

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 # S299A160002

Grants.gov Tracking#: GRANT12161586

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

Closing Date: May 31, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1236-Form Performance Site)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
<i>Attachment - 1 (1235-CATG ED GEPA 427 Statement)</i>	e11
5. Grants.gov Lobbying Form	e14
6. ED Abstract Narrative Form	e15
<i>Attachment - 1 (1234-CATG Abstract CFDA 84.299A - 2016)</i>	e16
7. Project Narrative Form	e18
<i>Attachment - 1 (1239-CATG Narrative CFDA 84.299A 2016)</i>	e19
<i>Attachment - 2 (1240-CATG Bibliography CFDA 84.299A)</i>	e56
8. Other Narrative Form	e59
<i>Attachment - 1 (1238-CATG Mandatory Documents CFDA 84.299A)</i>	e60
9. Budget Narrative Form	e115
<i>Attachment - 1 (1237-CATG Budget Narrative CFDA 84.299A 2016-20)</i>	e116
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e146
11. Form ED_524_Budget_1_3-V1.3.pdf	e147

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.).

There were problems converting one or more of the attachments. These are: [1236-Form Performance Site.docx](#)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/09/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

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

* a. Legal Name: <input type="text" value="Council of Athabascan Tribal Governments"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="920134670"/>	* c. Organizational DUNS: <input type="text" value="8681540060000"/>

d. Address:

* Street1:	<input type="text" value="3rd and Spruce"/>
Street2:	<input type="text" value="P. O. Box 33"/>
* 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="99740-99740"/>

e. Organizational Unit:

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Patricia"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Stanley"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Executive Director"/>	

Organizational Affiliation: <input type="text" value="Council of Athabascan Tribal Governments"/>
--

* Telephone Number: <input type="text" value="907-662-7501"/>	Fax Number: <input type="text" value="907-662-3333"/>
---	---

* Email: <input type="text" value="pat.stanley@catg.org"/>
--

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

V: Alaska Native and Native Hawaiian Serving Institutions

Type of Applicant 3: Select Applicant Type:

X: Other (specify)

* Other (specify):

Tribal Consortium

*** 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.):

Form Performance Site.docx

Add Attachment

Delete Attachment

View Attachment

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

Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="767,882.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="767,882.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Patricia Stanley</p>	<p>TITLE</p> <p>CATG Chairwoman</p>
<p>APPLICANT ORGANIZATION</p> <p>Council of Athabascan Tribal Governments</p>	<p>DATE SUBMITTED</p> <p>05/09/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Council of Athabaskan Tribal Governments * Street 1: P. O. Box 33 Street 2: _____ * City: Fort Yukon State: AK: Alaska Zip: 99740 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name: Patricia Middle Name _____ * Last Name: Stanley Suffix _____ * Street 1: P. O. Box 33 Street 2: _____ * City: Fort Yukon State: AK: Alaska Zip: 99740		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name: Charleen Middle Name _____ * Last Name: Fisher Suffix _____ * Street 1: P. O. Box 11 Street 2: _____ * City: Chaikyitsik State: AK: Alaska Zip: 99788		
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: Patricia Stanley * Name: Prefix _____ * First Name: Patricia Middle Name _____ * Last Name: Stanley Suffix _____ Title: _____ Telephone No.: _____ Date: 05/09/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160002

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.

CATG ED GEPA 427 Statement.pdf

Add Attachment

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View Attachment

ED GEPA 427 Statement

Geenjit Shrideegwirilii - We Prepare for the Future specifically targets and will serve Alaska Native K-12 students and young adults who are at risk of academic failure and school dropout. The program will further be delivered based on the specific needs and challenges of program participants. Informational brochures and materials will be in accessible formats, as appropriate. The lead partner, the Council of Athabascan Tribal Governments (CATG) will defer to the Yukon Flats School District (YFSD) when identifying special needs K-12 students participating in the project and required accommodations will be made.

The partnership will seek professional assistance to identify learning disabilities. Accommodation will also be made for anyone with physical disabilities, which may include Elders and/or youth. CATG often uses the services of our Elders in various aspects of our health, natural resources and education programs and we provide special accommodations for housing, transportation, and translation so that they can participate in events and activities to share their knowledge with young people and our project staff. Gwich'in speakers, also fluent in English, will be utilized during the annual two week Yukon Flats Indigenous Language Revitalization Institute.

Because of our remote rural location, the CATG has non-discrimination policies in place for all health services. This provides an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion or sexual orientation. These policies are utilized throughout the organization for all programs. Our partner, the YFSD is also required to maintain non-discrimination policies. Although our population is 92% Alaska Native, and tribes hire based on native preference, we seek highly qualified employees, on an individual basis, without discrimination.

The CATG NACTEP program reported that post-secondary student data shows that gender

does play a role in class and career path choices. However, we also see some crossovers and our advisors do not intentionally guide male or female students toward stereotypical male or female careers.

All project locations are ADA compliant including the YFSD K-12 facilities and the UAF Interior Alaska Campus, Yukon Flats Center (YFC) in Fort Yukon where project activities take place.

The Project Director will follow steps to alleviate barriers with actions such as:

1. Develop and administer a pre-participation survey with training/event/workshop/activity registration materials to identify special access requirements – such as wheel chair access, signers, and translators, as needed.
2. Develop and implement a strategy plan that will address the identified special access needs indicated by participants prior to every event and large group training/event/workshop/class sessions. All program-related sessions must be held in ADA accessible facilities.
3. Coordinate and offer cultural sensitivity and ADA training online for program staff.
4. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges.
5. Offer transportation for consortium members and families to attend meetings, activities, and workshops, as needed.
6. Offer interpretation services for project participants and others as needed and appropriate.
7. Offer onsite childcare for individuals who must bring their children to program activities (as needed – especially young adults with children taking distance or intensive coursework).
8. Arrange for assistive technology devices to translate materials for participants in need of such

services as noted earlier.

9. Post information materials, schedules of events, and program assessments on the CATG Facebook page.

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

Council of Athabascan Tribal Governments

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Rhonda Middle Name:

* Last Name: Pitka Suffix:

* Title: CATG Chairwoman

* SIGNATURE: Patricia Stanley

* DATE: 05/09/2016

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:

Council of Athabascan Tribal Governments

Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future

ED Demonstration Projects CFDA 84.299A – 2016

Project Abstract

Purpose and Expected Outcomes: The Council of Athabascan Tribal Governments (CATG) has taken the lead in establishing partnerships with the Yukon Flats School District, Dinjii Zhuh K'yaa, and the Yukon Flats Center based on our mutual goal: *to increase postsecondary education and employment readiness opportunities for youth in the Yukon Flats by providing activities to integrate traditional values and language into the K-12 educational experience.* Our strategy is to lift up those students and young adults that are already at risk while creating a K-12 educational environment using the Understanding By Design model that integrates both academic and cultural values. The outcome we seek is an education system built on our culture instead of imposed; a system that enhances and values life in the Yukon Flats; a system that prepares the next generation to make the changes they want to make but to build on what came before.

Defined Local Geographic Area Served by the Project: Approximately 36 million acres of traditional use lands comprise the remote Yukon Flats watershed, a vast valley in the northeast corner of Alaska above the Arctic Circle. Today, the Yukon Flats lands are known, in part, as the Yukon Flats National Wildlife Refuge, the Arctic National Wildlife Refuge, Venetie Tribal lands, and land owned by regional and village corporations and Native allotment holders, and other areas. Detailed maps are included in Part 6: Other Attachments. Formed in 1985, CATG is a grassroots effort, by 10 tribes in the region, to promote self-governance and create strong, economically healthy communities. CATG is governed by a Board of Chiefs representing over

1,000 Gwich'in and Koyukon Athabascan people living in small villages throughout the Yukon Flats. Tribal members depend on hunting, fishing, and gathering supplemented by the cash economy that pays for gas, oil, utilities and some food, all of which come at a high cost.

Barriers and Opportunities Addressed by the Project: The threat and opportunity we face is the next generation and the leadership we must nurture to survive in our homeland. This project is to overcome growing barriers to higher education by reaching out to students who are disenfranchised from K-12 educational offerings, who have dropped out, are at risk of dropping out, or test into Developmental classes when applying to postsecondary institutions. The opportunity we see is to take back responsibility for educating our own young people.

Community-Based Strategies and Measurable Objectives: Objective 1: By the end of year 4, 30 cohort students will have participated in strategies to obtain their GED or high school diploma. **Objective 2:** By the end of year 4, 30 cohort students will have participated in career and technical education intensives, and 30 middle school students will attend STEM exploration sessions. **Objective 3:** By the end of year 4 year, 16 high school students will have taken a media journalism class that culminates with participation in the Searider Productions summer media camp in Waianae, Hawaii. **Objective 4:** By the end of the year 4, certificated teachers and the Yukon Flats Indigenous Language Revitalization Institute (YFILRI) participants will develop and pilot 12 courses for inclusion in the K-12 academic system based on the existing Gwich'in Learning Framework and the Understanding by Design curriculum development model.

Competitive Preference Priorities, #1, #2, and #3: The Yukon Flats School District (YFSD) LEA is eligible under SRSA and Census locale code 43; the CATG consortium is an eligible Indian organization; and, the YFSD had a 2 year ANE Program grant starting in 2012.

Project Narrative File(s)

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Council of Athabascan Tribal Governments

Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future

DOE Demonstration Projects CFDA 84.299A - 2016

Project Narrative



Contents - Narrative

Need for Project1

- (1) Barriers to Readiness3**
- (2) Student Support5**
- (3) Resources for Our Children6**

Quality of Project Design

- (i) Defined Local Geographic Area8**
- (ii) Research & Culturally Appropriate Methodology8**
- (iii) Goals, Objectives, and Outcomes12**
- (iv) Appropriateness of Program Design17**
- (v) Partner Rolls and Collaboration18**

Quality of Personnel

- (i) Qualifications of the Project Director19**
- (ii) Qualifications of Key Personnel19**
- (iii) Demonstrated Capacity22**

Adequacy of Resources

- (i) Demonstrated Commitment of Partners23**
- (ii) Reasonable Cost and Outcomes Achieved24**

Quality of Mgmt. Plan

- (i) Responsibilities, Timelines, & Deliverables.....25**
- (ii) Feedback Continuous Quality Improvement29**
- (iii) Indian Tribes and Parent Involvement30**
- (iv) Capacity Building31**

Quality of the Project Evaluation31

Need for the Project: *Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future*

The Gwich'in and Koyukon people of the Yukon Flats have occupied this 55,000 square mile valley for thousands of years. Starting with the influx of non-native trappers in the 1840's, multiple influences affected our people in the Yukon Flats. The Alaska Native Claims Settlement Act in the 1970's divided land ownership. A few years later, the Alaska National Interest Lands Conservation Act superimposed the Yukon Flats National Wildlife Refuge and the Arctic National Wildlife Refuge over our traditional use lands and surrounded the villages. Federal and State land management regulations slowly eroded indigenous autonomy and way of life.

With the migration of trappers, schools began to be built in the Yukon Flats villages. By the early 1900's families used to seasonal hunting, fishing, trapping, and a semi-nomadic living style now had to stay in the community so children could attend school. In the mid 1940's children of high school age were sent away to boarding schools, some to the lower 48 states. Delivery of Western education caused a general rift in culture, traditions, and language. It was only in the late 1970's that high schools began to be built in our villages.

Over the years, our people have been disenfranchised by Western systems in which they had little power, and were being told when, where, and how to live their lives. The decision, by the leadership of the Yukon Flats, to take back responsibility for the welfare of their people began over a campfire and evolved into a tribal organization, the Council of Athabascan Tribal Governments (CATG), in 1985.

CATG is a consortium of the ten tribal governments in the Yukon Flats region who work together for the benefit of their people. At 2014 strategic planning sessions, elected tribal leadership of the CATG region discussed the unmet needs in each of the Yukon Flats villages. Group identification and analysis of critical issues focused around four priority areas: *Health and*

Wellness; Education, Economic and Workforce Development; Natural Resources; and Tribal and Organizational Capacity-Building.

During the past 30 years, CATG accomplished a great deal through partnerships and was the first to obtain a Self-Governance compact with the USFWS and one of the few to compact with other Federal and State agencies. We also have an IHS Compact for our regional Community Health Center, Behavioral Health, and the Health Aide program. CATG also secured funding for pre-school and post-secondary adult programs. That work is heading in the right direction, however, there is one challenge that has not been fully met – the educational success of our school aged children. Evidence in our school assessments shows low student proficiency in reading, math, and science, and a growing dropout rate. Our future lies in the success and education of our young Gwich'in and Koyukon people to develop the career and leadership skills we will need in years to come. Leadership for the next generation is the imperative for this project, *Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future.*

In an effort to embed Gwich'in/Koyukon values and culture in all levels of education, employment, and service delivery in our region, the CATG recognized that partnership between multiple entities is required. In designing *Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future*, we brought together diverse partners with the experience and knowledge base to impact the development of our youth, to strengthen and prepare them for building their future for our communities. We are partnering with the Yukon Flats School District (YFSD) and the University of Alaska Fairbanks, Yukon Flats Center (YFC) to promote job readiness skills to fulfill the vision of more resilient, sustainable villages. We will implement the project on the foundation of the CATG strategy and the YFSD language and culture revitalization initiative. The long-term educational goal of our language revitalization effort is that, “The Gwich'in people must be

educated in second language acquisition and instructional methodologies to integrate the Gwich'in culture into the formal Western educational K-12 and Higher Education system" (Fisher & Sikorski, 2011) and the developing Gwich'in Learning Framework. The project concepts flow from this strategic initiative. We will detail the need for the project in three sections: Barriers to Postsecondary School Readiness as identified through Educational Data Analysis, Student Support in the Yukon Flats, and Resources for Our Children.

(1) Barriers to Readiness - Educational Data Analysis

The State of Alaska Regional Education Attendance Area (REAA) encompasses the Yukon Flats School District (YFSD), which currently operates six Title VII K-12 schools. Arctic Village, Beaver, Chalkyitsik, Circle, Fort Yukon and Venetie each receive Impact Aid and Migrant Education funds. The YFSD closed schools in Birch Creek, Central, Livengood, and Stevens Village because enrollment fell below 10 students and lost their "school" designation and associated funding. The YFSD reopened the Rampart school last year, after 15 years, because the Rampart Tribal Council was able to bring families home to build enrollment.

The State of Alaska Department of Education and Early Development published a 2015 School Report Card indicating the downward trend in enrollment. Although the Yukon Flats School District shows a slight increase in the graduation rate the dropout rate has increased significantly. We conclude that students who stay in school are simply more likely to graduate. YFSD graduation rates have increased slightly by 2.78% from 58.33% in the 2013-2014 SY to 61.11% in the 2014-2015 SY according to the State of Alaska published data. The female graduation rate is 50% compared to the males' graduation rate of 75%. The YFSD dropout rate has almost doubled from a 5.56% to 10.68%. The female dropout rate dramatically increased from 3.70% to 8.00% while the males increased from 7.55% to 13.21%. Over time, we have

seen a growing number of youth dropping out without diplomas, without jobs, and an increasing rate of substance abuse and vandalism. *Yeendaa Geenjit Shrideegwirilii* supports tribal intervention and local community participation to provide these students with the opportunity to take the credits they need to obtain their diploma or GED and enable them to move on to employment or postsecondary education.

Enrollment in the YFSD has declined on a steady basis for the past 5 years. Although there was only a 6 student decrease from 253 for the 2013-2014 SY to 247 for the 2014-2015 SY, there has been a 33 student decrease since the 2009-2010 SY or almost 12%. Statewide budget cuts have hit small rural schools the hardest and students have begun to leave the YFSD after the 8th grade for more competitive academic programs.

Table 1. Educational Attainment in the CATG Region

Village	Population	School Age	HS or GED	Adults 18-64	Post-secondary
Arctic Village	127	31	77%	98	3%
Beaver	98	17	76%	56	4%
Birch Creek	12	1	87%	29	*
Chalkyitsik	65	19	88%	38	5%
Circle	103	17	61%	62	*
Fort Yukon	516	117	70%	369	5%
Rampart	20	5	20%	13	*
Stevens Village	66	13	68%	50	*
Venetie	147	35	59%	90	5%
Region	1,154	255	67%	805	4%

Source: 2009-2013 American Community Survey 5-Year Estimates * = no data shown

Although the Yukon Flats Center currently has 63 active degree seeking students and 89 industry certification seeking students, average UAF scores, on the ALEKS entry test, range between 10 and 18, placing most in the lowest level developmental courses, DEVM 050 or ABE. Accuplacer English scores are similar with somewhat higher levels achieved.

Barriers to postsecondary school readiness in the Yukon Flats region align with national statistics that show staggering unemployment and crime rates that often lead to substance abuse and drug addiction. Underlying issues related to generational trauma and postcolonial racism are imbedded in many layers of the Western educational systems of power. The Gwich'in/Koyukon child comes into their world unaware of the historical context and is soon faced with many seemingly insurmountable hurdles in a school system that do not incorporate their worldview.

The Council of Athabascan Tribal Governments (CATG) has taken the lead in establishing this partnership project to reach students who are disenfranchised from K-12 educational offerings, who have dropped out, are at risk, or test into Developmental classes. *Too often, the Indian student is viewed as the problem, rather than the unquestioned approaches, attitudes, and curricula of the educational system. The knowledge, values, skills, and interests that Indian students possess are largely ignored in favor of strategies aimed at enticing them to conform to mainstream education.* (Cajete, 1994. p.188).

(2) Student Support in the Yukon Flats

The existing infrastructure for youth to participate in formal activities is limited in most of the Yukon Flats villages. Student populations do not support group sports in all communities except for the regional hub, Fort Yukon. Fort Yukon School has both a girl's and boy's high school basketball team that travels and competes with other schools on the same State of Alaska level. Activities at the schools mostly adhere to academic goals with the exception of fundraising and open gym nights. Examples of academic clubs include middle school First Lego League, FLL clubs, Battle of the Books reading clubs for elementary students, and other clubs initiated by grant funded programs that are sporadically implemented. An example of a Career Technical Student Organization (CTSO) club is the grant funded FEA club or Future Educators

of Alaska. This money is funded on a research based reoccurring funding cycle and offers a subcontract to the YFSD.

CTSO clubs often align with vocationally orientated academic course offerings but do include agriculture and natural resources, business and information technology, family and consumer science, health science, marketing, management & entrepreneurship and technology and engineering. Aligning and tracking students from high school through completion of postsecondary education programming in the CTSO is greatly needed in the Yukon Flats and Alaska.

Traditional hunting, fishing, gathering activities are supported by parents, tribal councils, and various organizations working together to provide opportunities to youth. Villages offer annual culture camps where young people learn traditional skills from community elders. This project would extend opportunities for youth to participate in activities that incorporate positive elements from Western and Gwich'in/Koyukon knowledge systems.

(3) Resources for our Children

The CATG Behavioral Health program supports community camps and land based activities that use Indigenous pedagogical instructional approaches. Behavioral Health Providers also conduct school visits and special activities. The CATG Native American Career and Technical Educational Program (NACTEP) enables our postsecondary students to receive funding, academic support, attend cohort seminars, and participate in distance courses for degrees up to an Associates level. The program also conducts outreach presentations to High School students. The CATG Early Head Start (EHS) program serves thirty 0-3 year olds and their families. EHS supports Elder Academies for participating parents to learn multiple skills such as how to take care of caribou meat, sew skin boots, mittens, and hats, make parkas, and

more. Older students often participate in part or all of these activities. CATG will continue existing partnership activities by sending EHS staff to learn about Hawaiian language revitalization efforts and learn about the language nest model. The CATG also participates in the Fort Yukon tribal internship program and recently hired two previous interns as fulltime employees.

The YFSD offers Gwich'in instruction in many of the schools through local bilingual/bicultural instructors but there is no unified curriculum or alignment with Western academic content. A former administrator devised a bilingual/bicultural plan that included ensuring that Native Language and Culture are integrated in the development of all curricular areas and to collaborate with similar efforts by CATG and others. However, the plan was not carried out because of administrator turnover and lack of administrative support and funding. Our Bilingual/Bicultural educators continue to be the force behind local language revitalization efforts and also serve as the Dinjii Zhuh Ky'aa Board of Directors.

Dinjii Zhuh K'yaa (DZK) offices are located in Fort Yukon . DZK distributes valuable original documentation as resources to all language learners including YFSD staff. The DZK Board will participate in the curriculum alignment process to verify and review appropriate integration of Gwich'in and Koyukon knowledge. The establishment and sustainability of DZK is a huge positive boost to language revitalization efforts and is a self-sustaining organization that will house and promote all program developed materials.

The Yukon Flats Center (YFC) is the local branch of the University of Alaska, Interior Alaska Campus. The YFC has two large classrooms, a computer lab, an alternative energy classroom/facility and private testing offices. The YFC supports a full complement of resources for registration, guidance and counseling, intensive classes, distance learning, and study.

Quality of the Project Design

(i) Local Geographic Area

The Yukon Flats valley covers 35 million acres located 145 air miles northeast of Fairbanks, Alaska mostly above the Arctic Circle. The primary rivers include the Yukon, the Chandalar, the Black River, Birch Creek, and the Porcupine.



The river system connects the villages in the summer months, snow machine travel connects them through the winter, and bush airline service connects them through all the seasons. The region encompasses the ten Athabascan (Gwich'in and Koyukon) villages and tribal governments that formed the Council of Athabascan Tribal Governments (CATG). They are: Arctic Village, Beaver, Birch Creek, Canyon, Chalkyitsik, Circle, Fort Yukon, Rampart, Stevens, and Venetie. Land ownership is broken up into Tribal lands (Alaska Native Allotments, Alaska Native Corporations, & Alaska Native Tribal Governments) and Federal lands (Wildlife Refuges). This project speaks to the Alaskan Gwich'in/Koyukon tribes that reside in the region and are part of CATG and the Yukon Flats School District service area.

(ii) Scientific Research and Culturally Appropriate Methodology

With this project, the Gwich'in will begin to align their epistemological beliefs with the western academic structures of power to ensure that Gwich'in children develop an understanding of the world around them framed in the Gwich'in perspective. Renowned educator and researcher, Dr. Demmert advocated for Culture Based Education (CBE) curriculum and pedagogical priorities to be established and integrated into western academic schools, "A child's

education must include social, emotional, and ethical competencies as well as academic priorities.” (Reyhner, Gilbert, Lockard, 2011). Many innovative programs utilize the American education infrastructure to implement Indigenous pedagogical priorities. Hawaiian, Dene’, Inupiaq, and others are identifying their own pedagogical indicators to establish a variety of constructs or frameworks that situate western content strands in the specific cultural context.

Successful strategies to repair education systems pair language revitalization with local socio-economic leadership including tribes and educational organizations. Researchers in the Ojibwa language share their findings, “...we argue that a community-based design research methodology that engages teachers and community members in the production and generation of learning materials moves towards integrating the levels of classroom, content, and pedagogy.” (Hermes, Bang, and Marin, 2012, p. 397). The *Yeendaa Geenjit Shrideegwirilii* partnership will bring together certified teachers, elders, language teachers, archivists and the university to develop values based integrated academic course work using the Understanding by Design model. The North Slope Borough School District is successfully using this model to develop a culturally integrated curriculum aligned with academic course work.

These values form the basis for additional work by Indigenous Studies PhD Candidate, Charleen Fisher that align values with the Western academic system to establish a Gwich’in Learning Framework. This framework is based on the ideological understanding of the Gwich’in term T’aii, or personal force, luck or power. Proposed framework elements include four realms; Shroodiinghaa (sacred), Diiginjik (language), T’eediraa’in (our way of life), and Nihlil’ee (respect). (Fisher, 2015). Western academic content strands are situated within these four realms.

This project will build on the framework to identify Grade Level Expectations (GLE’s) for vocational or Career and Technical Education (CTE) and relevant traditional ecological

knowledge (TEK). Gregory Cajete suggest, “Traditional systems of Indian education represent ways of learning and doing through a Nature-centered philosophy. They are among the oldest continuing expressions of “environmental” education in the world.” (Cajete, 1994. P. 21). The western content strands of science provide a natural connection for our Gwich’in/Koyukon knowledge bearers and Elders to build and adapt TEK knowledge structures for our youth.

The important contributions of Gwich’in and Upper Koyukon people will ensure both an accurate portrayal of Gwich’in and Koyukon culture and educational priorities from first language speakers, educators and youth. Project goals will include the continuation of the YFSD led Yukon Flats Indigenous Language Revitalization Institute (YFILRI) at the Yukon Flats Career and Technical Education Center in Fort Yukon, Alaska. The YFILRI will include a two-week session for youth, Elders, educators, and fluent Gwich’in speakers to develop CTE and TEK culturally based indicators or GLE’s for the Gwich’in Learning Framework.

