholders, but can have a broader impact on the Alaska Native population through 7(i) revenue sharing. The 7(i) program mandates that 70 percent of income from timber and subsurface operations are shared with the other regional corporations. As part of an annual dividend distribution, 50 percent of this shared revenue is passed on to the village corporations, while the remaining 50 percent is paid directly to shareholders at-large. Given the variation of ex-dividend share prices, 7(i) revenue sharing can have positive effects for those Alaska Natives living in regions with smaller dividend payouts. (Colt, 1991, p.5, Tab C.2).

The dividend distributions of ANCs are designed to have a larger social benefit and financial impact on the income of shareholders relative to the residual dividend structure of most public corporations. Historically, dividends have accounted for a third of total returns for an investor in a publicly traded "blue-chip" corporation, while capital gains made up the other two-thirds of earnings (Standard & Poors, 2008, pg. 1). Since Alaska Natives are not able to sell their shares, no profit from capital gains can be made. For this reason, ANCs tend to payout a higher percentage in dividends when compared to other publicly owned corporations as exemplified 2004 dividend payouts. That year, 42 ANCs paid \$117.5 million in dividends from a net profit of \$120.3 million, meaning that the average dividend payout ratio was 98 percent (ANCSA Regional Association, 2006 Economic Data, p.17, Tab C.5).

The implication of this is that the dividend structure of ANCs is better designed to ensure an improvement in the quality of life for their shareholders.

The importance of dividends distributions to the Alaska Native population cannot be understated, especially in the most remote rural regions of Alaska. The 2006 GAO study found the cost of living in these rural villages to extremely high relative to the US average, where a gallon of fuel cost \$5 per gallon and milk was a lofty \$12 per gallon (in 2006 US\$). Corporation officials interviewed by the GAO pointed out that even smaller dividend payouts helped Native residents to obtain these basic requirements. (US GAO, 2006, p.81 Tab A.2).

In 2007 the Alaska Economic Performance Report shows that shareholders received dividends ranging from \$1.00 per share to \$58.55 per share. The ANCs with the largest share of 8(a) contracts also paid the highest dividends to shareholders. The 2007 dividend per share by corporation are shown below:

<u>ANCSA Corporation</u>	<u>Dividend per share</u>	<u># of Shareholders</u>
Ahtna	\$ 2.79 for	1,200 shareholders
Aleut	5.00 for	3,574 shareholders
Arctic Slope	58.55 for	9,616 shareholders
Bering Straits	1.00 for	6,334 shareholders
Bristol Bay	9.60 for	8,200 shareholders
Calista	1.50 for	13,000 shareholders
Chugach	52.51 for	2,002 shareholders
CIRI	33.93 for	7,292 shareholders
Doyon	3.22 for	16,000 shareholders
Koniag	3.00 for	3,633 shareholders
NANA	15.00 for	11,495 shareholders
Sealaska	7.61 for	19,445 shareholders

Source: Alaska Economic Report, 2007 (Tab C.4, p.3)

Employment

Under federal law ANCs are able to exercise a preference for American Indian and Alaska Native applicants and face strong shareholder pressure to hire their own people. As a result, Native companies dedicate a substantial amount of time and expense to recruiting, training, developing, and retaining Native employees. They use internships, scholarships, on-the-job coaching and subcontractor agreements; Native companies grow their own talent, as exhibited by the large number of corporations that are now lead by young, college educated shareholders. Young people share the leadership of ASRC, Ahtna, Aleut Corp, Bristol Bay, Calista, Chugach, CIRI, Koniag NANA and Sealaska.¹

According to the ANCSA Regional Association 2006 Economic Data (Tab C.3 page 37), there were 30,584 people working for ANCSA Regional Corporations with 14,084 living in

¹ Sherri Buretta, Chairman of the Board, Chugach Corporation, interview by Jane Angvik, June 2009.

Alaska. These Native corporations accounted for an Alaska annual payroll of \$695.25 million and a worldwide payroll of \$1,114.72 million. By rough comparison, in 1991, there were 2,113 Native shareholders who worked in the original twelve regional corporations across all lines of work. (Colt, 2001, Tab C.2, p 8) Alaska Native hire by the 13 regional and largest village corporations averages 25 percent. (ANCSA Regional Association 2006 Economic Data, p16.) Doyon Drilling has met its goal of 41 percent Alaska hire in recent years. (Information Insights, 2008, Tab C.7, p.27.)

Alaska Native Employers, Employment 2007

	Average Monthly Employment in 2007 ¹
1 ASRC Energy Services	2,000 to 2,249
2 NANA Management Services	1,750 to 1,999
3 Alaska Native Tribal Health Consortium (ANTHC)	1,250 to 1,499
4 Yukon-Kuskokwim Health Corporation	1,000 to 1,249
5 Southcentral Foundation	"
6 Doyon/Universal Ogden, Joint Venture	750 to 999
7 SouthEast Alaska Regional Health Consortium (SEARHC)	"
8 Chugach Development Corporation	500 to 749
9 Maniilaq Association	"
10 Tanana Chiefs Conference	250 to 499
11 Peak Oilfield Service Company	"
12 Norton Sound Health Corporation	"
13 Bristol Bay Area Health Corporation	"
14 NANA/Colt Engineering	"
15 Doyon Drilling	"
16 AES - Houston Contracting Company	"

¹ These are ranges that a company or organization's specific employment number falls into; the ranking is based on the specific employment number.

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Source: Alaska Department of Labor and Workforce Development, Alaska Economic Trends, October, 2008. (Tab C.6, p. 10)

Social Capital

The importance of ANCSA for fostering the development of social capital in Alaska Native communities cannot be overstated. The foremost body of research on Indian economic development in the United States has been produced by the Harvard Project on American Indian Economic Development.² What they have learned can be summarized in three key concepts:

1. *Sovereignty matters.* Tribes do better when they themselves make the decisions over tribal affairs and resources. Not only is the tribe more in tune with the goals of the community than are outsiders, but they themselves bear the consequences of the decisions, good or bad: so they have the most incentive to learn to make good decisions.
2. *Institutions matter.* Sovereignty is not enough: tribes must also be able to exercise power effectively. There are three key elements: business management separate from

² <http://www.ksg.harvard.edu/hpaied/>; Stephen Cornell and Joseph P. Kalt. 2000. "Where's the Glue: Institutional and Cultural Foundations of American Indian Economic Development." *Journal of Socio-Economics* 29: 443-70.

the political leadership; an independent judiciary to resolve disputes; and effective bureaucracy to get things done.

3. *Culture matters.* For the institutions to be effective, they must be legitimate in the eyes of the community. For them to be legitimate, they must fit with the community's beliefs about how authority should be organized and exercised.

ANCSA embodies all three principles, giving Alaska Native shareholders clear title to lands and resources and the institutional resources manage them, balancing traditional cultural values with 21st century ambitions. While in the 1960s Alaska Natives still experienced discrimination, segregation and social exclusion, we now see prominent Alaska Native leaders in the highest circles in every field of civic life, from business, to social services, government and the arts. These Alaska Native leaders are working on every front to improve the well-being of Alaska Natives throughout the state, and achieve standards of living similar to those non-Native Americans enjoy.

With their dual missions of corporate profits and social benefits, Alaska Native corporations actively seek business and investment opportunities that provide work for Alaska Natives with few job skills and those who live in remote areas. At the same time, they provide on-the-job training and experience as managers and corporate officers for a growing pool of Alaska Native leaders. Alaska Native for-profit and nonprofit corporations also raise the economic conditions and future prospects of Alaska Natives by providing scholarships, job training and educational opportunities. These efforts help to provide a trained workforce for all employers in Alaska.

The Red dog EIS, Appendix G (Tab C.9) provides an excellent case study of how one regional corporation has leveraged the development of their mineral resources to provide employment opportunities, education and training, and strengthen self-governance, while protecting traditional subsistence lifestyles and values. The evidence suggests that employment opportunities at the mine, coupled with their collaborative leadership to strengthen education outreach and make GED completion available in the villages, has accelerated the gains in educational attainment for Alaska Natives in this region. Their corporate goal of 100 percent shareholder hire has motivated innovative efforts in outreach, training and employment policies to better fit cultural norms. Currently achieving 64 percent shareholder hire, they are world leaders in the field of indigenous hire.

The 2006 Government Accounting Office report noted many types of direct and indirect benefits provided by the 30 ANCs they reviewed:³ (Tab A.1)

- Shareholder hiring preference and job opportunities. All of the corporations interviewed reported a hiring preference for shareholders. Some corporations

³ Unless otherwise cited, this discussion on ANCSA benefit is from: United States Government Accountability Office, 2006, Increased Use of Alaska Native Corporations' Special 8(a) Provisions Calls for Tailored Oversight, GAO-06-399, pgs. 80-84. <http://www.gao.gov/products/GAO-06-399>

- extended this preference to shareholders' families, other Alaska Natives, and/or other Native Americans.
- Other employment assistance programs. In addition to offering a shareholder hire preference, corporations made efforts to encourage other shareholder employment. Nine of the 30 corporations offered a management training program.
 - Benefits for elder shareholders. Twelve of the 30 corporations interviewed reported issuing benefits for elder shareholders.
 - Scholarships. Almost all corporations offered scholarships for shareholders. In 2006 Regional Corporations invested \$21.8 million in scholarships. [ANCSA Association, 2006 Annual Report]. Using money set aside by Sealaska Corporation, Sealaska Heritage Institute awarded \$600,000 in scholarships in 2007 [McDowell, 2008].
 - Internships and other youth programs. Many corporations provided internships or other youth programs for shareholders at parent and subsidiary companies. Corporate officials said they instituted mentoring and internship programs to lead to future involvement of shareholders in management and leadership roles.
 - Burial assistance. Twenty-two of the 30 corporations reported providing some kind of assistance to the family of a deceased shareholder.
 - Land leasing, gifting or other use. Most of the village and urban corporations interviewed leased, gifted, or made other use of the land given to the village corporation in the Alaska Native Claims Settlement Act settlement for shareholders.
 - Community infrastructure. Several corporations invested in the infrastructure of their villages. For example, after the Department of the Interior's Bureau of Indian Affairs ceased barge service to its remote village, one corporation established a transportation company that became the only mechanism to bring goods to the community.
 - Support of the subsistence lifestyle. Corporations took steps to protect and maintain the subsistence lifestyle of their shareholders.
 - As can be seen in the graph of Northwest Alaska Native Association benefits from 2000 to 2008, the policy of most ANCs is to maximize contributions to shareholders as profits increase.
 - Cultural preservation. Twenty-four of the 30 corporations interviewed invested in cultural and heritage programs, which included museums, culture camps, or native language preservation.
 - Establishment and support of affiliated foundations or nonprofit organizations. Twenty-one of the 30 corporations established affiliated foundations or nonprofit organizations.
 - Donations to other nonprofit organizations. Almost all of the corporations donated to various nonprofit organizations. For example, one corporation donated to organizations that advocate for Alaska Natives, such as the Alaska Federation of Natives, Alaska Native Arts Foundation, Alaska Native Justice Center, and Get Out the Native Vote.

Alaska Native corporations spend corporate profits on a variety of programs that enhance life in remote rural communities, such as subsistence lifestyle support and advocacy, burial assistance, elder benefits, police and emergency services, habitat protection, early childhood education and a range of other services. The GAO noted that the direct benefits which ANCs

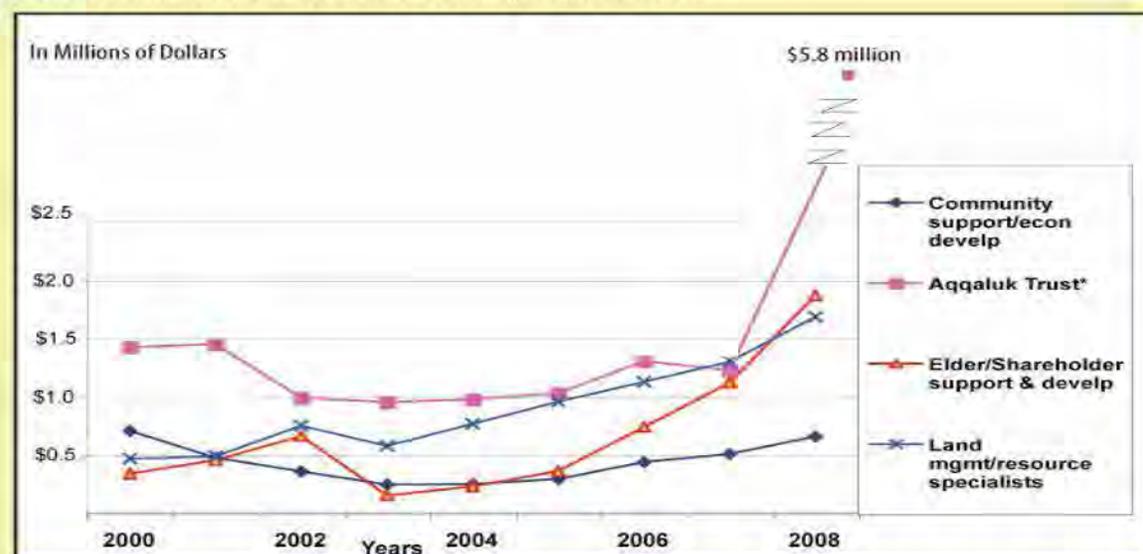
provide their shareholders ranged from low-cost Internet infrastructure and death benefits to scholarships and heating oil subsidies.

In case after case, these corporate benefits respond to local needs imaginatively. One ANC offers subsistence leave in its personnel policy. Another built a barge service to replace the only village transportation link to the outside world. Yet another had a policy to grant five acres of land to any shareholder that requested it. And another ANC built a “washeteria” so that villagers—none of whom had running water—could shower and launder clothing. (US GAO 2006, 80-1)

Altogether, the twelve ANCs responding to NACA’s survey reported \$5.4 million in donations to Native cultural and social programs in 2005. In addition, the companies contributed \$7.3 million to school programs, elders’ trust funds, potlatches, intern programs, and similar programs or events. Those same companies awarded \$9.6 million in scholarships to Alaska Natives and donated nearly \$900,000 to non-Native communities. In sum, the 2005 charitable, social, cultural, and educational contributions of these ANCs amounted to \$23.2 million. (NACA 2006 Tab D.2)

The 2003 ANCSA Regional Association report *Native Corporations: A Legacy of Sharing* (Tab C.5) discusses the corporations’ social mission and presents data on philanthropy by the 13 regional ANCs and 30 of the 172 village corporations. They report that in 2001, when the gross revenues for the 40 ANCs were \$2.9 billion, they donated \$9.3 million to charitable organizations and distributed \$4.1 million in scholarships to 2,821 individuals. They also made substantial contributions to endowments, which were not tallied. This is a substantial contribution to Alaska philanthropy and community life. That same year, the same 40 ANCs paid \$52.1 million in dividends and \$434 million in payroll in Alaska. As figure 2 below illustrates, as NANA’s income has increased, so have benefits paid to shareholders.

Figure 2
NANA Contributions to Shareholders, 2000 to 2008



*Contributions to Aqqaluk Trust were \$5.8 million in 2008 but shown as \$2 million for scaling purposes.
Source: NANA, 2009.

Regional Economic Impact of Alaska Native Corporations

Recent economic impact studies document the contributions of two regional ANCs: *The Economic Impact of Alaska Native Organizations on Interior Alaska* (Information Insights, 2008, Tab C.7), and the *Role of the Sealaska Corporation on the Southeast Alaska Economy* (McDowell Group, June 2008, Tab C.8) While these assessments are not statewide, they highlight the status of Alaska Natives and the role of Native corporations in improving living conditions Natives and rural villages as well as economic benefits to all Alaskans.

As in other areas of the state, the economic condition of Alaska Natives lags behind non-Native residents of the Interior. As a group, Alaska Natives continue to have lower incomes and experience higher rates of unemployment and poverty. The income and employment gap between Alaska Natives and non-Natives cannot be explained only by the fact that a greater share of Alaska Natives live in rural areas where there is less economic opportunity. Even in Yukon-Koyukuk, where Alaska Natives make up the majority of the population, they make less than three-quarters of what non-Natives earn, and almost 30 percent have incomes below the federal poverty threshold, compared to 24 percent for the census area as a whole.⁴

Table 5: Income and poverty in Interior Alaska, 2000 and 2004

	Per Capita Income	Median Household Income	Percent Below Poverty
Fairbanks North Star Borough	\$41,539	\$86,200	7.9%
Denali Borough	\$31,641	\$69,700	7.8%
Southeast Fairbanks Census Area	\$29,613	\$61,900	18.9%
Yukon-Koyukuk Census Area	\$24,777	\$39,200	23.8%
Alaska	\$33,889	\$72,400	9.4%

Sources: Poverty statistics: U.S. Census, 2000; Income statistics: U.S. Bureau of Economic Analysis (BEA) and HUD, 2004

The 2004 *Status of Alaska Natives Report* (Tab B.1) found that Alaska Natives still lag behind non-Natives in participation in the cash economy; the share of the Alaska Native population in the workforce is smaller, and when they do work, they are less likely to work full-time or year-round.⁵ Average wages for Alaska Natives are also lower, because they have lower levels of educational attainment and tend to work in lower-paying occupations.⁶ More Alaska Natives work in service jobs than non-Natives, while they are underrepresented in professional, managerial, technical and sales occupations. They are also less likely than non-Natives to get jobs with federal or state government agencies; when they do, they tend to be clustered in lower-paid positions.⁷

⁴ Census 2000, U.S. Census Bureau.

⁵ Institute of Social and Economic Research, *The Status of Alaska Natives Report 2004: Volume I*. (Anchorage, May 2004), 4-1.

⁶ An exception to this is Alaska Native women, a growing share of who are working full-time. A recent study by The McDowell Group found that Alaska Native women with college degrees out-earned whites and other minorities with similar degrees. [The McDowell Group, *The Economic Impact of the University of Alaska 2007 Update*. (Juneau, February 2007), 3.]

⁷ Goldsmith, et al. *Status of Natives, 2004*, 4-2.

While the growing economic consequence and output of Alaska Native organizations in the Interior strengthens the entire economy, it plays a special role in remediating the persistent economic lag between Alaska Natives and non-Native populations in the region by providing direct income in the form of shareholder dividends, and by employing a greater percentage of Alaska Natives in their operations than other Alaska companies.⁸

Figure 7: 2006 Employment by industry, rest of the Interior



Data sources for Figure 6 and Figure 7: ADOLWD 2006 Firm List by Industry; Information Insights, Inc.

In Southeast Alaska, Sealaska Corporation, Sealaska Timber Corporation, and Sealaska Heritage Institute spent \$41 million in 2007 in support of corporate and timber-related operations in Southeast Alaska. This spending included payroll and the purchase of goods and services, including timber harvest-related contracts. Spending was spread throughout the Southeast region. Approximately 350 businesses and organizations in 19 Southeast communities received spending from Sealaska-related activities. Including direct and indirect employment and payroll, Sealaska-related employment totaled nearly 580 workers and approximately \$22 million in payroll in Southeast Alaska in 2007.

