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 # S299A160035

Gramts.gov Tracking#: GRANT12174866

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

Closing Date: May 31, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
05/27/2016	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Ketchikan Indian Corporation

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
92-6002696	0936814010000

d. Address:

* Street1:	2960 Tongass Ave
Street2:	
* City:	Ketchikan
County/Parish:	
* State:	AK: Alaska
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	99901-5742

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:		* First Name:	Sonya
Middle Name:			
* Last Name:	Skan		
Suffix:			

Title: Deputy Director Education and Training

Organizational Affiliation:

* Telephone Number:	907-228-9374	Fax Number:	

* Email: sskan@kictribe.org

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

Add Attachment | Delete Attachment | View Attachment

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

Focused Pathways Program

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT12174866 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 27, 2016 07:31:08 PM EDT

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant AK-001 * b. Program/Project AK

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2016 * b. End Date: 08/31/2020

18. Estimated Funding ($):

* a. Federal	988,243.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	988,243.00

*** 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: Arlene

Middle Name:

* Last Name: Dilts Jackson

Suffix:

* Title: Tribal Administrator

* Telephone Number: 907-228-9299 Fax Number:

* Email: adjackson@kictribe.org

* Signature of Authorized Representative: Arlene Dilts Jackson * Date Signed: 05/27/2016

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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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Arlene Dilts Jackson	Tribal Administrator
APPLICANT ORGANIZATION	DATE SUBMITTED
Ketchikan Indian Corporation	05/27/2016

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

Tracking Number:GRANT12174866 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 27, 2016 07:31:08 PM EDT

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:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Ketchikan Indian Corporation

** Street 1* 2960 Tongass Ave *Street 2*

** City* Ketchikan *State* AK: Alaska *Zip* 99901

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* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

*** Signature:** Arlene Dilts Jackson

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

** Last Name* Dilts Jackson *Suffix*

Title: **Telephone No.:** **Date:** 05/27/2016

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12174866 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 27, 2016 07:31:08 PM EDT

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Add Attachment | Delete Attachment | View Attachment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Ketchikan Indian Corporation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Arlene | Middle Name:

* Last Name: Dilts Jackson | Suffix:

* Title: Tribal Administrator

* SIGNATURE: Arlene Dilts Jackson | * DATE: 05/27/2016

Tracking Number:GRANT12174866 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 27, 2016 07:31:08 PM EDT

Abstract

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

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

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

You may now Close the Form

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

* Attachment: Abstract.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12174866 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 27, 2016 07:31:08 PM EDT

Project Abstract:

Ketchikan Indian Community will offer targeted services through Focused Pathways Program (FPP) for up to 550 Southeast Alaska Native high school aged students. FPP, an educationally based cohort program, qualifies for this year's Competitive Preference Priority. The focus of Focused Pathways is to provide a strong "community-centric" learning environment in which student/teacher time is controlled by learning and not specified time periods within the normal educational day, freeing up student schedules for college credit courses and career/technical courses that lead to an industry credential. Transition planning from high school is a key component, providing students clear pathways into either post-secondary education or employment directly after graduation.

Goals, Objectives, and Outcomes:

Goal 1: Increasing the amount of Southeast Alaska Native students who enroll in a two or four-year college with at least nine college credits already completed prior to enrollment.

Objectives:

1. Each year all junior and senior FPP students will enroll in at least one dual-credit college course that provides college credit.

2. Each year all junior and senior FPP students will receive individualized tutoring to assist with all dual-credit college courses.

3. Each year all FPP students will review their online four-year plan, updating as needed, and setting all courses for the following year.

4. Each year all freshman and sophomore FPP students will complete an extra online course so that they will have the ability to enroll in dual-credit courses during junior and senior years (freeing up scheduling).

Outcomes:

1. By the end of the four-year grant cycle, all FPP students will have the opportunity to complete a minimum of nine (9) college credit hours.

2. By the end of the four-year grant cycle, all FPP students will have the opportunity to complete at least two (2) online courses, preparing them for online courses in college.

3. By the end of the four-year grant cycle, all FPP students will have an online four-year transcript used for course planning, which will also be utilized for guidance towards the Alaska Performance Scholarship (APS).

4. By the end of the four-year grant cycle, all FPP students will have created a college perspectives profile the matches up the best schools for student interests.