Youth will also receive training that will lead them to media and computer technology training opportunities for language documentation efforts at both the local level and at the region-wide YFILRI. A large portion of underrepresented young adults need college preparatory coursework to enter into university level classes. For these students, the project will offer local GED intensive sessions as well as local DEV intensives based on the cubed method of program delivery on the UAF Campus. This method would provide increased local access and concentrated instruction in developmental classes to help those students achieve freshman 100 level test placement to meet university and postsecondary training entry requirements.

Students who participate and successfully complete the sessions will be able to intern at the YFILRI. These students will participate in language documentation and preservation through the use of media. In the first year, working on the T’eediraa’in realm ecological discussions will

help define the placement of TEK into Western content strands.

A curriculum founded on American Indian myths in science might revolve around stories of human relationships to plants, animals, natural phenomena, and the places in which Indian people live. This could also include stories of technological achievements of Indian people in such areas as plant medicine, architecture, astronomy, and agriculture as well as actual experimentation with Tribal technologies. (Cajete, 1994. P. 139).

For this project we are going to develop courses and piloted units one realm per year to be adopted by the YFSD Board. Year 1 realm will be T'ee teeraa'in (our way of life – subsistence), Year 2 will be Nihlihil'ee (respect), Year 3 will be Shroodiinghaa (sacred), and Year 4 will be Diiginjik (language).

The CATG region is comprised of communities that use both Gwich'in language and the Upper Koyukon Dialect both in the Athabascan or NaDene language grouping. The Upper Koyukon village representatives will begin their language planning efforts with the establishment of a framework that is based on their values. The Gwich'in have begun the process by identifying their values and grouping them into the categories represented in the Gwich'in Learning Framework. Both language revitalization efforts will participate in the curriculum development process called, Understanding by Design led by researchers, Grant Wiggins and Jay McTighe.

The Council of Athabascan Tribal Governments has reviewed educational models within Alaska and the larger Indigenous community for successful models that increase graduation rates of K-12 and post-secondary educational institutions. The Inupiat Learning Framework developed by the North Slope Borough School District through the curriculum alignment, integration, and mapping process with Jay McTighe and Associates Educational Consultants

represents the most comparable situation to that of the Yukon Flats. The Understanding by Design process is characterized as backward design. *Backward design may be thought of as purposeful task analysis: Given a task to be accomplished, how do we get there? Or one might call it planned coaching: What kinds of lessons and practices are needed to master key performances? The approach to curricular design we are advocating is logically forward and commonsensical but backward in terms of conventional habits, whereby teachers typically think in terms of a series of activities (...) or how best to cover a topic (...).* (Wiggins, G. and McTighe, J., 2005, p. 2)

(iii) Goals, Objectives, and Outcomes

Project Goal: To increase postsecondary education and employment opportunities for youth in the Yukon Flats by providing activities to integrate traditional values and language into the K-12 educational experience.

“There are good values in the Western world, and there is good value in our own Gwich’in culture. So learn those good values. It’s always good to build on good values. We need to learn this on the Western side, and we need to learn this on our cultural side.” Elder Interviews in 2010-11.

Objective 1: By the end of year 4, 30 cohort students will have participated in strategies to obtain their GED or High School diploma

Cohort students are high school students and young adults that have or are at risk of dropping out of school or have tested into remedial university classes. Activities include enrolling in 1 to 3 intensive developmental dual credit courses that combine academic study with values based experiential learning. The intensives focus on increasing English and Math testing levels in ALEKS and Accuplacer, which are used to place students entering the university and

other career and technical programs. Progress will be measured by pre and posttests to determine if students should move to the next level. *Results Expected:* each student will increase their ALEKS Math score by 10 to 20 points. *Long term Aim:* Cohort students increase their university entry Accuplacer English score by 20 to 30 points and test into entry-level college Math.

Objective 2: By the end of year 4, 30 cohort students will have participated in career and technical education intensives, and 30 middle school students will attend STEM exploration sessions.

Cohort students are high school students and young adults that have or are at risk of dropping out of school or have tested into remedial university classes. Career and technical education content strands include Information Technology, Culinary Arts, Carpentry, etc. Each year, middle school students will participate in 2 week-long STEM exploration sessions and will receive guidance in the application process for in-state academic opportunities like the Alaska Native Science & Engineering Program (ANSEP), to which high school students can also apply. *Results Expected:* Middle school students become career aware; high school students, college ready with dual enrollment. *Long term Aim:* Middle school students take dual enrollment courses in their area of interest; high school students enroll in college or technical school.

Objective 3: By the end of year 4 year, 16 high school students will have taken a media journalism class that culminates with participation in the Searider Productions summer media camp in Waianae, Hawaii.

Each year, in April, students will enroll in a Media intensive at the Yukon Flats Career and Technical Center (YFCTC) to prepare for the Searider Productions Media Camp. The course will be taught by an instructor from the Alaska Teen Media Institute for credit through the Yukon Flats Center (YFC). Students will learn how to use digital cameras, transfer and edit

footage on computer, find and use royalty free music, and produce a 1 to 2 minute journalism piece. After attending the Media Camp in Waianae in May/June, four participants who successfully complete the camp requirements will earn a paid internship to work during the Yukon Flats Indigenous Language Revitalization Institute (YFILRI) held annually in June.

Results Expected: 15 to 20 students acquire media and communication skills during the Alaska Teen Media intensive and those that attend the Waianae summer media camp will gain additional professional skills. *Benefits Expected:* Trained indigenous cinematographers and editors experienced in documentation and preservation. *Long term Aim:* Students document Gwich'in and Koyukon language and culture via video.

Objective 4: By the end of the 4th year, certificated teachers and Yukon Flats Indigenous Language Revitalization Institute (YFILRI) participants will have developed and piloted 12 courses for inclusion in the K-12 academic system based on the existing Gwich'in Learning Framework and the Understanding by Design curriculum development model.

The review and implementation process includes curriculum unit alignment with YFSD's certified teachers. *Results Expected:* Courses are developed, adopted, and piloted in the T'ee teeraa'in - our way of life – subsistence) realm, Nihłihil'ee (respect) realm, Shroodiinghaa (sacred) realm, and Diiginjik (language) realm. *Long term Aim:* Students learn Gwich'in language and values through integrated and aligned Gwich'in course content.

Intensive sessions will be held at the Yukon Flats School District Career and Technical Education Center and serve as a bridging program between K-12 and post-secondary education.

Annual Activities	Person Responsible	Years	August	September	October	November	December	January	February	March	April	May	June	July
Objective 1: Development														
1.1 Recruit 20 STU/cohort/year	PM, PA, Other	1-4				X								
1.2 Orientation week: Assessment, Placement, Career Exploration	PM, PA, YFC, YFSD, DZK, NACTEP	1-4				X								
1.3 Students participate in DEV level courses	INST, PM, PA	1-4				X	X	X	X	X				
1.4 Post-Session Formative Assessments	INST, STU	1-4				X	X	X	X	X	X			
Objective 2: Career Exploration & STEM														
2.1 Coordinate with CATG NACTEP to offer 2 intensive courses.	PM, PA, NACTEP	1-4						X	X					
2.2 Offer 2 career exploration courses based on cohort need/interest.	PM, PA, YFC,	1-4							X	X	X			
2.3 Middle School STEM intensives (fall & spring)	PM, PA, YFSD	1-4					X				X			
2.4 ANSEP Application preparation for Middle & High School	PM/INST, YFC, YFSD	1-4						X	X					

Objective 3: Media Journalism																		
3.1 Alaska Teen Media intensive	Consultant, PM, PA	1-4																X
3.2 Wai'anae Searider Productions summer session		1-4																
3.3 Media Internship during Yukon Flats Indigenous language Revitalization Institute (YFILRI)	PM, PA, YFC, YFSD DZK Elders NACTEP	1-4																X
Objective 4: Curriculum Development/YFILRI																		
4.1 Select course emphasis based on one of 4 realms, i.e., ethnobotany, Gwich'in astronomy, etc.	DZK, PM	1-4				X												
4.2 Select archival materials for curriculum unit alignment	DZK, Consultant	1-4				X												
4.3 Certified teacher course offering for curriculum alignment using Understanding by Design model with unit development & piloting during school year.	Consultant, PM, PA, YFSD	1-4					X	X	X	X	X	X	X	X				
4.4 In-service presentation of the Yeendaa Geenjit Shrideegwirilii project to all YFSD staff.	PM, DZK, YFSD, Certified Teachers,	1-4									X							
4.5 YFILRI held in Fort Yukon with Elders from each tribe, youth, media interns, language teachers, DZK.	PM, PA, DZK Elders, YFSD																	X

(iv) Cultural Appropriateness of Program Design

The Gwich'in holistic worldview incorporates personal development, service to Elders and knowledge bearers, and contribution to the tribe. Our project design integrates Gwich'in epistemological and axiological beliefs into a Western construct. It promotes the importance of western education while relating the CBE theoretical framework that is the Gwich'in Learning Framework. *Yeendaa Geenjit Shrideegwirilii* supports personal development and service to others by using acquired technology and skills to contribute to the larger Gwich'in society and to future generations through language documentation and preservation activities.

The current educational context at YFSD is assessment based with student, teacher, and curriculum success determined by the assessment criteria. Within this type of learning environment we must use the most applicable curricular model that allows for the integration of our cultural knowledge through a curriculum alignment process to achieve goals that ultimately help our Gwich'in and Koyukon youth better relate their Indigenous worldview to western academics. This project will rely upon the "Understanding by Design" model and will initiate curriculum development based on the existing Gwich'in and Koyukon knowledge systems to develop outcomes that align with western standards.

The Understanding by Design curriculum development model is based on the theoretical understanding of positivist and structural constructs but is viewed by many educational theorists as post-structural. (Cho & Trent, p. 108). This is important because the model, as a variation of structuralism, emphasizes multiple meanings and constructs to define society, language, culture...etc., thus leaving room for the development of alternative methods to be integrated into the current structured educational system.

(v) Partner Roles and Collaboration

The Council of Athabascan Tribal Governments, CATG will provide project management and administrative oversight including hiring, logistic and financial management. CATG will also provide NACTEP resources to eligible students in career exploration courses and provide for administration of the YFSD Career and Technical Center for program activities.

The Gwich'in language archive, Dinjii Zhuh Ky'aa (DZK) will provide traditional knowledge through our network of Elders and Tradition Bearers. They will also provide project review input and guidance and a final curriculum review. DZK has agreed to research archival material for curriculum inclusion. Elders and knowledge bearers will participate in partnership events, i.e., the Yukon Flats Indigenous Language Revitalization Institute (YFILRI). In addition, DZK will offer event/training space at their facility in Fort Yukon and provide computer and Internet access as needed. DZK will also provide public outreach and marketing to specific audiences, especially speakers, and most importantly provide the expertise of fluent speakers and Elders from throughout our region.

The UAF Interior Alaska Campus, Yukon Flats Center (YFC) in Fort Yukon will provide career exploration and developmental courses and specific content area instructors as needed. They will also provide coordination for student assessment and placement, ongoing intensive course registration, and provide facility space if needed.

The YFSD will provide usage of the Career and Technical Center for intensive sessions and the YFILRI including the complementary use of existing furnishings, equipment and technology. The YFSD will also provide school transportation to and from YFSD student activities, i.e., for gymnasium use upon availability. The YFSD Counselor will provide school counseling services for middle/high school students, i.e., Alaska Career Information System

(AKCIS) and seek approval for the provision of dual credit for high school/university courses. The YFSD schools will be provided with permission for Yukon Flats middle/high school students to participate in sessions.

The YFSD will also provide teacher substitutes for 5 teachers during the 2 school days spent in unit development and alignment activities. The YFSD will notify certified teachers to apply for unit development and alignment activities. They will also submit aligned curriculum to YFSD BOE for course consideration, adoption, in-service training, and eventual implementation. The YFSD will provide CATG authority to implement additional career and technical services programs including CTSO and Carl Perkins for program development.

Quality of Project Personnel (Resumes and CVs are included in the Other Attachments)

(i) Qualifications of the Project Director

The project director will be Indigenous Studies, PhD Candidate, Charleen Fisher. Charleen is a Gwich'in Athabascan raised in the Yukon Flats. Her educational achievements include earning a M.Ed. in Education with an emphasis in Language and Literacy and a B.A. in Political Science with a minor in Economics both from the University of Alaska Fairbanks. Her work experience includes a twelve years as a K-12 educator in the YFSD and several years in various capacities including the Education Director of the Council of Athabascan Tribal Governments. She is dedicated to the betterment of education for the youth of the Yukon Flats region. Charleen's CV is included in the application.

(ii) Qualifications of Key Personnel

Patricia Stanley, CATG Executive Director, is responsible for the overall administration and management of programs, services and operations of CATG at the direction of CATG's Council of Chiefs. Pat was the former Executive Director of CATG from 1985–2002. In 2006

she graduated from Harvard Kennedy School of Government with a Masters in Public Administration and in 2008 from Simmons School of Management with an MBA. Pat worked for the UAF IAC Yukon Flats Center (YFC) from 2009 to 2013. While there she was on the YFSD Career and Technical Center Advisory Committee and provided assistance on their ANE grant. Pat has made her home in Fort Yukon since 1984. Pat will have broad oversight and authority in administering this project.

Dr. Lance Bowie, Superintendent of Schools, Yukon Flats School District, has lived and worked as a Principal or Superintendent in Alaska for over 30 years and in the Yukon Flats for 4 years. Dr. Bowie earned his Doctorate of Education in Public School Administration from the University of Southern California in 1982. His experience at West High School, in Anchorage, developed their School of Technology, the West High Reading Program, and brought the school recognition as a Blue Ribbon School of Excellence. He introduced the A+ curriculum for the Alternative School while at Clarksville, Tennessee as the Director of Secondary Schools. During his tenure in the Yukon Flats Dr. Bowie maintained the popular Vocational Program at the Career and Technical Center, has participated in building partnerships with CATG and the villages, and is seen as part of the community. He has gained the background and understanding of the Yukon Flats Gwich'in and Koyukon culture and recognizes the importance of supporting this effort.

Edward Alexander is uniquely qualified for this project as a tribal member, an educator, and a focus on language revitalization. Edward received his Bachelors of Arts in 2000, Teacher's Certification in 2006, and a Masters of Education in 2013 from the University of Alaska, Fairbanks. He was a classroom teacher of English and Social Studies for four years in Fort Yukon and Arctic Village and was the Principal/Teacher of the Arctic Village School from 2009-

2010. As the Gwich'in Language Coordinator for the YFSD, he coordinated the Gwich'in language teachers, their materials, curriculum and staff development. He established Dinjii Zhuh K'yaa Institute as a repository for Gwich'in Archives and is starting a local radio station to broadcast in Gwich'in from the Institute. Currently, Edward is the Yukon Flats Center Coordinator with a focus on increasing the number of students and credit hours and making the facility more responsive to the needs of a growing population of students taking distance classes.

Dr. Patricia Partnow has agreed to provide the Understanding by Design coursework for Yukon Flats School District certified teachers. She was recommended for this project by the founder of Understanding by Design, Jay McTighe because of her background and experience working with Alaska school districts, corporations, and museums. Pat has done work throughout Alaska conducting research, evaluating programs, producing interpretive materials, and researching and writing grants. She brings over 30 years of experience to her work and more than 40 years of academic study in ethnohistory, culture, and oral tradition. Ms. Partnow's anthropology degrees were awarded by Brown University (Phi Beta Kappa, Magna cum Laude), Northwestern University and the University of Alaska Fairbanks. She also holds a secondary teaching certificate from the state of Alaska. to develop materials, books, and curriculum.

CATG will contract with Evaluation Research Associates (ERA), LLC to conduct the evaluation of *Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future*. For 16 years, Kas Aruskevich, PhD, principal of the corporation, develops and evaluates programs for Alaska Natives. Her work includes evaluation of Wai'anae High School Digital Halau / Searider Productions (SP) media program for Native Hawai'ians. Through firsthand knowledge gathering evidence to document the successful student experience at SP comes the model of media delivery and networking of high school students and courses from Wai'anae with students from Yukon

Flats proposed in this grant application. Dr. Aruskevich has been the evaluator on previous CATG and YFSD projects. The team of evaluators at ERA two Alaska Native research assistants, one holds a Master Degree, the second completing a Bachelor Degree; and a support staff originally from a Gwich'in community. The reputation of the evaluation team, the relationships established with the Interior-Aleutians Campus, and familiarity with Alaska Native culture and the geographic context of the region is key to the validity and usability of the evaluation products (LaFrance, Nichols, & Kirkhart, 2015). The evaluation team follows the guidelines of the *American Evaluation Association's Public Statement on Culture in Evaluation* (2011) in which the social, economic, geographic and cultural contexts in which the project is implemented and the students' lives are considered in the evaluation.

(iii) Demonstrated Capacity

The Council of Athabascan Tribal Governments (CATG) celebrated 30 years of operation in September 2015. The CATG has been audited annually since 1986 and has sustained no major audit exceptions. The organization is the largest tribal employer in the region, providing over 60 jobs with an 84% local hire rate and managing an annual budget exceeding \$8 million.

Administration maintains effective Human Resources, Travel and Procurement, Accounting and Telecommunications Network departments with well-documented procedures to support program expansion for this project. With central offices located in Fort Yukon and employees serving member tribes across the Yukon Flats, the organization is both experienced and well equipped to operate programs and projects with various work site locations. CATG implements programs in: Health, Education, and Natural Resource Management.

CATG joined the All Alaska Tribal Health Compact in 1994 to manage the Fort Yukon

Clinic and added more programs in 1997. As health services and staffing needs grew, CATG expanded its health programs with the construction of the Yukon Flats Health Center (YFHC) in 2008. Based in the regional hub community of Fort Yukon, the YFHC offers primary health care, dental, behavioral health, pharmacy, diagnostic and radiology services. In addition, CATG operates 4 village clinics staffed by Community Health Aide Practitioners (CHAPs) located in Arctic Village, Venetie, Beaver and Birch Creek. The continued expansion of CATG's medical staff and upgrades to village clinic technology (i.e. telemedicine) are major successes in the organization's history.

Tribal Education programming currently includes two primary components: Federal Early Head Start funding to provide primary educational, health, and social services to pregnant women; and the Federal Native American Career and Technical Education Program (NACTEP) funding to support development of the Tribal Workforce.

CATG's Tribal Natural Resources Department includes: Fisheries & Wildlife Management through the first Compact and Annual Funding Agreement of its kind with the USF&WS Yukon Flats National Wildlife Refuge, the Wildland Fire Training Program, through another Compact and Annual Funding Agreement with BLM Alaska Fire Service. The Department supports Environmental Health through the EPA Indian General Assistance Program, Appropriate Energy Development through the Alaska Energy Authority and Department of Energy, and Forestry-Training rural technicians through the State of Alaska.

Adequacy of Resources

(i) Demonstrated Commitment of Partners

The Yeendaa Geenjit Shrideegwirilii Partnership Agreement has been approved by the Council of Athabascan Tribal Governments, the Yukon Flats School District, the Dinjii Zhuh

K'yaa Chairwoman and the Director of the Yukon Flats Center. The CATG Chiefs approved CATG Resolution 2015-12 to apply for this opportunity. The Vice Chancellor of the University of Alaska Fairbanks Rural, Community, and Native Education also provided a strong letter of support for the project. Each of these documents is attached along with the resumes and CVs of our partners, staff, and consultants.

(ii) Reasonable Cost for number of people served and Outcomes Achieved

The attached 4 year line item budget and budget narrative demonstrate how the Yeendaa Geenjit Shrideegwirilii Partnership will maximize and share their resources to achieve outcomes and seed an ongoing strategy to finally integrate our Gwich'in and Koyukon culture into the Western academic world. This funding will formalize relationships in our communities, with our elders, with our schools and certified teachers to join them together in common purpose and in common response to the needs exhibited by our children. These project activities will bridge the separation between our way of life and the education system we seek to embrace. They will establish a new inclusive environment that will change forever the way families think about their school system. Expectations are that lives will be changed, that those without hope will be inspired to try again, that this school system will develop in a way that is uniquely part of this community and region.

Quality of the Management Plan

(i.) Defined Responsibilities, Timelines, & Deliverables

Objective 1. Developmental Classes			
Tasks	Responsible	Deliverables	Timeline
Recruit students through radio, social media, and word of mouth	PM, NACTEP, YFC, YFSD	PSA's created as WAV files, flyers/ posters, letters to Tribes & Orgs.	Years 1-4 Oct 1-Nov.1
CATG processes travel; YFSD schedules test coordination; YFC schedules placement, schedules career exploration, Project secures FERPA releases	PM, NACTEP, YFC, YFSD	Travel approved; tests completed, career exploration PPT, STU orientation, FERPA & media release.	Years 1-4 11/01-11/07
Academic advising and course registration	INST, PM, PA, YFC	Registration forms & completed course work	Years 1-4 11/07-3/31
Schedule formative & summative ALEKS & Accuplacer exams, POs for tests as necessary.	PM, PA, STU INST, YFC	Obtain placement scores for each STU	Years 1-4 11/07-3/31
Project review & improvement meetings, course surveys generated & reviewed	PM, PA, INST, DZK Elders, STU Stakeholders	Feedback & Improvement report generated, Board rpts. generated.	Years 1-4 monthly
Objective 2 Career Exploration & STEM			
Meet with NACTEP Director & YFC Director and set up 2 intensive courses	PM, NACTEP, YFC	DEV Courses held.	Years 1-4 1/11-2/12

Tasks	Responsible	Deliverables	Timeline
Cohort career exploration, setup courses.	PM, PA, YFC, NACTEP	Career Exploration courses held.	Years 1-4 2/22-4/01
Develop STEM intensive participation criteria, scope/unit & lessons, select participants,	PM, YFSD	20 Middle STU participate in STEM intensives.	Years 1-4 12/01-4/29
ANSEP applications evaluated to increase applicant competitiveness.	PM/INST, YFSD	15 Middle STU criteria assembled, application procedure lessons delivered.	Years 1-4 1/01-2/26
Project review & improvement meetings, post course e-surveys generated & reviewed.	PM, PA, INST, DZK Elders, STU Stakeholders	Feedback & Improvement rpt. generated, Board rpts. generated.	Years 1-4 monthly
Objective 3 Media Journalism Classes, Media Camp, Earned Internship			
recruitment & logistics Alaska Teen Media Intensive	Consultant, PM, YFSD	15 STU Media training completed with audio/video media products developed.	Years 1-4 4/11-4/22
Wai'anae Searider Productions STU slots arranged with logistical arrangements	PM, YFSD, YFC, NACTEP	4 STU Complete Media training with audio/video media products developed.	Years 1-4 5/16-6/03
Project review & improvement meetings, course e-surveys generated & reviewed.	PM, PA, INST, DZK Elders, STU Stakeholders	Feedback & Improvement report generated, Board rpts. generated.	Years 1-4 monthly
Objective 4 YFILRI Curriculum Development			
Select course emphasis w Elders & INST	DZK, INST, PM,	Course Selected, course sequence delineated.	years 1-4 10/01-10/04

Tasks	Responsible	Deliverables	Timeline
Archival search on topic areas initiated, materials gathered/analyzed, material selection.	DZK (PM)	ANLA & DZK archive search initiated, relevant material selected & curated.	years 1-4 10/05-10/30
Design course & relevant materials for teacher inservice on Understanding by Design Model.	Consultant, PM, YFSD	Course design presented during inservice.	Years 1-4 11/01-5/07
Teacher recruitment for course participation	Consultant, PM, YFSD	Course on UBD model delivered, Sample Units developed by participating teachers.	Years 1-4 11/01-5/07
Inservice presentation materials developed project orientation	DZK, PM, YFSD Certified teachers	Project orientation presentation on realms & UBD model delivered.	Years 1-4 2/22-2/26
Schedule and advertise YFILRI Create social media created Complete logistics	PM/PA DZK, YFSD	Elder interviews recorded, edited, delivered to ANLA & DZK, course descriptions created, syllabi generated	Years 1-4 6/06-6/17
Media STU Internship logistics to attend YFILRI & record Elders.	DZK Elders, STU Interns, YFSD	STU media/interviews with Elders conducted, edited, organized, disseminated.	Years 1-4 6/06-6/17
Project review & improvement meetings, course surveys generated & reviewed	PM, PA, INST, DZK Elders, STU Stakeholders	Feedback & Improvement report generated, Board rpts. generated.	Years 1-4 monthly

Grant Management Plan			
Conduct initial internal startup activities, provide staff orientation.	ED, HR	Positions hired, staff orientation provided	Year 1-4 10/1-10/31
Schedule 2 day post award mtng. in D.C w. Partner; debrief meeting with partners	PM, PA, YFSD,	Post award mtng. attended by PM and YFSD, PM & Partner years 2, 3. & 4, Evaluator year 1 and 4; staff & partners meet	Year 1 -4 10/1-10/31
Establish project meeting calendar	PM, PA, ED	Calendar posted & online.	Year 1-4 11/1-11/30
Schedule project review & improvement mtngs., Elder interviews, public project mtngs. for feedback, parent mtngs.	PM, PA, Partners, DZK Elders, STU Stakeholders	Feedback & Improvement rpt. generated, survey data reviewed, Board rpts. generated.	Years 1-4 monthly
Prepare schedule for financial and program rpts. & submit annual & final grant rpts.	PM, PA	Financial & program rpts. submitted and provided to partners.	Years 1-4 Scheduled
Conduct CATG Annual Audit.	Auditor, CATG	Audit conducted each December	Years 1-4

(ii) Feedback Continuous Quality Improvement

The Project Manager will establish project review procedures with the evaluator and partners to ensure feedback and continuous improvement across the spectrum of project activities. Procedures include: oral interviews (objectives 3,4), surveys (objectives 1,2), informal & formal meetings (objectives 1-4), stakeholder sessions (objectives 1,4), presentations to the Tribal Governments in the CATG region (objectives (1-4), presentations & participation of certificated teachers (objectives 1-4), & active feedback from students (objectives 1-4). The Project Manager will utilize independent expert reviewers in the content area (Gwich'in elders) and in the methodology (certificated teachers) (objectives 1-4). Instructors will use the ALEKS and Accuplacer exams for formative and summative assessments. These exams are utilized by the University of Alaska Fairbanks for academic placement, though they will also be used here as a tool to monitor academic growth quantitatively (objective 1). Survey answers will also be quantified by the Project Assistant (objectives 1-4). The qualitative data gathered via elder interviews and community meeting sessions by the Project Assistant & project participants will help the Project Manager and Tribal Elders to formatively assess & adapt the project, and will be collected summatively at its conclusion by the Project Assistant & Project Manager (objective 4). Lastly, the Project Manager will continue to review systematically the program as a whole with the Tribal DZK Elders in continuing small group interviews to ensure it meets the needs of the grantor & the stakeholder groups.