D. Benefits of Alaska Native 8(a) Corporations

As the documents in the previous section reveal, Alaska Native Corporations benefit Alaska Native people and the larger society in a multitude of ways, including employment, dividends, and investments in social capital. Their 8(a) certified enterprises are no different: Alaska Native Corporations are using their 8(a) Congressional authorization to assist with their

⁸ Alaska Native hire by the 13 regional and largest village corporations averages 25 percent. (ANCSA Regional Corporation Presidents and CEOs, 16.) Doyon Drilling has met its goal of 41 percent Alaska hire in recent years. (Doyon, Limited, 5.)

responsibility to help provide jobs, dividends, scholarships, cultural preservation and protection of subsistence resources and lifestyles.

There are 176 ANC 8(a) contractors in Alaska. The GAO report looked at 26, including the 12 regional and 14 village corporations, mostly with large or high profile contracts. McCaskill's request for information was similarly addressed to 20 ANCs, focusing on the large and high profile ones. The vast majority of ANC 8(a)s however—more than 80 percent—are village corporations working relatively small contracts, hiring local people and sharing the economic benefits with local shareholders in small, remote villages. They are teaching the next generation about American entrepreneurial values and opportunities. There is at this time very little publicly available data to systematically document and describe the kinds of work that these many small ANCs are doing and the benefits that flow from them. Most of the data sources we report below are incomplete and biased toward the largest ANCs. Eagle Eye is the one source that has taken a comprehensive look at the federal procurement data. Their summary of federal procurement from ANCs by industry shows many different types of activities. No other breakouts were available at this time.

Table D.1

Government Procurement from Native Companies in Alaska by Sector FY 2005	
Sector	Proportion
Construction	39%
Administrative, Support, Waste Management, & Remediation Svcs.	26%
Professional, Scientific, and Technical Services	12%
Information	9%
Other	14%

(Eagle Eye, Inc.)

Source: Taylor, *Native American Contracting Under 8(a) of the Small Business Act* (Tab D.2, p.18)

The NACA survey of ten regional corporations and two village corporations documented the benefits flowing from 871 federal 8(a) contracts in 2005: 3,170 jobs for shareholders; 9,750 jobs for Alaskans; 31,717 jobs nationwide in 49 states and 2 U.S. Territories; \$413,645,389 in Alaska payroll; \$33,663,803 in dividends paid to 86,516 shareholders; \$5,433,787 in donations to Native cultural and social programs, plus \$889,835 in donations to other community programs; \$9,575,511 in scholarships; \$7,334,781 for other shareholder programs; and an undisclosed amount in contributions to their permanent fund programs. (NACA, Tab D.1, p.3) 2004 data on 15 ANCs showed over \$141 in Alaska payroll for 8(a) businesses and 7,700 employees in the state. (ANC Annual Economic Report, 2005, Tab C.5, p.8)

The intent of SBA programs is to encourage small business to succeed, with a national goal of having 23% of federal procurement go to small businesses. The 8(a) program helps federal agencies meet their small business goals. The report by Jonathan B. Taylor, *Native American Contracting Under Section 8(a) of the Small Business Act: Economic, Social and Cultural Impacts* (Tab D.2 p.3) claims that the \$1.9 billion in federal contracting to Tribal and ANC 8(a) firms was only 1.3 percent of all sole-source federal contracting, and 17 percent of Section 8(a) contracting in 2005. The 8(a) program appears to be succeeding to promote the competitiveness of ANC contractors: while from 2000 to 2004 ANCs grew their sole-source

8(a) contracting four-fold (GAO), their non-8(a) federal contracting business also grew more than five-fold, and their non-sole-source 8(a) contracts grew more than three-fold. The Taylor report also provides an in-depth description of the history and purpose of Tribal and ANC 8(a) policies, how this mechanism channels federal spending into some of the poorest communities in the nation, and some of the unique aspects of ANCs as for-profit corporations.

One of the examples of 8(a) success that Taylor reports is the case of Chugach Alaska Corporation (on Prince William Sound). In 1991, Chugach began operating under Chapter 11 bankruptcy protections. Section 8(a) contracting helped turn the company around. In 1994, Chugach Development Corporation (CDC), a subsidiary, received two small federal contracts in facilities maintenance and hired sixty employees. By 1998 CDC exceeded the size requirements of the Section 8(a) program and graduated from it, well on the way to paying off its creditors. Since then CDC has partnered with Bechtel and Lockheed Martin to win a full-and open competitive bid contract. Recently, CDC had \$80 million in open contracts and 1,400 employees. To date, Chugach Alaska Corporation has graduated five Section 8(a) companies. (Taylor, 2007. p.13)

As another example, Derik Fredericksen, a Tsimshian shareholder of Sealaska Regional Corporation, earned bachelor and graduate degrees with Sealaska scholarships, interned at the company, and started a new subsidiary that eventually became an 8(a)-certified environmental services company supporting the US Navy. (Taylor, p.13) As the GAO reports, almost a third of the ANCs it studied have manager training programs oriented to developing managers like Fredericksen.(US GAO, 2006, p 82) And the growth in Native adults possessing college degrees has been most pronounced in the four ANCSA regions containing the most active participants in the 8(a) program. (Taylor, 2007)

Taylor also notes that some Alaska Native corporations find the process of 8(a) certification onerous and either do not attempt it or abandon certification applications part way through. Some have been able to certify 8(a) companies, but have found it difficult to obtain contracts, despite the ANC 8(a) advantages. Some have received contracts, but struggled nonetheless to stay in business, essentially departing from the program before graduating. Tyonek Manufacturing Group, for example, has had two 8(a) companies fail and one leave the program for not meeting its target of non-government business. (Taylor, 2007, p. 14)

Business Incubator

While the mission of 8(a) businesses is identical to their ANC parents, there are two benefits that are particular to 8(a): the opportunity to incubate business expertise in a new field of endeavor, and bringing new dollars into the local economy, with all the attendant multiplier effects for Alaska businesses and income.

A recent study, the second Panel Study of Entrepreneurial Dynamics, discovered that the factors commonly associated with a successful entrepreneur – the level of education and personal wealth of the entrepreneur, as well as age and gender – are completely unrelated to the success of a startup venture. The factors that do contribute to success are the planning and preparation put into the first stages of starting a new business and the number of years of

experience the entrepreneur has in the same industry. The method by which the entrepreneur has obtained this experience does not matter – whether it was through formal training or education or helping a family member in a business of the same type, any experience at all will contribute to success, and the more, the better.⁹

Case Studies

Six case studies illustrate how the 8(a) program has helped to launch small businesses in very small communities in some of the remotest and poorest regions of Alaska. (2008, Tab D.3) These were among the 23 business case studies prepared for the *Viability of Business Enterprises for Rural Alaska* project. For example, Iliamna Lake Contractors, from the tiny village of Igiugig, received their first contract from the Air Force to repair and replace telephone lines at the nearby distance early warning system (DEWS) station. With this experience they were able to secure a contract for similar work for the local electric company, and that led to contracts in other villages. Now they have branched out to other types of construction, including work on bulk fuel storage facilities, road construction, and demolition and site reclamation. Earnings by the 4 full-time and 10 to 25 seasonal employees make a substantial contribution to family incomes: the median household income in Igiugig as reported in the 2000 Census was \$21,750.

Yukanna Development Corporation, a tribal enterprise, was established in response to the loss of local jobs when Galena Air Field was closed in 1994. Local people were trained and certified in several areas of environmental remediation and handling hazardous materials. A larger ANC served as a business mentor and gave them their first subcontract. They are now well established contractors for environmental remediation and graduated from the 8(a) program in 2008. Yukaana was one of 16 finalists in the "Honoring Nations Program," sponsored by the *John F. Kennedy School of Government for the company's* for its innovative approach in addressing the Tribe's economic and environmental concerns and challenges.

Tlingit – Haida Technology Industries received a contract to digitize DOD documents using Auto CAD systems on their computers. Their goal was to hire 25 to 40 employees—single mothers in particular—year around in Klawock and Hoonah. But they did not fully anticipate the high cost of running the business from an isolated village, and the enterprise failed after two years.

⁹ Reynolds, P.D. 2007 *New Firm Creation in the U.S.: A PSED I Overview*. Cheltenham, England: Edward Elgar.



Providing Access to CTE Through Residential Programs

By Jenny Scala, Amy Peterson and Lindsay Poland



Career and technical education (CTE) opportunities help high school students explore career options and learn valuable skills before graduation. In addition, CTE programs may help to increase students' perception of the relevance of high school and motivate them to stay in school (Kazis, 2005). Although all states provide CTE programs and opportunities for students, many have specialized approaches—some states offer programming mainly through traditional high schools or technical colleges, whereas others also have regional technical centers (Association for Career and Technical Education, 2014). In Alaska, residential CTE-focused programs equip rural students with hands-on, work-based experiences. These programs are designed to increase student engagement in school, furnish students with work-relevant skills and certificates, and potentially decrease student dropout rates.

Learning From Sites in Alaska and Other States

While Alaska has several established residential CTE programs, the Alaska Department of Education and Early Development was interested in learning from these programs, as well as other residential CTE programs serving rural communities. As part of a federally funded technical assistance project on rural dropout prevention, staff from American Institutes for Research (AIR) collected information on nine residential CTE programs serving rural students, five of which were located in Alaska (Table 1).

AIR staff reviewed publically available websites and conducted interviews and a focus group with directors and staff from these programs. From these conversations, AIR staff identified seven strategies sites used to address challenges that they face, as well as recommendations for others who might be interested in

Table 1. Selected Programs, Locations and Websites

Programs in Alaska	Location	Website
Nenana Living Center	Nenana	http://nenanalynx.org/nslc/
Northwestern Alaska Career and Technical Center	Nome	http://www.nacteconline.org/
Star of the Northwest Magnet School	Kotzebue	http://www.nwarctic.org/Domain/320
Galena Interior Learning Academy	Galena	http://gila.galenaalaska.org/
Voyage to Excellence	Anchorage	http://www.edline.net/pages/chugach_VTE_Program
Programs in Other States		
Job Corps—Trapper Creek	Darby, MT	http://trappercreek.jobcorps.gov/home.aspx
Job Corps—Boxelder	Nemo, SD	http://boxelder.jobcorps.gov
Job Corps—Mingo	Puxico, MO	http://mingo.jobcorps.gov/home.aspx
Health Careers Summer Camp	Wisconsin (six locations)	https://www.ahec.wisc.edu/health-careers-summer-camps
North County Trade Tech High	California	http://www.tradetechhigh.org/
Pathways to Science—ACE Camp	South Dakota	http://www.sdstate.edu/cs/undergraduate-programs/mission/aerospace-career.cfm

PR/Award # G299A160083

“CTE and residential programs are expensive to run, and traditional education funding is insufficient. Funds are needed to purchase equipment; to recruit, hire and retain high-quality staff; and to house and feed students...”

starting, partnering with or supporting such programs.

The summarized information in this article is intended to inform audiences about some of the common strategies reported by experienced program staff, rather than to evaluate the effectiveness of strategies or programs.

Strategies to Address Common Challenges

The following section addresses the seven strategies program staff cited as most useful.

Offer Real-world, Hands-on Learning Opportunities

Small school sizes and limited resources may result in limited opportunities for rural students to explore careers, gain experience and develop skills that will help them obtain productive jobs beyond high school. Students without these opportunities may disengage and drop out of school, or they might be underprepared for life after high school. All the program respondents mentioned that providing real-world, hands-on learning opportunities motivates students because of the clear relevance to later life and because active learning is often more engaging for academically disengaged students.

Respondents emphasized that students must be taught skills that are directly relevant to job opportunities in their local communities (e.g., the commercial fishing industry). According to respondents, this is particularly important in Alaska due to the close familial and cultural ties many Alaskans have with their communities,

Provide Structure, Safety and Clear Expectations for All

Directors unanimously spoke of the necessity for a stable environment and clear expectations. Many high school students have never lived independently and are not familiar with the norms of communal living, such as keeping their living space clean, showing up to school or events on time, or being respectful of other students' living and learning habits.

Furthermore, particularly in programs geared toward more at-risk youth, some students have to break negative habits like substance abuse, negative interactions with peers or supervising adults, or unhealthy eating and sleeping habits. Residential programs create a unique opportunity to structure students' environments much more rigorously than in a traditional school environment.

Give Students Multiple Opportunities and Encourage Engagement

Although many of the directors described strict structures and regulations, they noted that the students in these programs often needed more than one opportunity to be successful. In interviews and the focus group, program staff offered several examples of students who had experienced academic failures, were late to class or had substance abuse issues, but who turned themselves around and improved when given another chance. Program staff mentioned providing opportunities for students to be fully engaged and buy into the program as key to ensuring student success, despite earlier failures.

Additionally, some leaders cited student agency and authentic leadership opportunities as a necessary aspect of the resi-
PR/Award # S299A160083

dential model. For example, one program has a student leadership committee that rewrote the student handbook, helps make decisions about student life in the residential program and works with another group of students to manage student events.

Encourage Honest, Caring Relationships

A lack of mentors or other caring adults is often associated with negative student outcomes (Bruce & Bridgeland, 2014). Program staff stated, "The number one thing schools can do for dropout recovery is to create personal connections [and] healthy adult relationships with students." Respondents reported that students often lacked adults who could help them navigate school and employment, and they emphasized the importance of hiring staff who cultivate honest, caring relationships with students.

Alaskan respondents described engaging local community members to act as role models and mentors. This strategy was reported as important for rural Alaska populations because of a perceived lack of native-Alaskan role models who can help students see the benefits of career pathways. One focus group participant noted that seeing friends or family members succeed in CTE programs and become employed locally could motivate other students to participate.

Write Grants and Build Community and Business Partnerships

Both CTE and residential programs are expensive to run, and traditional education funding is insufficient. Funds are needed to purchase equipment; to recruit, hire and retain high-quality staff; and to house and feed students for various lengths of time. Another significant cost is transportation to and from programs, particularly in Alaska where this often requires air travel. Keeping individual student costs down requires fundraising for most programs.

Respondents mentioned pursuing grants and developing partnerships with local and regional groups and businesses as ways to address their funding challenges. Directors sought grants from regional entities, foundations, and state and federal

sources. In addition to pursuing grants, respondents reported partnering with many different regional community and business groups, as well as institutes of higher education.

Provide Programming and Policies That Respect the Local Community (Unique to Alaska)

Many parents do not want to send their children to residential programs because of the historic cultural trauma they or other older adults in their communities experienced by being forced to attend Western-style boarding schools (often far from their families and communities). By acknowledging this damaging past and encouraging native languages and cultural values in schools and programs, program staff try to restore relationships and trust with the communities they serve. Strategies described by respondents included having flexible calendars and programming to avoid conflicts with traditional community activities and values, and providing programming based on local customs.

Additionally, students may feel particularly uncomfortable or homesick in the residential environment, where they are separated from their families and communities. To address this, one program adjusted its student-home communication policy to allow more flexibility after significant feedback from both students and parents. Staff hope this new flexibility will help parents feel more secure in allowing their children to participate.

Some programs also recruit native-Alaskan residential advisors, which may help students who are homesick feel safe and comfortable in a new environment.

Provide Staff With Leadership, Professional Learning and Networking Opportunities (Unique to Alaska)

Sites in Alaska emphasized the importance of staff support and growth opportunities due to high staff turnover in rural Alaska schools and programs. High staff turnover may relate to the remoteness, low enrollment, high rates of poverty, and high needs and low achieve-

ment among students (Hill & Hirshberg, 2006, 2013). In addition, respondents reported that program staff are often asked to take on multiple responsibilities and work long hours in support of student safety, engagement and learning.

Respondents from Alaska noted that program staff—much like their students—needs support and opportunities to help them remain motivated and engaged. This may be particularly true for program staff who are often not from Alaska and are from a different culture than the majority of their students. Respondents mentioned a few strategies designed to support teachers and staff: providing opportunities for leadership and teaming, helping staff connect with their students and the community, and offering professional development while compensating teachers for their time.

Recommendations to New Directors

Current residential CTE program directors proffered advice and recommendations to new directors. Some of the common themes are summarized here.



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Learn From Others

Firsthand knowledge and experience of ground-level program operations are pivotal to the success of a new program. Many program directors described shadowing other directors before starting up their own program or hosting new directors at their program. They discussed the importance of observing what works, *how* it works in other centers and whether it might need to be adapted to serve a different student population.

One program director stated, "I can tell you whatever I want to tell you, but you probably won't believe it until you experience it or see it. That is important, to actually go see it in action and how it works." Speaking with other program directors and staff can also help to develop a network of relationships or community of practice that can give ongoing advice and guidance as issues arise.

Foster and Maintain Community Partnerships

All respondents emphasized the impor-

tance of forming strong relationships with partners, such as local businesses, student programs, school districts and other residential CTE programs across the state. One director noted, "Many people besides teachers enjoy teaching, and many are willing to volunteer their time to share their experience with the students."

Partners may have staff who can present to students about their jobs, teach workshops or allow students to shadow or intern with them. Partner organizations could donate equipment or other resources. In short, partnerships can help programs to efficiently leverage existing resources and help to ensure that students learn from professionals inside and outside their programs.

Keep Students Occupied and Always Have Alternative Programming Planned

Many program directors suggested having every minute of every day planned for students. According to respondents, keeping students busy throughout the day

helps maintain student engagement and prevents boredom and troublemaking between activities. One director suggested starting and ending each day with engaging CTE activities to keep students motivated throughout the day.

Despite planning, unexpected events—bad weather (common in Alaska), presenter absences or delays, or student behavior issues—can always interrupt even well-planned programs. One way to handle breaks in the flow of programming is to have a backup plan. One director advised "always having something in your back pocket. What is my plan B if this person doesn't show up?"

Recommendations for Policymakers

Directors also had advice for policymakers at the state and local levels, which could influence their ability to successfully run and maintain rural residential CTE programs.

Streamline Information Sharing and Reporting Requirements

Center directors advised that state policymakers consider unifying regulations and requirements attached to state funding to reduce the amount of work that is replicated by reporting to multiple departments. Further, center directors advised aligning regulations among the education, labor, and health or social services departments.

One director shared, "One of the complications that we have is that an educational residence program lives in two worlds. Because we're funded by the Department of Education, they give us the money, but we're licensed through the Department of Health and Social Services, and we're kind of grouped in with all the other things for kids and youth and such. Duplication of effort costs us time and money, and if you think about it, it's costing the state, too."