Goal 2: Increase the amount of completed career and technical education (CTE) courses that lead to industry recognized credentials for Southeast Alaska Native students.

Objectives:

1. Each year all FPP students will enroll in at least one CTE course that leads to an industry-recognized credential, including college courses/dual-credit.

2. Each year select FPP students will participate in an extended marine expedition focused on providing both sea time as well as hands-on knowledge to pass the United States Coast Guard (USCG) OPVU/100-ton Captain's License.

3. Each year select FPP students will coordinate obtaining content for a class based on Native history and culture from footage obtained on marine expeditions; this content will be video in nature, primarily using a 360 degree camera system viable using virtual reality technology.

4. Each year select FPP students will complete a four to six-week internship with a local business.

Outcomes:

1. By the end of the four-year grant cycle, all FPP students who complete at least one year of FPP education will receive two industry-recognized credentials.

2. By the end of the four-year grant cycle, all FPP students will complete at least two community projects each year; these projects will include the assistance of Elders from the community, will provide course credit for FPP students, and will provide a tangible benefit for the local community.

3. By the end of the four-year grant cycle, 80% of FPP students who take the USCG OPVU/100-ton Captain's License will pass the class and earn the license.

4. By the end of the four-year grant cycle, all FPP students will have experienced at least one local internship.

5. By the end of the four-year grant cycle, the KGBSD will review the content obtained by FPP students and the KGBSD Education Coordinator for possible course consideration on the Canvas online learning management system.

<u>Goal 3: Increase the opportunity for Southeast Alaska Native students to access and engage culturally meaningful educational content and local career exploration.</u>

Objectives:

1. Each year all FPP students will complete at least two community projects, with assistance of Elders from the community.

2. Each year select FPP students will coordinate obtaining content for a class based on Native history and culture from footage obtained on marine expeditions; this content will be video in nature, primarily using a 360 degree camera system viable using virtual reality technology.

3. Each year select FPP students will complete a four to six-week internship with a local business.

Outcomes:

1. By the end of the four-year grant cycle, all FPP students will complete at least two community projects each year; these projects will include the assistance of Elders from the community, all FPP students will provide have secured course credit for FPP student participation in community projects, and will provide through intergenerational learning while providing a tangible benefit for the local community.

2. By the end of the four-year grant cycle, all FPP students will have experienced at least one local internship.

3. By the end of the four-year grant cycle, the KGBSD will review the content obtained by FPP students and the KGBSD Education Coordinator for possible course consideration on the Canvas online learning management system.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** FPPNarrative.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

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

Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File

Tracking Number:GRANT12174866 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 27, 2016 07:31:08 PM EDT

KETCHIKAN INDIAN CORPORATION

FOCUSED PATHWAYS PROGRAM

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Individual Resumes: Project Director & Key Personnel

Copy of Indirect Cost Rate Agreement

Letters of Support

Eligibility Documentation (Tribal Resolution)

Competitive Preference Priority Documentation

Invitational Priority Documentation

NEED FOR PROJECT

Southeast Alaska Native students need to be better prepared for not only succeeding at obtaining a college degree but also having the opportunity at a strong, local career if college isn't the option. In order to complete those goals, a shift in educational philosophy must occur. For example, the current educational system at Ketchikan High School (KHS) is a six-period day that does not fit all the learning styles of each student, which in itself creates a barrier Alaska Native students must overcome. As English and math class sizes at KHS approach 25+ students, many students do not get the one-to-one interaction crucial to learning. This is especially true for Alaska Native students, and it shows in lower graduation rates and higher dropout rates than their peers; the 2012-2013 statewide Alaska Native graduation rate was 57.1%, compared to 77.9% for White students and 71.8% statewide as a whole (Alaska's Public Schools: 2012-2013 Report Card to the Public). When school districts offer educational delivery in which teachers can adjust curriculum and control more small group time, Native students flourish. This was seen in a study by the Appalachian Collaborative Center for Learning: the culturally based math curriculum, Building a Fish Rack: Investigations into Proof, Properties, Perimeter, and Area, enabled sixth grade Yup'ik students and their urban counterparts to increase their mathematical understanding of perimeter and area (258 students in 15 classes). Additionally, Native students thrive in project-based learning, particularly when the classroom is set outside of school (as on the *F/V Jack Cotant*, the Ketchikan Gateway Borough School District's 44-foot boat). Instead of focusing solely on core curriculum, students can enroll in meaningful electives that provide industry-recognized credentials such as Driver's Education, an OPVU/100-ton USCG Captain's License, or even Google certification. Therefore the focus of this project is to change the traditional

method of educational delivery and career and technical education by focusing it more on one-to-one teacher/student interactions that strive for mastery learning.