Project Manager will participate in an annual review and work plan improvement session after all of the reports have been reviewed annually during the Yukon Flats Indigenous Language Revitalization Institute (objective 4). Together the group will incorporate the recommendations from the reports into the following year's work plan.

(iii) Indian Tribes and Parent Involvement

The proposed activities were developed and informed by prior meetings with indigenous Gwich'in parents and students, Elders & tradition bearers, and Gwich'in educators. The proposed activities are being proposed by the Council of Athabaskan Tribal Governments (CATG), a consortia of Tribes, in the upper Yukon Flats region consisting of ten Tribal Governments in one of the most remote areas in North America. Implementation will involve educators, tribal members, students, tribal elders, and community stakeholders in ongoing project development. Feedback will be solicited before, during and after each portion of the project is completed. CATG operates utilizing a consensus-based management philosophy that we have explicitly derived from the traditional values of the member Tribal Governments and the Chiefs. This organization-wide philosophy is inclusive and balanced.

Indian children and parents will review and participate in the piloting of units and courses as they are completed. Their input will be used to fine tune and improve project activities. Surveys will be completed by students at the end of each course. Data will be synthesized into a deliverable quality improvement documents and will be available at the conclusion of the annual grant period. Program reviews will be available for grant reviewers to meet the consensus model of development supported by CATG including transparency and availability of all information.

Tribes in the CATG region will send Elders affiliated with Dinjii Zhuh K'yaa to guide and review materials and to evaluate how they are aligned with academics. They will, with the assistance of students, parents and certificated teachers, help create and review every facet of the project. Elders will provide key oral interviews regarding traditional knowledge attainment and understanding, indigenous education methodologies and epistemology. These interviews will be utilized to inform the activities of the project, and will be preserved at Dinjii Zhuh K'yaa and at

the Alaska Native Language Archive (ANL) as grant deliverables available online to anyone with internet. As partners through Dinjii Zhuh K'yaa, their guidance and advice will be solicited on project content and operation. The elders who form the board of Dinjii Zhuh K'yaa, and those who work to implement the vision, are highly respected as Gwich'in language and content area experts by all member Tribal Governments and Tribal Members of the project area.

(iv) Capacity Building

The *Yeendaa Geenjit Shrideegwirilii* project will meet the developmental needs of many un-served certificate and associate students in the NACTEP program and the Yukon Flats Center by helping them attain college level math and English placement scores thereby breaking down former barriers. This will increase the graduation rates of NACTEP, YFC, and YFSD students and create qualified workers for the Yukon Flats tribes. Integrating cultural values and language into the school curriculum will have lasting effects beyond this project by setting in place an education strategy that builds higher student expectations, capacity, and confidence in our students.

Quality of the Project Evaluation

Over the four-year project, the ERA team will use a mixed method approach to conduct a formative evaluation in Project Years 1 through 4, and a summative evaluation in Year 4.

The importance of considering the impacts of context and culture on the project and accounting for that diversity is emerging in the evaluation literature (Hopson, Frierson, 2005) and evaluator cultural competence is becoming a standard or guideline in national evaluation organizations (AEA, CES, AES, 2010). ERA makes it a point to hire local elders and other residents to assist in gathering evidence of the project's implementation and values. This follows protocols for working in indigenous communities and with projects that serve indigenous peoples

as the evaluator is not indigenous (LaFrance, 2004; Chouinard & Cousins, 2007; Kirkhart, 2007; Kawakami, Aton, Cram, Lai, & Porima, 2008; AIHEC, 2010; Aruskevich, 2010).

Evaluation of the project will be formative and summative. The purpose of formative evaluation is to assess and assist with goals and priorities and to guide program management by assessing implementation of plans and interim results; summative evaluation will provide the outcomes and impacts of the four year project (Stufflebeam and Shinkfield, 2007).

An eclectic set of evaluation approaches will be used: Goal-based, participatory, developmental, and case study evaluation. Goal-based evaluation is used to monitor and document progress in meeting project goals and objectives (Scriven, 1991). The evaluator will keep aware of ongoing implementation status and involved with project staff through participatory approaches and monthly monitoring meetings. This includes consulting with the project faculty, staff and stakeholders to increase the use of findings by those involved, to ground data in participants' perspectives, and to improve cost-effectiveness and teach Western inquiry and evaluation skills. (Levin, 1993). Developmental Evaluation is an emerging approach that supports program development through watching for and being open to what emerges (Patton, 2011). This is especially important in a school district where new ideas and innovations are needed to actively engage students to increase retention and decrease the dropout rate. . Evaluation with indigenous people account for a *people of place* and the importance of culture, traditions, set in the context of the Yukon Flats regional communities and tribal organizations; and include interactions with partners and results of the project. To this end, a case study is an appropriate qualitative method for data collection and reporting (Yin, 2009).

Instruments for use by the project staff (as detailed in the *Feedback & Continuous Quality Improvement* section) will be developed with staff members and shared with partners for

input. The evaluation will include responses and comments from the data collected by project staff. The evaluation team will make at least one site visit each project year and attend the National meeting in Washington DC in project Year 1 and 4.

Formative evaluation reports will be delivered after the end of each school year when academic and testing data is available. Reports will include evidence on the status of each objective and are formative in grant Years 1, 2, 3, and summative (final) in grant year 4. Site visits include an oral debrief followed by a short interim report on findings during the visit so immediate action can take place if needed. Each year the evaluation will investigate to determine if and how the project is using evaluation findings. To meet the funder's request to inform future practices that effectively improve outcomes for AI/AN youth, the final evaluation will be a case study of the project's implementation, successes and challenges.

Qualitative data collected for meeting objectives on the language acquisition process will be analyzed and coded, or organized into categories on the basis of themes, concepts, or similar features guided by grant criteria or new thought stimulated by immersion in the data (Neuman, 2007). Thematic coding will follow the techniques set out by Miles and Huberman (1994) of data and pattern coding to group summaries into smaller sets or themes from which findings emerge.

Quantitative data will be Statistical measures of central tendency will be performed on quantitative enrollment and academic achievement data as well as comparative measures to show evidence of increases to baseline data.

Both qualitative and quantitative data will be synthesized to determine evaluation findings and used as evidence to identify areas for improvement and further development. The summative evaluation report in Year 4 will be a story of examples from the project that can be used to inform future practices with AI/AN youth.

Table X. Data Collection Matrix

Objectives	Data Elements	Data Collection Methods /Sources
<p><u>Objective 1:</u> By the end of year 4, 30 cohort students will have participated in strategies to obtain their GED or High School diploma</p>	<ul style="list-style-type: none"> • Cohort students ALEKS Math scores will increase 10 to 20 points • Cohort students test into entry-level college Math. • 75% of the cohort students receive their GED 	<ul style="list-style-type: none"> • YFSD student data • YFC student data
<p><u>Objective 2:</u> By the end of year 4, 30 cohort students will have participated in career and technical education intensives, and 30 middle school students will attend STEM exploration sessions.</p>	<ul style="list-style-type: none"> • Middle school students career aware • High school students, college ready with dual enrollment • Middle school students take dual enrollment courses • High school students enroll in college or technical school 	<ul style="list-style-type: none"> • Focus groups with randomly selected students • YFC enrollment of cohort students in dual enrollment courses
<p><u>Objective 3:</u> By the end of year 4 year, 15 high school students will have</p>	<ul style="list-style-type: none"> • Number of students trained in media development 	<ul style="list-style-type: none"> • Focus groups with students and teachers

<p>taken a media journalism class that culminates with participation in the Searider Productions summer media camp in Waianae, Hawaii.</p>		<ul style="list-style-type: none"> • Student video product review
<p>Monitoring</p>	<ul style="list-style-type: none"> • Project surveys and data • Monthly meetings update and quarterly updates by objective 	<ul style="list-style-type: none"> • Update by objective form with successes, challenges, and developments/new directions • Annual Performance Reports to funder
<p>Case Study</p>	<ul style="list-style-type: none"> • Project partners, teachers, staff, participants, and elders 	<ul style="list-style-type: none"> • Focus groups, interviews; review of videos produced; document review from project Years 1-3

Demonstration Project for Indian Children CFDA 84.299A

Council of Athabascan Tribal Governments

Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future

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Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

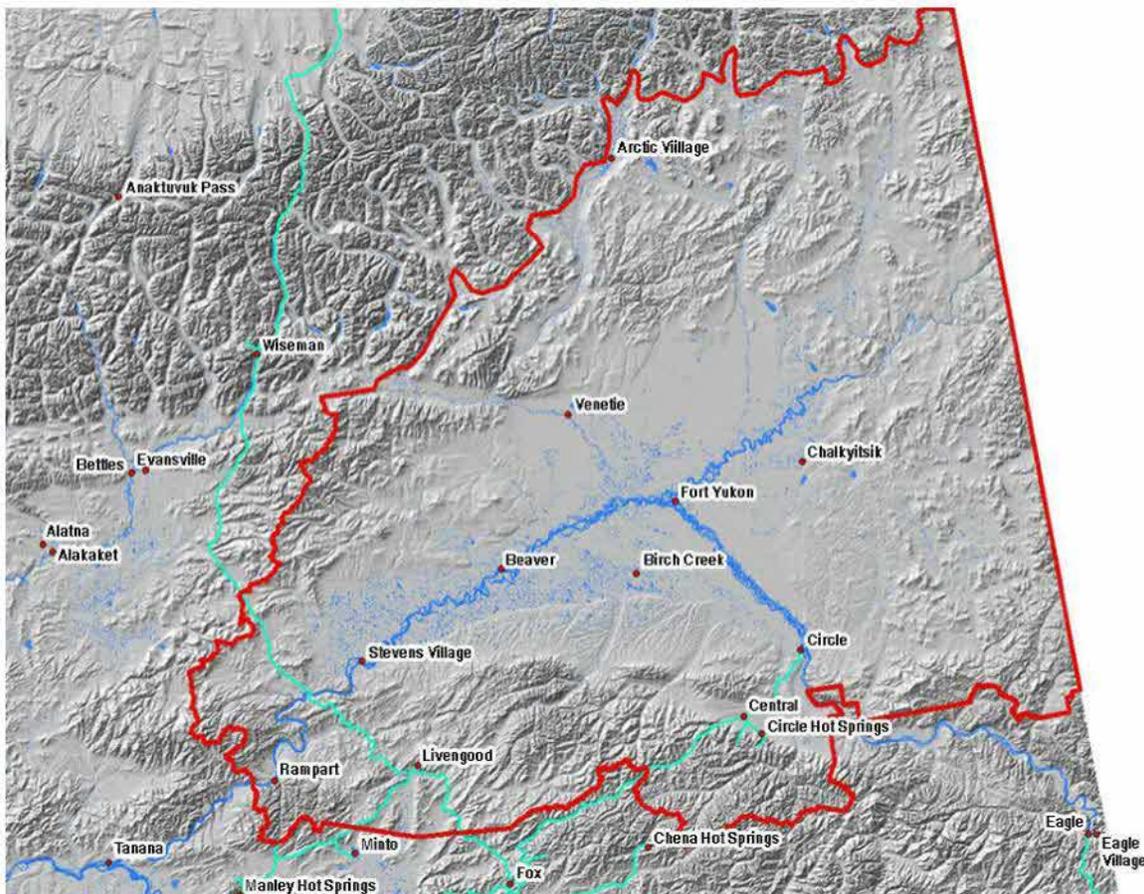
Contents – Other Attachments	Page
Description of Defined Geographic Area	1
Signed Partnership Agreement, CATG Resolution 2015-12, & UAF Vice Chancellor Letter of Support	5
Description of Continuing Activities	11
Resumes: Project Director, Executive Director, Partners, Curriculum Consultant,	13
Finance Director, and Alaska Teen Media Institute Consultant	
Documentation of Indian Organization	39
Competitive Preference Priority Three	51
Indirect Cost Rate Agreement	52

Defined Geographic Area to be Served

Approximately 36 million acres of traditional use lands comprise the remote Yukon Flats watershed, a vast valley in the northeast corner of Alaska above the Arctic Circle. The Yukon



Flats watershed was mapped for the CATG Yukon Flats Resource Conservation and Development Area (RC&D) in 2007, (see the figure below).



http://www.nrcs.usda.gov/wps/portal/nrcs/detail/ak/soils/surveys/?cid=nrcs142p2_035991

A dry continental sub-arctic climate prevails throughout the region, with warm summers and long cold winters. The mountains which surround the eco-region isolate it from the weather systems affecting the neighboring regions. Consequently, summer temperatures tend to be higher

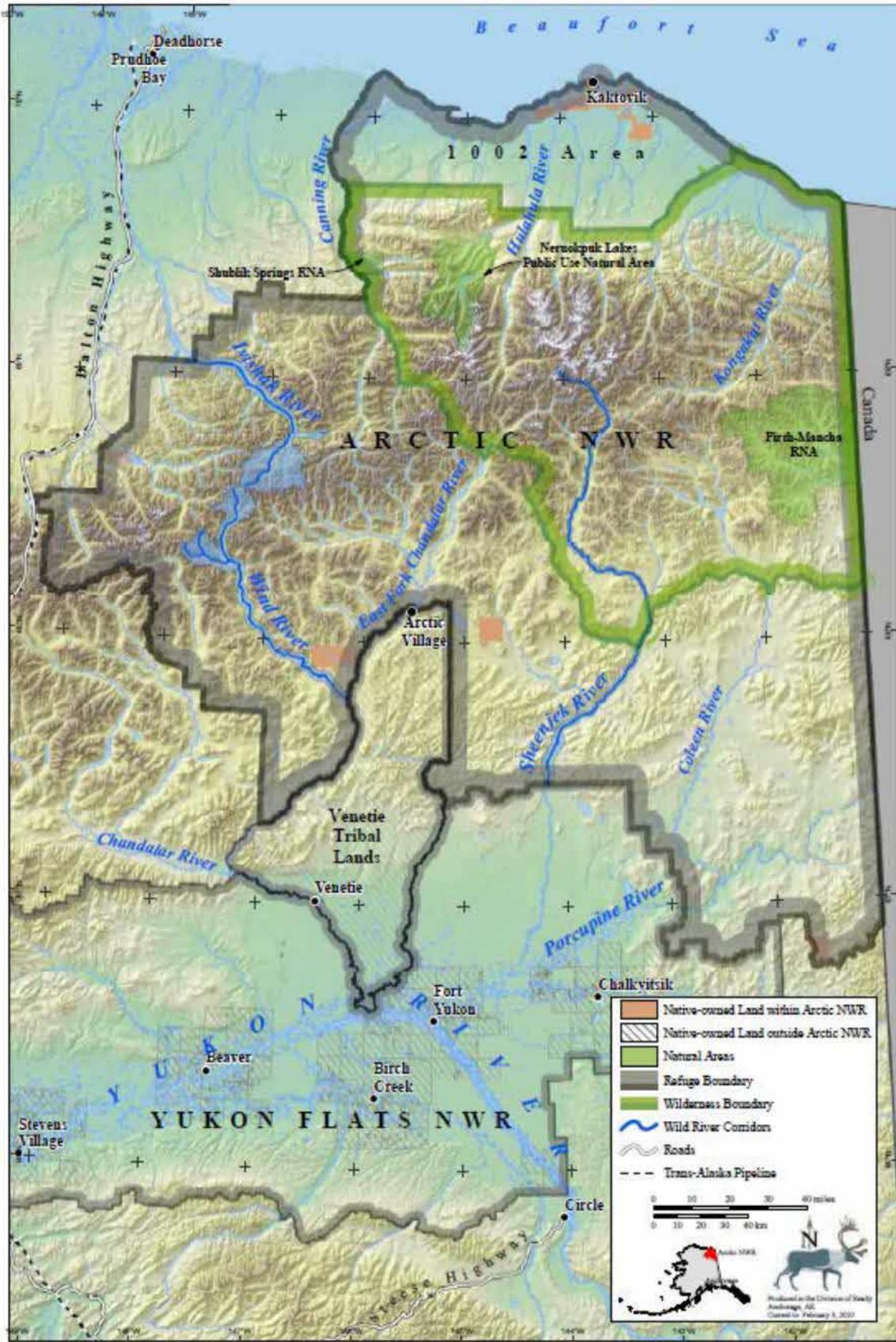
and winter temperatures tend to be much colder. The average annual temperature is approximately 25 degrees Fahrenheit. Daily winter temperatures range from lows as low as 60 degrees Fahrenheit below 0 to highs around 10 degrees Fahrenheit below 0. Daily summer temperatures range from lows in the 30's to highs in the 90's, although freezing can occur in any month. Annual precipitation is low averaging 6 to 10 inches and average snowfall averages at about 45 inches. The Yukon River remains frozen from early October through late May. River systems connect the region's villages in summer, snow machine travel connects them through the winter, and bush airline services connect them throughout the year.

The Yukon Flats are the traditional lands of the Gwich'in and Koyukon Athabascan peoples whose current population is estimated at 1,276 (2009-2013 American Community Survey 5 Year Estimates). The native population comprises over 90% of the regional population

Today these lands are known, in part, as the Yukon Flats National Wildlife Refuge (~8.7 million acres), the Arctic National Wildlife Refuge (~19.2 million acres), the reservation lands of Venetie and Arctic Village (~ 1.8 million acres sandwiched between both refuges), and land owned by the Alaska Native Claims Settlement Act (ANCSA) regional and village corporations and Native allotment holders (~3 million acres), and other areas.

Arctic Village, Beaver, Birch Creek, Canyon, Chalkyitsik, Circle, Fort Yukon, Rampart, Stevens, and Venetie tribal councils created the Council of Athabascan Tribal Governments (CATG) as a tribal consortium in 1985, in part, to have a voice among the new stakeholders affecting their traditional lands and way of life. Maps that illustrate traditional land use, in the region, were developed by the tribes and CATG from 2008 to 2010. The Alaska Department of Fish and Game also did mapping of traditional land use in Yukon Flats villages earlier.

The maps below show land boundaries encompassing most of the Yukon Flats region.

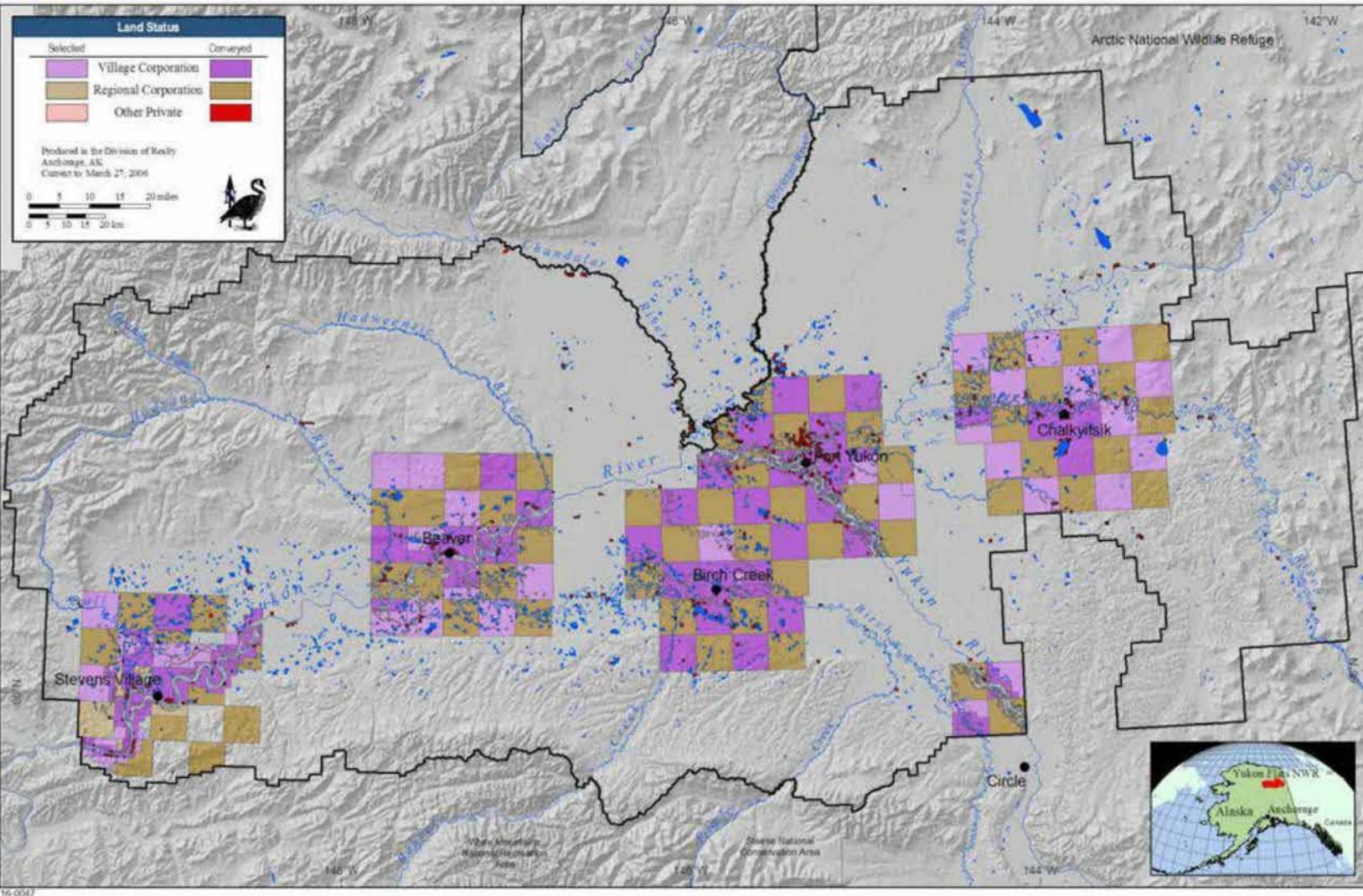




U.S. Fish & Wildlife Service

Yukon Flats National Wildlife Refuge Alaska

General Land Status



Yeendaa Geenjit Shrideegwirilii (We Prepare for the Future)
Indian Demonstration Grants Program
CFDA 84.299A

Partnership Agreement

The Council of Athabascan Tribal Governments (CATG), Dinjii Zhuh Ky'aa, UAF Interior Alaska Campus Yukon Flats Center (YFC), and the Yukon Flats School District (YFSD) agree to collaborate on a four year project: To increase postsecondary education and employment opportunities for youth in the Yukon Flats by providing activities that overcome barriers and build academic capacity, confidence, and integrate traditional values and language in all aspects of the project. Objectives include the following:

1. To provide middle/high school students and young adults that have dropped out of school opportunities to participate in developmental classes that combine academic study with values based experiential learning. These will be held at the Yukon Flats School District Career and Technical Education Center and will serve as bridging program between the K-12 and university systems.
2. To offer intensive career exploration sessions to participating students in career and technical education content strands. To provide two middle school STEM week long sessions and guidance to high school students with the application process for in-state academic opportunities like the Alaska Native Science & Engineering Program (ANSEP).
3. To offer a media journalism class that culminates with participation in the Searider Productions summer media camp in Waianae, Oahu, Hawaii. Participants who successfully complete camp requirements will earn an internship at the Yukon Flats Indigenous Language Revitalization Institute, YFILRI.
4. To develop the value based curriculum during the annual Yukon Flats Indigenous Language Revitalization Institute, YFILRI. YFILRI participants will develop several high school courses for inclusion in the K-12 academic system based on the existing Gwich'in Learning Framework and the Understanding by Design curriculum development model created by researchers Wiggins and McTighe. The review and implementation process will include a curriculum unit alignment component with project partner YFSD's certified teachers.