Support Networking and Learning Opportunities

Finally, some center directors and staff noted that they would appreciate the state facilitating more opportunities for programs to network and learn from each other through conferences, online learning communities or opportunities to visit each other's sites. One center director also

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FOR IMMEDIATE RELEASE OCTOBER 7, 2015

Students Who Feel Emotionally Unprepared for College More Likely to Report Poor Academic Performance and Negative College Experience

National survey of 1,502 first-year college students examines challenging transition from high school to college

NEW YORK, NY, October 8, 2015—The JED Foundation, Partnership for Drug-Free Kids and The Jordan Porco Foundation today released the results of a national “First-Year College Experience” survey, exploring the challenges associated with young adults’ transition from high school to college. Results have significant implications for parents, educators and students alike, revealing important touch points for better communication, programming and meaningful intervention. Among the most critical findings, the Harris Poll of 1,502 U.S. first-year college students uncovered that emotional preparedness – defined by the organizations as the ability to take care of oneself, adapt to new environments, control negative emotions or behavior and build positive relationships – is a major factor to students’ success during their first year of college.

Specifically, students who said they felt less emotionally prepared for college than their peers were more likely to have a lower grade point average (GPA) (on average, 3.1 vs 3.4) and rate their overall college experience as “terrible/poor” (22% vs 5%).* Further, a majority of all students (60%) wish they had gotten more help with emotional preparation for college; certain groups of students were more likely to agree with this statement than their counterparts; those with a lower GPA (66% vs 55% higher GPA), regularly consumed drugs or alcohol (65% vs 58% who did not), considered transferring or transferred to a different school (70% vs 56% who did not), took a leave of absence after the first term† (77% vs 58% who did not), and rated their overall college experience as “terrible/poor” vs “fair” or “excellent/good” (85% vs 68% & 51%).

Stress Beyond Academics

Students reported that the first-year of college is full of emotional challenges that span far beyond academics. Among myriad challenges, pressures such as paying for college expenses (40%), making new friends (30%), keeping in touch with family and friends not at their college (28%), and being independent (16%) were reported as being “extremely or very challenging,” and nearly half of students (45%) felt that “it seems like everyone has college figured out but me.”

Stress is a common theme among first-year college students; what is concerning, however, is that 50% of students reported feeling stressed most or all of the time and 36% did not feel as if they were in control of managing the stress of day-to-day college life. What’s more, students with lower GPAs were more likely than those with higher GPAs to say they did not feel in control of the day-to-day stresses of college (45% vs 31%).

“Survey data indicate that college readiness requires far more than just a solid academic foundation – a finding that seems counter to conventional higher education preparation. It is clear that emotional preparedness should be better integrated into the work that high school communities are doing to guide students through the transition into college,” said John MacPhee, Executive Director, The JED Foundation. “We are proud to work with Partnership for Drug-Free Kids and The Jordan Porco Foundation to highlight the emotional complexity of this important milestone in a young adult’s life, and to ultimately inform resources for students, school administrators and parents to help students thrive.”

Challenges to Getting Support

More than half of students (51%) found it difficult at times to get emotional support at college when they needed it, and more than 1 in 10 students (11%) said they did not turn to anyone for support when needed. Certain groups are more likely to turn to no one for support, including: males vs. females (16% vs 6%) and those who rate their first term experience as “terrible/poor” or “fair” vs “excellent/good” (15% and 16% vs 7%).

When they do seek support, college students are much more likely to turn to friends (76%) or family members (64%) than university staff (24%). However, a large majority of students (65%) said they tended to keep their feelings about the difficulty of college to themselves; African American students are more likely to say this than white students (75% vs 61%).

Risk of Substance Abuse

Almost a third of students (30%) reported regularly consuming drugs or alcohol during their first term, which can have serious consequences on students' health and well-being. Specifically, these students were more likely than non-regular drug/alcohol users to rate their emotional health worse than their peers (39% vs 32%) and experience negative emotions such as stress (56% vs 47%), anxiety (43% vs 36%), and feeling overwhelmed (47% vs 40%). Further, these students were more likely to say they had difficulty getting the emotional support that they needed during their first college term (61% vs 47%) and expressed a greater desire for help with emotional preparation for college (65% vs 58%).

"Transitions – from middle to high school, and high school to college – are danger points for kids and stress and substance use, and we urge parents to be particularly attentive and communicative at these times," said Sean Clarkin, EVP, Research and External Relations, Partnership for Drug-Free Kids. "Given that 20% of students said they used drugs or alcohol when stressed or overwhelmed in high school, the potential escalation of these behaviors in college is concerning."

Rethinking College Preparation

The vast majority of students (87%) reported that during high school, there was more emphasis on being academically ready rather than emotionally ready for college, and 50% said their independent living skills need improvement.

The survey data showed that among pressures students faced when choosing which college to attend, most students felt "a great deal of pressure" to attend a well-known college (57%) and agreed that their high schools placed greater emphasis on college prestige than "fit" (52%).

"As high school seniors start applying to college around this time of year, parents and people influential in their lives can play an important role in helping children build confidence and life skills. It is important to guide them toward choosing a college that best fits their needs first and foremost — not only in an academic sense, but also relative to emotional needs," said Marisa Giannela-Porco, Co-Founder, President and Chief Executive Officer, The Jordan Porco Foundation.

Students, parents and school administrators are encouraged to visit www.SettoGo.org – a new online resource to help prepare for the transition to college and beyond – from developing basic life skills and building social-emotional competence, to learning the fundamentals of mental health and substance abuse and navigating the transition itself. The full suite of Set to Go resources will become available in early 2016.

About the Survey

The survey was fielded online by Harris Poll among 1,502 U.S. first-year college students between March 25 and April 17, 2015. Survey respondents were students 17-20 years old, graduated from high school, are in the second term of their first year at college, and attending at least some classes in-person at a 2- year or 4-year college. For complete survey methodology, including weighting variables and subgroup sample sizes, visit www.SettoGo.org or email info@jedfoundation.org.

About The JED Foundation

The JED Foundation is a leading nonprofit working to protect the emotional health of teenagers and college students. Our programs are inspiring a new national dialogue on mental health, encouraging millions of young people to speak up and take action, and changing the way academic institutions create healthier campus communities and prevent substance abuse and self-harm. These programs include: **The JED and Clinton Health Matters Campus Program**, a groundbreaking self-assessment and feedback program that helps colleges create more comprehensive solutions to support their students; **ULifeline**, an online resource that helps students understand and address mental health conditions like depression and anxiety disorders; the **Half of Us** campaign, with MTV, which uses online and on-air programming to share stories and encourage help-seeking; the **Love is Louder** movement that helps individuals, communities, and schools build resiliency, create connectedness, and promote acceptance; **Transition Year**, an online resource for parents aimed at helping to ensure a smooth, healthy transition into college life; and a portfolio of resources that helps campuses promote emotional health and protect at-risk students. Learn more at www.jedfoundation.org. Follow us on social media: [Twitter](#) | [Facebook](#) | [Instagram](#) | [YouTube](#) | [LinkedIn](#) | [Google+](#)

About Partnership for Drug-Free Kids

The **Partnership for Drug-Free Kids** is dedicated to reducing substance abuse among adolescents by supporting families and engaging with teens. We develop public education campaigns that drive awareness of teen substance abuse, and lead teen-targeted efforts that inspire young people to make positive decisions to stay healthy and avoid drugs and alcohol. On our website, drugfree.org, and through our toll-free helpline (1-855-DRUGFREE), we provide families with direct support and guidance to help them address teen substance abuse. Finally, we build healthy communities, advocating for greater access to adolescent treatment and funding for youth prevention programs. As a national nonprofit, we depend on donations from individuals, corporations, foundations and the public sector and are thankful to SAG- AFTRA and the advertising and media industries for their ongoing generosity. We are proud to receive a Four-Star rating from Charity Navigator, America's largest and most-utilized independent evaluator of charities, as well as a National Accredited Charity Seal from The Better Business Bureau's Wise Giving Alliance.

About The Jordan Porco Foundation

The **Jordan Porco Foundation** is committed to preventing suicide in the high school, college, and college entry student population. Through awareness, education, and innovative programming, the Jordan Porco Foundation is reducing stigma around mental health and help-seeking, creating open conversations about the prevalence of suicide and mental health issues in the young adult population, and saving lives. The Foundation's programs include Fresh Check Day, where the Foundation works closely with colleges to plan and fund celebratory fair-like events on campus in an effort to bring awareness to mental health resources and coping strategies on their campuses. Fresh Check Days include interactive booths, food and entertainment, prizes and relevant giveaways to engage the students. Since 2012, nearly 50 Fresh Check Days have been hosted in six states. Nine Out Of Ten is a program of The Foundation which fosters peer- to-peer suicide prevention by providing tools to educate students about the warning signs and resources available to help their friends and peers. The Foundation is currently developing 4 What's Next, a future-focused high school program that identifies, trains, and empowers high school student leaders to engage in honest discussions and peer-to-peer education about mental health, personal wellness, and transitioning to life after high school. Learn more at rememberingjordan.org, freshcheckday.com, nineoutoftenn.org. Follow us on social media: [Twitter](#) | [Facebook](#) | [Instagram](#) | [YouTube](#) | [LinkedIn](#)

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* Compared to students who said they felt more emotionally prepared for college than their peers

† Small base (n<100) – results should be interpreted as directional only.

About The Jed Foundation

JED is a national nonprofit that exists to protect the emotional health of our country's 40 million high school and college students and reduce the risks of substance abuse and suicide. We collaborate with schools to enhance their mental health and suicide prevention programming and systems; develop expert resources and create powerful partnerships so that students have the support they need, when and how they need it; and educate and empower young adults, families and the community to take action for the cause. Together, we're ensuring America's students grow into thriving adults.

Learn more at www.jedfoundation.org. Check out our programs including: ULifeline (www.ulifeline.org), Half of Us (www.halfofus.com), Love is Louder (www.loveislouder.com), JED Campus Program (www.thecampusprogram.org), and Set to Go (www.settogo.org).

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PRESS CONTACT:

John Colucci
Makovsky for The Jed Foundation

(b)(6)

Description of Continuing Activities:

The Athabascan Plan for Prosperity (APP) Project will continue past the four years of Federal funding. Upon the completion of the funding period, the Yukon Flats School district plans to absorb the project costs relating to instruction, facilities, consumable supplies, the development of Individualized Learning Plans for students, and the continual assessment of student progress to further measure how best to bring about academic success and college and career readiness. The Gwichyaa Zhee Gwich'in Tribal Government will continue to work closely with YFSD and provide leadership and continue activities that foster strong bonds to the tribal heritage amongst students, aiding them in constructing an identity rooted in the past, yet prepared for the future.

The APP Project is designed to grow and adapt with the native youth population. With this in mind, the program designers plan to expand the course offerings in the future to include a broader array, such as more healthcare courses, new courses in drafting and architecture, computer science and graphic design, animation, HVAC, and many more. We also plan to develop preparatory courses for younger students in Elementary school, so that they may survey various academic and technical fields early and thus be more prepared to focus in middle and high school.

The APP Project designers plan to continue through the development of a travel program that more frequently allows students to visit cities outside their remote homes, thus increasing their knowledge of the world, differing fields of work and study, and the many cultural opportunities to grow emotionally, thus preparing them for post-secondary success. As this program develops we will provide students with opportunities to connect with more and more individuals outside their homes by using video conferencing and distance learning.

Tariq Malik

(b)(6)

AREAS OF EXPERIENCE

- Curriculum Development
- Budget projection/ Analysis
- Staff Development & Training
- Human resources
- Strong organization Skills
- O&M supervision
- Federal Programs
- Career & Technical Education
- Community Relations
- Student Achievement

SUMMARY OF QUALIFICATIONS

- Proven ability to manage and motivate a team of people.
- Strong skills in education, community relations, student achievement, organization and planning.
- Ability to interact and communicate with diverse populations, across all levels of management.
- Willingness to share knowledge and help others learn.
- Ability to make fast, clear and concise decisions.
- Proven history of management/ administrative experience with high productivity and standards.
- Improved results at various school districts. Able to monitor budgets and use cost effective measures for higher productivity.
- Involves the Elders from the community and promotes cultural values.

EMPLOYMENT HISTORY

Yukon Flats School District

Fort Yukon

July 2015-to date

Title: **Director Curriculum & Instruction**

- Develop and promote school board mandated curriculum.
- Responsible for assigned duties included: Federal grants & programs, Human Resources, Supervise Counseling staff , Career & Technical education, Staff development & Training, Supervise Assessments, Responsibility of planning and presenting In-Services, Principal/ Teacher supervisor and evaluator.

Kashunamiut School District

Chevak School

July 2014 – June 2015

Title: **Principal**

- Provide Instructional leadership to a Pre-K – 12 school.
- Developed and implemented Professional Developmental strategies to meet and exceed all expectations.
- Measured, managed , analyzed data, student performance, and took appropriate actions to meet planned objectives.
- Responsible for building and staff, daily operations of the school and to enhance student learning.

Advanced Academy Houston.

June 2012 to 2014

Title: Instructor

- Trained employees and managers on the new Oracle based system and its functions.
- Worked with the director to ensure the appropriate delivery of quality instruction.
- Provide and implement strategies to enable students to perform at their optimum.
- Analyze, track and communicate any performance or training issues to the director.

Yukon Koyukuk School District

August 2011- July 2012

Title: **Principal**

- Implemented strategies, education, operational procedures and human resources policies in an area that justified revenue of 2 million dollars per year.
- Measured, managed and analyzed student , staff and performance productivity, budgets and meeting planned local and state objectives.
- Hired, developed, lead and coached staff. Ensured appropriate employee, development and training necessary to develop key talents.
- Managed human resource issues including hiring, compliance, staffing levels, and coordinating of training and development for school employees.
- Communicated effectively with local, district, state and federal agencies.

Tanana City school district

August 2010– July 2011

Title: **Assistant Superintendent**

Responsible for all aspects of budget, forecasting, HR functions, student and staff performance, staff development opportunities and raising standards for all populations at the district level. Hiring , training, staff training and retention of all employees for the school district.

Intern Teacher Alternative Certification Program

July 2009 – July 2010

Title: **Supervisor**

Responsible for inducting, training, evaluating interns and monitoring their progress at various school districts throughout the school year.

Yakutat School District

July 2008-June 2009

Title: **Principal**

Responsible for all the operations of three schools and reported to the superintendent and the school board. Employee training, evaluations and student performance were the key elements and to liase with community effectively wads an integral part of the job.

North Slope Borough School District

July 2006- June 2007.

Title: **Principal**

Lead all the operations and smooth running of Ipalook elementary school in Barrow Alaska. Responsible for daily operations, professional development, evaluating teachers and staff, input in hiring and training of staff, budget forecasting. Ensure that teachers followed the curriculum and the focus remained on higher student achievement.

EDUCATION

M.A English Literature, M .Ed Education (Administration) , B,A History, Political Science. Type B Cert

OTHER EDUCATION, SEMINARS, AND SKILLS

- Time Management
- Excellent PR Skills
- Published Author
- Critical Thinking and Dealing with Change
- Several Management trainings

References: Dr. Lance Bowie, Superintendent Yukon Flats School District, AK
Larry Parker , Superintendent Kashunamiut School District, AK
Howard Diamond, Retired Superintendent, Yakutat CSD, AK

View Award Details

Payee DUNS	085805018	Award No.	S060A151290	Institution	YUKON FLATS SCHOOL DISTRICT
ReferenceName	Indian Ed Q3 YTD	Award Status	Open	Last Date to Draw Funds	09/30/2016
Completed Payments	-\$66,390.52	Pending Payments	\$0.00	Performance Period	07/01/2015 to 06/30/2016
Pending Refunds	\$0.00				

**Small Area Income and Poverty Estimate (SAIPE)
Ages 5 to 17 in Families in Poverty
2014 - Alaska (AK) - All School Districts**

Year	State	District ID	District Name	Grade range of responsibility	Total Population	Relevant Ages 5 to 17 Population	Relevant Ages 5 to 17 in Families in Poverty	Relevant Ages 5 to 17 Ratio
2014	02	0200001	Lower Kuskokwim School District (AK)	PK-12	14,931	3,743	1,114	29.8
2014	02	0200003	Lower Yukon School District (AK)	PK-12	6,459	1,831	766	41.8
2014	02	0200004	Yupitit School District (AK)	KG-12	1,414	366	158	43.2
2014	02	0200005	Kashunamiut School District (AK)	KG-12	1,007	293	130	44.4
2014	02	0200007	Aleutians East Borough School District (AK)	PK-12	3,360	247	33	13.4
2014	02	0200010	Aleutian Region School District (AK)	KG-12	625	29	11	37.9
2014	02	0200020	Bering Strait School District (AK)	PK-12	6,096	1,613	580	36.0
2014	02	0200030	Bristol Bay Borough School District (AK)	PK-12	957	142	15	10.6
2014	02	0200050	Alaska Gateway School District (AK)	PK-12	2,311	404	78	19.3
2014	02	0200060	Cordova City School District (AK)	PK-12	2,205	375	14	3.7
2014	02	0200070	Copper River School District (AK)	PK-12	2,783	499	77	15.4
2014	02	0200090	Craig City School District (AK)	KG-12	1,245	237	64	27.0
2014	02	0200100	Delta/Greely School District (AK)	PK-12	4,743	851	169	19.9
2014	02	0200120	Dillingham City School District (AK)	PK-12	2,397	441	69	15.6
2014	02	0200130	Galena City School District (AK)	PK-12	467	104	19	18.3
2014	02	0200150	Ketchikan Gateway Borough School District (AK)	PK-12	13,787	2,251	335	14.9
2014	02	0200180	Anchorage School District (AK)	PK-12	301,010	52,801	6,543	12.4
2014	02	0200210	Juneau Borough School District (AK)	PK-12	32,406	5,245	407	7.8

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program.