Need 1: The first need that the Focused Pathways Program (FPP) addresses is increasing the amount of Southeast Alaska Native students who enroll in a two or four-year college with at least nine college credits already completed prior to enrollment. FPP personnel strongly believe that high school students who enroll in college with completed college credits already on transcripts have a better chance at obtaining a college degree than those that don't, and research is bearing this out. Recent studies in Texas and California found that high school students who are dually enrolled and complete college credit in high school found that these students "attended and completed college within the state at much higher rates than students with similar backgrounds who did not take college courses in high school," and these students were "more likely to graduate from high school, more likely to transition to a four-year rather than a two-year college, less likely to need basic skills remediation in college, and more likely to persist in post-secondary education and to accumulate more college credits," respectively (Struhl and Vargas 2012; Mize 2014). 1. Therefore, providing high school students access to college courses in a dual-credit format is a key to meeting this need. Additionally, access to supplemental online classes allow students to have a one-to-one educational format with their teachers, so that assistance and educational achievement for both the student and the school can be provided almost on a 24/7 manner. An example of this style of education is the Ketchikan Indian Community's (KIC) Tribal Scholars Program (TSP). The TSP creates a more traditional Native learning style that incorporates group discussions with class times that are longer and more open to one-on-one teacher/student interactions. With funding from a 2015 Alaska Native Education grant, TSP teachers are able to assess students on the fly, checking for knowledge capture

individually due to lower class sizes (14 is the maximum in the divided classrooms). These smaller groups create a strong, caring community of learners that respects cultural distinction while pushing academics. KIC's 2013 Student Focus Group study showed that Native students preferred the smaller group settings because they could "be themselves" and "everyone knows you and won't judge you" (KIC Student Focus Group: 2013); a 2015 TSP student survey found the same results. The FPP would allow partner districts the chance to copy the strengths of the TSP by enrolling their Alaska Native students in online classes through the KGBSD Alaska's Digital Academy (AkDA) portal, as well as attend marine expeditions, career fairs, and receive opportunities at dual-credit college class enrollment, provided by the same core personnel who created the Tribal Scholars Program. Most importantly though, enrolled students would be able to receive one-to-one assistance at their local school while taking these classes, allowing a strong culture of support and togetherness when it comes to academics; research shows that students are best served when schools create a culture of achievement and evidence (Adelman, Taylor, Nelson, 2013). Creating a strong core group of counseling and mentorship can be the difference when keeping a student engaged in academics, especially those pursuing a post-secondary education (Adelman, Taylor, Nelson, 2013). Showing students how asking for help and using that assistance for success at the high school level will then transition to the next level, creating a successful pathway from high school to post-secondary education.

Need 2: The second need that the FPP addresses are increasing the amount of career and technical education (CTE) course offerings that lead to industry recognized credentials. The need for increased accessibility to post-graduation career opportunities leads to the second approach of the FPP, to help create strong post-graduation pathways for a stable career in the local work force. Evidence shows that there is a strong need to ensure recent Southeast Alaskan Native high

school graduates have a designated pathway if college isn't the option: based based on industry demand. Based on a November 2014 sampling, 1,887 KIC members over the age of 18 lived within the Ketchikan Gateway Borough; 47% of that number also reported being unemployed. Furthermore, an additional 22% reported being underemployed (not doing work that most suitably fits skills). These numbers illustrate the need for stronger pathways that will lead to student success, that start in high school. Two ways that the FPP plans on tackling the local unemployment and underemployment issue is by getting FPP students involved with work internships, as well as offering career and technical education classes that lead to industry recognized credentials. Internships can be the "deciding factor" for most entry-level jobs, and that students' assessments of internship quality can be significant predictors of future job satisfaction (Beard & Morton, 1999). In fact, students who complete work internships were four times more like to be employed after six months (Luecking & Fabian, 2000). These internships will be paid internships, based on data that paid internships not only increase the amount of student interest and capacity to participate but also impact the businesses themselves by making participating businesses more accountable in their role as providers of work-based learning (Kemple, Poglinco, Snipes, 1999). Additionally, providing a stipend to the internship students enrolls them into our Money Management course, which includes managing an active bank account from the internship stipend and instruction to students on how to manage their money in a way to begin saving for retirement. Allowing students to see what it takes to become successful within a specific career, in addition to learning the personal skills necessary to manage that success, is extremely important; it allows these students to create an academic pathway toward this career. Again, finding ways for students to enroll in these activities is a major step towards a strong, local self-sufficient workforce. With the strong business partnerships KIC has created in