Project Roles and Responsibilities

Council of Athabascan Tribal Governments will:

- Provide project management and administrative oversight.
- Provide NACTEP resources to eligible students in career exploration courses.
- Provide logistical support for all objectives.
- Hire staff positions.
- Provide financial management.
- Provide YFSD Career and Technical Center maintenance.

Dinjii Zhuh Ky'aa will:

- Provide traditional knowledge through our network of Elders and Tradition Bearers.
- Provide project review input and guidance.
- Researching archival documentation for curriculum inclusion.
- Curriculum review.

- Participate in partnership events, i.e., the Yukon Flats Indigenous Language Revitalization Institute (YFILRI).
- Offer event/training space at our facility in Fort Yukon.
- Provide public outreach and marketing to the specific audience.
- Provide computer and Internet access at our facility.
- Provide expertise of fluent speakers and Elders from throughout our region.

UAF Interior Alaska Campus Yukon Flats Center (YFC)

- Provide career exploration and developmental courses.
- Provide specific content area instructors as needed.
- Provide coordination for student assessment and placement.
- Provide intensive course registration.
- Provide facility space if needed.

Yukon Flats School District (YFSD)

- Provide for Career and Technical Center usage for intensive sessions and YFILRI.
- Provide existing furnishings and equipment for use during intensive sessions and YFILRI.
- Provide school transportation to and from YFSD student activities, i.e., for gymnasium use.
- Provide school counselor for middle/high school students, i.e., AKCIS.
- Provide dual credit for high school/university courses.
- Provide permission for Yukon Flats middle/high school students to participate in sessions.
- Provide teacher substitutes for 5 teachers during the 2 school days spent in unit development and alignment activities.
- Provide notification to certified teachers to apply for unit development and alignment activities.
- Provide CATG authority to implement additional career and technical services programs including CTSO and Carl Perkins.
- Provide for YFSD BOE course consideration and approval.

Signed

For CATG:

For Diniii Zhuh Kv'aa:

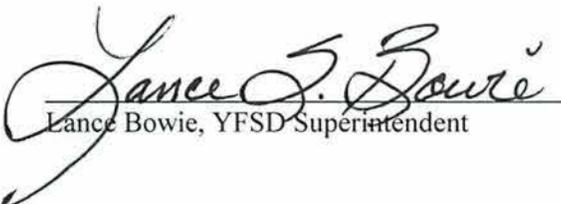
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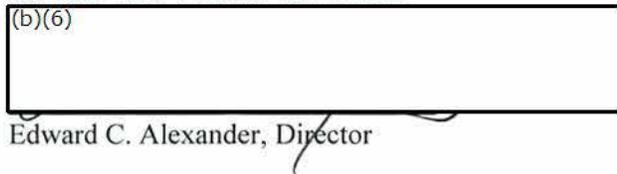
Rhonda Pitka, Chairwoman

Lillian Garnett, Chairwoman

For Yukon Flats School District:

For UAF IAC Yukon Flats Center:


Lance Bowie, YFSD Superintendent

(b)(6)

Edward C. Alexander, Director



COUNCIL OF ATHABASCAN TRIBAL GOVERNMENTS

P.O. Box 33
Fort Yukon, AK 99740
907-662-2587
fax 907-662-3333

RESOLUTION 2015-12

Title: CATG Application for US Department of Education Demonstration Grants for Indian Children - Native Youth Community Projects (NYCP) CFDA 84.299A

WHEREAS: The Council of Athabascan Tribal Governments (CATG) is a tribal consortium composed of the Arctic Village Council, Beaver Village Council, Birch Creek Village Council, Canyon Village Council, Chalkyitsik Village Council, Circle Village Council, Gwitchyaa Zhee Gwitch'in Tribal Government, Stevens Village Council, Venetie Village Council, Rampart Village Council, who have come together to strengthen the self-governance of each individual tribal government; and

WHEREAS: The purpose of the Council of Athabascan Tribal Governments, as mandated by their Constitution and expressed in the preamble, is to conserve and protect tribal land and other resources; to encourage and support the exercise of tribal powers of self-governance; to aid and support economic development; to promote the general welfare of each member tribe and its respective individual members; to preserve and maintain justice for all and; to otherwise exercise all powers granted by its member villages; and

WHEREAS: The CATG Strategic Plan Priority Area: Economy, Education and Workforce Development addresses expanded education and career paths, job skills, and employment preparedness outcomes by implementing plans which increase responsibility and local control over the decisions and policies concerning the education and development of future generations; and,

WHEREAS: Many High School students drop-out and are ineligible for employment and post-secondary education because they lack their Diploma or GED; and

WHEREAS: CATG currently manages a Native American Career and Technical Education Program (NACTEP) in partnership with the University of Alaska, Fairbanks, that is over ten years old; and

WHEREAS: The CATG NACTEP Program is unable to support students without a diploma or GED and who test into developmental course work and, developmental courses are ineligible for credit toward a college degree; and

WHEREAS: The CATG Natural Resources Department manages Self-Governance compacts and Annual Funding Agreements which can support youth activities on traditional tribal lands; and

WHEREAS: The Yukon Flats School District and the Dinjii Zhuh Kyaa Language Institute partner with CATG on youth projects; and

WHEREAS: The US Department of Education Demonstration Grants for Indian Children supports projects that *improve the educational opportunities and achievement of preschool, elementary, and secondary Indian students.*

NOW THEREFORE BE IT RESOLVED THAT: The Council of Athabascan Tribal Governments apply for financial assistance from the US Department of Education Demonstration Grants for Indian Children - Native Youth Community Projects (NYCP) CFDA 84.299A and others to achieve the following:

Goal: To increase postsecondary education and employment opportunities for youth in the Yukon Flats by providing activities that overcome barriers and build academic capacity, confidence, and integrate traditional values and language in all aspects of the project.

Objectives and Activities:

1. To prepare young students and adults that have dropped out of school to obtain their GED by providing academies that combine academic study with values based experiential learning.
2. Provide summer Academic Boot Camps on the UAF campus and at the Yukon Flats School District Vocational Education Center for High School and Middle School students that test into developmental classes concentrating on developmental English and Math while living in a dorm and spending time in other activities to get students comfortable with campus life.
3. To prepare Middle and High School students to take advantage of in-state academic opportunities like the Alaska Native Science & Engineering Program (ANSEP) and Alaska Vocational Technical Center (AVTEC) and offer opportunities to take University classes online.
4. To offer career exploration tracks like A+ Certification Technology, medical and office classes, veterinary studies, construction trades, and fire science.
5. To offer a media journalism class that culminates in a trip to Searider Productions in Waianae.
6. To hold a media language institute.
7. To develop a scope and sequence and material development for a future immersion school.

Resolution 2015-12 PASSED ON THIS 15th day of June, 2015 by the CATG Board of Directors during a teleconference by roll call vote.

ATTEST:

Arctic Village – Chief Galen Gilbert	<u>Yes</u> (on 6/22/15)
Canyon Village – Chief Delma Fields	<u>Yes</u>
Chalkyitsik – Chief Jeffrey Wright	<u>Yes</u>
Circle – Chief Jessica Fields	<u>Yes</u>
Beaver – Chief Rhonda Pitka, Chairwoman	<u>Yes</u>
Birch Creek – Chief Jacqueline Baalam	<u>Yes</u>
Fort Yukon – Chief Nancy James	<u>Yes</u>
Rampart – Chief Floyd Green	<u>Yes</u>
Stevens Village - Harold Simon	<u>Yes</u> (on 6/16/2015)
Venetie - Mary Rose Gamboa	<u>Yes</u>

ATTEST:

(b)(6)

Title: CATG Executive Secretary, Donna Thomas

Date: June 22, 2015



RURAL, COMMUNITY AND NATIVE EDUCATION

University of Alaska Fairbanks
OFFICE OF THE VICE CHANCELLOR
P.O. Box 756500, Fairbanks, Alaska 99775-6500

Evon Peter, Vice Chancellor
907-474-1865
907-474-5824 fax
espeter@alaska.edu
www.uaf.edu/rural

June 19, 2015

U.S. Department of Education:

I am writing this letter in support of the Council of Athabascan Tribal Government's proposal for an Indian Education Discretionary Grant called *Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future*. *Yeendaa Geenjit Shrideegwirilii* meets all of the qualifications listed under the *Absolute Priority* of the grant and also aligns with the stated purpose outlined in the Request for Proposals (RFP), which reads "to provide financial assistance to projects that develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary, and secondary Indian students". The main goal of *Yeendaa Geenjit Shrideegwirilii*, as stated in CATG's proposal is:

To increase postsecondary education and employment opportunities for youth in the Yukon Flats by providing activities that overcome barriers and build academic capacity, confidence, and integrate traditional values and language in all aspects of the project.

The Council of Athabascan Tribal Government will achieve this goal through clearly articulated objectives and activities, which are designed and implemented in accordance with traditional values. For example, in addition to offering developmental bridging courses to students through the University of Alaska (UAF) Yukon Flats Center, the grant will also host media language institutes each year, to build students' traditional knowledge capacity and integrate traditional values. The staff at CATG have the competence and passion to carry out the stated goals, objectives, and activities of this grant, as many are from the villages in the Yukon Flats and also have demonstrated success in the ongoing implementation of another major federal grant they received from the Department of Education called Daa Łaraadaa: We Go Forward. Daa Łaraadaa provides tuition and other sources of support to students from the Yukon Flats obtaining an Associates Degree. Daa Łaraadaa has an annual operating budget of approximately (b)(4) and has graduated over 50 graduates in the Yukon Flats.

Additionally, *Yeendaa Geenjit Shrideegwirilii* has all the components necessary to be successful as it is well planned and includes partnership with other entities in the area, such as the local Yukon Flats School District and UAF Yukon Flats Center. This is important, as there will be multiple sources of support for the participating students and community buy-in. Also, students in the Yukon Flats are accustomed to working with and reaching out to the already established entities in their community, as has been the case with Daa Łaraadaa, as students took most of their courses through the UAF Yukon Flats Center, which is a center under the umbrella of the College of Rural and Community Development. I have witnessed how important it is to provide

local educational opportunities for students and how much success the students experience when they can take courses from their home community with multiple sources of support.

It is with the utmost confidence that I write this letter of support for CATG's submission of an Indian Education Discretionary Grant. I know that the funding will be utilized to help students in most need and also have the most to gain from such an innovative program.

Respectfully,

(b)(6)

A rectangular box with a black border, used to redact the signature of the Vice Chancellor. The text "(b)(6)" is written in the top-left corner of the box.

Evon Peter, Vice Chancellor
Rural, Community and Native Education

Description of Continuing Activities – Post Grant

Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future will develop and pilot at least 12 courses over the 4-year grant period. The grant program staff will seek course adoption through the established partnership agreement for permanent integration into academic curriculum of the Yukon Flats School District. This will have lasting effects for generations of students in helping them frame western academic content through the Gwich'in Learning Framework (GLF) and all of the developed courses. The GLF is based on the Gwich'in term T'aii, or personal force, luck or power. Framework elements include four realms: Shroodiinghaa (sacred), Diiginjik (language), T'eediraa'in (our way of life), and Nihihil'ee (respect). (Fisher, 2015). Within these four realms western content strands are situated and must be further developed in future inclusive curriculum alignment sessions and language institutes. Through course development and continued adoption many additional elective courses may be aligned, piloted, in-serviced, and offered by western and indigenous educators. These partnership activities can be continued through other funding scenarios by any of the partners and must expand to include both eastern Gwich'in in Canada and further develop the efforts of the western Gwich'in in Alaska.

This *Yeendaa Geenjit Shrideegwirilii* project will meet the developmental needs of many un-served certificate and associate students in the Native American Career and Technical Education Program, NACTEP and the University of Alaska, Interior Alaskan Campus, Yukon Flats Campus, YFC in helping them attain college level math and English placement scores thereby breaking down former barriers. This will increase the

graduation rates of both NACTEP and YFC and create many additional qualified workers for the Yukon Flats region.

The *Yeendaa Geenjit Shrideegwirilii* project will also create a cadre of cinematographers and editors who will be skilled in language documentation and preservation some of whom may be called upon to further the efforts of language revitalization projects. The career exploration component of this project will also serve to meet unmet needs expanding our students' experiences and further help them set and reach their own goals. The important work of this project will be measured in the attainment of improved scores and graduation rates of secondary and postsecondary partners.

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Education

- PhD Student. **University of Alaska Fairbanks.** Accepted into Indigenous PhD Program
- M.Ed. **University of Alaska Fairbanks.** Language and Literacy. 2004.
- Secondary Teaching Certification. **University of Alaska Fairbanks.** Type A. 1994.
- B.A. **University of Alaska Fairbanks.** Political Science & Economics. 1991.

Experience

- Yukon Flats School District - Teacher 2013-Present
- Yukon Flats School District - Principal / Teacher 2006-2013
- Yukon Flats School District - Teacher 2003-2006
- Council of Athabascan Tribal Governments – Education Director / Project Director / Facilitator-Supervisor 1995-2003

Publications/Presentations

- Tanana Chiefs Conference – Education Summit. Fairbanks, Alaska. 2002 / 2013
- Strengthening Indigenous Languages Symposium. Flagstaff, Arizona.
- University of the Arctic. Fairbanks, Alaska with fellow Indigenous Studies PhD Program students. 2013
2011
- Hokkaido University, Nibutani, Japan with Jeff Gayman, PhD. 2010
- Alaska Bilingual / Bicultural Conference. 1998

Proposal Development

- EPA Youth Presentation Grant. Alaska Forum on the Environment. 2013. 2013
- Doyon Language Revitalization Grant, Recording Gwich'in Songs with Dancing With the Spirit Program. 2013.
- Graduate School Travel Grant, SILS 2013, Flagstaff. \$1,000.00
- International Polar Year Conference, Montreal. \$1,000.00 2012
- EPSCoR Travel Grant, Fall. \$2,000.00 2010
- The Alaska Community Foundation, Strengthening our

Communities Fund. 2010. \$50,000.00 & Matching \$7000.00.

- Aurora Foundation, Teacher Challenge Grant. 2007. \$3,000.00.
- Alaska Humanities Forum. Documenting Beaver Elder's. 2002.
- Recreational Trails, State of Alaska. 2002.
- Fur Sewing Workshop for Women. National Indian Woman's Health Resource Center. 2002.
- Early Head Start. US DHHS. Funded 2003. \$850,000.00 re-occurring for Council of Athabascan Tribal Governments. \$292,133 funded for start-up.

Highly Qualified Status

- K-8 Content Standards
- HS English Content
- HS Government

Professional Development

- Alaska Science Literacy Project. YFSD/YKSD/UAF. 2012-2014
- Polar Educator, International Polar Year, 2012.
- Mentoring Conference, National Indian Woman's Health Resource Center. 2003
- Fiscal Management Training, Three Feathers Associate. 2003

Affiliations/Memberships

- American Indian Science and Engineering Society, Educator.
- Native American and Indigenous Studies Association
- Association of Interior Native Educators
- National Indian Education Association

Interests

- Skin sewing and bead working.
- Researching Athabascan culture and history

Elected Positions

- Tanana Chiefs Conference Education Board, Member, 2014.
- Yukon Flats Education Association, Negotiations Committee, 2011.
- Interior Regional Housing Authority, Commissioner, 2002-2005
- Yukon Flats School District, Regional Board of Education. 1996. 2002-2003.
- Beaver Tribal Government, First Chief / Tribal Court Judge, 2001-2003.
- Council of Athabascan Tribal Government, Board Member, 2001-2003.
- Chalkyitsik Local School Advisory Committee, 1999 – 2000.

(b)(6)

PATRICIA J. STANLEY

(b)(6)

QUALIFICATIONS

- 29 years experience in leveraging partnerships to create a multi-million dollar community-based non-profit organization in rural tribal communities.
- Demonstrated ability to translate vision into successful application.
- Skilled in identifying organizational development opportunities and building partnerships.
- Hands-on experience backed by graduate level education.

PROFESSIONAL EXPERIENCE

2014 02-24 – Council of Athabascan Tribal Governments, Fort Yukon, AK

EXECUTIVE DIRECTOR

Responsible for management of operating functions and carrying out the CATG Board Goals and Objectives. (See below for details.)

2009-2013 UAF CRCD Interior-Aleutians Campus Yukon Flats Center, Fort Yukon

COORDINATOR

Responsible for advising and guiding students through the University process, planning local face-to-face classes, working with multiple partnerships in support of students and outside organization use of the facility, managing the 7K square foot building, upgrading facility IT systems.

(2004-2008 Attended two Higher Education Institutions to obtain two Masters Degrees.)

2003-2004 Alaska Primary Care Association (APCA) and Administration for Native Americans

SELF-EMPLOYED CONSULTANT AND GRANT REVIEWER

Review Clinic Business Plans for the Denali Commission to assess sustainability of facility and programs. Worked with a three member team to make recommendations to the Technical Assistance Subcommittee to approve or to improve the Plans. Review Native American grant applications.

1985–2002 Council of Athabascan Tribal Governments (CATG), Fort Yukon, Alaska

(A consortium of ten tribal governments in the interior of Alaska. Elected Chiefs sit as CATG board members.)

EXECUTIVE DIRECTOR

RESPONSIBILITIES:

- Development and management of four facilities and sixty employees (Health Department, Natural Resources Department, Education Department and Administration Department including Accounting, Human Resources, and Procurement/Travel).
- Development of organizational infrastructure, operational systems, and recurring dollar base.
- Preparation of financial and program reports to CATG, Federal, State and Private agencies.

ACCOMPLISHMENTS:

- Developed working relationships and/or partnerships with over 24 agencies.
- Developed over 100 jobs in the Yukon Flats under CATG and Tribal Governments.
- Expanded the budget from zero to \$4 million by 2002 – \$8M by 2015.
- Completed the following specific projects as Executive Director of CATG:

- ✓ **2014-** Hired Administrative staff, completed strategic planning, worked with staff teams and contractors to revise indirect rates, completed first IHS Claims Settlement, finalized MOA with Tanana Chiefs Conference, applied for 5 year ANA SEEDS grant to increase funding for Natural Resources Department responsibilities. Currently applying for multiple construction grants for new Behavioral Health-Wellness, Early Head Start, Child Care, Administrative Facility, negotiating increases in compact funding with several agencies, building multiple community based partnerships to move projects forward.
- ✓ **2000-2002** Facilitated CATG eligibility and entrance into the Indian Health Service (IHS) Tribal Self-Governance Program. Developed partnerships to design and construct a new health facility in Fort Yukon. Maintained and supported University partnership to bring Tribal Management curriculum to the Yukon Flats and support employees to take course work. Maintained team relationships with staff to assume Yukon Flats National Wildlife Refuge functions and prepare for agency negotiations. Early Head Start Program applied for to create recurring base for Early Childhood Project. (Funded in 2003.)
- ✓ **1998-2000** Partnered with the University of Alaska Fairbanks Interior-Aleutians Campus and the Yukon Flats School District in an Early Childhood Project and created a CATG Education Department.
- ✓ **1997-2000** Partnered with the University of Alaska Fairbanks Interior-Aleutians Campus and AT&T in a Telecommunications project to connect Tribal Offices and Clinics to the Internet and Email.
- ✓ **1996-2000** Developed a four grant funding base to build natural resources program management capacity as a strategy to assume responsibility for Yukon Flats National Wildlife Refuge programs.
- ✓ **1993-1996** Developed a technical assistance program for villages to contract with the federal government to provide their own services - six communities contracted with the Bureau of Indian Affairs.
- ✓ **1990-1994** Guided development of the CATG Health Services Indian Health Services (IHS) Contract from feasibility study through health planning.
- ✓ **1992-1994** Helped plan, write and coordinate development of a five year demonstration project for substance abuse prevention funded by SAMHSA. The project supported a Project Director, a Counselor Supervisor with training and salary for prevention workers in each of ten villages to develop their own village-based program and funding. Project extended to November 1999. Recurring funding base established in 2002 through the Bureau of Primary Health Care.
- ✓ **1992-1993** Coordinated development of a Cooperative Agreement with the US Fish and Wildlife Service from preliminary meetings to final agreement. The program employed a Natural Resources Coordinator and 10 Resource Specialists to develop Natural Resources Management Offices in their communities. Agreement in place until 1998.
- ✓ **1989-1993** Coordinated workshops/training sessions with the University of Alaska, the Alaska Dept. of Community & Regional Affairs, and consultants in Natural Resources Management, Utilities Operation, Grants Writing, and gatherings of traditional skin sewers and bead workers.
- ✓ **1990-1993** Set up and managed a Utilities Circuit Rider Program through the State of Alaska.
- ✓ **1985-1987** Coordinated establishment of the Yukon Flats Fur Cooperative

1999-2000 National Institute of Environmental Health Science (NIEHS)

Title: Grants Reviewer

Program: Community-Based Participatory Research in Environmental Health – Reviewed grants prior to participation in group discussions and funding recommendations made to NIEHS.

1984–1985 Yukon Flats School District, Fort Yukon, AK

Title: Project Coordinator, HS Drop Out Program

- Recruited High School Dropouts for two three month sessions in Office Skills and Shop Skills.
- Completed employment research for the school district.

1980–1983 Alaska Native Human Resources Development Project, Anchorage, AK

Title: Project Coordinator, Video Planning Curriculum

- Developed Video Tapes as part of a Planning Curriculum designed for Alaska Natives.
- Worked with Alaska Native Leadership Project training participants in the use of video equipment.
- Compiled existing Native subsistence footage to produce a series of five minute television spots.

1971–1980 Conversations Company (Los Angeles, CA; Smyrna, NY; Anchorage, AK)

Title: Documentary Film Producer/Co-Owner

EDUCATION

2006-2008 SIMMONS SCHOOL OF MANAGEMENT, *MBA 2008*

2004-2006 HARVARD KENNEDY SCHOOL OF GOVERNMENT, *Masters in Public Administration 2006*

1985–1999 UNIVERSITY OF ALASKA *Distance Learning Multiple Courses*

1963–1965 CALIFORNIA INSTITUTE OF THE ARTS, CA - *B.F.A. 1967*

1960–1961 SAN JOSE STATE UNIVERSITY, *Concentration in Humanities*

PROFESSIONAL REFERENCES ON REQUEST

(b)(6)

RESUME OF
LANCE S. BOWIE

(b)(6)

PROFESSIONAL EXPERIENCE

2011-Present Superintendent of Schools, Yukon Flats School District

I am responsible for serving the student in the Yukon Flats School District. We serve six schools which span the distance of more than 11,000 square miles.

2005-2010 Superintendent of Valdez City Schools

I am responsible for all aspects of educating each of the children in the city of Valdez Alaska. I manage an eleven million dollar budget and I am responsible for hiring and firing all management personnel and educational leaders. I serve as the public relations expert and I am the lead person for any and all district litigations.

2002 –2004 Director of Secondary Schools
Clarksville, Tennessee

Worked with secondary high school principals in team building activities for the school-based administrative teams; began working with the Clark/Montgomery County School System counselor plan for service; worked with principals to develop work rubrics; observed classes by visiting most of the CMCSS secondary classrooms; introduced A+ curriculum for the Alternative School; Worked with high school principals to develop strategies to improve the Gateway assessment scores resulting in scores improving or remaining the same.

1989 – 2002 Principal
West Anchorage High School
Anchorage, Alaska

Responsible for making certain that specific tasks are completed by teachers and other staff members at West High School. Coordinated, directed and supported the work of others by defining objectives, evaluating performance, providing resources, building positive climate, fostering positive school-community relations, handling student problems, working cooperatively with central office staff members and keeping the school running well on a day-to-day basis.