MODEL BASED ESTIMATES: The data provided are indirect estimates produced by statistical model-based methods using sample survey, decennial census, and administrative data sources. The estimates contain error stemming from model error, sampling error, and nonsampling error. For methodology see: <http://www.census.gov/did/www/saie/methods/index.html>

**Small Area Income and Poverty Estimate (SAIPE)
Ages 5 to 17 in Families in Poverty
2014 - Alaska (AK) - All School Districts**

Year	State	District ID	District Name	Grade range of responsibility	Total Population	Relevant Ages 5 to 17 Population	Relevant Ages 5 to 17 in Families in Poverty	Relevant Ages 5 to 17 Ratio
2014	02	0200240	Sitka Borough School District (AK)	PK-12	8,900	1,431	125	8.7
2014	02	0200270	Haines Borough School District (AK)	KG-12	2,566	394	50	12.7
2014	02	0200300	Hoonah City School District (AK)	KG-12	735	108	35	32.4
2014	02	0200330	Hydaburg City School District (AK)	KG-12	389	70	14	20.0
2014	02	0200360	Kake City School District (AK)	KG-12	577	97	28	28.9
2014	02	0200390	Kenai Peninsula Borough School District (AK)	PK-12	57,477	9,569	1,177	12.3
2014	02	0200450	Klawock City School District (AK)	KG-12	782	154	32	20.8
2014	02	0200480	Kodiak Island Borough School District (AK)	PK-12	13,986	2,515	236	9.4
2014	02	0200485	Lake And Peninsula School District (AK)	PK-12	1,631	308	65	21.1
2014	02	0200510	Matanuska-Susitna Borough School District (AK)	PK-12	97,882	19,756	2,294	11.6
2014	02	0200520	Iditarod Area School District (AK)	PK-12	1,096	226	46	20.4
2014	02	0200525	Annette Island School District (AK)	PK-12	1,513	287	66	23.0
2014	02	0200540	Nenana City School District (AK)	PK-12	375	68	10	14.7
2014	02	0200570	Nome School District (AK)	KG-12	3,721	728	150	20.6
2014	02	0200600	Fairbanks North Star Borough School District (AK)	PK-12	99,357	16,314	1,524	9.3
2014	02	0200610	North Slope Borough School District (AK)	PK-12	9,703	1,666	252	15.1
2014	02	0200625	Northwest Arctic Borough School District (AK)	PK-12	7,717	1,904	502	26.4
2014	02	0200630	Pelican City School District (AK)	PK-12	85	11	3	27.3

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program.

MODEL BASED ESTIMATES: The data provided are indirect estimates produced by statistical model-based methods using sample survey, decennial census, and administrative data sources. The estimates contain error stemming from model error, sampling error, and nonsampling error. For methodology see: <http://www.census.gov/did/www/saie/methods/index.html>

**Small Area Income and Poverty Estimate (SAIPE)
Ages 5 to 17 in Families in Poverty
2014 - Alaska (AK) - All School Districts**

Year	State	District ID	District Name	Grade range of responsibility	Total Population	Relevant Ages 5 to 17 Population	Relevant Ages 5 to 17 in Families in Poverty	Relevant Ages 5 to 17 Ratio
2014	02	0200660	Petersburg Borough School District (AK)	KG-12	3,160	493	51	10.3
2014	02	0200670	Pribilof School District (AK)	KG-12	601	89	10	11.2
2014	02	0200680	St. Marys City School District (AK)	PK-12	544	146	51	34.9
2014	02	0200690	Skagway School District (AK)	KG-12	1,036	82	5	6.1
2014	02	0200700	Southeast Island School District (AK)	KG-12	1,890	282	51	18.1
2014	02	0200710	Southwest Region School District (AK)	KG-12	2,591	602	181	30.1
2014	02	0200715	Tanana School District (AK)	KG-12	244	48	11	22.9
2014	02	0200720	Unalaska City School District (AK)	PK-12	4,524	381	21	5.5
2014	02	0200730	Chatham School District (AK)	KG-12	1,262	175	44	25.1
2014	02	0200760	Kuspuk School District (AK)	PK-12	1,477	340	117	34.4
2014	02	0200770	Denali Borough School District (AK)	KG-12	1,921	272	21	7.7
2014	02	0200775	Yukon Flats School District (AK)	PK-12	1,428	266	85	32.0
2014	02	0200780	Valdez City School District (AK)	PK-12	3,915	689	37	5.4
2014	02	0200800	Chugach School District (AK)	PK-12	461	62	26	41.9
2014	02	0200810	Wrangell City School District (AK)	KG-12	2,364	368	47	12.8
2014	02	0200840	Yakutat City School District (AK)	KG-12	635	86	20	23.3
2014	02	0200862	Yukon-Koyukuk School District (AK)	PK-12	1,984	376	144	38.3

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program.

MODEL BASED ESTIMATES: The data provided are indirect estimates produced by statistical model-based methods using sample survey, decennial census, and administrative data sources. The estimates contain error stemming from model error, sampling error, and nonsampling error. For methodology see: <http://www.census.gov/did/www/saie/methods/index.html>



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

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

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

April 8, 2016

Andrew Leavitt, Superintendent
Yukon Flats School District
P.O. Box 359
Ft. Yukon, AK 99740

Dear Mr. Leavitt:

The Alaska Department of Education & Early Development has been delegated the authority, by the U.S. Department of Education, to approve *Restricted Federal Indirect Cost Rate Proposals* pursuant to delegation agreement number 2014-180, effective until June 30, 2016. The FY2017 approved Restricted Federal Indirect Cost Rate for Yukon Flats School District is **4.09%**. The restricted Federal rate is effective from 7/1/2016 to 6/30/2017.

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

Sincerely,

(b)(6)

Meridith Boman
School Finance Specialist

Enclosure

Yukon Flats School District
School District Certification and Request for Authorized Indirect Rate
As submitted to the Department of Education & Early Development
FY2017 Federal Indirect Rate

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

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 8.23%

James J. Boette 12/11/15
Superintendent's Certification Date

EED USE ONLY

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 4.09%

This rate becomes effective July 1, 2016 and remains in effect until June 30, 2017 and will apply to all eligible federally assisted programs as appropriate.

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

(b)(6)

Alaska Department of Education & Early Development

4/4/16
Date

REQUEST FOR POINTS FOR COMPETITIVE PREFERENCE THREE:

This is a formal request for recognition that we have had a previous Indian Education grant. The award number for the grant is S060A151290. It is an EASIE Allocation 3.

If you have any questions please do not hesitate to call Dr. Lance Bowie, at 907-662-2515.

RESUME

DONNA GUNN
15 Monarch Oaks Lane
Austin, Texas 78738

EDUCATION:

Post-Doctoral Study

University of Alaska, Anchorage, Alaska
Educational Administration/Superintendent Certification 1990-1991

Doctoral Study:

Ed. D. Vanderbilt University, Nashville,
Tennessee 1976 Curriculum &
Instruction, minor-Special Education

M.A. College of Graduate Studies, Dunbar,
West Virginia School Psychology, 1985

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Publishing, Follett and others to facilitate the schools ability to acquire funds for improving education. A significant portion of work done by the LEARN team includes the evaluation of state and federal projects. In the last five years, the LEARN team has completed 13 large federal projects and 25 smaller federal grant project. LEARN also develops foundation grants, conducts specialized training, and provides consulting support to schools.

Co-Founder and Director, Africa's Promise Village, a non-profit serving children in Tanzania, East Africa

1997-2000 Owner/Administrator North Slope Montessori Academy

1990-1993 Director of Curriculum Lower Yukon School District, Mt. Village, Alaska

1987-1990--Principal, Montessori Children's House, Killeen, Texas
1986-1987--Coordinator of Testing, Research and Evaluation, Killeen, Texas
1982-1986--Private Practice in Psychology
1981-1982--Assistant Professor, Special Education Marshall University
1977-1981--Assistant Professor, Shepherd College, Shepherdstown, West Virginia
1974-197--Assistant Professor and Director of Learning Disabilities,
Alabama A & M, Huntsville, Alabama

Authored and funded:

Rural Utility Service Grants (RUS) throughout the United States
Teaching American history grants New Hampshire/Alaska, Oklahoma
Improving Literacy through School Libraries grants throughout US
Foreign Language Assistance Projects (FLAP) New Hampshire/Alaska,
Mental Health grants, Oklahoma and Alaska

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External Evaluator: Mental Health projects

External Evaluator: Indian Education Demonstration grant

External Evaluator: 25 Improving Literacy/School Libraries grants

External Evaluator: Innovative Approaches to Literacy (IAL)

COMMUNITY OUTREACH

Authored and Published Read Africa, a Series of 60 phonetically predictable books for Young African Readers

Authored Get Ready to Read Africa (Set of 40 concept cards)

Co-author and Research Participant, Status of Children in America Report National Public Law PL94-142 Task Force

West Virginia Panhandle Representative For The Year Of The Child

This honorary position was by appointment of the Honorable Jay Rockefeller, Governor of West Virginia

Co-Chairperson, West Virginia Commission on Children and Youth:

This position was by appointment of the Honorable Jay Rockefeller, Governor of West Virginia.

State of West Virginia Representative to the National Coalition of State Commissions for Children and Youth: *Election to this position was by vote of the members of the Commission.*

Treasurer, National Coalition of State Commissions for Children and Youth: *Election to the position was by vote of the members of the Commission.*

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Item	Price	Quantity	Total
Earmuff Hearing Protector	\$17.69	40	\$707.60
N95 Dust Respirator	\$7.99	200	\$1,598.00
Classic Ear Plugs	\$0.35	1000	\$350.00
30Gal Safety Storage Cabinet W/self Closing Doors (Osha)	\$749.99	1	\$749.99
Med Green H.d. 6-Pocket Safety Engineers Vest Class 2	\$47.99	40	\$1,919.60
Tuffmaster Faceshield 9" X 14 1/2" Clear	\$15.39	15	\$230.85
Eyeguard Spectacles W/sideshields	\$2.99	100	\$299.00
Goggle Impact, Dust & Chemical Resistant	\$8.79	40	\$351.60
Pro Fire Extinguisher 4A,60bc Rates (10#)	\$104.99	19	\$1,994.81
15 Minute Portable Emergency Eyewash Station W/180oz Saline	\$364.99	1	\$364.99
4Oz Sterile Emergency Eye Wash	\$5.79	20	\$115.80
Contractors First Aid Kit	\$14.95	5	\$74.75
25 Person Bulk First Aid Kit W/metal Case	\$31.49	2	\$62.98
#H-305 Alcohol Cleaning Pads (100/Box)	\$20.00	4.09	\$81.80
#G-121 1" X 3" Fabric Bandage (50/Box)	\$4.49	50	\$224.50
White Hardhat W/ratchet Suspension (Ansi Type I)	\$13.99	40	\$559.60
8' X 15' Mud Mat	\$389.99	6	\$2,339.94
6.5 Gal Plastic Water Jug (Blue)	\$17.99	2	\$35.98
1"X4.9yd Hook & Loop Fastening System Black (Adhesive Backed)	\$67.99	10	\$679.90
Gal. Original Contact Cement	\$31.49	10	\$314.90
Weldwood Plastic Resin Glue 1#	\$8.49	10	\$84.90
Beats The Nail Quick Grab Const. Adhesive (Solv)10oz	\$3.19	50	\$159.50
E-855 Interior White Wood Filler 3.25Oz Tube	\$2.19	50	\$109.50
Gallon Carpenters Wood Glue	\$21.99	10	\$219.90
Air Powered Caulking Gun	\$39.95	2	\$79.90
White Alex Plus Acrylic Latex Caulk W/ Silicone (10.1 Oz)	\$1.95	100	\$195.00
Quart Skeleton Rotating Smooth Rod Caulk Gun	\$17.39	10	\$173.90
3.5 Gal Wet Patch Roof Cement	\$62.99	3	\$188.97
2" X 60Yd Industrial Production Masking Tape	\$5.29	20	\$105.80
Super 33+ 3/4"X66' 7Mil All Weather Electrical Tape	\$6.79	20	\$135.80
2"X60yd Blue Painter's Masking Tape	\$5.97	10	\$59.70
Drywall Hammer	\$32.95	5	\$164.75

Link
http://store.aihalaska.com/index.php?main_page=product_info&cPath=14&products_id=31549
http://store.aihalaska.com/index.php?main_page=product_info&cPath=14&products_id=34269
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http://store.aihalaska.com/index.php?main_page=product_info&cPath=14_1411&products_id=26369
http://store.aihalaska.com/index.php?main_page=product_info&cPath=14_1406&products_id=27922
http://store.aihalaska.com/index.php?main_page=product_info&cPath=14_1406&products_id=27923
http://store.aihalaska.com/index.php?main_page=product_info&cPath=14_1406&products_id=32959
http://store.aihalaska.com/index.php?main_page=product_info&cPath=14_1406&products_id=32947
http://store.aihalaska.com/index.php?main_page=product_info&cPath=14_1406&products_id=32958
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http://store.aihalaska.com/index.php?main_page=product_info&cPath=14_1407&products_id=34007
http://store.aihalaska.com/index.php?main_page=product_info&cPath=7_707&products_id=27792
http://store.aihalaska.com/index.php?main_page=product_info&cPath=7_704&products_id=20607
http://store.aihalaska.com/index.php?main_page=product_info&cPath=7_704&products_id=35823
http://store.aihalaska.com/index.php?main_page=product_info&cPath=7_704&products_id=20652
http://store.aihalaska.com/index.php?main_page=product_info&cPath=7_704&products_id=26893
http://store.aihalaska.com/index.php?main_page=product_info&cPath=7_704&products_id=34090
http://store.aihalaska.com/index.php?main_page=product_info&cPath=7_702&products_id=32855
http://store.aihalaska.com/index.php?main_page=product_info&cPath=7_702&products_id=20628
http://store.aihalaska.com/index.php?main_page=product_info&cPath=7_702&products_id=32595
http://store.aihalaska.com/index.php?main_page=index&cPath=7_706
http://store.aihalaska.com/index.php?main_page=index&cPath=7_701_70165
http://store.aihalaska.com/index.php?main_page=index&cPath=7_701_70173
http://store.aihalaska.com/index.php?main_page=product_info&cPath=7_701&products_id=35802
http://store.aihalaska.com/index.php?main_page=product_info&cPath=1_112&products_id=31327

11' Drywall And Panel Hoist	\$289.99	1	\$289.99
60" 4-Drawer Hardwood Workbench	\$239.00	2	\$478.00
#Wb700 Contractors Bench	\$279.99	4	\$1,119.96
#Sgds32 15" Soft Grip Drywall Saw	\$8.79	8	\$70.32
#3508Sd 8" X 3" Ss Drywall Taping Knife W/dura Hdl	\$12.39	8	\$99.12
#Mp657 12" Stainless Steel Mud Pan	\$11.69	2	\$23.38
5500W Generator 13Hp 115V/230v Powerease Engine E-start W/bat	\$799.00	1	\$799.00
28X Auto Level Kit With Tripod 15' Rod, Case	\$269.00	2	\$538.00
Magnetic Stud Finder	\$11.39	10	\$113.90
Folding Metal Sawhorse 250/Lb Load Capacity	\$24.49	4	\$97.96
Jawhorse Portable Workstation 600Lb Cap	\$149.00	4	\$596.00
Light Gray Side Winder Siding & Window Sealant Paintable	\$6.79	10	\$67.90
Paint Spray Gun	\$44.99	2	\$89.98
Number 20907-320 Grit Sanding Sponge 3.7In X 2.6In X 1In	\$3.89	100	\$389.00
Fine 9X11 "Sand-pak" Sandpaper 5/Pkg	\$2.59	100	\$259.00
1.5" X 54.6Yd Washi Gold Interior Painter's Tape	\$8.49	10	\$84.90
9" 5-Wire Cage Roller Frame W/threaded Handle	\$4.99	20	\$99.80
Large Micro-porous (Tyvek) Coveralls W/hood/boots 25/Cs	\$86.99	10	\$869.90
1 To 5 Gal H.d. Paint Mixer	\$5.79	1	\$5.79
9" Economy Metal Tray	\$4.09	10	\$40.90
Rc103 9" All Paints Semi Smooth Roller Cover 3/8 Nap	\$2.09	50	\$104.50
1 1/2" "Better" All Paints & Stains Poly Blend Brush	\$1.67	50	\$83.50
H.d. Fiberglass Handle Post Hole Digger (Hard Soils)	\$61.99	10	\$619.90
#10 D-handle Alum Scoop Shovel	\$34.49	10	\$344.90
Tr Trencher 36" Curved Hdl	\$43.99	10	\$439.90
Industrial 16-Tine Forged Bow Rake 60" Wood Handle	\$39.99	5	\$199.95
Professional 10" Two Hole Mortar Hoe 66" Wood Handle	\$54.99	5	\$274.95
Industrial Round Pt 48In Closed Back Wood Handle Shovel	\$37.99	20	\$759.80
Industrial Square Pt 48In Closed Back Wood Handle Shovel	\$37.99	20	\$759.80
30" Bow Saw	\$13.69	10	\$136.90
Low Profile Pallet Truck 5000# Cap. 20.5"W X 48"L	\$469.99	1	\$469.99
6' Alum Stepladder Type Ia/300#	\$121.99	2	\$243.98
12' Fiberglass Stepladder Type Iaa/375# (Orange)	\$364.99	4	\$1,459.96

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16' Alum Extension Ladder Type li/225#	164.99	2	\$329.98
Hand Winch 1500# Cap. W/30' Strap And Safety Hook	\$43.49	4	\$173.96
2 Ton 20' Lift Hand Chain Hoist #Lhh-2b-20	\$799.99	2	\$1,599.98
#173Z 2" Z/p Single Swivel Eye Pulley	\$6.29	6	\$37.74
16 Oz Straight Claw Hammer	\$26.95	20	\$539.00
#Mse96-96" Alum Rule	\$24.99	10	\$249.90
1/2" X 300' Open Reel Fibrglss Tape Inch/engineer Blade	\$34.95	3	\$104.85
3/8" X 100' Closed Case Steel Tape Inch/metric Blade	\$16.95	20	\$339.00
6 1/4" X 3 1/4" Precision Square	\$25.49	5	\$127.45
9" Super-cede Pro Magnetic 3-Vial Level	\$8.49	10	\$84.90
7Pc Sae Nut Driver Set Hollow Shaft 3/16In-1/2in	\$29.95	10	\$299.50
26"/8Pt Professional Cross Cut Hand Saw Sub 10Pt	\$25.49	10	\$254.90
148 Pc Professional Tool Set (1/4,3/8,1/2"Dr)	\$99.95	10	\$999.50
Automatic Center Punch	\$34.99	5	\$174.95
9 Pocket Tool Pouch W/8 Tool Loops, Pocket Flap	\$13.99	20	\$279.80
#1 10" Wood Hand Screw (Max Cap 6")	\$33.99	10	\$339.90
5" Swivel Base Tradesmen Vise	\$549.00	1	\$549.00
6D H.g. Box Nail 1#/Box	\$5.79	100	\$579.00
6" Timberlok H.d. Landscaping Screws Hex Drive 250/Box	\$115.99	10	\$1,159.90
1/4" Galv Flat Washers 5#/Box (Approx. 746Ea)	\$19.99	2	\$39.98
3/8" Narrow Crown Staples For #Et155 & Et150 5M/box	\$9.29	5	\$46.45
Jobsite Tool Cabinet Size: 60X60x24	\$1,459.99	1	\$1,459.99
Air Hose Reel W/polyurethane 3/8"X75' 2-Out A.s. Couplers	\$99.97	1	\$99.97
4.5 Gallon Compressor W/wheels Max 200Psi 5.2Cfm@90psi	\$369.00	1	\$369.00
20V 16Ga Angle Finish Nailer Bare	\$319.00	2	\$638.00
20V 30* Framing Nailer 2-Speed 2"- 3-1/2"Cap (Bare)	\$319.00	2	\$638.00
15 Deg 2-3/16" X .092 Hdg Coil Siding Nail 3600/Box	\$41.49	10	\$414.90
Pneumatic Staple Gun Uses T-50 Staples	\$34.95	2	\$69.90
2" Eg Med 7/16" Crown 16Ga Staple 10,000/Box	\$60.99	2	\$121.98
Joist Hanger Nailer 1-1/2"-2-1/2"Cap	\$399.00	2	\$798.00
20* Framing Nailer 2In-3-1/4In Cap	\$319.00	2	\$638.00
Roofing Coil Nailer 7/8"- 1-3/4"Cap	\$319.00	2	\$638.00
#Cm419 Pul-krete W/54" Hdl Concrete Rake	\$19.95	2	\$39.90