Ketchikan, FPP students have many job careers to choose from, and through this program will be equipped with skills to responsibly engage and manage these opportunities in service to the goal of greater self-sufficiency and self-efficacy in young adulthood.

Local Infrastructure: The FPP has a strong network of support and the capacity to successfully deliver youth program service for alternative education, advanced technology, local businesses willing to provide internship/on-the-job training and support, as well as an organized administrative structure that has prior experience at operating a large federal grant. The Alaska Digital Academy (AkDA), the technology arm of the KGBSD, is ready and willing to work with the FPP in various ways, from credential-earning courses such as the Drone Pilots Program, Driver's Education, and various film/live-streaming options for internships. These projects require hands-on research, strong online communication skills, the use of advanced technology, as well as time to collect and interpret large amounts of data, and the AkDA realizes that the FPP's ability to control instructional time creates a great project partnership. Being able to earn sea time navigating on an active marine vessel on an expedition course the size of Delaware provides authentic assessments that regular classrooms cannot utilize. Local businesses, such as Vigor Alaska and the Ketchikan Marine Industry Council, have pledged support in offering strong internships that allow, providing FPP students experience on the job while still enrolled in high school. Ketchikan Indian Community (KIC) itself has multiple licensure courses available as well, which will be made available to eligible FPP students. Additionally, the administrative structure and personnel of the FPP have experience in operating alternative educational programs funded by federal grants; the TSP was a 2015 Alaska Native Education Grant recipient.

QUALITY OF PROJECT DESIGN

One of the strengths of the Focused Pathways Program is its project design. Utilizing a cohort model, the FPP will concentrate on online classes providing a path for local students to receive one-on-one guidance and support. The FPP identifies at-risk 7th – 12th grade Native students struggling either academically or socially and provides a structured pathway to college or a strong career. These courses, offered through the AkDA, would allow FPP students to take more control of their high school academics by structuring a path that meets their needs. This path would include dual-credit options, internships, as well as constant course guidance to ensure FPP students are making progress. Course progress monitoring and placement, as well as Alaska Performance Scholarship oversight/placement, are provided to FPP students, parents, and their schools on a daily basis. Therefore the FPP philosophy is based on providing the following:

- Tutoring, study skills training, and instruction that leads to the successful completion of high school, particularly with students who have been identified as a dropout.
- Alternative courses, including online offerings, which offered specialized, district approved curriculum based on Alaska state performance standards, including courses that are approved for post-secondary credit.
- Paid work internships that provides on-the-job-training focused on career exploration and the development of work-related skills. Paid internships also provide access to the Money Management course, providing students an authentic assessment involving financial literacy (bank account creation, wealth building, retirement, college savings).
- Occupational skills training that lead to the attainment of an industry recognized certificate or credential.
- Career awareness, career counseling, and career exploration by using the local labor market about in-demand industry sectors or occupations available in the local area.

- Follow-up services, including comprehensive guidance and counseling, to help FPP participants make and implement informed educational, occupational, and life choices that create a pathway for success.
- Youth community projects that help prepare youth for transition into either post-secondary education and training or the career field.