1984 – 1989 Principal
Wendler Junior High School/Middle School

Anchorage, Alaska

1981 – 1984 Principal
Steller Alternative Secondary School
Anchorage, Alaska

1975 – 1981 Assistant Principal
West Anchorage High School

1974 – 1975 Administrative Intern
Wendler Junior High School

1971 – 1975 Teacher/Physical Education/Driver's Education/Black
Studies
Anchorage School District
Anchorage, Alaska

EDUCATION

1971 Western Washington State College
Bellingham, Washington
Bachelor of Education
Kindergarten – 12 Physical Education

1976 University of Alaska, Anchorage
Anchorage, Alaska
Masters of Education

1982 University of Southern California
Doctorate of Education
Public School Administration

CAREER HIGHLIGHTS

Wendler Junior High School, Anchorage, Alaska
Originated Middle School concept
Started the Rotating Schedule concept

West High School, Anchorage, Alaska
West High Reading Program
West High School – Recognized as a Blue Ribbon School of
Excellence
West High School – School of Technology

RECOGNITIONS AND AWARDS

1982 - First Anchorage School District Award – Community Service Award
1999 - Alaska Society of Technology Educators Administrator of the Year Award
1997 - Regional and State of Alaska Administrator of the Year Award
1997 - Finalist for the Metropolitan Life National Principal of the Year Award
1998 – 2000 Chairman, National Association for Secondary School Principal
Technology Committee

PERSONAL AND PROUDEST ACHIEVEMENT

(b)(6)

Community Organizations

Valdez Rotary- Paul Harris Fellow
Omega Psi Phi Fraternity Inc.-- Lifetime member
NAACP
Valdez Youth Action Coalition

Reference available upon request.

Edward Alexander

(b)(6)

Experience

University of Alaska Fairbanks, Interior-Aleutians Campus

Yukon Flats Center Coordinator,

2013-current

- As the Yukon Flats Center Coordinator for the Interior Aleutians Campus I coordinate academic programming and student progress for the villages of the upper Yukon region including Fort Yukon, Arctic Village, Venetie, Birch Creek, Circle, Chalkytsik, Beaver, and Stevens Village. Organized with Kevin Illingsworth the first Tribal Management mini-Institute in Fairbanks. Served to bridge communication with the Council of Athabascan Tribal Governments, the Tanana Chiefs Conference, the Yukon Flats School District, and other local organizations. Doubled the enrollment at the Yukon Flats Center and more than doubled the credit hours taken. Added a \$50,000.00+ weight and exercise room to the campus at no cost to the University. Doubled the number of dedicated student centered computer work spaces by 200% with end of year funding. Partnered with local organizations to make the campus friendlier to students by adding HDTV's to student areas at no cost to the University. Drafted and submitted plans to increase to finish the landscaping plan submitted by Facilities management for the Yukon Flats Campus, and submitted plan to increase campus appeal through purchasing local art. Working to increase the sustainability of the Yukon Flats Center by increasing the percentage of electricity derived from renewable resources. Worked successfully with a diverse array of partners to increase the visibility of the Yukon Flats Center and the Interior-Aleutians Campus.

Yukon Flats School District

Gwich'in Language Coordinator, Certified Teacher, Principal/Teacher

2006-2013

- As the Gwich'in Language Coordinator for the Yukon Flats School District I coordinated the Gwich'in language teachers, their material, material and curriculum development, as well as staff development, highlights include the translation of 30 children's books into Gwich'in, Gwich'in Immersion Elder DVD creation, making two fishwheels and three traditional canoes with students, and the organization of two Language and Technology Institutes which brought together dozens of people around language revitalization. Organized weekly VTC Gwich'in language classes for surrounding villages which I also periodically instructed. Regularly visited classrooms of all age groups and organized storytelling, elder's visits and other cultural activities. Coordinated and assisted in developing "Culture Weeks" for Arctic Village, Venetie and Fort Yukon. Facilitated the needs of other outlying villages in the Yukon Flats as requested.
- Wrote several grants that were awarded including: Institute for Museum and Library Services, micro-grants from the Gwichyaa Zhee Gwich'in Tribal Government, Harper Touring Arts Grant, Denali Centennial Climb grants.
- I served as the Principal/Teacher of the Arctic Village School for the 2009-2010 school year, overseeing a staff in one of the most remote locations in North America, successfully worked with the community and students to fundraise and organize a trip for the entire school to go to Hawai'i for two weeks. Oversaw the opening of a new school and teacher housing, as well as closed the older facilities out.

- I was a classroom teacher of English and Social Studies for a period of four years in Fort Yukon and in Arctic Village. I was an effective classroom manager, developed materials and supplies, secured funding for \$20,000.00 in new books for each school and established the library in Arctic Village.

Yukon River Inter-Tribal Watershed Council

Special Projects Director

2004-2005

- I organized, developed, and procured the initial start-up funding (\$500,000.00) for the Solid Waste Back-Haul Program, which coordinates the movement of recyclables from dozens of villages throughout the Yukon River Watershed to recycling centers in Anchorage, Fairbanks, and Seattle. This program has since hauled millions of pounds of hazardous waste and recyclables to appropriate facilities. Wrote grants for communities to help close hazardous landfills. Coordinated and developed grant-writing trainings, and other environmental management trainings, worked with 70 communities on a daily basis.

Gwichyaa Zhee Gwich'in Tribal Government

Tribal Operations Director, Governance Director,

2000-2004

- Oversaw the development, and approval of the Tribal Operations Manual, which codified the operations of the Tribe. Wrote and received an Administration for Native Americans grant (\$300,000.00) for working on Tribal Ordinances and the development of our procedures for child welfare under the Indian Child Welfare Act. Coordinated meetings of the Tribal Council, wrote correspondence, clerical work. Was awarded the Employee of the Year Award for 2001 and 2002.

Education

Masters of Education

Graduated May 2013

Received my M.Ed. from the University of Alaska Fairbanks. My committee was chaired by Dr. Roy Roehl, and consisted of Dr. Diane Noble and Dr. Larry Meath. I took comprehensive examinations rather than submit a thesis. 3.7 GPA.

Teacher's Certification

May 2006

Worked with a cohort of aspiring teachers, did my student teaching at Lathrop High School focused on Advanced Composition, AP composition, and British Literature with Katherine Bouta as my mentor. 4.0 GPA.

Bachelors of Arts

Graduated May 2000

Formed a committee to develop unique courses and a course load for my Interdisciplinary Degree, had my program "Gwich'in Language Pedagogy" approved by the Provost. My degree focused on three areas: Gwich'in Language and Linguistics, Philosophy, and on Technical Writing and I designed it with the idea of being involved in Gwich'in language revitalization and activism. My minor was English, which I am currently 9 credits away from earning a 2nd Bachelors Degree.

Skills

- Excellent client service/customer service developed through political action and working with an active constituency.
- Effective negotiator, facilitator and mediator with well over a decade of experience.

- Experienced and effective personnel management and mediation in rural settings, at a distance, and in difficult circumstances. I listen first, listen second, and act according to policy. I also have a great deal of experience in developing personnel policies.
- Proficient in grant writing, having received more than \$4,000,000 in grants for organizations I have worked with through the years.
- Exceptional writing and editing skills for skillful communication in formal and informal environments. I am also an effective public speaker, though I much prefer communication on a personal basis.
- Fluent conflict management, as a teacher, a former 2nd Chief, and a leader, I have excellent conflict resolution skills and I also have the ability to defuse situations prior to conflicts arising.
- I have more than a decade of experience organizing meetings and working with other organizations effectively.
- My experience as a teacher and a principal has made me proficient at student management, classroom management, creating syllabi, developing curriculum and materials, working with teachers and Elders.
- In depth knowledge of the interior region, TCC, TCC visions and goals, villages, and the leaders of TCC.
- Proficient in many computer applications and am comfortable learning all forms of computer processing and management.
- Initiative. I have repeatedly demonstrated the initiative to learn and to take weaknesses and turn them into strengths.
- Patience. Systemic change takes time, being part of a team takes patience and diligence.
- Respect. Its always the bottomline in every interaction, and I like to think that I am very respectful in all of my interactions.

Other

I served as the 2nd Chief of the Gwichyaa Zhee Gwich'in Tribal Government, of Fort Yukon, from 2006-2014. I have been selected by the community as the "Council Member of the Year" for 2012 and again in 2013. I am the volunteer Executive Director and Founder of Dinjii Zhuh K'yaa, a non-profit archive dedicated to Gwich'in language revitalization and preservation, our board is made up of Elder Gwich'in language teachers from throughout the Yukon Flats Region. I served as the Yukon Flats representative on the Tanana Chiefs Conference Agricultural Advisory Board from 2010-2014. I serve on the City of Fort Yukon's Utility Board where I initiated a new operating fund, which will generate (b)(4) I serve as a board member on Gwich'in Council International, a permanent participant of the Arctic Council

(b)(6)

KAS ARUSKEVICH

(b)(6)

PROFILE

Education and employment history of a solid yet eclectic set of skills to facilitate and represent diverse interests in research, planning, evaluation, and education: cross cultural communication and diplomacy; policy interpretation, analysis, and application to federal grants. Research interests include social impact assessment, mentoring and; social enterprise as a catalyst for change.

EDUCATION

2010 University of Hawai'i Manoa, School of Social Science
Urban and Regional Planning PhD

- Research focus on Indigenous Evaluation

1997 University of Alaska Anchorage, School of Education
Adult Education, M.Ed

- Emphasis on Leadership in Organizations

1984 University of Alaska Fairbanks, School of Education
Elementary Education, B.Ed;

- Alaska studies major

BUSINESS EXPERIENCE

Principal

Evaluation Research Associates LLC

2008 to present

Educational evaluation, organizational planning, and student/intern mentoring. Clients include Vocational Education Centers, University of Alaska campuses, Tribal Organizations. Mentoring, networking within Alaska.

Experienced with initiatives from the following Federal departments:

- U.S. Department of Education
- U.S. Department of Agriculture
- U.S. Department of Housing and Urban Development
- National Science Foundation
- National Institutes of Health
- U.S. Department of Commerce

Technology Consultant & Co-Owner

1986-1994

Untilted, Inc. information and computer technology use in education, desktop and web publishing.

WORK EXPERIENCE

Research Assistant, 2007-2008

University of Hawaii Manoa, evaluation of Kellogg Foundation Native Hawai'ian digital media project

Development Director 2003-2007

University of Alaska Fairbanks, College of Rural and Community Development

Grant Writer, Manager, and Academic Program Developer 1999-2003

University of Alaska Fairbanks, College of Rural and Community Development, Interior-Aleutians Campus

Policy Intern Policy Office intern for Hawai'i Governor Lingle -2006

Adjunct Instructor 1988-2003

University of Alaska Fairbanks computer applications, web design, page layout, and computer graphics instructor; 120 credit hours

Charitable Gaming Member in Charge 1986-2003

Member-in-charge of gaming operations for three Alaskan non-profit organizations

CERTIFICATIONS & AWARDS

- Current State of Alaska Teaching Certificate Type A
- American Collegiate Schools of Planning: 2010 Donald Schon Award for excellence in learning from practice.

PUBLICATIONS & PRESENTATIONS

PRESENTATIONS

Western Alaska Interdisciplinary Science Conference, 2012. *Indigenous Evaluation, Its Only New Because its been Missing for So Long*. Dillingham, AK.

American Planning Association, American Planning Association, Alaska Chapter, 2011. *Sustainability through Social Enterprise*. Fairbanks, AK.

American Evaluation Association, 2010. *Success is Giving a Fish* (winner AEA President's Strand). Anaheim CA.

Canadian Evaluation Society 2009 Conference. *A snapshot of indigenous evaluation in four post-settler states*. Ottawa, Ontario.

Telling a story of indigenous evaluation. Poster presentations at 2008 national conferences: Canadian Evaluation Society, Quebec; Aotearoa New Zealand Evaluation Association, Rotorua; Australasian Evaluation Society, Perth, Western Australia.

PROFESSIONAL AFFILIATIONS

American Evaluation Association, 2003, American Planning Association, since 2005, Australasian Evaluation Society & Canadian Evaluation Society, 2008

PATRICIA HARTLEY PARTNOW, PH.D.
Curriculum Vitae

CONTACT INFORMATION

(b)(6)

EDUCATION

- 1989-93 Ph.D. 1993, Anthropology, University of Alaska Fairbanks, Fairbanks, Alaska.
Dissertation title, *Alutiiq Ethnicity*.
- 1970-71 M.A. 1971, Anthropology, Northwestern University, Evanston, Illinois
- 1966-1970 A.B. 1970, Anthropology, Magna Cum Laude, Phi Beta Kappa, Brown University,
Providence, Rhode Island

EMPLOYMENT

- 1993-date **Consulting Anthropologist dba Partnow Consulting** conducting research, evaluating programs, producing interpretive materials, and researching and writing grants for the following clients:
- Chugachmiut (Co-PI for NSF grant "Being Aware of Our Beginnings (Llangarlluku Lucillerpet Cuumi)," 2012 to date; Co-PI for *Chugachmiut Heritage Revitalization through Research and Discovery*; credit course designer and instructor; consultant on curriculum development with local aides) 2008 to 2012
 - Lower Kuskokwim School District (curriculum developer for Alaska Studies Curriculum) 2012 to 2013
 - Anchorage Museum (educational materials developer for Dena'ina Exhibition) 2010 to 2011, 2013
 - Arctic Slope Regional Corporation (author of curriculum guide for DVD produced by ASRC) 2010
 - Pratt Museum (evaluator for "Engaging Diverse Communities," 2012 to date; evaluator for *Lore of Fishing* 2004, *Making Our Way Home* 2006)
 - National Park Service (Research on in-holdings in Katmai National Park, ethnography of the indigenous people of Brooks Camp) 2010 to date
 - ECHO (Education through Cultural and Historical Organizations) (web site administrator and content designer for www.echospace.org, 2009 to 2012)
 - North Slope Borough (Project Manager of the Simon Paneak Memorial Museum (Anaktuvuk Pass) expansion), 2009 to date
 - Koahnic Broadcasting Corporation (strategic planning and grant writing) 2008 to 2010
 - Sealaska Heritage Institute (Curriculum for high schools), 2004 to 2008, 2014 to date
 - Cook Inlet Historical Society (Evaluator for Shackleton exhibition)
 - North Slope Borough School District (Curriculum development for the Alaska Native Education Project, curriculum alignment), 2002 to date
 - Anchorage School District (Evaluator for Project Ki'l, 2008-date, Evaluator for Project Puqigtut, 2009-date; Curriculum development for Alaska Studies high school course, 2003 to date; Evaluator for Teaching American History Project, 2003-2005, *Teaching Alaska Native Oral Traditions: Lesson Plan and Resource Guide*, 1990)
 - Alaska Humanities Forum (Evaluator for Take Wing Alaska, 2013 to date; Coordinator, Urban/Rural Teacher Exchange Program and Urban/Rural Sister Schools Program, 2002-2003)
 - Alaska Native Heritage Center (Program design and planning for various projects, 2003 to 2006, 2009 to 2010)

- Cook Inlet Tribal Council (Curriculum writer, for IEA Demonstration Grant, 2009 to 2010; Alaska Studies web site development: *www.akhistory.org*)
Arctic Studies Center, Smithsonian Institution (Educational Component for Alaska Studies Collection Web Site; *Looking Both Ways: Tools for Teachers*) 2002
Oral History Association, Annual Meeting Coordinator, 1999
National Park Service (research for an oral history of South Naknek 1998 to 1999),
Ethnography of Brooks River, 2011 to 2013.
Houston Museum of Natural Science (Content advisor for the IMAX film *Alaska: Spirit of the Wild*)
St. George/Tanaq Corporation (a publication for the National Trust for Historic Preservation, *Teaching with Historic Places: The Seal Islands*, 1996)
State of Alaska Department of Education (Teacher's Guide to *Alaska: A Land in Motion*; Teacher's Guide to *Alaska in Maps: A Thematic Atlas*; and *Social Studies Framework*)
Unalaska City Schools (*Aleutian Journey* Board Game)
Alaska Native Education and Technical Assistance Center (ANETAC) VI (*Curriculum Writers' Guide: Writing Alaska Studies Materials for Alaska Schools*)
Interface Network, Inc. (workshop consultant)
- 2006-2009 **Vice President of Cultural and Educational Services**, Alaska Native Heritage Center, Anchorage, Alaska; a 26-acre facility with year-round programs and exhibits, a small collection of Alaska Native material culture, averaging 110,000 visitors a year with an annual budget exceeding \$6 million
- 2001-2002 **Senior Vice President of Programs and Education**, Alaska Native Heritage Center, Anchorage, Alaska
- 1999-2001 **Vice President of Education**, Alaska Native Heritage Center, Anchorage
- 1994-1998 **Project Director**, *Communities of Memory*, an Exemplary Project funded by the National Endowment for the Humanities and the Rockefeller Foundation; Alaska Humanities Forum, Anchorage
- 1976-1989 **Curriculum Development Specialist**, Indian Education Program, Anchorage School District; designed instructional materials adopted by the Anchorage School District
- 1974-1976 **Native Studies Developer** for schools statewide (curriculum sent to public schools throughout the state), Alaska Native Education Board, Anchorage, Alaska
- 1972- date **Adjunct Instructor** for courses in Anthropology and Education, University of Alaska Southeast, University of Alaska Anchorage, University of Alaska Fairbanks, and Alaska Pacific University; courses taught:
Alaska Studies: A Guide to Teaching a Semester Course
Alaska Native Oral Traditions (Graduate seminar, most recently taught Spring 2008)
Alaska Native Claims Settlement Act of 1971
Anthropology for Teachers
Building Multiculturalism
Cross-Cultural Communication
Exploring Diversity in Anchorage
Historical and Contemporary Eskimo Life
Historical and Contemporary Life of Alaskan Athabaskans
Historical and Contemporary Life on the Aleutian Islands
An Introduction to the Cultures of Southcentral Alaska
An Introduction to the Cultures of Southeastern Alaska
Natives of Alaska
Teaching Alaska Native Oral Traditions

- Tlingit Indians of Southeastern Alaska
Utilizing the Museum in Teaching and Curriculum Design
Wisdom of the Elders: Chugachmiut Culture and History
- 1971-1974 **Coordinator**, Alaska Multimedia Education Program (traveling educational kits sent to rural villages throughout Alaska), Alaska State Museum, Juneau, Alaska
- 1969 **Research Assistant**, Haffenreffer Museum of Brown University, Bristol, Rhode Island

RECENT PUBLICATIONS

Books

- In press *Brooks River Ethnography*. National Park Service. Anchorage.
- 2013 *Sisualik of Piņusugruk*. Barrow: Iñupiaq Education Department. North Slope Borough School District.
- 2008 *Adventures in Trading: A Graphic Novel* (illustrated by Dan Miller). Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2005 *Italluk Goes to Nigliq*. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2004 *Time and Ptarmigan*. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2003 *Immiugniq: Winter Sources of Drinking Water* (co-authored with Grant Spearman). Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2001 *Making History: Alutiiq/Sugpiaq Life on the Alaska Peninsula*. Fairbanks: University of Alaska Press.
- 1999 *Alaska Native Writers, Orators, and Storytellers, Expanded Edition: Alaska Quarterly Review Special Issue* (Ronald Spatz, Executive Editor; co-edited with Jeane Breinig). Anchorage: University of Alaska.

Articles and Chapters

- 2012 "Out of the Ashes: The Katmai Disaster," in *Alaska Park Science*, Katmai Commemorative Issue. Volume 11, Issue 1.
- 2010 "The Brooks River Ethnographic Landscape: Preliminary Report and Recommendations for Further Research," unpublished report prepared for the Katmai National Park and Preserve, National Park Service.
- 2008 "Bridges to the Community: Engaging Alaska Natives in Museum Programs" in *The Proceedings of the 22nd International Abashiri Symposium*.
- 2008 "Traditions Shape Past, Present, and Future for Alaska Natives" (with Perry Eaton) in *Alaska 50: Celebrating Alaska's 50th Anniversary of Statehood 1959-2009*. Faircount LLC.
- 2007 "The Power of Story: Arnaq Taqukaraam Pillra/The Woman Who Was Gotten by the Bear," (Story by Ignatius Kosbruk; Commentary by Patricia Partnow; Transcription and translation by Jeff Leer) in *Words of the Real People*, ed. by Ann Fienup-Riordan and Lawrence Kaplan. Fairbanks: University of Alaska Press.
- 2006 "Alutiiq Ethnicity" in *Our Story: Readings from Southwest Alaska* edited by John Branson and Tim Troll. Anchorage: Alaska Natural History Association.
- 2005 "Inuit and Yupik Folklore of Canada and Alaska" in *Encyclopedia of World Folklore*. Greenwood Press.
- 2003 "Introduction" and "One by One: Communities Along the Railbelt" (the latter co-authored with Amy Craver and Cynthia Ainsworth) in *Communities of Memory*, ed. by Phyllis Morrow. Fairbanks: Anthropological Papers of the University of Alaska.
- 2002 "Pacific Coast Alutiit of the Alaska Peninsula" in *From Kodiak to Unalaska*, Alaska Geographic Volume 29, No. 4, pp. 36-56.
- 1999 "Ursine Urges and Urban Ungulates: Anchorage Asserts its Alaskanness" in *Western Folklore*, Vol. 58, No. 1, pp. 33-56.

- 1995 "The Days of Yore: Alutiiq Mythical Time" in *When Our Words Return: Writing, Hearing, and Remembering Oral Traditions of Alaska and the Yukon*, ed. by Phyllis Morrow and William Schneider. Logan: Utah State University Press, pp. 139-183.
- Curriculum Publications and Projects**
- 2013 "Tools for Teachers," *Dena'inaq' Huch'ulyeshi: The Dena'ina Way of Living*: An Online Activity Guide to accompany the Anchorage Museum exhibition.
- 2013 *Iñupiat Heritage Center Educator Catalog*: Standards-Based School Programs at the Center. North Slope Borough Department of Iñupiaq History, Language, and Culture. Barrow.
- 2013 *Simon Paneak Memorial Museum Educator Catalog*: Standards-Based School Programs at the Museum. North Slope Borough Department of Iñupiaq History, Language, and Culture. Barrow.
- 2013 *Alaska Studies: A High School Curriculum* for the Lower Kuskokwim School District.
- 2011 *Activity Guide for Teachers: Eagle Drums*. An Integrated Social Studies/Language Arts unit for high school. Barrow: North Slope Borough School District.
- 2011 *Activity Guide for Teachers: ASRC-Itkut Quluaqtuaŋat: ASRC's Story*. A Multidisciplinary High School Curriculum; written with the assistance of Timothy Aqukkasuk Argetsinger. Anchorage: Arctic Slope Regional Corporation.
- 2011 *Activity Guide for Teachers History of the Iñupiat: Nipaa Iłitqusipta: The Voice of Our Spirit*: A High School Social Studies Unit. Barrow: North Slope Borough School District.
- 2010 *The Duck-In Activity Guide for Teachers*. A High School Social Studies and Language Arts Unit. Barrow: North Slope Borough School District.
- 2009 *Adventures in Trading*: A Sixth Grade Integrated Unit Based on the Nigliq Trade Fair with Activities in Social Studies, Language Arts, Inupiaq Language, Science, and Physical Education. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2008 *Lingít Aani Ka Kusteeyí*: A High School Curriculum; Juneau: Sealaska Heritage Institute.
- 2007 "Reading and Study Guide for Dena'ina: Nat'uh, Our Special Place." Anchorage: Alaska Native Heritage Center and Cook Inlet Tribal Council.
- 2006 *Time and Ptarmigan Explorer Activity Guide* (Science), *Qargiq Activity Guide* (Inupiaq language), and *Storyteller Activity Guide* (Language Arts): An Interdisciplinary Science and Language Arts Unit. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2004 *Alaska Studies: A High School Graduation Course* (co-authored with Terry Jorgensen; consists of 15 student books and a teacher's guide), Anchorage School District.
- 2003 *Immiugniq: Winter Sources of Drinking Water Activity Guide for Teachers*: An Interdisciplinary Science Unit. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2003 *Immiugniq: Winter Sources of Drinking Water Inupiaq Language Lesson*. Barrow: Alaska Native Education Program, North Slope Borough School District.
- 2002 *The Harriman Alaska Expedition Retraced: A Century of Change Instructional Guide*, co-authored with Donna Matthews. Northampton: Smith College.
- 2001 *Looking Both Ways, Heritage and Identity of the Alutiiq People: Tools for Teachers*. Anchorage: Alaska Native Heritage Center and Arctic Studies Center.
- 2000-2001 www.akhistory.org: *An Alaska Studies Web Site*. Anchorage: Cook Inlet Tribal Council and Alaska Native Heritage Center.
- 1998 *Alaska in Maps: A Thematic Atlas Teacher's Guide*. Juneau: Alaska Department of Education.
- 1997 *Alaska: Spirit of the Wild Educational Guide* (to accompany the IMAX film *Alaska: Spirit of the Wild*). Houston: Houston Museum of Natural Science.
- 1996 *Teaching with Historic Places: The Seal Islands*. Washington, D.C.: National Trust for Historic Preservation.
- 1995 *Teacher's Guide to Alaska: A Land in Motion*. Juneau: Alaska Department of Education.
- 1988 *Museum School Tours* designed for the Anchorage Museum of History and Art to complement adopted curriculum units on Alaska Native cultures.