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http://store.aihalaska.com/index.php?main_page=product_info&cPath=12_1204_120465&products_id=20703
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3-Cu. Ft. Portable Cement Mixer S/stand 1-Hp/electric	\$679.99	1	\$679.99
Gray Concrete Mix	\$5.05	40	\$202.00
15 Amp 10 in. Heavy-Duty Portable Table Saw with Stand	\$499.00	1	\$499.00
15 Amp 12 in. Dual Bevel Glide Miter Saw	\$649.00	2	\$1,298.00
M12 12-Volt FUEL Brushless 5-3/8 in. Circular Saw with Free M12 12-Volt Lithium-Ion 4Ah XC Battery	\$149.00	10	\$1,490.00
13 Amp 10 in. Professional Cast Iron Table Saw	\$549.00	1	\$549.00
2-1/4 HP Electronic Variable Speed Fixed Base and Plunge Router Combo Kit with Soft Start	\$212.43	2	\$424.86
10 in. Variable Speed Drill Press	\$208.95	2	\$417.90
3 Amp 5 in. Corded Variable Speed Random Orbit Sander	\$79.00	5	\$395.00
8 Amp 3 in. x 21 in. Belt Sander	\$169.00	5	\$845.00
13 in. Heavy Duty Corded Bench Top Planer with Helical Cutter Head	\$699.99	1	\$699.99
12 in. x 21 in. Variable Speed Woodworking Lathe	\$799.99	1	\$799.99
20-Volt Max XR Lithium-Ion 1/2 in. Cordless Brushless Compact Drill/Driver Kit	\$199.00	10	\$1,990.00
raw lumber			\$10,000.00
Total			\$61,291.05
Assume an additional 20-50% for shipping/ freight			

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http://www.homedepot.com/p/SAKRETE-80-lb-Gray-Concrete-Mix-65200390/100350291
http://www.homedepot.com/p/RIDGID-15-Amp-10-in-Heavy-Duty-Portable-Table-Saw-with-Stand-R4513/100090444
http://www.homedepot.com/p/Bosch-15-Amp-12-in-Dual-Bevel-Glide-Miter-Saw-GCM12SD/202568455
http://www.homedepot.com/p/Milwaukee-M12-12-Volt-FUEL-Brushless-5-3-8-in-Circular-Saw-with-Free-M12-12-Volt-Lithium-Ion-4Ah-XC-Battery-2530-20-XY/2070
http://www.homedepot.com/p/RIDGID-13-Amp-10-in-Professional-Cast-Iron-Table-Saw-R4512/202500206
http://www.homedepot.com/p/DEWALT-2-1-4-HP-Electronic-Variable-Speed-Fixed-Base-and-Plunge-Router-Combo-Kit-with-Soft-Start-DW618PK/203164065
http://www.homedepot.com/p/WEN-10-in-Variable-Speed-Drill-Press-4212/204853908
http://www.homedepot.com/p/DEWALT-3-Amp-5-in-Corded-Variable-Speed-Random-Orbit-Sander-DWE6423K/206036911
http://www.homedepot.com/p/Porter-Cable-8-Amp-3-in-x-21-in-Belt-Sander-352VS/100022581
http://www.homedepot.com/p/General-International-13-in-Heavy-Duty-Corded-Bench-Top-Planer-with-Helical-Cutter-Head-30-060HC-M1/206755759
http://www.homedepot.com/p/JET-12-in-x-21-in-Variable-Speed-Woodworking-Lathe-719200/204077179
http://www.homedepot.com/p/DEWALT-20-Volt-Max-XR-Lithium-Ion-1-2-in-Cordless-Brushless-Compact-Drill-Driver-Kit-DCD791D2/206523964

MEMORANDUM OF UNDERSTANDING BETWEEN UNLIMITED LEARNING CENTER AND THE YUKON FLATS SCHOOL DISTRICT

MAY 27, 2016

Unlimited Learning Center, under the direction of Ann Miller, Executive Director, agrees to provide live, interactive video instruction to 8 remote sites in the Yukon Flats School District. Class size is limited to 25 pupils per session. The sessions will occur daily during the last hour of the school day. Teachers teaching in the Business field will be fully accredited business teachers and may be a member of a university faculty. Teachers in the Allied Health field will be registered nurses and will have at least five years of teaching experience. The cost of each full year of instruction is \$80,000 per year. Funding the instructional program is dependent upon the Yukon Flats School District receiving an Indian Education grant award. The Center agrees to provide a prep class for students who are preparing for state and national exams and that cost is included in the cost for the full year.

The Yukon Flats School District as a part of its responsibility, agrees to organize pupil scheduled to make them available at an agreed upon time between the district and the instructor. Further, the district will provide the students with the required books and materials needed for the series of courses. The high school teacher in the 8 rural sites will remain in the room, will be responsible for discipline and attendance, and will grade papers when assignments are given by the instructor. The district agrees to assist students with obtaining a practicum at a local health clinic and to assist them in traveling to U. of Alaska Southeast to complete clinical requirements needed for a Certified Nursing Assistant license.

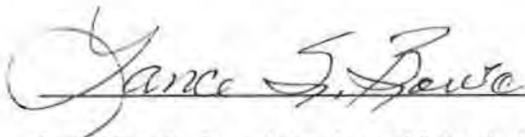
These classes are contingent on having the appropriate number of students within each class.

(b)(6)

Date May 27th, 2016

Ann Miller, Executive Director

Unlimited learning Center



5/27/16

Lance Bowie, Superintendent of Schools, Yukon Flats School District Date: May 27th, 2016



EDUCATION: MA in Spanish/Linguistics minor - University Texas at El Paso (9 post-graduate hours from Texas A&M toward a doctorate in Adult Education, with additional post-graduate hours from other universities in different fields) === BA in Spanish/Music Ed. minor - Baylor University === Fifteen plus additional graduate hours (Temple, Villanova, and Utah State Universities) === High School - Colégio Batista, Pôrto Alegre, Brazil === Literacy Supervising Trainer, Laubach Literacy === Facilitator of Byron Katie’s Work == Numerous teaching and technology certificates. (Trilingual: English, Portuguese and Spanish)

BIOGRAPHICAL SKETCH:

Present: Owner/Consultant, The Reconnection Company (building communities of learners): Educational Consultant specializing in curriculum development, teacher training, technology applications in education, project evaluation, and grant writing; Curriculum Specialist/Developer/Teacher Trainer, Unlimited Learning, Inc. (adult ed program), Cortez, CO; Project Evaluator/Trainer, Ute Mt. Ute Reservation, Towac, CO; Project Evaluator for Utah St. U-Eastern Campus, NASNTI grant, supporting Navajo students; Curriculum Designer, Web Publisher and Trainer for personnel in the STEM Prep project in the Western Slope of Colorado; Resource Reviewer and National Moderator for two Department of Ed, LINCS (Literacy Information and Communications System) Communities of Practice: Reading and Writing, and Diversity and Literacy; Academic Skills in Occupational Contexts (CDL and STEM) developer (CD o ronline distribution), Unlimited Learning, Inc. and Utah St. University-Eastern Campus, with emphasis on designing curriculum for Native American populations in the Four Corners Region. Ed Technology (live video and online) and Adult Ed Trainer and consultant for adult education programs in Colorado. Online course and curriculum developer/instructor for adult ed teachers, who optionally receive credit from CCCOnline, Red Rocks CC, or Adams State. Online facilitator/instructor for National PBS TeacherLine graduate courses online: PreK-3 Reading (Early Reading Comprehension, Fluency, Phonics, Phonemic Development, and Spelling; K-5 Real Life Math; Author Studies, ESL; and technology courses (PK-12). Subject-Matter Expert (SME) for Instructional Design Service MOOC promoting the development of OER in Adult Ed; Webmaster for a number of businesses and organizations. Grant writer and reviewer for educational projects; presenter of numerous online and hybrid workshops dealing with the integration of workplace content and technology in instruction among PreK-12 and adult learners.

Previous: *Director/Webmaster*, Four Corners Professional Development Resource Center for Distance Education (Colorado Dept. of Ed/Adult Ed and Fam. Lit.); High School Spanish Teacher through live-video technology for Chevak, AK and Dove Creek, CO; Teacher trainer for Library Literacy grants in four states through interactive video conferencing; Colorado Star Schools faculty (K-adult) technology trainer/mentor; facilitator for Rocky Mountain TeacherLine courses online (K-12); curriculum supervisor, webmaster and developer for new online courses, Integrate Learning, Inc.; distance learning Curriculum Developer/Web Master for Internet-based courses for Leading Edge Consulting (Durango); television programming and broadcasting coordinator for basic skills academic courses (adult education) in Montezuma/Dolores Counties == **Until August, 1997**, tenured ESL and Basic Academic Skills instructor and program coordinator at El Paso Community College (EPCC, 25,000 students). Faculty trainer and curriculum developer for EPCC’s Distance Learning Program. State-wide (Texas) college faculty trainer in Multimedia Development and SCANS competencies and skills. Discipline (ESL) Coordinator responsible for the assignment of over 100 part-time instructors throughout the city (5 campuses) every semester. *Reading Teacher, grades 6 and 7*; Literacy Supervising Trainer and curriculum developer (Laubach). == **Earlier Years:** Peace Corps Volunteer Trainer, Country Programming Director and State Director in Brazil.

Over 45 years of experience in teaching and training, curriculum development, program administration, writing, lecturing, literacy, translation and interpretation, community development, and, more recently, multimedia production and distance learning through live video, online, and hybrid formats. Trilingual (English, Portuguese, and Spanish)

SUMMARY OF EXPERIENCE IN EDUCATION AND ADMINISTRATION

TEACHING, TRAINING, CURRICULUM DEVELOPMENT, EVALUATION, AND RELATED WORK

Present - train teachers in all parts of the US and abroad on how to produce student projects using technology for PK-12 and adult learners; develop and teach curriculum and materials for online, onsite, interactive video, web conferencing and hybrid or blended courses; train developers to create curricula for the STEM Prep Project in SW Colorado; administer and publish materials for instruction on Moodle; moderate national discussions among Adult Ed providers; create occupational segments that embed academic skills o CDs for student use; evaluate nationally-funded educational projects serving Native American adults in the Four Corners region; create and teach distance-education classes on a variety of subjects to adult educators and students; conduct workshops on a variety of issues related to adult educators' needs; teach online reading, ESL, math, and technology courses for national PBS TeacherLine; teach Adult Ed courses online for Red Rocks CC in CO; create online course sites for organizations and train lead instructors to offer online classes; edit and write educational newsletters, including a monthly publication on using technology in education, Tech Beat.

Recently - Taught high-school Spanish through live video instruction in Dove Creek, CO and Chevak, AK; supervised teachers along the Tech Ladder Colorado state technology certification program, which I developed; offered technology workshops, created curriculum and taught classes to teachers wishing to integrate computer skills into instruction (Star Schools, Colorado Department of Education, Leading Edge Consulting, SWBOCS Adult Education); co-created the Gear Up Series for pre-GED prep; created and broadcast Adult Basic Education classes on television (San Juan Technical School, Star Schools, Adult Education); presented at state and national conferences; participated in activities as a member of Vice-President Gore's Communities of Excellence initiative (on of 13 representative organizations nationwide). Please see *WORKSHOPS, SEMINARS, CONFERENCES* section for a list of curriculum titles.

1962 to Fall of 1997 - Tenured instructor, El Paso Community College. In addition to teaching regular and distance learning classes (Academic ESL, Basic Skills, Reading), trained 10-15 faculty each semester in interactive video distance learning techniques, and multimedia software use and presentation (EPC College DE Trainer); trained other Texas community college faculty in DE, SCANS, and multimedia techniques to be reproduced in their own institutions. Produced interactive software programs and training videos for ESL students at various levels. Taught Jr. High reading and ESL. Certified Laubach Literacy Supervising Trainer. Teaching background includes teaching in public, private and government programs, for a variety of populations with specific academic and occupational needs. Languages include Portuguese, Spanish and English. Teaching experience always accompanied by extensive curriculum and textbook development, in areas that included English for Special Purposes (Fundamentals of Physics; Child Development; Health and other occupations), basic skills, ESL in the content areas, Women in Technology

ADMINISTRATION/MANAGEMENT

Present: *Run my own consulting company, The Reconnection Company, designed to offer distance education training to educators, evaluate performance, and form learning communities that help people reconnect with each other and helpful information.

Previous

* Directed the Four Corners Professional Development Resource Center for the Colorado Department of Education and train faculty throughout the state on technology integration. (2000-2011)

*Directed the Colorado Online Project, which trained and monitored adult ed teachers in the state in implementing online instruction for GED students using McGraw Hill resources.

* Implemented a two-day training segment to provide Colorado adult ed instructors on using digital resources for implementing instruction. (2003)

*Supervised the implementation of distance education instruction for SWBOCS Adult Education program. (2002-04)

*Supervised grants to develop and deliver holistic curriculum in math, reading, writing and life skills. (2002-04)

*Supervised Star Schools teachers through their implementation of grant activities to implement technology into K-12 and adult education curriculum 2000-2002

- * Distance Education Curriculum Coordinator for the Four Corners area (CDE/CARE) 1998-2000
- * Co-owner/President/Writer - Seven Eagles Publishing - 1997-98
- * Distance Education Faculty Trainer and Curriculum Developer - El Paso Community College (EPCC) 1994-97
- * ESL Coordinator - EPCC (interviewed, placed, and supervised over 100 ESL instructors on three major campuses and many satellite programs) 1990-97
- * Co-Director of IVALP (Integrating Vocational and Academic Learning Project) - A multi-million demonstration project funded by the Department of Education for faculty training/curriculum development at El Paso Community College - (1994-95)
- * Director Bilingual Tech Prep Project - EPCC - 1991-92
- * Coordinator of Women in Technology Program - EPCC YWCA, Levi Strauss and National WOW - 1989
- * Director of the Exploratory Foreign Language Program (funded by the Department of Education) - 1988-89
- * Supervisor for advanced EFL teachers at BI Language Institute, El Paso.
- * Acting Modern Language Department Chair/Spanish Instructor - Mesa College, Colorado
- * Regional Right to Read Director - Western Slope, Colorado (Adult Literacy Program - Dept. of Ed.)
- * Regional President of Amigos de Las Americas - Western Slope, Colorado
- * Peace Corps Programming Director (Rio, Brazil)- developed projects and wrote proposals to support Peace Corps volunteers throughout Brazil, including the Amazon region.
- * Peace Corps State Director (Sergipe, Brazil) and training consultant (U.S. programs)
- * President of several community boards of directors

WORKSHOPS, SEMINARS, COURSES, CONFERENCES (Selected)

2008-2015

1. EDU 134, Teaching ESL to Adult Learners, Red Rock Community College (online) - In progress.
2. Designing ED STEM-related curricula for students preparing to succeed in training for industrial trades and health careers - thirty-hour training for STEM Prep Project developers on how to reinforce academic skills among students as they acquire industry-related technology skills in four systems: mechanical, thermal, electrical/solar, and fluid. January-April 2015, January-April 2016 and ongoing.
3. Basics of Planning and Delivering Instruction to Adult Learners in Cortez - A condensed, seven-week hybrid course, created and delivered to Unlimited Learning, Inc instructors in Colorado. 2014 and ongoing.
4. Fundamentals of Adult Education Instruction, EDU 132 (EDU 279 and 289): three credit-hour course, covering the principles of teaching adults and providing partial Colorado ABE state certification. Developed and taught through video-conferencing and hybrid formats since 2008 for CCCOnline, and in Spring 2014, with credit from Adams State. (Also am developing and teaching EDU131-134 as an online courses for Red Rocks Community College), starting January 2015 and ongoing Course Mapping Skills - Workshop on how to map out a course prior to developing content. Unlimited Learning, Inc. 2013
5. USU/CEU New Student Orientation - Presenter for 1.5 days of orientation designed to familiarize new Native American students with the college environment. Funded by NASNTI, Blanding, Utah (8/2011 and 2012).
6. *“Facilitating Live Video Interaction”* - A ten-week course designed to train adult ed faculty on best practices for delivering live-video instruction to students in Chevak, AK (4/2011 and 7/2011).
7. *“Grading with Rubrics“* - Two-week online PD workshop. CCCOnline (11/2010)
8. *“Learning Style Key Chain”* - PD Elluminate workshop, CCCOnline (11/2010)
9. *“Any Way We Can”* - International Online Conference, Learning Times. Live presentation using Elluminate. (2010)
10. Monthly workshops to instructors at Unlimited Learning Center on using technology for Learning.
11. Bi-monthly Lunch and Learn workshops to adult educators in Colorado on a variety of topics posted at <http://www.chiresources.com>
12. *“Engaging Computer Activities for ESL Students”* - Rendezvous 2009 Regional Conference, Breckenridge, August 2009
13. *“Engaging Students with MS Office and WebTools”* - Rocky Mountain TIE Conference, Copper Mountain, CO, June 2009
14. *“Engaging Computer Activities for ESL Learners”* - TTX 2009 Conference, Orem, UT, June 2009
15. *“Creating Activities for Adult Learners using MS Office and Web 2.0 tools”* - One-day training for CO adult educators, Aurora Language Center, Aurora, CO, June, 2009
16. *“Technology Retreat for Adult Educators”* - One- day training on creating activities for adult learners using MS applications and a variety of Internet publishing tools. College of Eastern Utah, Blanding, 2008

17. "Technology Retreat for Adult Educators" - Two day training on creating activities for adult learners using MS applications and a variety of Internet publishing tools. Denver, CO, 2008
18. "Best Practices in Hybrid DE" - Adams State University, Course for Unlimited Learning Center faculty, Cortez, CO, 2008
19. "Cultural Influences on Learning" - Video Conference delivered to Pittsburgh area Jr. High teachers, 2008
20. "Web 2.0 Is Here!" - Workshop delivered at Rendezvous 2008 Conference, March 2008, Denver, CO
21. "Distance Learning Tools for Adult Educators" - Workshop delivered at Rendezvous 2008 Conference, March 2008
22. " *Prep for the GED,*" an online curriculum for PDA's for probationers through the Independent Learning Project in the Four Corners region (2008)