Target Group: The FPP will focus primarily on two main groups found in southern Southeast Alaska: current middle and high school students, and recent dropouts/non-attendees. The FPP would be made available to the 453 Alaska Native/American Indian/Native Hawaiian students found in grades 7-12 within the following school districts: the Ketchikan Gateway Borough School District (KGBSD) and Annette Island (AISD) (Alaska Department of Education & Early Development, 2015); the FPP estimates focusing on approximately 25 students each year listed as dropping out in the FPP partner districts. Focused Pathways will work with both these communities by identifying Alaska Native students/dropouts who are either credit deficient, or in need of credit advancement. Once identified and pre-screened, students in grades 7-12 can be enrolled in the program and provided the intensive, hands-on styles needed by students who either cannot find success in the regular classroom or want college or advanced career and technical courses not currently offered at their local school. Students could even work full-time and still be enrolled with classes that lead to a high school diploma; the AkDA's home school arm, Fast Track, allows students to work from home. The formula for achievement is easily seen through the success that the Tribal Scholars Program has had, particularly with attendance and graduation rates. In 2010-2012, Alaska Native students enrolled within KGBSD had an average attendance rate of 87%, and a graduation rate of 57% (KGBSD, 2010-2012 Attendance & Graduation Rates). After one year of Tribal Scholars, average attendance rose to 92%, while

graduation rate rose to 74% (KGBSD, 2012-2013 Attendance & Graduation Rates). The increase in these types of numbers shows that the time control and social aspect of the classroom is extremely important for Ketchikan's Native students. Being able to spend extra time on specific subjects while feeling comfortable that you are not taking the teachers' time, especially when enrolled in dual-credit college courses is a game-changer for Southeast Alaska Native students. A great example of one dual-credit college program the FPP would utilize is the University of Alaska-Fairbanks (UAF) Justice Department's High School Initiative. The program allows qualified students access to two specific UAF courses: JUST F110 – Introduction to Justice, and JUST F125 – Introduction to Addictive Processes. The courses are offered online, and are supported by UAF's Justice and eLearning departments. Students will have access to hands-on faculty, a knowledgeable student support staff, and technical support in a 24/7 manner. . By allowing partner schools the same opportunities, while assisting with teaching, courses, and costs for Ketchikan students, FPP will create strong pathways of success for the Native students of Southeast Alaska. If students can then graduate high school and enter college with nine credits completed, chances of obtaining a college degree rise dramatically: dual enrollees who entered college were more likely to continue for a second semester and be enrolled two years after high school (Hoffman, Vargas, Santos, 2009). Even more, dual-credit students are more likely on average to enroll for a third semester of college and had higher GPAs on average than their classmates without dual-credit (Hoffman, Vargas, Santos, 2009). Creating those pathways of success are the main tenants of the FPP, and by providing constant guidance and support, particularly strong academic counseling, Southeast Alaska Native students will have a increased probability of finding success not only in high school but at a post-secondary institution as well.

Our Consortium: Revillagigedo Island in Southeast Alaska encompasses two federally recognized tribes: Ketchikan Indian Community (KIC) and the Organized Village of Saxman (OVS). Nearly every Native student enrolled within the KGBSD is also enrolled with either KIC or OVS. KIC, the larger of the two, is perfectly suited to fit the needs of all Alaska Native students found within the KGBSD. In accordance with statute 20 U.S.C. 7401, section 7305(c), KIC has consulted with OVS due to the project supporting students from both communities. The AISD is located on Annette Island, approximately 15 miles south of Ketchikan, and serves the community of Metlakatla, which is the only federal recognized Native reservation in Alaska. The AISD has experience working with the AkDA and online courses, and has requested to continue working with the AkDA and online classes throughout the FPP. Business partners who are willing to partner with the FPP are Vigor (marine shipyard) and the Marine Industrial Council, both located in Ketchikan, Alaska; Vigor has recently begun a welding apprentice program with high school students and is willing to offer the program to qualified FPP students as well. The Marine Industrial Council has recently obtained grant funding to purchase a facility that will provide marine industry credentials to qualified applicants who complete the offered courses. Again, the ability to provide these courses in a local setting to the students provides a network of support often needed by Native students (Guillory, 2009)

Goals, Objectives, and Outcomes:

<u>Goal 1: Increasing the amount of Southeast Alaska Native students who enroll in a two or four-year college with at least nine college credits already completed prior to enrollment.</u>

Objectives:

1. Each year all junior and senior FPP students will enroll in at least one dual-credit college course that provides college credit.

2. Each year all junior and senior FPP students will receive individualized tutoring to assist with all dual-credit college courses.
3. Each year all FPP students will review their online four-year plan, updating as needed, and setting all courses for the following year.
4. Each year all freshman and sophomore FPP students will complete an extra online course so that they will have the ability to enroll in dual-credit courses during junior and senior years (feeing up scheduling).