- 1988 *Teacher's Guide for Special Issue: Alaska Quarterly Review: Alaska Native Writers, Storytellers, and Orators.* Anchorage School District.
- 1988 *The Tlingit Indians of Southeast Alaska: Teacher's Guide,* Student Books, Learning Materials. Anchorage School District.
- 1987 *Cultural Change in the Aleutian Islands: Teacher's Guide,* Student Books, Learning Materials. Anchorage School District.
- 1986 *Natives in Alaska's History: A Text for Junior High School.* Anchorage School District.
- 1986 *Unalakleet, A Community Study: Teacher's Guide,* Student Booklets, Computer Program, Instructional Materials. Anchorage School District.
- 1985 *Athabascans of Interior Alaska: Teacher's Guide,* Student Booklets, Computer Program, Instructional Materials. Anchorage School District.

Book Reviews

- 2009 Northern Tales: Traditional Stories of Eskimo and Indian Peoples. Selected and edited by Howard Norman, 2008. University of Nebraska Press. In *Alaska Journal of Anthropology*, Vol. 7, No. 1, pp. 179-180.
- 2009 *Mediating Knowledges: Origins of a Zuni Tribal Museum.* Gwyneira Isaac, Foreword by Jim Enote. Tucson: The University of Arizona Press, 2007. In *American Ethnologist*, April 16, 2009, pp. 405-406.
- 2009 Andrew, Frank, Sr. (Miisaq), *Paitarkiutenka: My Legacy to You;* transcriptions and translations by Alice Rearden and Marie Meade; edited by Ann Fienup-Riordan. Seattle: University of Washington Press, 2008. In *Alaska History*, Vol. 24, No. 1, Spring, pp. 61-62.
- 2006 Burch, Ernest S., Jr., *Alliance and Conflict: The World System of the Inupiaq Eskimos.* Lincoln: University of Nebraska Press, 2005. In *Alaska History*, Vol. 21, No. 1, Spring, p. 49.

RECENT ACADEMIC PAPER PRESENTATIONS

- 2012 "Chugach Elders Teach the Teachers." Bilingual Multicultural Educational Equity Conference, Anchorage. April 25.
- 2010 "Spreading the Word: Teaching TEK through the Internet." ASTC (Association of Science and Technology Centers) Annual Conference. Honolulu. October 2.
- 2009 "We Are All People on the Shore: Cultural Responses to Cataclysmic Change." Ocean Voices Series, Ocean Explorium, New Bedford, MA, July 21.
- 2008 "Using Cultural Information to Model DIME/PMESII Effects." Co-authored with Dean S. Hartley; keynote presentation at National Defense University Conference, Washington, D.C., July 23.
- 2008 "Stories are Serious Business." Chair and presenter. American Association of Museums Annual Meeting, Denver, April 28.
- 2007 "Engaging Alaska Natives in Museum Programs." Abashiri Symposium on Peoples and Cultures of the North, Abashiri, Japan, November 3 and 4.
- 2007 "Bridges to the Community." Museums Alaska Annual Conference, Homer, Alaska, September
- 2006 "Exploring Culture Through Storytelling." National Council of Social Studies Annual Meeting, Washington, D.C., December.
- 2005 "A Shaman Remembered," American Ethnohistory Association Annual Meeting, Santa Fe, NM. November.
- 2004 "No Culture Left Behind: From Oral Tradition to the Classroom." Oral History Association Annual Meeting, Portland, Oregon, October.
- 2004 "Meaning-Making Across Time and Space: A Sugpiaq Oral Tradition Survives Two Centuries of Change." Tenth Annual Omohundro Institute Conference, Northampton, Massachusetts, June.
- 2004 "Producing Classroom Materials and Web Site for the Harriman Expedition," American Association of Museums Annual Meeting, New Orleans, May.

- 2003 "Endings and Beginnings: The Story of Katmai," AAAS Conference, Fairbanks, AK and Alaska Volcano Observatory Coordination Meeting, Anchorage, AK, September and November.
- 2001 "Lore of Fishing," American Folklore Society Annual Meeting, Anchorage AK, October.
- 2001 "New Trade Winds: Stories as a Cultural Bridge," American Association of Museums Annual Meeting, St. Louis, May.
- 1998 "Post-Modernism in Alaska: Communities of Memory," American Folklore Society Annual Meeting, Portland, Oregon, October.
- 1998 "Human Reactions to Catastrophic Relocations: Lessons of the Katmai Eruption and Other Disasters," Aleutian Research Consortium Meeting, Anchorage, March.
- 1998 "Issues in Translation: 200 Years in the Life of an Alutiiq Story," Alaska Anthropological Association Annual Meeting, Anchorage, March.
- 1996 "Memory and Sense of Place in Alaska," Oral History Association, Philadelphia, October.
- 1996 "Ursine Urges and Urban Ungulates," Alaska Anthropological Association Annual Meeting, Fairbanks, April.
- 1995 "Alutiiq Ethnogenesis," American Anthropological Association Annual Meeting, Washington, D.C., November.
- 1995 "The Knik Watershed Storytelling Symposium: What Oral Traditions Say about the Community of Wasilla," Alaska Historical Society Annual Meeting, Kodiak, September.

AWARDS

- 2010 Woman of Achievement, conferred by the YWCA of Anchorage
- 2004 Woman of Distinction, conferred by Soroptimists International of Cook Inlet

BOARDS AND COMMISSIONS

- 2008-2013 Alaska State Museum Collections Advisory Committee, Chair 2009 to 2013
- 1997-2012 *Healing Racism in Anchorage*, Co-founder, Treasurer
- 2004-2010 Anchorage Museum Collections Advisory Committee, Public Member
- 1993-2010 University of Alaska Press Editorial Board; Chair, 2004 to 2010
- 1997-2003 Anchorage Historical and Fine Arts Commission
- 1988-1996 Anchorage Aquanauts Swim Club Board, Newsletter Editor
- 1986-1992 Alaska Humanities Forum (Alaska's state humanities council), Treasurer
- 1988-1989 Visual Arts Center of Alaska, Auction Chair
- 1982-1985 Alaska Board of State Architects, Engineers, and Land Surveyors, Public Representative
- 1974-1979 Alaska State Museum Collections Advisory Committee

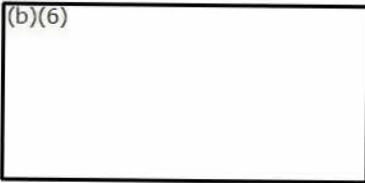
PROFESSIONAL CERTIFICATES

- 1977-date Alaska Teacher Certification (Type A, Secondary, Anthropology)

PROFESSIONAL ASSOCIATIONS

- American Alliance of Museums
- Museums Alaska
- Alaska Anthropological Association
- American Anthropological Association
- Oral History Association
- Western Museums Association

Lucille Stevens



Employment History

- 10/1/2014 **Finance Director, Council of Athabaskan Tribal Governments (CATG)** **Fairbanks & Ft Yukon, AK**

See Below plus Supervision & training of 4 Accounting Department staff.
- 7/16/2013 - 9/30/2013 **Interim Finance Director, Council of Athabaskan Tribal Governments** **Fairbanks & Ft Yukon, AK**

Reviews, manages all financial functions: procurement, accounts payable, and payroll. Provides and arranges for staff training.

Maintains appropriate accounting records: General Ledger, Accounts Payable, Accounts Receivable, Payroll, and Billing.

Oversees/reviews Accounts Payable check runs and payroll direct deposits.

Performs various accounting reconciliation spreadsheets and General Ledger entries with Balance Sheet.

Creates the Chart of Accounts.

Performs/oversees monthly bank reconciliations for 3 accounts monthly.

Daily review of online banking balances and transfers.

Prepares/oversees submission of state and federal quarterly taxes.

Creates/oversees W-2 and 1099 tax information for employees and electronic filing.

Responsible for preparation and electronic filing of grant financial reports and drawdowns.

Enter and/or correct budget reports in MIP for Management Team.

Audit preparation.
- 1/28/2013 - 5/20/2013 **Staff Accountant, Yukon Accounting & Consulting** **Fairbanks, AK**

Accounting System Conversion from Quickbooks to Financial Edge Software

Accounts Payable

Payroll
- 10/01/2012 - 01/27/2013 **Payroll Technician/Staff Accountant, Council of Athabaskan Tribal Governments** **Fort Yukon , AK**

Process semi-monthly payroll

Create W-2 and 1099 tax information for employees and electronic filing.

5/01/2007
8/01/2012

Staff Accountant, Council of Athabascan Tribal Governments

Fort Yukon , AK

Support accounting department
Performed various accounting reconciliations spreadsheets and general ledger entries.
Monthly bank reconciliation for 3 accounts at the end of every month.
Daily views of online banking balances and transfers.
Enter and/or correct budgets reports for management directors in the Fundware system.
Combined data for pre-audit and final audit.
Overview accounts payable check runs and payroll direct deposits.
Prepared and submit state and federal quarterly taxes.
Create W-2 and 1099 tax information for employees and electronic filing.
Preparation and electronic filing of grant financial reports, which includes draw down of funds.

7/01/2006 5/1/
2007

Administrative Assistant, Council of Athabascan Tribal Governments

Fort Yukon, AK

Perform clerical tasks and oversee the daily operations of offices including
Telephone calls greeting and route calls elsewhere as needed.
Receiving and directing visitors.
Word processing, filing, and faxing.
Preparing and sending correspondence.
Provides support and assistance to other functions and operating units of the organization.

1/10/1997 -
6/15/2005

Administrative Assistant/Accountant, Stevens Village Council

Stevens Village, AK

Manage Village Council office administrative and financial operations including
Administered payroll for all Village Council employees using QuickBooks.
Manage community facilities finances and budgeting to ensure efficient operations.
Initialized utilities billing services with State PCE, reporting to State agencies.
Prepared comprehensive financial documentation for all Village Council Audits, assisting auditors on site. Prepared numerous financial and administrative reports for programs including NAHSDA/HUD, EPA, and BIA Self-Governance.

Education

High School Diploma

Mt. Edgecumbe HS,
AK

MIP Training on all Accounting Modules - Ongoing

SAT Travel School Training: Learned the skills for the Travel Industry and Travel Agent; Booking hotels, and transportation reservations.

PCE Alaska Energy Authority Training Power Cost Equalization (PCE): Reporting, Regulatory Commission of Alaska (RCA) reporting, bulk fuel loans application process, and general accounting practices for utilities to keep their records and reports current.

Fundware Accounting Software: Accounts Receivable, Payroll, Allocation Management, Budget Preparation, General Ledger, and Project Grants.

Managing Emotions Under Pressure:

How to stay calm and productive under pressure

Learn how best to respond to other people's outbursts and rampages

Use proactive (vs. reactive) strategies in stressful situations

Improve performance through behavioral changes in yourself, your co-workers, and others

How to follow through on plans; turn good intentions into reality and achieve more goals

Advance IRS Payroll Workshop: Provided updated information on IRS regulations including Fringe Benefits, Payroll Advances, Loans to Tribal Members, Tips & Tip Reporting, Foreign Workers, Third-Party Sick Leave, Scholarships, Irs Collection & Notices, Money Service Businesses (MSB), State of Alaska - Wage & Hour Laws, Detecting Fraud.

OSHA Safety Training: Identifying your company's safety needs; understand the safety of the workplace and environment according to state OSHA standards; locations of emergency exits, and fire extinguisher; and, Identifying first medial response team for medical emergency.

Basic QuickBooks Training: Accounts Receivable, Payroll, Allocation Management, Budget Preparation, General Ledger, and Project Grant.

Robert Stormo

(b)(6)

Education:

2007 Graduate, Bachelor of Arts, University of Alaska Anchorage

2003 Graduate from Chugiak High School, Chugiak, Alaska

Experience:

September 2009-Present
Assistant Director, Alaska Teen Media Institute

December 12, 2008 - March 25, 2009
Sportscaster, AM 1080
Play by Play, University of Alaska Anchorage Men's and Women's
Basketball, including 2009 Women's West Region Tournament and
2009 Division II Women's Final Four

November 18, 2008 - April 21, 2009
Producer/Engineer, The Cary Carrigan Show, AM 1080

May 7, 2008 - January 20, 2009
Producer/Engineer, Cutting Edge, AM 1080

May 5, 2008 - Present
Production Assistant, TATI Broadcasting

January 8, 2008 - Present
Assistant, KLEF 98.1FM

November 23, 2007 - March 28, 2008
Sportscaster, AM 1080
Play by Play, University of Alaska Anchorage Women's Basketball
and 2008 West Region Tournament and Division II Final Four

September 4, 2007 - February 1, 2009
Traffic Assistant, KLEF 98.1 FM and AM 1080

June 9, 2007 - Present
Producer/Engineer, Anchorage Bucs Baseball, AM 1080
Aired local commercial breaks

May 8, 2007 - Present
Producer/Engineer, The Dr. Ellenburg Show, AM 1080

May 7, 2007 - May 2, 2008
Producer/Engineer, Blue State of Mind, AM 1080

April 7, 2007 - April 13, 2008
Producer/Engineer, New York Yankees Affiliate, AM 1080
Aired local commercial breaks

November 2003, 2004, 2005 and 2006
Reporter, Shootout.net Carrs/Safeway Great Alaska Shootout
Gathered audio from post game press conferences, wrote stories,
and gathered video for use on Web site.

March 7 – 9, 2006
Reporter, 2006 Arctic Winter Games, KRUA 88.1 FM
Reported on Alpine Skiing

February 23 - 25, 2005
Reporter, 2005 World Championship Sled Dog Races, KRUA
88.1FM
Interviewed musher's and members of their teams

September 2005 - March 12, 2007
Sportscaster, KRUA 88.1 FM
Play by Play, live sports broadcasts of the University of Alaska
Anchorage Women's Volleyball and Women's Basketball games

November 12, 2004 - August 1, 2007
Sports Director, UAA radio station KRUA 88.1 FM
Gathered and produced weekly sports updates

Activities:

January 2009 - Present
Alaska Teen Media Institute Volunteer

February 2007 - May 2008
KRUA Volunteer DJ

Fall 2004 - Spring 2006
Member, University of Alaska Anchorage Radio Television News
Directors Association (RTNDA)

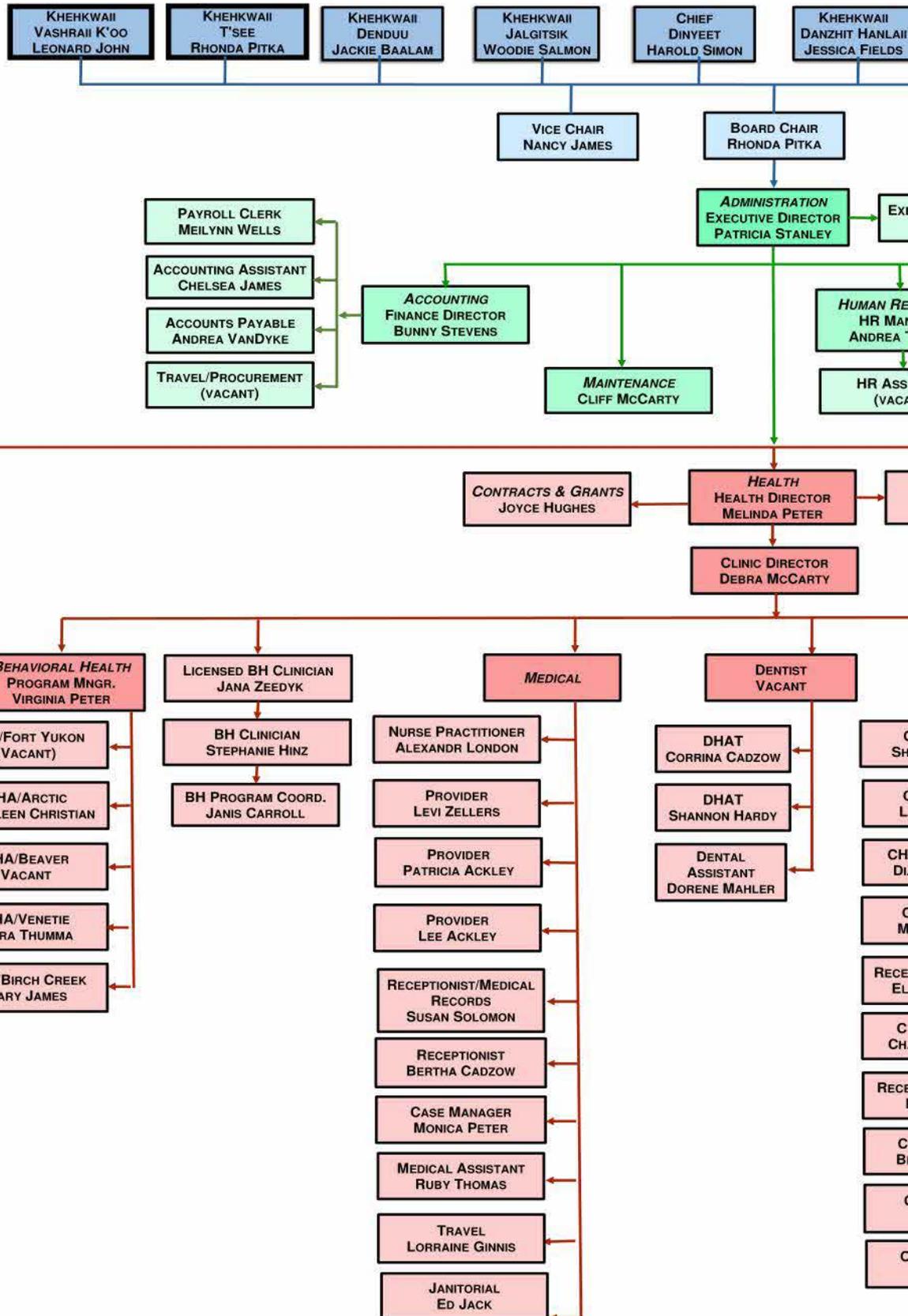
References:

Rick Goodfellow, KLEF 98.1 FM, 907-522-1018,
klef@klef.com

Nate Sagan, University of Alaska Anchorage, 907-786-1295,
nate@uaa.alaska.edu

Cary Carrigan, Millennium Communications, (b)(6)
(b)(6)

Council of Athabaskan Tribes



**COUNCIL OF ATHABASCAN TRIBAL GOVERNMENTS
BOARD OF DRECTORS**

ARCTIC VILLAGE

Leonard John, 1st Chief
PO Box 22069
Arctic Village, AK 99722
Council: 587-5523
Fax: 587-5128

(b)(6)

BEAVER

Rhonda Pitka - 1st Chief
PO Box 24029
Beaver, AK 99724
Home: 628-6011
Council: 628-6126
Fax: 628-6815

(b)(6)

Birch Creek

Jacqueline Baalam - 1st Chief

(b)(6)

Council: 221-2211

(b)(6)

CANYON VILLAGE

(b)(6)

CHALKYITSIK

Woody Salmon- 1st Chief

(b)(6)

Council: 848-8117

(b)(6)

CIRCLE

Jessica Fields - 1st Chief

(b)(6)

Council: 773-2822

Fax: 773-2823

(b)(6)

FORT YUKON

Nancy James - 1st Chief

(b)(6)

Council: 662-2581

Fax: 662-2222

(b)(6)

Rampart

(b)(6)

Council: 358-3312

Fax: 358-3115

(b)(6)

STEVENS VILLAGE

Michael Simon - 1st Chief

(b)(6)

Home:

Council: 478-7228

(b)(6)

VENETIE

Jerry Frank - 1st Chief

(b)(6)

Council: 849-8212

(b)(6)

COUNCIL OF ATHABASCAN TRIBAL GOVERNMENTS BYLAWS

1. INTRODUCTION AND PURPOSE:

The purpose of the Council of Athabascan Tribal Governments shall be to encourage and support the exercise of tribal powers of self government of each member tribe and its individual members; to aid and support economic development in the region; to promote the general health and welfare of each member tribe and its individual members; to preserve, encourage and maintain the Spiritual, Traditional, and Cultural well being of the member tribes; and to provide health services to the general population of the region.

The Council of Athabascan Tribal Governments shall not be construed to terminate the recognized tribal identity of member tribe or extinguish member tribe's eligibility as independent tribes for federal and state programs.

2. PRINCIPAL AND BUSINESS:

The Council of Athabascan Tribal Governments principal business office is located at P.O. Box 33, Fort Yukon, Alaska.

3. GOVERNING BODY:

The governing body of the Council of Athabascan Tribal Governments shall be a Council composed of the Chief of each member tribe. Member tribal councils of the Council of Athabascan Tribal Governments are: Arctic Village Council, Beaver Council, Birch Creek Village Council, Canyon Village Council, Chalkyitsik Village Council, Circle Village Council, Native Village of Fort Yukon, Rampart Village Council, Stevens Village Council, and Venetie Village Council., or the tribes' designated representative.

The Council shall have authority to make rules to govern membership, either for the purpose of carrying out this article or governing membership matters not otherwise addressed.

4. POWERS

The Council shall have such powers as may, in the future, be delegated by the tribal member villages. The Council shall have all the powers necessary to conduct the business and affairs of the Council of Athabascan Tribal Governments. The functions and responsibilities of the Council include but are not limited to:

- 1) Establishing policy for the conduct of the Organization.
- 2) Approval, selection and dismissal of the Executive Director.
- 3) Establishing all Policies and Procedures, salary and benefits scales.
- 4) Approval of the Annual Budget.
- 5) Long range financial planning and assuring compliance with applicable federal, state and local laws and regulations.
- 6) Establishing priorities, eligibility for services, evaluating programs and program delivery.
- 7) Adopting Health Care and other policies including scope and availability of services, location and hours of service and quality of care procedures.
- 8) Negotiation of agreements, contracts and/or grants on behalf of the member tribal governments.

5. VOTING

VOTING RIGHTS: The Chief, 2nd Chief or designated village council member shall have voting rights. Votes are made by consensus.

6. MEETINGS:

Regular meetings of the Council shall be held quarterly. Teleconferences shall be held each month. Special meetings or teleconferences may be called by the Chair. Six voting members may direct the Chair to call a special meeting.

- a) **NOTIFICATION:** Written notice of each regular meeting shall be mailed, posted and faxed to all tribal councils ten (10) days before the meeting. Special meetings called by the Chair shall be posted and faxed to all tribal councils 24 hours before a meeting. The Chiefs shall be notified by telephone. A Chief may waive such notice in writing before or after any such meeting, and the presence of any Chief at any meeting shall constitute waive of notice by him/her.

7. SALARIES AND COMPENSATIONS:

The Council, by an affirmative vote of the Chiefs then in office, and irrespective of any personal interest of its members, shall have authority to establish reasonable compensation of all personnel for services rendered to the Council or rendered by the Chiefs. The Chiefs shall be compensated for expenses and/or attendance at meetings of the Council or any business when a Council member acts as Representative of the Council. Council members shall be paid for per diem and meetings individually.

8. COMMITTEES:

The Council, by a majority of members, may create one or more working committees, each of which shall consist of a Committee Chair who will report to the full board for direction and approval.

The Council, may create advisory committees to augment or provide expertise in any area necessary. Such advisory committee (s) will be appointed by the Council; will have a clearly defined role and are created by a simple majority of a quorum of the Council. No advisory committee shall have powers greater than those delineated in its defined role and cannot operate to relieve the Council or any member thereof, of any responsibility imposed upon it or him/her by law.

9. OFFICERS:

- (**NUMBER OF OFFICERS:** The Officers of the Council of Athabascan Tribal Governments shall be chosen by the Council and shall consist of a Chairperson, Vice-Chair, Secretary/Treasurer.

CHAIRPERSON: The Chairperson may be any Chief within the CATG. The Chairperson shall have the principal duties of residing at meetings of the Council and shall serve as the designated spokesperson to the media on board sanctioned positions. The Chairperson work with the Executive Director to draft meeting agendas. The Chairperson is the lead spokesman and head negotiator for the Council. The Chairperson, shall in

general, supervise all the affairs of the Council. The Chairman, shall in general, facilitate the affairs of the Council and provide leadership and support for the CATG administrative staff. The Chairperson shall be a voting member of the Council. The Chairperson is subject to the control of the Council.

VICE-CHAIR: The Vice-Chair shall perform the duties of the Chairperson in the event of the absence or disability for any cause whatsoever of the latter, and perform such other duties as the Council may direct.

SECRETARY/TREASURER: The Secretary/Treasure shall perform the duties of the Chairperson in the event of the absence or disability for any cause whatsoever of the latter, and perform such other duties as the Council may direct.