Prior to 2008

23. "Learning Segments for Colorado Instructors" - Six hybrid sessions using Moodle and conferencing on critical issues in adult education. (2007 and on-going)
24. "Adult Learners Online" - Workshop for Four Corners and Morgan region in Colorado on how to recruit, engage, and nurture GED students online. (2007)
25. "Can you Believe It's Excel?" - Presentation at regional Rendezvous conference for adult educators in Denver, and at Technology Exchange Conference in Orem, Utah (UVSCollege), (2007)
26. "The Impact of Culture on Learning" - Co-presented to teachers and the College of Eastern Utah (2006 and 1007)
27. "Using Microsoft and Acrobat Applications with Adult Students" - Five statewide training sessions offered throughout the spring of 2005
28. "Get to Know Your Adult Ed Sites" (ABE, GED and ESL) - 2005, Rendezvous Conference for Colorado adult educators.
29. "Hooking Adult Learners with Technology" (ABE, GED and ESL) - 2004, CAEPA Conference, southwest Colorado teachers, Durango, Denver and Montrose, CO
30. "WebTasks for Adult Learners" (ABE, GED, ESL) - Cortez adult educators, 2003
31. "Student-Based Teaching" - Cortez adult educators, 2003
32. "Integrating Students in Instruction" - K-14 regional instructors, Riverton, AY, 2003
33. "Project-Based Learning and Assessment" -2001-2003 - Montrose, Ft. Morgan and Cortez adult ed programs; Riverton, WY teacher conferences
34. "Creating Rubrics that Work" - Cortez Adult Education, 2002-2003
35. "Creating and Using Web Resources for ESL Students" (2 sessions) - Four Corners adult ed programs, Durango, CO 2003
36. "Lesson Planning with Multiple Intelligences" - Adult Ed Programs, Four Corners Region, 2002-2003
37. "Developing Student-Centered Objectives" - Ft. Morgan and Cortez instructors, 2002
38. "Succeeding with Learning Disabled Employees or Students" (several sessions) - Adams State University, Alamosa business owners; Four Corners adult ed programs
39. "Planning for Multi-cultural Students" (several sessions) - K-14 teachers, Star Schools, 2001-2002
40. Multiple sessions on creating projects using MS Office Applications, Adobe Acrobat and the Internet -K-14 teachers, Cortez, CO 2001-2002
41. "Learning through the Internet" - April 2003,2002 (Denver), September 2000, adult educators and Pueblo Community College
42. "Lesson Planning with or without Technology" - September 2000, adult educators in the Four Corners region (on-going)
43. "Basic PC Literacy" - October 2000, adult educators and Pueblo Community College. (on-going)
44. "Introduction to Instructional Technology" - on going to K-12 and adult facult in the Four Corners region
45. "Teaching Strategies for Under-Achieving Adults in Technical Classrooms" - San Juan Basin Technical School, Spring 2000.
46. Front Page 2000 - Workshops and classes offered throughout the year to local adult educators, the City of Cortez, and the public -2000
47. "Applying Effective Teaching Strategies with the Colorado Certificates of Accomplishment (CCA)". - Ignacio, Colorado, February 2000
48. "SCANS and your Program" - PicTel workshop to local educators and to programs in four areas: Cortez, Craig, Trinidad, Durango, February 2000
49. "ESL Tips and Suggestions" - Internet/Teleshop for adult ed instructors, New Peaks, November 1999

50. "Teaching Math among Learning Disabled Adults" - workshop offered at CAEPA Conference, October 1999 (on-going)
51. "Power Point for Adult Ed Teachers" - SWBOCS Adult Ed Program, Cortez, CO, February 1999 (on-going)
52. "Grant Writing for Adult Educators (Internet/Teleshop)" - New Peaks: The Education Connection, February, 1999
53. "Academic Reading Techniques and Approaches" - Co-presenter with Ann Miller, San Juan Basin Vocational Technical School, November, 1998
54. "Return to Wholeness: A Spiritual Approach to Life" - Presented to mental health practitioners in Grand Junction, CO, July, 1998
55. Laubach Literacy Tutor Training - Tutor trainer over 25 years
56. "DL: New Directions for Academic Growth" - Presented by request at the Texas Faculty Association Annual Conference and Meeting, Houston, May, 1996 and EPCC, August, 1996 & January 1997
57. Distance Learning (5 Workshops): "Sights and Sounds in DL," "Interactive and Cooperative Activities," "SCANS," "Testing and Assessment," "Power Point in DL," and "E-mail and WWW in Teaching," EPCC, Summer and Fall, 1996, Spring and Summer, 1997.
58. "Interactive Video Distance Learning" - Offered to participants of five Texas Colleges to be replicated throughout the state. Sponsored by the Texas Literacy and Workforce Development Project, EPCC, August, 1996
59. Integrating Academic and Vocational Skills" - Co-presenter at Montgomery Community College, February, 1996
60. "Innovative Teaching Multimedia Methodologies" - Presented to statewide college faculty at Austin Community College(March 1996)and El Paso Community College (February, 1996)
61. "Effective Integration of SCANS into the Curriculum" - Presented to statewide college faculty at Austin Community College (March 1996) and El Paso Community College (February, 1996)
62. "Writing in the ESL Classroom"/"Grammar Thoughts"/ "Teamwork in Learning" - Presented to part-time teachers at EPCC, Spring '95.
63. "The IVALP Project" - One of five presenters at the Department of Education's NCRVE National Conference, Baltimore, March, 1994
64. "Multimedia, Teachers and Students" - Presented to Border Technology Conference, El Paso, February, 1994
65. "Humor: Our Link to Sanity" - Presented to faculty at EPCC, January, 1994
66. "Language, Technology and the Future" - Presented at NISOD International Conference in Austin, May, 1993
67. "Faculty Multimedia Project" - Presented at NISOD, May 1993
68. "Multimedia: A Tool to Reach Students" - All day workshop offered to Amarillo Region XVI Elementary and Secondary Teachers, June, 1993
69. "Desktop Video Production for Educators" - Presented to faculty at El Paso Community College, January, 1993
70. "Multimedia for Educators" - Presented at New Mexico State TESOL Conference, Ruidoso, N.M., October, 1992
71. "ESP (English for Special Purposes) , Technology and the Future" - Presented at the Texas State TESOL Conference, Houston, November, 1992
72. "Bridging the Technology Gap for ESL Students" - Presented at the National Tech Prep Conference, Dallas, March, 1992.
73. "What's New in ESL?" - Presented at TEXTESOL Conference in El Paso (February, 1992)
74. "Developing Your Personal Myth" - Presented at EPCC Faculty Development Workshop (1992)
75. "Content-area Language Teaching" - Presented (with Muro, Lara and Wheeler) to EPCC ESL credit and non-credit faculty (1991)
76. "Physics and the Art of Teaching" - Presented at NTJC Conference in Dallas (1990); EPCC Faculty Development Workshop (1991); NMTESOL State Conference in Albuquerque (1991) ERIC document
77. "Blackboard Doodling" - Presented (with Archie cartoonist Thomas Moore)at EPCC Faculty Development Workshop(1990); TEXTESOL Conference in El Paso (1990); NMTESOL Conference in Las Cruces
78. Former Peace Corps trainer and curriculum developer for volunteers going to Brazil

SELECTED WRITING/PUBLICATIONS

2008-2015

1. Math for Commercial Truckers and Heavy Equipment Operators (2014) -An independent learning series designed to prepare students to succeed in training to certify as commercial truckers (CDL) or heavy equipment operators.
2. Reading and Writing for Health Occupations (2012) - Digital segments designed to provide practice to future health workers, in reading and writing skills related to entry-level health careers.
3. Math for Health Occupations (2012) - Digital segments designed to provide practice to future health workers, in basic math skills related to entry-level health careers.
4. *Transition into College and the Workplace* (2011) - a one-year (three-trimester) hybrid course (live-video and online instruction, presently being delivered to Cortez adult ed students and to high-school students in Chevak, Alaska. Published by Unlimited Learning, Inc., on Moodle. Written at approximately the 8th-grade reading level with math, writing, and reading reinforcement throughout.
5. *Transition into College* (2010) - A 16-week, online course, designed to assist adults as they prepare to enter college. Published by Unlimited Learning, Inc., on Moodle, and presently being offered among adults completing their GED. Written at approximately the 8th-grade reading level with math, writing, and reading reinforcement throughout.
6. *Managing Money* (2010) - A four-unit package designed to help adults entering the job market who lack money management and academic skills. Written at approximately the 4th -grade reading level, with accompanying audio, with interactive activities. Being implemented among Ute Mountain Ute adults in Colorado.
7. *Culture in the Workplace* (1020) - A two-part series introducing students from “high-context” cultures to cultural behaviors and characteristics, focusing on our dominant American culture and Native American cultures. Written at approximately the 4th -grade reading level, with accompanying audio, with interactive activities. Being implemented among Ute Mountain Ute adults in Colorado.
8. *Gear Up for Life Series* (2009) - Co-authored with Vicky Lara. A twelve-unit, interactive series, written between the 5th-7th-grade reading level. Units include topics covered in the GED exam, along with workplace and personal issues units. Available online or on CD's.
9. “A Car to Take You Far” - A WebQuest process, published by ProLiteracy’s Notebook, February, 2010
10. “Tech Beat Newsletter” - Create and publish technology topics for adult educators, 2004-present.
11. Several distance learning courses and lesson plans for adult educators at <http://www.coloradoadulthood.com>
12. Multiple online segments on educational topics to include self-paced technology segments, 2003-present

Prior to 2008

1. “Lab Manual for Adult Learners,” 2004
2. “Integrated Learning Teacher Guide” - Unlimited Learning, 2003 (Editor and Contributor)
3. Distance Learning Faculty Training Guide - El Paso Community College, 1996 & 1997
4. “Multimedia Multiplying at TM.” News Dimensions, Vol. II, No.5, Center Page, El Paso Community College District, 1994
5. Wise, Alice. (Spring 1994). “Integrating Vocational and Academic Education.” News Dimensions, Vol. II, No.3, El Paso Community College District, 1994
6. ESP/Applied Technical Physics - an ESP text to accompany four volumes of Principles of Technology (C.O.R.D., Waco, Texas) - Carl Perkins, 1993
7. Wise, Alice (Leecy). (September 1992). “Helping Students Bridge the Technology Gap.” Vocational Educational Journal, pp.45-46
8. ESP/TECHNICAL PHYSICS - an ESP text to accompany seven volumes of Principles of Technology (C.O.R.D., Waco) - Carl Perkins/EPCC 1991
9. “A Comprehensive Survey of ESL Methodologies” - A funded report (76 pages) requested by the Vice-President of Academic Affairs of EPCC - 1991
10. ESL for the 21st Century (Muro, Wise and Lara) - a three-series ESL text - W.C. Brown, 1989,1990 and 1991
11. Editor of “The Roadrunner” (Transmountain Campus Newsletter) and “WIT” (Women in Technology) Regional Newsletter, (1991)
12. Three articles published in the Creative Edge (EPCC special publication), “Getting a Jump On Life”, “Parlez-Vous Francais?”, and “Can We Talk?” Short articles in professional journals and magazines while on College President’s Writing Team, 1989
13. O quero-quero- a Portuguese text for gifted Junior High students - EPCC/ Dept. of Education, 1987
14. “ESL Career Outlook” - A series of in-house publications highlighting various college programs which were likely to interest ESL students in EPCC’s credit program

Instructor Guides and curriculum for teaching BASK 1007, 1006, and 1005 (ESL for illiterate adults) - funded by EPCC, 1987-89

15. Book of True Life - a translation from Spanish - Three Eras Inc., 1986
16. Los padres también valen , a translation from English - Levi Strauss Co., 1981
17. Editor and writer for TEXTESOL regional newsletter, "Noticias"

Page 142 of 169

Withheld pursuant to exemption

Nonresponsive

of the Freedom of Information and Privacy Act

Karen Renee Boring

(b)(6)

QUALIFICATIONS

- Management and supervisory skills with budgeting, cost containment and labor control.
- Proven leadership in organization and implementation of training, performance meetings, marketing, and continuing education for all levels.
- Registered nurse with background in critical care, skilled nursing, cardiac catheterization recovery, rehabilitation, intensive care step down, hospice and home health.
- Experienced in case management and marketing in varied fields.

SELECTED ACCOMPLISHMENTS

- Wrote application for certification for Nurse Aide program for the Unlimited Learning Center.
- Currently developing and instructing educational programs to multiple Native American tribes to get low income/low education population into the workforce.
- Launched case management program at long term care facility resulting in their first managed care contracts.
- Implemented marketing program at long term care facility and increased census by 20% in first month.
- Referred by management to a newly implemented position in cardiac catheterization recovery at freestanding hospital.
- Co-founded the Case Management Society of Southeast Texas

EDUCATION

- Completed targeted sociology and mid-management courses at Lamar University Beaumont and Port Arthur, Texas
- Associate Degree Nursing, 1992, Galveston College, Galveston, Texas
- Member Phi Theta Kappa
- Dean's List two semesters

12 / 2013
Date

Pipe Materials

R. Hohl/Pipe Welding

Supplier _____

Address: _____

Phone: [] _____ Fax: [] _____

Qty.	Catalog No.	Description	Price	Extension
21 ft.	¾"	Sch. 80 Black Steel Pipe A53B ERW		
21 ft.	2"	Sch. 160 Black Steel Pipe A53B ERW		
63 ft.	4"	Sch. 40 Black Steel Pipe A-53B ERW		
42 ft.	6"	Sch.80 Black Steel Pipe A-53B ERW		
63 ft.	8"	Sch. 40 Black Steel Pipe A53B ERW		
21 ft.	8"	Sch. 80 Black Steel Pipe A53B ERW		
63 ft.	3"	Sch. 80 Black Steel Pipe A53B ERW		
20 ft.	½"	Hot Rolled Steel Round Bar		
20 ft.	3/8"	Hot Rolled Steel Round Bar		
20 ft.	A36	2" x 2" x 3/16" Steel Angle		
20 ft.	A36	1" x 3" x .120" Steel Box Tube		
21 ft.		1 ½" Sch.40 Black Steel Pipe A-53B ERW		
		Aluminum		
1 each		48" x 96" x .125" 5052 Aluminum Sheet		
1		Leather Jacket		
24 (pairs)		Gloves		
24 (pairs)		Safety Glasses		
4 cases		Ear plugs		
4		Angle grinders 4"		
4		Grinding wheels 8 1/4"		
4		Wipe		

12-20-13 Need on Site by 1/26/2014!!!

Note: No substitutions with out prior approval.

PIPE WELDING FILLER METALS/CONSUMABLES BID LIST

Supplier: _____

Address: _____

Phone: _____ Fax: _____

Qty.	Catalog No.	Description	Price	Extension
150#	3/32"	Lincoln Excalibur 7018-1 MR		
500#	1/8"	Lincoln Excalibur 7018-1 MR		
50#	5/32"	Lincoln Excalibur 7018-1 MR		
500#	1/8"	Lincoln Fleet weld 5P+ E6010		
200#	5/32"	Lincoln Fleet weld 5P+ E6010		
6 each	KP2742-1-62R	Lincoln Magnum Pro Nozzle - 5/8"		
6 each	KP3160-1-50R	Lincoln Magnum Pro Nozzle - 1/2" Bottle neck		
2 each	.045"	Lincoln Ultra Core 81NIA75H / 30# Spool		
2 each	EDO31885	Lincoln Ultra Core 71A85 / 15# Spool / 60#		
50#	1/8"	Lincoln TIG Rod ER70S-6		
1 each	1# Spool	.035" - 308L GMAW [solid] filler wire		
1 each	K857	Lincoln Remote Output Control – 25 ft.		
6 each	05190N	Nicholson Pipeliner File		
5 each	A-532	Tweco Electrode Holder, 200 Amp		
10 each	14-35	Tweco Contact Tip		
10 each	14-45	Tweco Contact Tip		
4 each	P/N 32	Western Regulator Outlet Bushings 1/4"NPT to B-size-Right Hand –Brass		
6 each	22-50	Tweco Gas Nozzle		
6 each	22-62	Tweco Gas Nozzle 5/8"		
1 each	2-MPC-1	Tweco Cable Connector-Male / 2Pak		
10 each	45V27	Weld Craft Gas Lens 1/8"		
10 each	10N25	Weld Craft Collet 1/8"		

4 each	WP-17V	Weld Craft Torch Body Only - 150 Amp – A/C - Valve		
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MATERIALS REQUEST cont.

Qty.	Catalog No.	Description	Price	Extension
10 each	WC116X7	Weld Craft Tungsten Electrode 2% Ceriated 1/16"		
10 each	WL2332x7	Weld Craft Tungsten Electrode, 2% La., 3/32"		
40 each	WG018x7	Weld Craft Tungsten Electrode, 2% La., 1/8"		
3 each	57Y01R	Weld Craft Cable, Power, 12.5', Rubber, 150 Amp		
20 each	54N15	Weld Craft Gas Nozzle No. 7		
5 each	007020	Weld Aid Nozzle Kleen HD. - 16 oz. Aerosol can		
1 each	007004X	Weld Aid Nozzle Tool - NK-4X / 3/8" -5/8"		
10 each	No. 20	Western Barbed Hose Nipple- B size- Brass- 3/8 id.		
10 each	No. 7329	Western Brass Hose Ferrule - .687"		
2 each	2" x 4 1/4"	Welders Clear Cover Lens – CR39 – 100/Box		
20 each	Large	Good Quality Stick welding Gloves - Pair		
20 each	2"x1"x1/4"-20	Flap Wheel – 60 Grit		
10 each	4"x 5/8"-11	Twist Knot Stringer Bead Brush		
20 each	4 1/2"x 5/8"-11	Flap Disc - 36 Grit, Type 27 Heavy Duty		
20 each	4 1/2"x1/8"x7/8"	Pipeliners Grinding Wheel - Fast Cut		
20 each	9"x1/8"x5/8"-11	Pipeliners Grinding Wheel - Type 27 – Fast Cut		
1 each	110WE	Fibre Metal Pipeliners Hood / White /With Ratchet Head Gear		
5 each	GCF-5012X	Shurlite Renewal Triple – 4 Pak		
10 each	34-40	Jackson Clear Faceshield		
6 each	34-65	Jackson IRUV 5.0 Faceshield		
6 each	301	Sellstrom Advantage 301 Ratchet Faceshield Headgear		

Date 6-20-2012

Robert Frasher

Instructor/Program

WELDING MATERIALS BID LIST
(Parts & pieces)

Supplier: _____

Address:

Phone _____

Fax: _____

Qty.	Catalog No.	Description	Price	Extension
5 ea	KP20891	Lincoln K126 gun insulator		
3 ea	191 065	Miller XR™-Pistol Grip Gun Cable liners 30'		
5 ea	198800	Miller thread Protector (FC-1260 Gun)		
5 ea	0381-0816	CA2460 Victor Heavy duty cutting attachment		
5 ea	44-3545-15	Tweco wire conduit .035 -.045 (stock #1440-1103)		
5 ea	Pn# 57Y02	Weldcraft WP18 Backcap 7" long		
3 ea	1/8"	Tungsten pure (green) Box of 10		
1 ea	3/32"	Tungsten pure (green) Box of 10		
20 ea	20163	Norton 4-1/2" X 1/4" 5/8-11 grinding wheel		
20 ea	78105	United Abrasives flap disk 5/8-11 (36 grit)		
2 ea	2-1-118	Victor scarfing Tip		
5 ea	1-1-101	Victor cutting Tip		
3 ea	3-1-101	Victor cutting Tip		
25 ea	Rad 64005036	Clear cover plate 4-1/2" x 5-1/4" (for Huntsman 951P)		
5 ea	FS-1H-9	Anchor brand hardened glass filter plate (shade 9)		
50 feet	No 2	Welding cable #2 premium grade		
5 ea	24AH-62	Tweco Nozzle / NO. 4 gun		
10 ea	34-A	Tweco insulator / NO. 4 gun		
15	54050	Osborne SS. Tooth brush		

6/2012

Note: No substitutions with out prior approval.