Outcomes:

1. By the end of the four-year grant cycle, all FPP students will have the opportunity to complete a minimum of nine (9) college credit hours.
2. By the end of the four-year grant cycle, all FPP students will have the opportunity to complete at least two (2) online courses, preparing them for online courses in college.
3. By the end of the four-year grant cycle, all FPP students will have an online four-year transcript used for course planning, which will also be utilized for guidance towards the Alaska Performance Scholarship (APS).
4. By the end of the four-year grant cycle, all FPP students will have created a college perspectives profile the matches up the best schools for student interests.

<u>Goal 2: Increase the amount of completed career and technical education (CTE) courses that lead to industry recognized credentials for Southeast Alaska Native students.</u>

Objectives:

1. Each year all FPP students will enroll in at least one CTE course that leads to an industry-recognized credential, including college courses/dual-credit.

2. Each year select FPP students will participate in an extended marine expedition focused on providing both sea time as well as hands-on knowledge to pass the United States Coast Guard (USCG) OPVU/100-ton Captain's License.

Outcomes:

1. By the end of the four-year grant cycle, all FPP students who complete at least one year of FPP education will receive two industry-recognized credentials.
2. By the end of the four-year grant cycle, 80% of FPP students who take the USCG OPVU/100-ton Captain's License will pass the class and earn the license.

Goal 3: Increase the opportunity for Southeast Alaska Native students to access and engage culturally-meaningful educational content and local career exploration

1. Each year all FPP students will complete at least two community projects, with assistance of Elders from the community
2. Each year select FPP students will coordinate obtaining content for a class based on Native history and culture from footage obtained on marine expeditions; this content will be video in nature, primarily using a 360 degree camera system viable using virtual reality technology.
3. Each year select FPP students will complete a four to six-week internship with a local business.

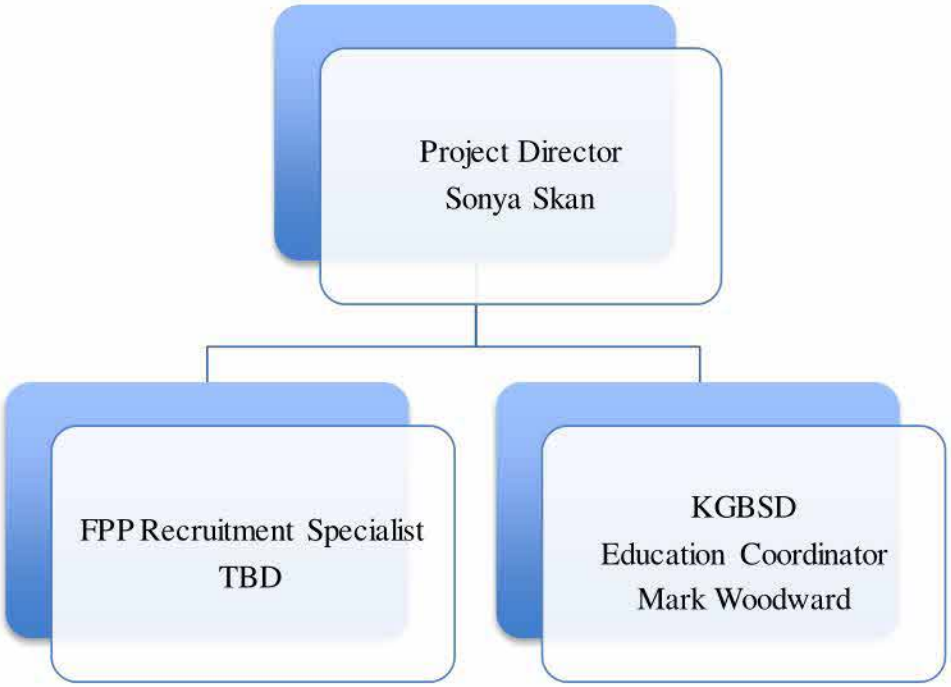
Outcomes:

1. By the end of the four-year grant cycle, all FPP students will have secured course credit for participation in community projects through intergenerational learning while providing a tangible benefit for the local community.