- a) **TERM OF OFFICE:** The Chairperson and Vice-Chair shall be elected for a two (2) year term of office as long as they are Chief of their tribe.
- b) **ELECTION:** The Chairperson and Vice-Chair shall be chosen in an election by a majority (6) of the Council Members
- c) **COMPENSATION:** The Chairperson shall be compensated by the Council. The Council shall set the compensation of the Chairperson.
- d) **IMPEACHMENT OF THE CHAIR:** The Chairperson may be impeached by a majority of the Council.

10. FINANCES:

Contracts: The Council may authorize any officer or agent to enter into any contract, or execute or deliver any instrument, on the name of and on behalf of the Council of Athabascan Tribal Governments. Such authorization may be general or confirm to specific instances.

Indebtedness: No indebtedness for borrowed money shall be contracted on behalf of the council and no evidence of such indebtedness in the name of the CATG unless authorized by a resolution of the Council. Such authorization will be confirmed to specific instances.

Checks and Drafts: All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Council shall be signed by such officer or officers, agent or agents of the Council and in such manner as shall from time to time be determined by or under the authority of a resolution of the Council.

Deposits: All funds of the Council not other wise employed shall be deposited in CATG bank accounts as may be selected by or under the authority of the Council.

Council of Athabascan Tribal Governments

Vision/Mission/Values

T'EE TERA'A'IN

The long-term vision of the Council of Athabascan Tribal Governments (CATG) is of self-sufficient communities with a shared commitment to promote common goals and taking responsibility for a culturally integrated economy based on customary and traditional values in a contemporary setting.

Healthy People, Thriving Communities

MISSION

Our mission is to advocate and provide technical assistance to enhance the regional economy by protecting and supporting local employment and private enterprise; to protect and manage traditional tribal land and resources for future generations; to empower tribal governments; to provide and improve health care and promote healthy living.

CORE VALUES

- **Land**
- **Education**
- **Healthy People**
- **Accountability and Personal Responsibility**
- **Commitment**
- **Unity**
- **Water**
- **Culture and Language**

COUNCIL OF ATHABASCAN TRIBAL GOVERNMENTS

Letter to the Governing Board

Year Ended September 30, 2015

*Altman, Rogers
& Co.* | CERTIFIED
PUBLIC
ACCOUNTANTS

Council of Athabaskan Tribal Governments

Letter to the Governing Board

Year Ended September 30, 2015

March 4, 2016

Members of the Council
Council of Athabascan Tribal Governments
Fort Yukon, Alaska

We have audited the financial statements of the governmental activities and each major fund of Council of Athabascan Tribal Governments (Council) for the year ended September 30, 2015. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, *Government Auditing Standards* and OMB Circular A-133, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated October 13, 2015. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Council of Athabascan Tribal Governments are described in Note I to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2015. We noted no transactions entered into by the Council during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

All Opinion Units

Management's estimate of the allowance account is based on historical collections and collectability of customer balances. We evaluated the key factors and assumptions used to develop the allowance account in determining that it is reasonable in relation to the financial statements taken as a whole. This estimate affects all opinion units.

Government-Wide Opinion Unit

Management's estimate of the useful lives and depreciation is based upon the expected life of an asset. We evaluated the key factors and assumptions used to develop the useful lives and depreciation expense in determining that it is reasonable in relation to the financial statements as a whole. This estimate affects the governmental activities opinion unit.

Financial Statement Disclosures

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management.

The following summarizes uncorrected misstatements of the financial statements. Management has determined that their effects are immaterial, both individually and in the aggregate, to the financial statements taken as a whole:

- (b)(4)
-

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Major Issues Discussed with Management Prior to Retention

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Council's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated March 4, 2016.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Council's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Internal Controls over Financial Reporting and Compliance

See the Financial Statements, Compliance Section for definition and description of deficiencies, significant deficiencies, material weaknesses, and any reported findings.

Accounting Assistance

As part of our engagement we drafted the basic financial statements of Council of Athabasca Tribal Governments' from the Council's accounting records; however, management of the Council was involved in the drafting process and retains responsibility for the basic financial statements.

Other Matters

Supplementary Information

We applied certain limited procedures to Management Discussion and Analysis, which is required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the "Additional Supplementary Information" as listed in the table of contents, which includes General Fund: Combining Schedule of Assets, Liabilities, and Fund Balances, Combining Schedule of Revenue, Expenditures, and Changes in Fund Balances (Deficits); Health Care Grants Special Revenue Fund: Combining Schedule of Assets, Liabilities, Deferred Inflows of Resources, and Fund Balances, Combining Schedule of Revenue, Expenditures and Changes in Fund Balances; Education Grants Special Revenue Fund: Combining Schedule of Assets, Liabilities, and Fund Balances, Combining Schedule of Revenue, Expenditures, and Changes in Fund Balances; Natural Resources Grants Special Revenue Fund: Combining Schedule of Assets, Liabilities, and Fund Balances, Combining Schedule of Revenue, Expenditures and Changes in Fund Balances, and Schedule of Expenditures of Federal Awards, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Grant Reform

The Office of Management and Budget published final guidelines on grant reforms which went into effect on December 26, 2014. The new threshold for federal audits was raised from \$500,000 to \$750,000. Included in the new guidelines were significant reforms to administrative requirements, cost principles, requirements for risk assessment, standards for financial and program management, subrecipient monitoring and audit requirements. Written policies are strongly encouraged and the lack of written policies may result in compliance findings.

Procurement standards require entities to have strong policies preventing organizational conflicts of interest which will be used to protect the integrity of procurements under federal awards and subawards. For Internal Controls, institutions must establish and maintain effective internal controls over federal awards, and the controls should be in compliance with guidance in *Standards for Internal Control in the Federal Government* issued by the Comptroller General of the United States and the *Internal Control Integrated Framework* issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO). Nonfederal entities will also need to take reasonable measures to safeguard protected personally identifiable information.

These new requirements are for all new awards obtained after December 26, 2014. Any new awards obtained after that date were subject to the new guidelines under the audit for the year ended June 30, 2015. We encourage management to review these new guidelines and establish written policies and procedures to remain in compliance with all new requirements related to this grant reform.

Restriction on Use

This information is intended solely for the use of the Council and management of Council of Athabascan Tribal Governments and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

(b)(6)

Anchorage, Alaska

Yukon Flats School District 2012-2013 Alaska Native Education Grant

<http://www2.ed.gov/programs/alaskanative/2012awards.html>

Name of Applicant: Yukon Flats School District (S356A120076)

Number of Students Served: 246

The Vocational Education Center of the Yukon Flats School District provides for career based educational services to school age youth, from seven village sites served by the district in rural Northeast Alaska. Through a joint agreement with Yukon Koyukuk School District for 2011-2012, these services have been afforded to students from the remote villages in the mid-Yukon region. The historic challenge for educators in bush Alaska has been to introduce the academics to Native second language learners in a culturally appropriate manner, and via experientially oriented programs that support the students' unique learning style(s). The data has shown that such learning environments counter the effects of high poverty and unemployment common to rural Alaska, and which tribute to the sizeable percentage of under achieving learners and school dropouts observed. It is with these statistics in the forefront, that the Vocational Educational Center provides 5th-12th grade students a host of Career Technology program options in a supportive, challenging and nurturing school setting. Utilizing a Career Cluster (Business, Construction, Health, and Natural Resources) framework, students engage in their respective Personal Learning & Career Plan (PLCP) from early on, where strengths and abilities embark on individual Career Pathways via given coursework, the academics (reading, writing, math and science) are presented through an applied/contextual design. Industry supported curriculum and "hands-on" instructional activities, lead student to perfect their acquired skills set, and readily accept their next challenge. In this manner students build upon their success, and plan ahead beyond their graduation for apprenticeship(s), entry into the military or post-secondary education.

Partners: Council of Athabascan Tribal Government; Tribal Councils, University of Alaska Center in Fort Yukon and Yukon Koyukuk School District

To view the 2012 narrative, [click here](#).

NONPROFIT RATE AGREEMENT

EIN: 920134670

DATE:07/29/2015

ORGANIZATION:

FILING REF.: The preceding agreement was dated 11/07/2014

Council of Athabascan Tribal Governments,
The

P.O. Box 33

Fort Yukon, AK 99740

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	10/01/2013	09/30/2014	64.00	Health Center	All Programs
FINAL	10/01/2013	09/30/2014	40.50	All exc. Health Ctr	All Programs
PROV.	10/01/2014	09/30/2016	64.00	Health Center	All Programs
PROV.	10/01/2014	09/30/2016	40.50	All exc. Health Ctr	All Programs
PRED.	10/01/2013	09/30/2015	15.00	All	ED Restricted Programs

*BASE

Total direct costs excluding capital expenditures (buildings, individual items of equipment; alterations and renovations) and subawards.

ORGANIZATION: Council of Athabascan Tribal Governments, The
AGREEMENT DATE: 7/29/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

This organization charges the actual cost of each fringe benefit direct to Federal projects. However, it uses a fringe benefit rate which is applied to salaries and wages in budgeting fringe benefit costs under project proposals. The following fringe benefits are treated as direct costs:
FICA, ESC, WORKERS COMPENSATION, HEALTH INSURANCE, AND PENSION.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The Head Start indirect cost rate has been negotiated in compliance with the Administration for Children and Families Program Instruction (ACF PI HS 08-03) dated 5/12/2008, which precludes using any Head Start grant funds to pay any part of the compensation of an individual either as a direct cost or any proportion as an indirect cost if that individual's compensation exceeds the rate payable of an Executive Level II. As of January 12, 2014 the rate of compensation for an Executive Level II is \$181,500 per year.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 09/30/15, will be due no later than 03/31/16.

ORGANIZATION: Council of Athabascan Tribal Governments, The
AGREEMENT DATE: 7/29/2015

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its indirect cost pool as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as indirect costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from indirect to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing indirect costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of indirect costs allocable to these programs.

BY THE INSTITUTION:

Council of Athabascan Tribal Governments, The

(b)(6)

(SIGNATURE)

Patricia J. Stanley

(NAME)

Executive Director

(TITLE)

August 12, 2015

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -A

Digitally signed by Arif M. Karim -A
DN: cn=US, o=U.S. Government, ou=HHS, ou=PS, ou=People,
c=Arif M. Karim -A, 0.9.2342.19000000.1.1.1-200021289
Date: 2015.08.26 17:02:09 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

7/29/2015

(DATE) 2649

HHS REPRESENTATIVE:

Robert Lee

Telephone:

(415) 437-7820

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Council of Athabaskan Tribal Governments
 Demonstration Project for Indian Children CFDA 84.299A
 Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future
 4 Year Budget 2016-2020

	Year 1	Year 2	Year 3	Year 4
1. Personnel				
A. Project Manager (\$40/hr.)	83,200	85,696	88,267	90,915
B. Project Assistant (\$25/hr.)	52,000	53,560	55,167	56,822
C. Session Instructors (10 sessions/30 wks.)	37,500	37,500	37,500	37,500
D. Cook	20,000	21,218	21,855	22,510
E. Dorm Monitors (2/M & F)	25,080	25,832	26,607	27,406
Personnel Total	217,780	223,806	229,396	235,152
2. Fringe Benefits				
A. Benefits @32.00%	43,264	44,562	45,899	47,276
B. Taxes @ 10.44%	22,736	23,365	23,949	24,550
Fringe Total	66,000	67,927	69,848	71,826
Total Personnel and Fringe	283,780	291,734	299,243	306,978
3. Travel				
A. Student Travel intensive classes to FYU (8)	22,880	22,880	22,880	22,880
B. YFILRI (19 Elders/Teachers/Interns)	5,434	5,434	5,434	5,434
C. Student Travel: Wai'anae, Hawaii (6)	33,132	33,132	33,132	33,132
D. Instructor Travel (17 sessions)	4,760	4,760	4,760	4,760
E. Certified Teacher Travel (5/2 sessions)	6,910	6,910	6,910	6,910
F. Dinjii Zhuh K'yaa Board (course review)	13,060	13,060	13,060	13,060
G. In-service Presentation to YFSD Staff (2)	7,581	7,581	7,581	7,581
H. Grant Related Travel to DC (2 people)	6,598	6,664	6,731	6,798
Travel Subtotal	100,355	100,421	100,488	100,555

Council of Athabaskan Tribal Governments
 Demonstration Project for Indian Children CFDA 84.299A
 Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future
 4 Year Budget 2016-2020

	Year 1	Year 2	Year 3	Year 4
4. Equipment				
A. Micro FM & VHF	5,500	0	0	0
5. Supplies				
A. Food for Students & YFILRI	22,800	22,800	22,800	22,800
B. Office Supplies	3,500	3,500	3,500	3,500
C. Instructional Supplies (materials & texts)	15,000	10,000	10,000	10,000
Supplies Subtotal	41,300	36,300	36,300	36,300
6. Contractual				
A. Understanding by Design Instructor	10,100	10,100	10,100	10,100
B. Alaska Teen Media (2 weeks)	5,000	5,000	5,000	5,000
C. Grant Evaluator	30,000	30,000	30,000	35,000
Contractual Subtotal	45,100	45,100	45,100	50,100
7. Construction	0	0	0	0
8. Other				
A. Tuition	15,000	15,000	15,000	15,000
B. Internships (4 students)	9,600	9,600	9,600	9,600
C. Honoraria (15CultureKeepers/5 Cert.Teach.)	45,900	45,900	45,900	45,900
Other Subtotal	70,500	70,500	70,500	70,500
9. TOTAL DIRECT COSTS	546,535	544,055	551,631	564,433
10. TOTAL INDIRECT CHARGES (40.5%)	221,347	220,342	223,411	225,773
12. TOTAL PROJECT COSTS	767,882	764,397	775,041	790,206

Council of Athabascan Tribal Governments

Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future

DOE Demonstration Projects CFDA 84.299A

Project 4 Year Budget 2016-2020

BUDGET NARRATIVE – YEAR 1

Please keep in mind the high costs of living in and operating an organization in rural Alaska. The University of Alaska Salary Schedule pays a 42% COLA increase for their employees in The Yukon Flats. The geographic remoteness of our communities in the Yukon Flats requires extensive travel and relatively high salaries to recruit and retain qualified staff.

1. Personnel

A. Project Manager 12 months @ \$40/hr. 1 FTE \$83,200

This is a full-time position with benefits located in Fort Yukon and supervised by the Executive Director. The Project Manager (PM) will provide overall project management and oversight throughout its length. The PM's responsibilities include: working with and maintaining communications with partners; providing logistical support, supervising and directing the Program Assistant; working with CATG Accounting Department to schedule the required financial reports. The PM compiles data using instruments designed by the Evaluator and provides for distribution. Writes and distributes required narrative reports and reports to the CATG Board. Based on CATG Salary Schedule for level of responsibility.

B. Project Assistant 12 months @ \$25/hr. 1 FTE \$52,000

The Program Assistant (PA) position is a full-time position with benefits located in Fort Yukon, Alaska and supervised by the Project Manager. The purpose of the position is to provide administrative support to the Project Manager, manage travel logistics for all project sessions,

Total Personnel and Fringe

\$283,780

3. Travel

Air Travel between villages is the most practical and efficient way to serve tribal members in the CATG Region and is a significant cost to achieve the outcomes expected from the project.

Villages in the Yukon Flats are remote and air travel is required.

A. Student Travel to intensive classes in FYU (8) \$22,880

Calculated based on \$286/ave. r/t village travel x 8 students x 10 sessions = \$22,880

(Additional students in Fort Yukon will fill out the sessions w/o travel.)

B. YFILRI (19 Elders/Teachers/Interns) \$5,434

Calculated based on \$286/ave. r/t village travel x 19 passengers = \$5,434

C. Student Travel: Wai'anae, Hawaii (4) \$33,132

Calculated based on Alaska Airlines \$887r/t x 4 students + 2 chaperones = \$5,322 +

\$294 per diem x 14 days x 6 people = \$24,696 + \$280 r/t to Fairbanks x 6 = \$1,680 + Fairbanks per diem @ \$239 x 6 people = \$1,434. Total = \$5,322 + \$24,696 + \$1,680 + \$1,434 = \$33,132

D. Instructor Travel (17 sessions) \$4,760

Calculations based on \$280 r/t FAI-FYU x 17 = \$4,760

E. Certified Teacher Travel (5/2 sessions) \$6,910

Calculated based on \$286 r/t from villages to Fort Yukon x 5 certified teachers to meet with curriculum consultant in early November to learn Understanding by Design = \$ 1,430. Per Diem is \$135 in Fort Yukon x 3 days = \$405 x 5 people = \$2025. A second face-to-face will be held in May to share projects/units developed during the year. Total = \$1,430 *2 = \$2,860 + (2025x 2)

F. Dinjii Zhuh K'yaa Board (course review) \$13,060

Calculations based on \$286 r/t travel for 10 language instructors and elders to Fort Yukon =

\$2,860. Fort Yukon per diem is \$135/day x 4 days x 10 people = \$5,400. 16 hours of work @ \$30 per hour x 10 people = \$4,800. Total = \$2,860 + \$5,400 + \$4,800 = \$13,060

G. In-service Presentation to YFSD Staff (2) \$7,581

Calculated based on the PM + 2 Partners attending 2 YFSD in-services per year for 5 days each. \$286/ave. air fare village to FAI x 3 people x 2 trips = \$1,716 Per diem in summer = \$239 x 5 days x 3 people = \$3,585. Per Diem in winter = \$152 x 5 days x 3 people = \$2,280. Total for both trips = \$1,716 + \$3,585 + \$2,280 = \$7,581

H. Grant Related Travel to DC (2 people) \$6,598

The Project Manager and Partner travel to the post award training for 2 days plus 2.5 travel days. Calculations are based on \$280/round trip per person between Fort Yukon and Fairbanks + Washington, D.C. unrestricted roundtrip rate at \$1,814 x 2 people = \$4,188 Per Diem is calculated using 2015 GSA rates at \$293 DC x 3 nights + \$193 FAI x 2 days x 2 people = \$2,410 Depending on the season and managing travel, we may be able to bring the cost down. Total estimate is \$4,188 + \$2,410 = 6,598

Total Travel \$100,355

4. Equipment

A. Micro FM & VHF \$5,500

The equipment cost was priced by the DZK Director last year but there is no exact quote. DZK has equipment donated by another radio station when they upgraded theirs. This would complete what is needed to broadcast. This type of equipment is for local use to broadcast in Gwich'in within a 5 mile radius. This would enable the community to hear Gwich'in spoken for many hours a day. Archival materials would be "on the air" instead of stored away and unheard.

TOTAL EQUIPMENT \$5,500

5. Supplies

A. Food for Students & YFILRI* **\$22,800*

The cook will be doing the menus and managing the budget for food supplies. This budget item is based on previous work and experience with intensives held at the Yukon Flats Center and during the previous Vocational program.

B. Office Supplies* **\$3,500*

Calculation based on experience purchasing paper, printer ink, software, envelopes, meeting supplies, pens pads, etc.

C. Instructional Supplies (materials & texts)* **\$15,000*

We will utilize online sites to supplement instructional supplies and texts. However the Career Explorations classes and Digital Media may require supplies for robotics or alternative energy experiments. We plan to seek additional funding for technology.

Total Supplies **\$41,300**

6. Contractual

A. Understanding by Design Instructor* **\$10,100*

The founder of Understanding by Design recommended Pat Partnow, PhD. Preliminary discussions produced expectations that this relationship will grow over the next four years. She is providing a Learning By Design class to our certified teaching staff that will enable our partnership to integrate the life and culture of the Yukon Flats into our schools. The course will take place with two face-to-face sessions with a series of ten teleconferences in-between. The teachers will get credit for their work while using the process they are learning to develop lesson plans to pilot in their classrooms. Cost based on discussions with Dr. Partnow.

B. Alaska Teen Media Institute (2 weeks)* **\$5,000*

The school district previously worked with the Alaska Teen Media Institute and had a successful student outcome. The ATMI Assistant Director worked with our young people for only one week but was able to show them how to produce interesting and creative work. The expectation is that this class will provide a platform that students can build on if they have the interest. Most of the class equipment is already in place in the YFSD Career and Technical Center. But ATMI also brings some of their own.

C. Grant Evaluator

\$30,000

Kas Aruskevich, PhD, will be working with us to design data collection instruments to make sure we are getting the feedback we need for continuous quality improvement. Monthly reviews are planned to report on the data we are collecting so that discussions can take place backed by evaluation criteria. CATG and the YFSD have both worked with Kas many times before and her team has assisted us to consider and make education program changes. We have an honest and open dialog and trust that the work will produce results we can use. We know that the work done here will be unique to our project. We also fully support the development of a case study from the documentation and process we hope to begin this year.

Total Contractual

\$45,100

7. Construction

0

8. Other

A. Tuition

\$15,000

This funding will enable us to pay for the DEV course credits, which can count for dual credit authorized by the YFSD. The CATG NACTEP program will also provide tuition to eligible students taking class. This will provide students in high school a way to catch up outside the school environment.

B. Internships (4 students) \$9,600

Calculation is based on \$15/hr. x 160 hrs. x 4 interns = \$9,600 The 4 interns will have gone through the Alaska Teen Media Institute course and a Searider, Waianae media course to be comfortable with their recording equipment. The internships will give them an opportunity to use their skills and learn about the Gwich'in archives in Fort Yukon. The Yukon Flats Indigenous Language Revitalization Institute will be an event they can share with others. They will earn their responsibility and see the benefit in learning skills.

C. Honoraria (15 Culture Keepers/5 Cert. Teach.) \$45,900

These are the people who are going to make the way they live in the world available to

Calculation based on \$30/hr. x 72 hrs. x 15 Culture Keepers = \$32,400

\$300/day/certified teachers x 9 days x 5 certified teachers = \$13,500

Total = \$32,400 + \$13,500 = \$45,900

Total Other \$70,500

9. TOTAL DIRECT COSTS \$546,535

10. TOTAL INDIRECT CHARGES (40.5% Rate - DHHS) \$221,347

12. TOTAL PROJECT COSTS – Year 1 \$767,882

Council of Athabascan Tribal Governments

Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future

DOE Demonstration Projects CFDA 84.299A

Project 4 Year Budget 2016-2020

BUDGET NARRATIVE – YEAR 2

In Year 2, CATG is providing a 3% wage increase for full time and part time employees.

1. Personnel

A. Project Manager 12 months @ \$41.20/hr. 1 FTE \$85,696

This is a full-time position with benefits located in Fort Yukon and supervised by the Executive Director. The Project Manager (PM) will provide overall project management and oversight throughout its length. The PM’s responsibilities include: working with and maintaining communications with partners; providing logistical support, supervising and directing the Program Assistant; working with CATG Accounting Department to schedule the required financial reports. The PM compiles data using instruments designed by the Evaluator and provides for distribution. Writes and distributes required narrative reports and reports to the CATG Board. Based on CATG Salary Schedule for level of responsibility.

B. Project Assistant 12 months @ \$25.75/hr. 1 FTE \$53,560

The Program Assistant (PA) position is a full-time position with benefits located in Fort Yukon, Alaska and supervised by the Project Manager. The purpose of the position is to provide administrative support to the Project Manager, manage travel logistics for all project sessions, and interact with NACTEP program staff, YFC, DZK, and the YFSD to maintain communications. Works with the PM to compile data for reports.

C. Session Instructors 10 instructors @ \$1,250/wk. \$37,500

Session Instructors are University approved Adjuncts. They will be teaching the GED 6 week Boot Camp, 6 week DEV classes, Career Exploration courses and STEM courses for middle school students. Calculations are based on \$1,250/wk. x 30 wks. = \$37,500

D. Cook *Cook @ \$21.22/hr. x 1,000 hrs.* **\$21,218**

The Cook is responsible for breakfast, lunch, and dinner during each session. The Cook also sets the menu and provides a purchase list for each session. Wild foods may also be donated but are not calculated in the equation. Calculations are based on 125 days x 8 hours x \$21.22 = \$21,218

E. Dorm Monitors (2) *Monitors @ \$11.33/hr. x 2* **\$25,832**

Dorm Monitors are hired for each intensive to spend nights in the YFSD Career and Technical Center Dormitory. The facility can house 15 men and 15 women. When there is a mixed underage cohort taking courses, there must be a male and female adult on the premises after hours. They sleep on the premises and are responsible for maintaining a clean learning environment and insuring positive relationships among students while staying in the facility. Calculations are based on 95 days x 12 hrs./dy. x \$11.33/hr. = \$25,832

Total Personnel **\$223,806**

2. Fringe Benefits

Benefits *@ 32% of PM & PA (\$139,256)* **\$44,562**

The benefit rate for the organization is 32% to cover health insurance and retirement. Full time employees are eligible for both. Two project positions are covered, the Project Manager and the Project Assistant. Calculation is based on 32% x (\$64,272 + \$42,848) = \$34,278

Payroll Taxes *10.44% of \$223,806* **\$23,365**

Payroll taxes include FICA, FICA MED, and ESC. All Personnel must pay payroll taxes.