PIPE WELDING /CONSUMABLES BID LIST

Supplier: _____

Address: _____

Phone: _____ Fax: _____

Qty.	Catalog No.	Description	Price	Extension
1 each	Box	Welders Soapstone / 5"x1/2"x3/16"		
4 each	54050	Osborne S.S. Toothbrush		
4 each	A24GFX	Rex Cut 4 1/2" x 1/4" x 7/8" Type 27 Nonferrous Grinding Wheel		
2 each	214CS	Revco Black Stallion Cape Sleeve and 14" Bib Set / Large		
1 each	41V29R	Weld Craft Cable, Power, 25', Rubber for WP 18 Water Cooled Torch		
1 each	41V32R	Weld Craft Hose, Water, 25', Braided for WP 18 Water Cooled Torch		
1 each	41V30R18	Weld Craft Hose, Gas, 25', Braided for WP 18 Water Cooled Torch		
1 each	Box	Welders Soapstone / 5"x1/2"x3/16"		
1	E-9	Harris torch tip cleaner		
1	6290-2NX	Harris cutting tip		
1	6290-1NX	Harris cutting tip		
6 each	05190N	Nicholson Pipeliner File		
2 each	164B	Curve O Mark Rap A Round - Black		
3 boxes	M-723	Motor Guard Filter Element / 4 per box		
3 each	44-35-45-15	Tweco Conduit		
12 each	A-532	Tweco Electrode Holder, 200 Amp		
50 each	14-35	Tweco Contact Tip		
50 each	14-45	Tweco Contact Tip		
10 each	No. 32	Tweco Insulator		
10 each	No. 52	Tweco Gas Diffuser		
8 each	22-50	Tweco Gas Nozzle		
8 each	22-62	Tweco Gas Nozzle 5/8"		
3 each	2-MPC-1	Tweco Cable Connector-Male / 2Pak		
20 each	45V27	Weld Craft Gas Lens 1/8"		
10 each	10N25	Weld Craft Collet 1/8"		

4 each	995795	Weld Craft Gas Lens, LG. 1/8"		
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MATERIALS REQUEST cont.

Qty.	Catalog No.	Description	Price	Extension
40 each	WL018x7	Weld Craft Tungsten Electrode 1.5% La. 1/8"		
20 each	WL2332x7	Weld Craft Tungsten Electrode, 2% La., 3/32"		
10 each	WG018x7	Weld Craft Tungsten Electrode, 2% La., 1/8"		
4 each	WP-17V	Weld Craft Torch Body, 150 Amp		
2 each	40V77R	Weld Craft hose, gas ext. 12.5' Rubber		
1 each	57Y01R	Weld Craft Cable, Power, 12.5', Rubber, 150 Amp		
3 each	57Y02	Weld Craft WP Back Cap / Long		
1 each	46V28R	Weld Craft Cable, Power, 12.5" Rubber, 200Amp		
1 each	WP-26V	Weld Craft Torch Body, 200 Amp		
5 each	54N63	Weld Craft Insulator, Gas Lens LG.		
20 each	54N17	Weld Craft Gas Nozzle No. 5		
20 each	54N16	Weld Craft Gas Nozzle No. 6		
10 each	.035	3"x.035"x 3/8" Type 1 Cut Off Wheel		
10 each	1/8"	3"x 1/16" x 3/8" Type 1 Cut Off Wheel		
2 each	6"x5/8"-11	Twist Knot Stringer Bead Brush		
30 each	4"x 5/8"-11	Twist Knot Stringer Bead Brush		
10 each	4½"x5/8"-11	Flap Disc - 36 Grit, Type 27		
20 each	41/2"x1/8"x7/8"	Pipe Liner Grinding Wheel - Fast Cut		
20 each	2"x1"x1/4"-20	Flap Wheel - 60 Grit		
5 each	1 ¼"x 1 ¼"	Vitrified Bond Mounted Barrel Point-Shape W / 30 Grit		
30 each	9"x1/8"x5/8"-11	Pipeliner Grinding Wheel Type 27 - Fast Cut		
6 each	10/14 TPI	Portable Band Saw Blade-Bi Metal-44 7/8"x .20"		
2 each	S-20	Atlas Chipping Hammer		
6 each	K	Huntsman Headgear		
12 each	34-40	Jackson Clear Faceshield		
6 each	34-65	Jackson IRUV 5.0 Faceshield		
200	2" x 4 ¼"	Welders cover Lens-CR 39		
4 each	WYP-STD	WYPO Tip Cleaners		
50 ft.	7PCH - Bulk	CK Worldwide Gas Hose		
5 each	No. 9	Lincoln Welders Filter Plate		



AIRGAS USA, LLC
 6350 ARCTIC BLVD
 ANCHORAGE AK 99518-1530
 T: 907-563-6644
 F: 907-562-2090

QUOTATION

Quote For: 2338253
 YUKON FLATS SCHOOL DIST
 FORT YUKON SCHOOL
 255 MAIN ST
 FORT YUKON AK 99740

Sold To: 2366935
 YUKON FLATS SCHOOL DIST
 FORT YUKON SCHOOL
 PO Box 359
 FORT YUKON AK 99740-0359
 T: 907-662-2515

Quote Number	2005105777
Quote Date	05/23/2016
Prepared By	Jonathon Pomeroy
Contact Phone	907-563-6644
PO Number	
Release Number	
Ordered By	

Item	Material/Description	Plant	Order Qty	UM	Vol/Wt	UM	Unit Price	UM	Ext Price
10	RAD64055064 JACKET WELDING IMPORT LEATHER 30 INCH BROWN WITH SOAPSTONE POCKET ON SLEEVE SIZE X-LARGE	W232	7	EA			80.00	EA	560.00
20	RAD64055063 JACKET WELDING IMPORT LEATHER 30 INCH BROWN WITH SOAPSTONE POCKET ON SLEEVE SIZE LARGE	W232	5	EA			80.00	EA	400.00
30	G464679 GLASSES STARLITE W/CLEAR ANTI-FOG	W232	24	EA			2.09	EA	50.16
40	CAS310-1001 EARPLUG UNCORDED HEARING CONSERVATION IN PILLOW PACK 310-1001 E-A-R CLASSIC 2000 PAIR PER CASE	W232	1	CA			340.00	CA	340.00
50	MTB606729420 GRINDER ANGLE W820-115 4-1/2 INCH AMP 7.5 RPM 11000 PADDLE	W232	4	EA	22.74	LB	89.99	EA	359.96
60	LINED028700 ELECTRODE STICK E7018 H4R 3/32" 50LB EASY OPEN CAN EXCALIBUR 7018-1	W232	150	LB			3.06	LB	459.00 (H)
70	LINED028702 ELECTRODE STICK E7018 H4R 1/8" 50LB EASY OPEN CAN EXCALIBUR 7018-1	W232	500	LB			2.87	LB	1,435.00 (H)
80	LINED028704 ELECTRODE STICK E7018 H4R 5/32" 50LB EASY OPEN CAN EXCALIBUR 7018-1	W232	50	LB			2.81	LB	140.50 (H)
90	LINED010278 ELECTRODE STICK E6010 1/8" 50LB EASY OPEN CAN FLEETWELD 5P+	W232	500	LB			3.21	LB	1,605.00 (H)
100	LINED010285 ELECTRODE STICK E6010 5/32" 50LB EASY OPEN CAN FLEETWELD 5P+	W232	200	LB			3.13	LB	626.00 (H)
110	LINKP3160-1-50R NOZZLE 350 THREAD-ON 1/8R 1/2 ID - 1/PACK	W232	1	EA			12.74	EA	12.74



AIRGAS USA, LLC
 6350 ARCTIC BLVD
 ANCHORAGE AK 99518-1530
 T: 907-563-6644
 F: 907-562-2090

QUOTATION

Item	Material/Description	Plant	Order Qty	UM	Vol/Wt	UM	Unit Price	UM	Ext Price
120	LINED032206 WIRE FLUX-CORED E81T1-NI1M-JH4 .045" 33LB SPOOL GAS-SHIELDED FCAW- G ULTRACORE 81NI1A75-H	W232	33	LB			3.13	LB	103.29 (H)
130	RAD64001544 ROD TIG ER70S-6 1/8" X 36" 10LB BOX	W232	10	LB			2.622	LB	26.22 (H)
140	HAR0308LF2 WIRE MIG ER308L .035" 2LB SPOOL STAINLESS STEEL	W232	2	LB			11.80	LB	23.60 (H)
	Delivery Flat Fee								31.00
	Fuel Surcharge Flat								4.50
	Airgas Hazmat Charge (H) - see Itemized Charges on reverse or visit www.Airgas.com/terms-of-sale								20.20

Incoterms	Airgas Truck	Quote Amount	6,197.17
Shipping Method	Airgas Truck	Sales Tax	0.00
Payment Terms	NET 30	Quote Total	6,197.17

PLEASE REFER TO THIS QUOTATION WHEN ORDERING.

Terms and pricing are valid for a limited time only.

SURCHARGES, TAXES & FREIGHT MAY NOT BE INCLUDED OR MAY CHANGE AT TIME OF BILLING.

Rental and/or lease fees (and related charges) will apply to containers in your possession until returned to Airgas.
 Rental and lease charges are invoiced separately from gas purchases.

Comments :

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

YEAR 1 Budget Narrative — Athabascan Plan for Prosperity Project			
PERSONNEL	Description	Details	Year 1 Cost
Project Coordinator	100% FTE Responsible for overall outcome of grant, supervises staff, manages budget, handles reporting, reports to Superintendent		\$ 75,000
Program Assistant	.50 FTE-works four hours daily five days a week	Supports project through usual and customary office support	\$ 20,000
Cultural Coordinator	Responsible for co-teaching Career Awareness Class for 8th grade, works with parents of students in 6th-8th grade to prevent Failure to Launch syndrome	12 week contract for non-certified personnel, works with native population in all YFSD rural villages	\$ 20,000
Maintenance personnel	.25FTE	Works two hours daily while intensive training sessions are occurring	\$ 14,000
Parent/Dorm Monitor	100% FTE. One dorm monitors/parent, on call throughout the day and night as needed, one female, one male depending upon enrollment	Dorm parent supervises students while attending CTE program intensives	\$ 33,600
Cook	Two cooks each work .50 FTE	Provide meals twelve months per year when intensive training sessions are occurring, includes breakfast, lunch and dinner seven days a week	\$ 48,000
TOTAL PERSONNEL			\$ 210,600.00
FRINGE BENEFITS			
Project Coordinator	100% FTE	Approved rate 74.91%	\$ 56,182.50
Program Assistant	50 %FTE		\$ 11,236.50
Cultural Coordinator	50% FTE		\$ 14,982.00
Maintenance personnel	25%FTE		\$ 10,487.00
Parent/Dorm Monitor	100% FTE		\$ 25,169.76
Cook (x2)	50% FTE each		\$ 35,956.80
TOTAL FRINGE BENEFITS			\$ 154,014.56
TRAVEL			
Travel between sites, Co-Coordinator	Cultural Coordinator works with parents and students in all rural villages	flights between villages	\$ 5,000
Student travel between sites	Students come from rural villages to Fort Yukon for six week intensive training	includes airfare and transportation to and from the airport to the Voc. Ed Building	\$ 20,000
Project Director	Required Project Director's meeting	required meeting for Project Director, cost includes conference registration, hotel, per diem, air fare, taxi	\$ 5,000
Travel to the King Center and U. Alaska at Anchorage	Travel for five days to explore career, college, and cultural experiences in Anchorage for 9 students and 1 instructor (10 total).	\$1,250 per diem, \$750 hotel, \$10,830, \$1,000 transportation	\$ 13,830
TOTAL TRAVEL			\$ 43,830.00
EQUIPMENT			
Van for student transportation	Provides for movement of supplies as well as transportation for students	Airport transportation, transportation to weekend cultural events, other	\$ 54,000
Interactive white boards	takes notes, saves data, interacts with other peripherals	three interactive white boards at \$7,999.59	\$ 23,999
Tool set	designed to train the beginning mechanic	Contains 850 pieces for Auto Mechanics	\$ 8,299

TOTAL EQUIPMENT			\$ 86,298
SUPPLIES		unit price x of # of units	
Auto Mechanic Program	Establishes a new Auto Mechanics Program	See attached file for detailed list of equipment	\$ 17,663
professional tool box	21-drawer Mechanic tool box	\$1,995 per unit of 1 unit	\$ 1,995
Media ART Program			
Digital Media Software	19.99 per student x 69 licenses yearly	Media maker, photo shop, other software	\$ 120
laptops	for use with CT electives	40 laptops at \$799..	\$ 31,960
Allied Health Career courses			
Basic nursing supplies	provides each student with basic nursing school supplies that will belong to the student successfully completing the course	Each student will have the necessary equipment to carry out a practicum or internship in a local clinic	\$ 4,521
Textbooks for Allied Health program	Learning Games, Health Science 2013, Teaching Ideas and Classroom Activities for Health Care 1st Edition, Medical Terminology: A Living Language (6th edition)	Textbooks for use by students taking one or more of the Allied Health Courses. Average cost is \$32.00 x 3 classes of 14 each	\$ 1,344
Business Education Supplies			
Business Education Supplies	Books for Intro to Business , and Business Procedures	28 books at \$30.00 per book	\$ 840
TOTAL SUPPLIES			\$ 58,443
CONTRACTUAL			
Evaluation team, twice yearly site visits	develops instruments, analyzes data, writes reports, reports to stakeholders	yearly charge for two team members includes all travel, housing, meals	\$ 80,000
Welder	To Co-teach part time with AVTEC 12 week contract,	licensed and experienced local native welder	\$ 20,000
Constructor Foreman	works part time 12 week contract, Co-teaches with U. of A. Fairbanks	Teaches hands on portion of Construction course for six weeks in two semesters, includes mill working	\$ 20,000
Reconnections Consulting	Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials	Non-certified and certified faculty will participate in 24 hours of professional development at \$50.00 per hour	\$ 1,200
Unlimited Learning	Teaches two semesters for students enrolled in Allied Health Care courses	includes practicum design and collaboration with U. of Alaska Southeast for internships for Certified Nursing Assistant and licensure prep course	\$ 80,000
Unlimited Learning Center	Teaches two semesters for students enrolled in Business Education courses	Includes practicum design and collaboration with U. of A. branch to obtain dual credit, for students working toward an associate degree	\$ 80,000
Mechanic to co-teach Auto Mechanics	Co-Teach part time with AVTEC on a 12 week contract	experienced and licensed native mechanic teaches hands on portion of Auto Mechanics course	\$ 20,000
Addendum contract for Dr. of Curriculum	Director of Curriculum serves as Director of Curriculum serves as Project Director	Oversees project, hires, evaluates effectiveness of program, manages budget	\$ 10,000
TOTAL CONTRACTUAL			\$ 311,200.00
OTHER			
shipping			\$ 20,000
Utility Costs for CTE Building			\$ 76,000.00

TOTAL OTHER			\$ 96,000.00
TOTAL DIRECT COST			\$ 960,385.71
INDIRECT COST RATE		4.09% Approved by the state of Alaska	\$ 39,279.78
TOTAL INDIRECT COST RATE			\$ 39,279.78
TOTAL COST YEAR 1			\$ 999,665.49

YEAR 2 Budget Narrative — Athabascan Plan for Prosperity Project			
PERSONNEL	Description	Details	Year 2 Cost
Project Coordinator	100% FTE Responsible for overall outcome of grant, supervises staff, manages budget, handles reporting, reports to Superintendent		\$ 75,750
Program Assistant	.50 FTE-works four hours daily five days a week	Supports project through usual and customary office support	\$ 20,200
Cultural Coordinator	Conducts two six week classes, on Career Awareness Class for 8th grade, works with parents of students in 6th-8th grade to prevent Failure to Launch syndrome	12 month contract for non-certified personnel, works with native population in all YFSD rural villages	\$ 20,200
Maintenance personnel	.25FTE	Works two hours daily while intensive training sessions are occurring	\$ 14,140
Parent/Dorm Monitor	100% FTE. Two dorm monitors/parents, on call throughout the day and night as needed, one female, one male depending upon enrollment	Dorm parent supervises students while attending CTE program intensives	\$ 33,936
Cook	Two cooks each work .50FTE	Provide meals twelve months per year when intensive training sessions are occurring, includes breakfast, lunch and dinner seven days a week	\$ 48,480
TOTAL PERSONNEL			\$ 212,706.00
FRINGE BENEFITS			
Coordinator	100% FTE	Approved rate 74.91%	\$ 56,744.33
Program Assistant	50 %FTE		\$ 15,131.82
Cultural Coordinator	50% FTE		\$ 15,131.82
Maintenance personnel	25%FTE		\$ 10,592.27
Parent/Dorm Monitor	100% FTE		\$ 25,421.46
Cook	50% FTE each		\$ 25,421.46
TOTAL FRINGE BENEFITS			\$ 148,443.16
TRAVEL			
Travel between sites, Cultural Coordinator	Cultural Coordinator works with parents and students in all rural villages	flights between villages	\$ 5,000
Program Coordinator	monitors teacher effectiveness	Observes student practicum, internships in outlying sites	\$ 5,000
Travel to the King Center and U. Alaska at Anchorage	Travel for five days to explore career, college, and cultural experiences in Anchorage for 9 students and 1 instructor (10 total).	\$2,500 per diem, \$900 hotel, \$21,650, \$1,000 transportation	\$26,050
Student travel between sites	Students come from rural villages to Fort Yukon for six week intensive training	includes airfare and transportation to and from the Voc Ed building	\$ 20,000
TOTAL TRAVEL			\$ 56,050.00
EQUIPMENT			
Interactive white boards	takes notes, saves data, interacts with other peripherals	three interactive white boards at \$7,999.59	\$ 23,999
TOTAL EQUIPMENT			\$ 23,999.00
SUPPLIES			
Welding Supplies	Includes safety gear for 14 students	unit price x of # of units	
Manuals for Welding	books for Levels 1,2,3, and 4	Safety goggles, protective clothing, other	\$ 16,416
Aiurgas Supplies for welding	See attached detailed quote	non-consumable at \$30. per book	\$ 1,800
Wall Mountain Company Welding DVDs	Full DVD set includes Arc Welding I and II, Welding Fundamentals, and GMAW & Flux Core & Oxy-Acetylene & Torch Cutting.	basic start up supplies for welding	\$ 6,197
Repair Suite for auto mechanics	Genisys Touch communicates with other peripherals	Complete set	\$ 200
Jacks	\$234 each times 4 jacks	Diagnostic software	\$ 3,499
Safety Equipment	for use in auto shop and other	Used in Auto Mechanic program of study	\$ 936
professional tool box	21-drawer Mechanic tool box	student safety gear	\$ 1,000
		\$1,995 per unit of 1 unit	\$ 1,995

Miscellaneous replacement supplies	to replace breakage or consumable supplies	Supports Welding, Construction and Auto Mechanic career path programs	\$ 1,000
Allied Health Care courses	Books at \$30. per book, 15.00 for workbooks, instruction manual \$30.00	14 sets of student materials , instructor handbook, workbooks	\$ 660
Basic health care equipment	basic beginning health care equipment	14 sets for Health care at \$219.00 per student	\$ 30,779
Digital Media Software	19.99 per student x 69 licenses	Media maker, photo shop, other software	\$ 120
Laptops for use with video courses	Students will have a complete communications link between video, white boards and laptops	31 laptops at \$799. each	\$ 24,769
Locked IP carts	4 locked and rolling I Pad Carts at \$4000	locked carts on wheels with charging capability	\$ 16,000.00
Business Education Supplies	Books for General Office Procedures and Computer Applications I	\$30.00 per book x 28 books	\$ 840
TOTAL SUPPLIES			\$ 106,210.94
CONTRACTUAL			
Evaluation team, twice yearly site visits	develops instruments, analyzes data, writes reports, reports to stakeholders	yearly charge for two team members includes all travel, housing, meals	\$ 80,000
Welder	To Co-teach part time with AVTEC 12 week contract	licensed and experienced local native welder	\$ 20,000
Unlimited Learning Center	Business Education Courses	Includes practicum design and collaboration with U. of A. branch to obtain dual credit, for students working toward an associate degree	\$ 80,000
Reconnections Consulting	Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials	Non-certified and certified faculty will participate in 24 hours of professional development at \$50.00 per hour	\$ 1,200
Constructor Foreman	works 12 weeks Co-teaches with U. of A. Fairbanks	Teaches hands on portion of Construction course for six weeks in two semesters, includes mill working	\$ 20,000
Unlimited Learning Center	Two semester course on Allied Health Care	Provides academic portion of Health Care for LPN, CNA, other	\$ 80,000
Mechanic to co-teach Auto Mechanics	Co-Teach six week intensive session twice per year	experienced and licensed native mechanic teaches hands on portion of Auto Mechanics course	\$ 20,000
Addendum contract for Dr. of Curriculum	Director of Curriculum serves as Project Director	Oversees project, hires, evaluates effectiveness of program, manages budget	\$ 10,000
TOTAL CONTRACTUAL			\$ 311,200.00
OTHER			
Shipping and Handling			\$ 20,000
Utility Costs for CTE Building			\$ 76,000.00
TOTAL OTHER			\$ 96,000.00
TOTAL DIRECT COST			\$ 954,609.10
INDIRECT COST RATE	4.09%	Approved by the state of Alaska	\$ 39,043.51
TOTAL INDIRECT COST RATE			\$ 39,043.51
TOTAL COST OF YEAR 2			\$ 993,652.61

YEAR 3 Budget Narrative — Athabascan Plan for Prosperity Project			
PERSONNEL	Description	Details	Year 3 Cost
Project Coordinator	100% FTE Responsible for overall outcome of grant, supervises staff, manages budget, handles reporting, reports to Superintendent		\$ 76,507.50
Program Assistant	.50 FTE-works four hours daily five days a week	Supports project through usual and customary office support	\$ 20,402.00
Cultural Coordinator	100% FTE-Responsible for co-teaching Career Awareness Class for 8th grade, works with parents of students in 6th-8th grade to prevent Failure to Launch syndrome	12 month contract for non-certified personnel, works with native population in all YFSD rural villages	\$ 20,402.00
Maintenance personnel	.25FTE	Works two hours daily while intensive training sessions are occurring	\$ 14,281.40
Parent/Dorm Monitor	100% FTE. Two dorm monitors/parents, on call throughout the day and night as needed, one female, one male depending upon enrollment	Dorm parent supervises students while attending CTE program intensives	\$ 34,275.36
Cook	Two cooks each work .50FTE	Provide meals twelve months per year when intensive training sessions are occurring, includes breakfast, lunch and dinner seven days a week	\$ 48,964.80
TOTAL PERSONNEL			\$ 214,833.06
FRINGE BENEFITS			
Project Coordinator	100% FTE	Approved rate 74.91%	\$ 57,311.77
Program Assistant	50 %FTE		\$ 15,283.14
Cultural Coordinator	50% FTE		\$ 15,283.14
Maintenance personnel	25%FTE		\$ 10,698.20
Parent/Dorm Monitor	100% FTE		\$ 25,675.67
Cook	50% FTE each		\$ 36,697.53
TOTAL FRINGE BENEFITS			\$ 160,949.45
TRAVEL			
Travel between sites, Cultural Coordinator	Cultural -Coordinator works with parents and students in all rural villages	flights between villages	\$ 5,000.00
Student travel between sites	Students come from rural villages to Fort Yukon for six week intensive training		\$ 20,000.00
Coordinator travel	monitors teacher effectiveness	observes student village practicums and internships	\$5,000
Travel to Seattle includes visits to major industries, hospitals, university and career programs	Continue career exploration leaving Anchorage and continuing to Seattle for further exploration of career opportunities	Twelve students and two chaperone requires \$600 for air fare, hotel and meals.	\$8,400
Travel to the King Center and U. Alaska at Anchorage	Travel for five days to explore career, college, and cultural experiences in Anchorage for 9 students and 1 instructor (10 total).	\$2,500 per diem, \$900 hotel, \$21,650, \$1,000 transportation	\$26,050
Total Travel			\$ 64,450.00
Equipment			
Interactive White boards	Interactive White boards	\$7,999.95 each x 1	\$ 7,999.95
Total Equipment			\$ 7,999.95
SUPPLIES			
Locked IP carts	1 locked and rolling I Pad Cart at \$4000	locked carts on wheels with charging capability	\$ 4,000.00
professional tool box	21-drawer Mechanic tool box	\$1,995 per unit of 1 unit	\$ 1,995.00
Miscellaneous replacement Supplies	for auto mechanic, welding consumables	to restock two career path programs	\$ 5,000.00
Start up for Construction program	Includes sub-specialties such as plumbing, electrical, millwork	Supplies are based n 14 student class load	\$ 47,291.02
Consumable supplies for construction program	miscellaneous such as nails, lumber, roofing materials, plumbing and electrical supplies		\$ 10,000.00
Construction Gear	Includes safety gear for 14 students	Hard hats, steel toes boots, protective goggles, gloves	\$ 6,000.00
Construction Equipment	See attached list		\$ 7,200.00
Air Gun and Compressors	for use in construction/millwork program	used in constructing of small houses, other buildings	\$ 5,910.00
Quincy 15 HP Two Stage Compressor	Heavy duty industrial compressor	Built to order compressor for auto shop	\$ 4,599.99
Heritage Rolling Triple Tier toolbos	Designed to hold 100 pounds per drawer	\$3,269 with secure locking mechanism	\$ 3,269.00
TOTAL SUPPLIES			\$ 95,265.01
CONTRACTUAL			

Evaluation team, twice yearly site visits	develops instruments, analyzes data, writes reports, reports to stakeholders	yearly charge for two team members includes all travel, housing, meals	\$ 80,000
Welder	To Co-teach part time with AVTEC 12 week contract,	licensed and experienced local native welder	\$ 20,000
Constructor Foreman	works part time 12 week contract, Co-teaches with U. of A. Fairbanks	Teaches hands on portion of Construction course for six weeks in two semesters, includes mill working	\$ 20,000
REConnections Consulting	Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials	Non-certified and certified faculty will participate in 24 hours of professional development at \$50.00 per hour	\$ 1,200
Unlimited Learning	Teaches two semesters for students enrolled in Allied Health Care courses	includes practicum design and collaboration with U. of Alaska Southeast for internships for Certified Nursing Assistant and licensure prep course	\$ 80,000
Unlimited Learning Center	Teaches two semesters for students enrolled in Business Education courses	Includes practicum design and collaboration with U. of A. branch to obtain dual credit, for students working toward an associate degree	\$ 80,000
Mechanic to co-teach Auto Mechanics	Co-Teach part time with AVTEC on a 12 week contract	experienced and licensed native mechanic teaches hands on portion of Auto Mechanics course	\$ 20,000
Addendum contract for Dr. of Curriculum	Director of Curriculum serves as Director of Curriculum serves as Project Director	Oversees project, hires, evaluates effectiveness of program, manages budget	\$ 10,000
Total Contractual			\$ 311,200
OTHER			
Shipping and Handling			\$ 30,000
Utility Costs for CTE Building			\$ 76,000.00
TOTAL OTHER			\$ 106,000.00
TOTAL DIRECT COST			\$ 960,697.47
INDIRECT COST RATE	9.02%	Approved by the state of Alaska.	\$ 39,292.53
TOTAL INDIRECT COST RATE			\$ 39,292.53
TOTAL COST OF YEAR 3			\$ 999,990.00

YEAR 4 Budget Narrative — Athabascan Plan for Prosperity Project			
PERSONNEL	Description	Details	Year 4 Cost
Project Coordinator	100% FTE Responsible for overall outcome of grant, supervises staff, manages budget, handles reporting, reports to Superintendent		\$ 77,272.58
Program Assistant	.50 FTE-works four hours daily five days a week	Supports project through usual and customary office support	\$ 20,606.02
Cultural Coordinator	100% FTE-Responsible for co-teaching Career Awareness Class for 8th grade, works with parents of students in 6th-8th grade to prevent Failure to Launch syndrome	12 month contract for non-certified personnel, works with native population in all YFSD rural villages	\$ 20,606
Maintenance personnel	.25FTE	Works two hours daily while intensive training sessions are occurring	\$ 14,424.21
Parent/Dorm Monitor	100% FTE. Two dorm monitors/parents, on call throughout the day and night as needed, one female, one male depending upon enrollment	Dorm parent supervises students while attending CTE program intensives	\$ 34,618.11
Cook	Two cooks each work .50FTE	Provide meals twelve months per year when intensive training sessions are occurring, includes breakfast, lunch and dinner seven days a week	\$ 49,454.45
TOTAL PERSONNEL			\$ 216,981.39
FRINGE BENEFITS			
Coordinator	100% FTE	Approved rate 74.91%	\$ 57,884.89
Program Assistant	50 %FTE		\$ 15,435.97
Cultural Coordinator	50% FTE		\$ 15,435.97
Maintenance personnel	25%FTE		\$ 10,805.18
Parent/Dorm Monitor	100% FTE		\$ 25,932.43
Cook	50% FTE each		\$ 37,046.33
TOTAL FRINGE BENEFITS			\$ 162,540.77
TRAVEL			
Travel between sites, Cultural Coordinator	Cultural Coordinator works with parents and students in all rural villages	flights between villages	\$ 5,000.00
Student travel between sites	Students come from rural villages to Fort Yukon for six week intensive training		\$ 20,000.00
Coordinator travel	monitors teacher effectiveness	observes student village practicums and internships	\$ 55,000
Travel to Seattle includes visits to major industries, hospitals, university and career programs	Continue career exploration leaving Anchorage and continuing to Seattle for further exploration of career opportunities	Twelve students and two chaperones requires \$600 for air fare, hotel and meals, (airfare shown leaving from Anchorage) cost of van for week	\$ 58,400
Travel to the King Center and U. Alaska at Anchorage	Travel for five days to explore career, college, and cultural experiences in Anchorage for 9 students and 1 instructor (10 total).	\$2,500 per diem, \$900 hotel, \$21,650, \$1,000 transportation	\$ 26,050
TOTAL TRAVEL			\$ 64,450.00
EQUIPMENT			
TOTAL EQUIPMENT			
SUPPLIES			
Miscellaneous replacement Supplies	for auto-mechanic, welding consumables	to restock two career path programs	\$ 5,000.00
CONSTRUCTION Electricity	Wiring, tools, safety gear, all circurtry and supplies to wire a 1200 sq. house	The Construction Electricity program provides in-depth instruction in the theories and principles of electricity. Principles of operation for electrical devices and equipment, and correct and safe operation of tools are covered.	\$ 44,000.04
Construction program	Includes residential construction and repair, roofing, blue print reading, site preparation		\$ 33,291.02
Consumable supplies for construction program	miscellaneous such as nails, lumber, roofing materials, plumbing and electrical supplies		\$ 7,500.00
professional tool box	21-drawer Mechanic tool box	\$1,995 per unit of 1 unit	\$ 1,995.00
Locked IP carts	1 locked and rolling I Pad Carts at \$4000	locked carts on wheels with charging capability	\$ 4,000.00
Digital Media Supplies			
Software programs for laptops	For use with students studying Media	software for 62 laptops	\$ 3,500.00
TOTAL SUPPLIES			\$ 99,286.06
CONTRACTUAL			
Evaluation team, quarterly site visits	develops instruments, analyzes data, writes reports, reports to stakeholders	yearly charge for two team members includes all travel	\$ 80,000.00
Welder	To Co-teach part time with AVTEC 12 week contract,	licensed and experienced local native welder	\$ 20,000
Constructor Foreman	works part time 12 week contract, Co-teaches with U. of A. Fairbanks	Teaches hands on portion of Construction course for six weeks in two semesters, includes mill working	\$ 20,000

Reconnections Consulting	Consultant will train instructors on techniques for teaching over live, interactive video and displaying experiments and materials	Non-certified and certified faculty will participate in 24 hours of professional development at \$50.00 per hour	\$ 1,200
Unlimited Learning	Teaches two semesters for students enrolled in Allied Health Care courses	includes practicum design and collaboration with U. of Alaska Southeast for internships for Certified Nursing Assistant and licensure prep course	\$ 80,000
Unlimited Learning Center	Teaches two semesters for students enrolled in Business Education courses	Includes practicum design and collaboration with U. of A. branch to obtain dual credit, for students working toward an associate degree	\$ 80,000
Mechanic to co-teach Auto Mechanics	Co-Teach part time with AVTEC on a 12 week contract	experienced and licensed native mechanic teaches hands on portion of Auto Mechanics course	\$ 20,000
Addendum contract for Dr. of Curriculum	Director of Curriculum serves as Director of Curriculum serves as Project Director	Oversees project, hires, evaluates effectiveness of program, manages budget	\$ 10,000
TOTAL CONTRACTUAL			\$ 311,200.00
OTHER			
Shipping			\$ 30,000.00
Utility Costs for CTE Building			\$ 76,000.00
TOTAL OTHER			\$ 106,000.00
TOTAL DIRECT COST			\$ 960,458.22
INDIRECT COST RATE		4.09% Approved by the state of Alaska.	\$ 39,282.74
TOTAL INDIRECT COST RATE			\$ 39,282.74
TOTAL COST OF YEAR 4			\$ 999,740.96

FOUR YEAR TOTALS					
	Year 1	Year 2	Year 3	Year 4	FOUR YEAR TOTAL COST
TOTAL PERSONNEL	\$ 210,600.00	\$ 212,706.00	\$ 214,833.06	\$ 216,981.39	\$ 855,120.45
TOTAL FRINGE BENEFITS	\$ 154,014.56	\$ 148,443.16	\$ 160,949.45	\$ 162,540.77	\$ 625,947.94
TOTAL TRAVEL	\$ 43,830.00	\$ 56,050.00	\$ 64,450.00	\$ 64,450.00	\$ 228,780.00
EQUIPMENT	\$ 86,297.77	\$ 23,999.00	\$ 7,999.95	\$ -	\$ 118,296.72
TOTAL SUPPLIES	\$ 58,443.38	\$ 106,210.94	\$ 95,265.01	\$ 99,286.06	\$ 359,205.39
TOTAL CONTRACTUAL	\$ 311,200.00	\$ 311,200.00	\$ 311,200.00	\$ 311,200.00	\$ 1,244,800.00
CONSTRUCTION	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL OTHER	\$ 96,000.00	\$ 96,000.00	\$ 106,000.00	\$ 106,000.00	\$ 404,000.00
TOTAL DIRECT COST	\$ 960,385.71	\$ 954,609.10	\$ 960,697.47	\$ 960,458.22	\$ 3,836,150.50
INDIRECT COST	\$ 39,279.78	\$ 39,043.51	\$ 39,292.53	\$ 39,282.74	\$ 156,898.56
TOTAL COST OF PROJECT	\$ 999,665.49	\$ 993,652.61	\$ 999,990.00	\$ 999,740.96	\$ 3,993,049.06

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

1. Project Director:

Prefix: Mr.	First Name: Tariq	Middle Name:	Last Name: Malik	Suffix:
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Address:

Street1:	123 Hill Street
Street2:	
City:	Fort Yukon
County:	
State:	AK: Alaska
Zip Code:	99740
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-662-2581	907-662-2222

Email Address:
michael.hardy@fortyukon.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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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

Yukon Flats 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	210,600.00	212,706.00	214,833.06	216,981.39		855,120.45
2. Fringe Benefits	154,014.56	148,443.16	160,949.45	162,540.77		625,947.94
3. Travel	43,830.00	56,050.00	64,450.00	64,450.00		228,780.00
4. Equipment	86,297.77	23,999.00	7,999.95			118,296.72
5. Supplies	58,443.38	106,210.94	95,265.01	99,286.06		359,205.39
6. Contractual	311,200.00	311,200.00	311,200.00	311,200.00		1,244,800.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	96,000.00	96,000.00	106,000.00	106,000.00		404,000.00
9. Total Direct Costs (lines 1-8)	960,385.71	954,609.10	960,697.47	960,458.22		3,836,150.50
10. Indirect Costs*	39,279.78	39,043.51	39,292.53	39,282.74		156,898.56
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	999,665.49	993,652.61	999,990.00	999,740.96		3,993,049.06

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 4.09%.

(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 4.09%.
PR/Award # S299A160083

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

SECTION C - BUDGET NARRATIVE (see instructions)

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