Total Fringe Benefits **\$67,927**

Total Personnel and Fringe

\$291,734

3. Travel

Air Travel between villages is the most practical and efficient way to serve tribal members in the CATG Region and is a significant cost to achieve the outcomes expected from the project.

Villages in the Yukon Flats are remote and air travel is required.

A. Student Travel to intensive classes in FYU (8) \$22,880

Calculated based on \$286/ave. r/t village travel x 8 students x 10 sessions = \$22,880

(Additional students in Fort Yukon will fill out the sessions w/o travel.)

B. YFILRI (19 Elders/Teachers/Interns) \$5,434

Calculated based on \$286/ave. r/t village travel x 19 passengers = \$5,434

C. Student Travel: Wai'anae, Hawaii (4) \$33,132

Calculated based on Alaska Airlines \$887r/t x 4 students + 2 chaperones = \$5,322 +

\$294 per diem x 14 days x 6 people = \$24,696 + \$280 r/t to Fairbanks x 6 = \$1,680 + Fairbanks

per diem @ \$239 x 6 people = \$1,434. Total = \$5,322 + \$24,696 + \$1,680 + \$1,434 = \$33,132

D. Instructor Travel (17 sessions) \$4,760

Calculations based on \$280 r/t FAI-FYU x 17 = \$4,760

E. Certified Teacher Travel (5/2 sessions) \$6,910

Calculated based on \$286 r/t from villages to Fort Yukon x 5 certified teachers to meet with

curriculum consultant in early November to learn Understanding by Design = \$ 1,430. Per Diem

is \$135 in Fort Yukon x 3 days = \$405 x 5 people = \$2025. A second face-to-face will be held in

May to share projects/units developed during the year. Total = \$1,430 *2 = \$2,860 + (2025x 2)

F. Dinjii Zhuh K'yaa Board (course review) \$13,060

Calculations based on \$286 r/t travel for 10 language instructors and elders to Fort Yukon =

\$2,860. Fort Yukon per diem is \$135/day x 4 days x 10 people = \$5,400. 16 hours of work @ \$30 per hour x 10 people = \$4,800. Total = \$2,860 + \$5,400 + \$4,800 = \$13,060

G. In-service Presentation to YFSD Staff (2) \$7,581

Calculated based on the PM + 2 Partners attending 2 YFSD in-services per year for 5 days each. \$286/ave. air fare village to FAI x 3 people x 2 trips = \$1,716 Per diem in summer = \$239 x 5 days x 3 people = \$3,585. Per Diem in winter = \$152 x 5 days x 3 people = \$2,280. Total for both trips = \$1,716 + \$3,585 + \$2,280 = \$7,581

H. Grant Related Travel to DC (2 people) \$6,664

The Project Manager and Partner travel to the post award training for 2 days plus 2.5 travel days. Calculations are based on \$280/round trip per person between Fort Yukon and Fairbanks + Washington, D.C. unrestricted roundtrip rate at \$1,814 x 2 people = \$4,188 Per Diem is calculated using 2015 GSA rates at \$293 DC x 3 nights + \$193 FAI x 2 days x 2 people = \$2,410 Depending on the season and managing travel, we may be able to bring the cost down. Total estimate is \$4,188 + \$2,410 = 6,598 x 1.01 increase = \$6,664 (1% expected increase)

Total Travel \$100,421

4. Equipment 0

5. Supplies

A. Food for Students & YFILRI \$22,800

The cook will be doing the menus and managing the budget for food supplies. This budget item is based on previous work and experience with intensives held at the Yukon Flats Center and during the prior Vocational program.

B. Office Supplies \$3,500

Calculation based on experience purchasing paper, printer ink, software, envelopes, meeting supplies, pens pads, etc.

C. Instructional Supplies (materials & texts) **\$10,000**

We will utilize online sites to supplement instructional supplies and texts. However the Career Explorations classes and Digital Media may require supplies for robotics or alternative energy experiments. We plan to seek additional funding for technology.

Total Supplies **\$36,300**

6. Contractual

A. Understanding by Design Instructor **\$10,100**

The founder of Understanding by Design recommended Pat Partnow, PhD. Preliminary discussions produced expectations that this relationship will grow over the next four years. She is providing a Learning By Design class to our certified teaching staff that will enable our partnership to integrate the life and culture of the Yukon Flats into our schools. The course will take place with two face-to-face sessions with a series of ten teleconferences in-between. The teachers will get credit for their work while using the process they are learning to develop lesson plans to pilot in their classrooms. Cost based on discussions with Dr. Partnow.

B. Alaska Teen Media Institute (2 weeks) **\$5,000**

The school district previously worked with the Alaska Teen Media Institute and had a successful outcome. The ATMI Assistant Director worked with our young people for only one week but was able to show them how to produce interesting and creative work. The expectation is that this class will provide a platform that students can build on if they have the interest. Most of the class equipment is already in place in the YFSD Career and Technical Center. But ATMI also brings some of their own.

C. Grant Evaluator

\$30,000

Kas Aruskevich, PhD, will be working with us to design data collection instruments to make sure we are getting the feedback we need for continuous quality improvement. Monthly reviews are planned to report on the data we are collecting so that discussions can take place backed by evaluation criteria. CATG and the YFSD have both worked with Kas many times before and her team has assisted us to consider and make education program changes. We have an honest and open dialog and trust that the work will produce results we can use. We know that the work done here will be unique to our project. We also fully support the development of a case study from the documentation and process we hope to begin this year.

Total Contractual

\$45,100

7. Construction

0

8. Other

A. Tuition

\$15,000

This funding will enable us to pay for the DEV course credits, which can count for dual credit if authorized by the YFSD. The CATG NACTEP program will also provide tuition to eligible students taking class. This will provide students in high school a way to catch up in a different environment.

B. Internships (4 students)

\$9,600

Calculation is based on \$15/hr. x 160 hrs. x 4 interns = \$9,600 The 4 interns will have gone through the Alaska Teen Media Institute course and a Searider, Waianae media course to be comfortable with their recording equipment. The internships will give them an opportunity to use their skills and learn about the Gwich'in archives in Fort Yukon. The Yukon Flats Indigenous Language Revitalization Institute will be an event they can share with others. They will earn

their responsibility and see the benefit in learning skills.

C. Honoraria (15 Culture Keepers/5 Cert. Teach.) **\$45,900**

These are the people who are going to develop the materials they want to have in school curricula and that would be aligned with academics by the certified teachers.

Calculation based on \$30/hr. x 72 hrs. x 15 Culture Keepers = \$32,400

\$300/day/certified teachers x 9 days x 5 certified teachers = \$13,500

Total = \$32,400 + \$13,500 = \$45,900

Total Other **\$70,500**

9. TOTAL DIRECT COSTS **\$544,055**

10. TOTAL INDIRECT CHARGES **\$220,342**

12. TOTAL PROJECT COSTS – Year 2 **\$764,397**

Council of Athabascan Tribal Governments

Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future

DOE Demonstration Projects CFDA 84.299A

Project 4 Year Budget 2016-2020

BUDGET NARRATIVE – YEAR 3

In Year 3, CATG is providing a 3% wage increase to full time and part time employees.

1. Personnel

A. Project Manager ***12 months @ \$42.44/hr. 1 FTE*** ***\$88,267***

This is a full-time position with benefits located in Fort Yukon and supervised by the Executive Director. The Project Manager (PM) will provide overall project management and oversight throughout its length. The PM’s responsibilities include: working with and maintaining communications with partners; providing logistical support, supervising and directing the Program Assistant; working with CATG Accounting Department to schedule the required financial reports. The PM compiles data using instruments designed by the Evaluator and provides for distribution. Writes and distributes required narrative reports and reports to the CATG Board. Based on CATG Salary Schedule for level of responsibility.

B. Project Assistant ***12 months @ \$26.52/hr. 1 FTE*** ***\$55,167***

The Program Assistant (PA) position is a full-time position with benefits located in Fort Yukon, Alaska and supervised by the Project Manager. The purpose of the position is to provide administrative support to the Project Manager, manage travel logistics for all project sessions, and interact with NACTEP program staff, YFC, DZK, and the YFSD to maintain communications. Works with the PM to compile data for reports.

C. Session Instructors ***10 instructors @ \$1,250/wk.*** ***\$37,500***

Session Instructors are University approved Adjuncts. They will be teaching the GED 6 week Boot Camp, 6 week DEV classes, Career Exploration courses and STEM courses for middle school students. Calculations are based on \$1,250/wk. x 30 wks. = \$37,500

D. Cook *Cook @ \$21.85/hr. x 1,000 hrs.* **\$21,855**

The Cook is responsible for breakfast, lunch, and dinner during each session. The Cook also sets the menu and provides a purchase list for each session. Wild foods may also be donated but are not calculated in the equation. Calculations are based on 125 days x 8 hours x \$21.85 = \$21,855

E. Dorm Monitors (2) *Monitors @ \$11.67/hr. x 2* **\$26,607**

Dorm Monitors are hired for each intensive to spend nights in the YFSD Career and Technical Center Dormitory. The facility can house 15 men and 15 women. When there is a mixed underage cohort taking courses, there must be a male and female adult on the premises after hours. They sleep on the premises and are responsible for maintaining a clean learning environment and insuring positive relationships among students while staying in the facility. Calculations are based on 95 days x 12 hrs./dy. x \$11.67/hr. = \$26,607

Total Personnel **\$229,396**

2. Fringe Benefits

Benefits *@ 32% of PM & PA (\$143,434)* **\$45,899**

The benefit rate for the organization is 32% to cover health insurance and retirement. Full time employees are eligible for both. Two project positions are covered, the Project Manager and the Project Assistant. Calculation is based on 32% x (\$88,267 + \$55,167) = \$45,899

Payroll Taxes *10.44% of \$229,396* **\$23,949**

Payroll taxes include FICA, FICA MED, and ESC. All Personnel must pay payroll taxes.

Total Fringe Benefits **\$69,848**

Total Personnel and Fringe

\$299,243

3. Travel

Air Travel between villages is the most practical and efficient way to serve tribal members in the CATG Region and is a significant cost to achieve the outcomes expected from the project.

Villages in the Yukon Flats are remote and air travel is required.

A. Student Travel to intensive classes in FYU (8) **\$22,880**

Calculated based on \$286/ave. r/t village travel x 8 students x 10 sessions = \$22,880

(Additional students in Fort Yukon will fill out the sessions w/o travel.)

B. YFILRI (19 Elders/Teachers/Interns) **\$5,434**

Calculated based on \$286/ave. r/t village travel x 19 passengers = \$5,434

C. Student Travel: Wai'anae, Hawaii (4) **\$33,132**

Calculated based on Alaska Airlines \$887r/t x 4 students + 2 chaperones = \$5,322 +

\$294 per diem x 14 days x 6 people = \$24,696 + \$280 r/t to Fairbanks x 6 = \$1,680 + Fairbanks per diem @ \$239 x 6 people = \$1,434. Total = \$5,322 + \$24,696 + \$1,680 + \$1,434 = \$33,132

D. Instructor Travel (17 sessions) **\$4,760**

Calculations based on \$280 r/t FAI-FYU x 17 = \$4,760

E. Certified Teacher Travel (5/2 sessions) **\$6,910**

Calculated based on \$286 r/t from villages to Fort Yukon x 5 certified teachers to meet with

curriculum consultant in early November to learn Understanding by Design = \$ 1,430. Per Diem

is \$135 in Fort Yukon x 3 days = \$405 x 5 people = \$2025. A second face-to-face will be held in

May to share projects/units developed during the year. Total = \$1,430 *2 = \$2,860 + (2025x 2)

F. Dinjii Zhuh K'yaa Board (course review) **\$13,060**

Calculations based on \$286 r/t travel for 10 language instructors and elders to Fort Yukon =

\$2,860. Fort Yukon per diem is \$135/day x 4 days x 10 people = \$5,400. 16 hours of work @ \$30 per hour x 10 people = \$4,800. Total = \$2,860 + \$5,400 + \$4,800 = \$13,060

G. In-service Presentation to YFSD Staff (2) \$7,581

Calculated based on the PM + 2 Partners attending 2 YFSD in-services per year for 5 days each. \$286/ave. air fare village to FAI x 3 people x 2 trips = \$1,716 Per diem in summer = \$239 x 5 days x 3 people = \$3,585. Per Diem in winter = \$152 x 5 days x 3 people = \$2,280. Total for both trips = \$1,716 + \$3,585 + \$2,280 = \$7,581

H. Grant Related Travel to DC (2 people) \$6,731

The Project Manager and Partner travel to the post award training for 2 days plus 2.5 travel days. Calculations are based on \$280/round trip per person between Fort Yukon and Fairbanks + Washington, D.C. unrestricted roundtrip rate at \$1,814 x 2 people = \$4,188 Per Diem is calculated using 2015 GSA rates at \$293 DC x 3 nights + \$193 FAI x 2 days x 2 people = \$2,410 Depending on the season and managing travel, we may be able to bring the cost down. Total estimate is \$4,188 + \$2,410 = 6,598 x 1.01 increase = \$6,664 x 1.01 = \$6,731 (1% expected increase)

Total Travel \$100,488

4. Equipment 0

5. Supplies

A. Food for Students & YFILRI \$22,800

The cook will be doing the menus and managing the budget for food supplies. This budget item is based on previous work and experience with intensives held at the Yukon Flats Center and during the past Vocational program.

B. Office Supplies \$3,500

Calculation based on experience purchasing paper, printer ink, software, envelopes, meeting supplies, pens pads, etc.

C. Instructional Supplies (materials & texts) ***\$10,000***

We will utilize online sites to supplement instructional supplies and texts. However the Career Explorations classes and Digital Media may require supplies for robotics or alternative energy experiments. We plan to seek additional funding for technology.

Total Supplies **\$36,300**

6. Contractual

A. Understanding by Design Instructor ***\$10,100***

The founder of Understanding by Design recommended Pat Partnow, PhD. Preliminary discussions produced expectations that this relationship will grow over the next four years. She is providing a Learning By Design class to our certified teaching staff that will enable our partnership to integrate the life and culture of the Yukon Flats into our schools. The course will take place with two face-to-face sessions with a series of ten teleconferences in-between. The teachers will get credit for their work while using the process, they are learning, to develop lesson plans to pilot in their classrooms. Cost based on discussions with Dr. Partnow.

B. Alaska Teen Media Institute (2 weeks) ***\$5,000***

The school district previously worked with the Alaska Teen Media Institute and had a successful outcome. The ATMI Assistant Director worked with our young people for only one week but was able to show them how to produce interesting and creative work. The expectation is that this class will provide a platform that students can build on if they have the interest. Most of the class equipment is already in place in the YFSD Career and Technical Center. But ATMI also brings some of their own.

C. Grant Evaluator

\$30,000

Kas Aruskevich, PhD, will be working with us to design data collection instruments to make sure we are getting the feedback we need for continuous quality improvement. Monthly reviews are planned to report on the data we are collecting so that discussions can take place backed by evaluation criteria. CATG and the YFSD have both worked with Kas many times before and her team has assisted us to consider and make education program changes. We have an honest and open dialog and trust that the work will produce results we can use. We know that the work done here will be unique to our project. We also fully support the development of a case study from the documentation and process we hope to begin this year.

Total Contractual

\$45,100

7. Construction

0

8. Other

A. Tuition

\$15,000

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B. Internships (4 students)

\$9,600

Calculation is based on \$15/hr. x 160 hrs. x 4 interns = \$9,600 The 4 interns will have gone through the Alaska Teen Media Institute course and a Searider, Waianae media course to be comfortable with their recording equipment. The internships will give them an opportunity to use their skills and learn about the Gwich'in archives in Fort Yukon. The Yukon Flats Indigenous Language Revitalization Institute will be an event they can share with others. They will earn

their responsibility and see the benefit in learning skills.

C. Honoraria (15 Culture Keepers/5 Cert. Teach.) **\$45,900**

These are the people who are going to develop the materials they want to have in school curricula and that would be aligned with academics by the certified teachers.

Calculation based on \$30/hr. x 72 hrs. x 15 Culture Keepers = \$32,400

\$300/day/certified teachers x 9 days x 5 certified teachers = \$13,500

Total = \$32,400 + \$13,500 = \$45,900

Total Other **\$70,500**

9. TOTAL DIRECT COSTS **\$551,631**

10. TOTAL INDIRECT CHARGES **\$223,411**

12. TOTAL PROJECT COSTS – Year 3 **\$775,041**

Council of Athabascan Tribal Governments

Yeendaa Geenjit Shrideegwirilii - We Prepare for the Future

DOE Demonstration Projects CFDA 84.299A

Project 4 Year Budget 2016-2020

BUDGET NARRATIVE – YEAR 4

In Year 4, CATG is providing a 3% wage increase for full time and part time employees.

1. Personnel

A. Project Manager 12 months @ \$32.79/hr. 1 FTE \$68,186

This is a full-time position with benefits located in Fort Yukon and supervised by the Executive Director. The Project Manager (PM) will provide overall project management and oversight throughout its length. The PM’s responsibilities include: working with and maintaining communications with partners; providing logistical support, supervising and directing the Program Assistant; working with CATG Accounting Department to schedule the required financial reports. The PM compiles data using instruments designed by the Evaluator and provides for distribution. Writes and distributes required narrative reports and reports to the CATG Board.

B. Project Assistant 12 months @ \$21.86/hr. 1 FTE \$45,457

The Program Assistant (PA) position is a full-time position with benefits located in Fort Yukon, Alaska and supervised by the Project Manager. The purpose of the position is to provide administrative support to the Project Manager, manage travel logistics for all project sessions, and interact with NACTEP program staff, YFC, DZK, and the YFSD to maintain communications. Works with the PM to compile data for reports.

C. Session Instructors 10 instructors @ \$1,250/wk. \$37,500

Session Instructors are University approved Adjuncts. They will be teaching the GED 6 week Boot Camp, 6 week DEV classes, Career Exploration courses and STEM courses for middle school students. Calculations are based on \$1,250/wk. x 30 wks. = \$37,500

D. Cook *Cook @ \$21.86/hr. x 1,000 hrs.* **\$21,855**

The Cook is responsible for breakfast, lunch, and dinner during each session. The Cook also sets the menu and provides a purchase list for each session. Wild foods may also be donated but are not calculated in the equation. Calculations are based on 125 days x 8 hours x \$21.86 = \$21,855

E. Dorm Monitors (2) *Monitors @ \$12.02/hr. x 2* **\$27,406**

Dorm Monitors are hired for each intensive to spend nights in the YFSD Career and Technical Center Dormitory. The facility can house 15 men and 15 women. When there is a mixed underage cohort taking courses, there must be a male and female adult on the premises after hours. They sleep on the premises and are responsible for maintaining a clean learning environment and insuring positive relationships among students while staying in the facility. Calculations are based on 95 days x 12 hrs./dy. x \$12.02/hr. = \$27,406

Total Personnel **\$235,152**

2. Fringe Benefits

A. Benefits *@ 32% of PM & PA (\$147,737)* **\$47,276**

The benefit rate for the organization is 32% to cover health insurance and retirement. Full time employees are eligible for both. Two project positions are covered, the Project Manager and the Project Assistant. Calculation is based on 32% x (\$66,200 + \$44,133) = \$35,307

B. Payroll Taxes *10.44% of \$235,152* **\$24,550**

Payroll taxes include FICA, FICA MED, and ESC. All Personnel must pay payroll taxes.

Total Fringe Benefits **\$71,826**

Total Personnel and Fringe

\$306,978

3. Travel

Air Travel between villages is the most practical and efficient way to serve tribal members in the CATG Region and is a significant cost to achieve the outcomes expected from the project.

Villages in the Yukon Flats are remote and air travel is required.

A. Student Travel to intensive classes in FYU (8) **\$22,880**

Calculated based on \$286/ave. r/t village travel x 8 students x 10 sessions = \$22,880

(Additional students in Fort Yukon will fill out the sessions w/o travel.)

B. YFILRI (19 Elders/Teachers/Interns) **\$5,434**

Calculated based on \$286/ave. r/t village travel x 19 passengers = \$5,434

C. Student Travel: Wai'anae, Hawaii (4) **\$33,132**

Calculated based on Alaska Airlines \$887r/t x 4 students + 2 chaperones = \$5,322 +

\$294 per diem x 14 days x 6 people = \$24,696 + \$280 r/t to Fairbanks x 6 = \$1,680 + Fairbanks per diem @ \$239 x 6 people = \$1,434. Total = \$5,322 + \$24,696 + \$1,680 + \$1,434 = \$33,132

D. Instructor Travel (17 sessions) **\$4,760**

Calculations based on \$280 r/t FAI-FYU x 17 = \$4,760

E. Certified Teacher Travel (5/2 sessions) **\$6,910**

Calculated based on \$286 r/t from villages to Fort Yukon x 5 certified teachers to meet with

curriculum consultant in early November to learn Understanding by Design = \$ 1,430. Per Diem

is \$135 in Fort Yukon x 3 days = \$405 x 5 people = \$2025. A second face-to-face will be held in

May to share projects/units developed during the year. Total = \$1,430 *2 = \$2,860 + (2025x 2)

F. Dinjii Zhuh K'yaa Board (course review) **\$13,060**

Calculations based on \$286 r/t travel for 10 language instructors and elders to Fort Yukon =

\$2,860. Fort Yukon per diem is \$135/day x 4 days x 10 people = \$5,400. 16 hours of work @ \$30 per hour x 10 people = \$4,800. Total = \$2,860 + \$5,400 + \$4,800 = \$13,060

G. In-service Presentation to YFSD Staff (2) \$7,581

Calculated based on the PM + 2 Partners attending 2 YFSD in-services per year for 5 days each. \$286/ave. air fare village to FAI x 3 people x 2 trips = \$1,716 Per diem in summer = \$239 x 5 days x 3 people = \$3,585. Per Diem in winter = \$152 x 5 days x 3 people = \$2,280. Total for both trips = \$1,716 + \$3,585 + \$2,280 = \$7,581

H. Grant Related Travel to DC (2 people) \$6,798

The Project Manager and Partner travel to the post award training for 2 days plus 2.5 travel days. Calculations are based on \$280/round trip per person between Fort Yukon and Fairbanks + Washington, D.C. unrestricted roundtrip rate at \$1,814 x 2 people = \$4,188 Per Diem is calculated using 2015 GSA rates at \$293 DC x 3 nights + \$193 FAI x 2 days x 2 people = \$2,410 Depending on the season and managing travel, we may be able to bring the cost down. Total estimate is \$4,188 + \$2,410 = 6,598 x 1.01 increase = \$6,664 x 1.01 = \$6,731 x 1.01 = \$6,798 (1% expected increase)

Total Travel \$100,555

4. Equipment 0

5. Supplies

A. Food for Students & YFILRI \$22,800

The cook will be doing the menus and managing the budget for food supplies. This budget item is based on previous work and experience with intensives held at the Yukon Flats Center and during the previous Vocational program.

B. Office Supplies \$3,500

Calculation based on experience purchasing paper, printer ink, software, envelopes, meeting supplies, pens pads, etc.

C. Instructional Supplies (materials & texts) **\$10,000**

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Total Contractual

\$50,100

7. Construction

0

8. Other

A. Tuition

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Total = \$32,400 + \$13,500 = \$45,900

Total Other **\$70,500**

9. TOTAL DIRECT COSTS **\$564,433**

10. TOTAL INDIRECT CHARGES **\$225,773**

12. TOTAL PROJECT COSTS – Year 4 **\$790,206**

TOTAL PROJECT COSTS – Years 1-4 **\$3,097,526**

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Charleen		Fisher	

Address:

Street1:	P. O. Box 11
Street2:	
City:	Chalkyitsik
County:	
State:	AK: Alaska
Zip Code:	99788
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(907) 347-6534	

Email Address:

cfisher9@alaska.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Council of Athabascan Tribal Governments

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	217,780.00	223,806.00	229,396.00	235,152.00	0.00	906,134.00
2. Fringe Benefits	66,000.00	67,927.00	69,848.00	71,826.00	0.00	275,601.00
3. Travel	100,355.00	100,421.00	100,488.00	100,555.00	0.00	401,819.00
4. Equipment	5,500.00	0.00	0.00	0.00	0.00	5,500.00
5. Supplies	41,300.00	36,300.00	36,300.00	36,300.00	0.00	150,200.00
6. Contractual	45,100.00	45,100.00	45,100.00	50,100.00	0.00	185,400.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	70,500.00	70,500.00	70,500.00	70,500.00	0.00	282,000.00
9. Total Direct Costs (lines 1-8)	546,535.00	544,054.00	551,632.00	564,433.00	0.00	2,206,654.00
10. Indirect Costs*	221,347.00	220,342.00	223,411.00	225,773.00	0.00	890,873.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	767,882.00	764,396.00	775,043.00	790,206.00	0.00	3,097,527.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2014 To: 09/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 40.50%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S299A160002

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524