2. By the end of the four-year grant cycle, all FPP students will have experienced at least one local internship.
3. By the end of the four-year grant cycle, the KGBSD will review the content obtained by FPP students and the KGBSD Education Coordinator for possible course consideration on the Canvas online learning management system.

QUALITY OF PROJECT PERSONNEL

Key Personnel: Key personnel for this project include: Project Director, FPP Recruitment Specialist, and the KGBSD Education Coordinator:



Responsibilities/Duties/Tasks	Timeline
Project Director (10% FTE)	
1. Hires the FPP Recruitment Specialist	August
2. Provides monthly reports to Evaluator and Tribal Council	Monthly

3. Coordinates with the KGBSD Education Coordinator	Monthly
4. Submits annual and final performance report to DoE	February
5. Attends all technical assistance training	As scheduled
6. Supervises Tribal Youth Recruitment Specialist	Monthly
FPP Recruitment Specialist (100% FTE)	
1. Conducts comprehensive student intake	Throughout the year
2. Guides students on community based service projects as well as educational expeditions during the school year	Throughout the year
3. Coordinates all student activities with the KGBSD Ed. Cord.	Throughout the year
KGBSD Education Coordinator (Contractual)	
1. Develops and implements the in-school activities of the FPP	Throughout the year
2. Coordinates with the Project Director and FPP Recruitment Specialist for all projects, career fairs, maritime expeditions, as well as all CTE and online classes.	Throughout the year
3. Creates a summary of each FPP student, detailing success of online classes, internships, expedition participation, as well as dual-credit courses.	At end of each semester

Project Director: Sonya Skan, the Deputy Director for Education and Training Department at Ketchikan Indian Community, has managed grants over five years, including one from the Department of Justice (OJJDP TYP) and another, current Department of Education ANEP grant. Over the last five years Sonya developed and managed a sustainable afterschool and in-school program for youth, as well as developing partnerships with local businesses to get youth and adults trained and into the workforce. Sonya is a passionate advocate for Native youth,

homeschooling her own children and working to provide alternative educational opportunities for the Native youth of Ketchikan. She also serves her community on various boards, including the Advisory Council of the University of Alaska Southeast, Ketchikan Gateway Borough School District's Indian Policy and Procedure Committee, Ketchikan Youth Court Board of Directors, Ketchikan Arts and Humanities Board of Directors, and Ketchikan Wellness Coalition Board of Directors.

KGBSD Education Coordinator: Mark Woodward, Director of Distance Education for AkDA, is currently completing his 15th year as an Alaskan educator. Mark's passion for alternative education stems from his ability to create alternative assessments with classrooms that are based in nature, such as creating and leading the 2014 Petersburg-Ketchikan Marine Expedition. The 8-day expedition, aboard the KGBSD's 44-foot *M/V Jack Cotant*, focused on the basics of Oceanography, Marine Biology, as well as Maritime; Alaska's Learning Network (AKLN) approved Mark's expedition curriculum for credit. A similar trip, the Tribal Scholars Subsistence Expedition, will occur in the summer of 2016. The expedition will not only focus on traditional Native subsistence foods, including fishing a 30-hook NOAA certified Subsistence Halibut Educational Permit, it will also conduct focused research and data collection at three traditional Native village sites (Kah Shakes, Cape Fox Village, and Village Island). Mark's constant drive to provide students with traditional ways of knowledge led him to becoming a 2016 National Geographic Grosvenor Fellow, the first teacher in the history of Alaska to be selected. He was also recently awarded the Ketchikan Indian Community's 2016 Educator of the Year.

ADEQUACY OF RESOURCES

The primary partners for this project include the Ketchikan Gateway Borough School District, the Annette Island School District, and the Organized Village of Saxman (OVS). Letters of

support from both entities are included in the "Other Attachments" section of this application. KIC is requesting a total of $988,243 for the four-year project costs are fully outlined in the Budget Narrative.

Partner Roles: The strength of this project is found by combining the best traits that each primary member provides. First and foremost, KIC's relationships with its members and the local community provide ample resources for assistance with work internships as well as the various Native youth community projects. Having that network of community members essentially creates an extended arm of the FPP and its classroom environment. The Ketchikan Gateway Borough School District (KGBSD) will provide both administrative assistance as well as teacher and support staff services for all FPP districts. Not only will the KGBSD and FPP partner districts work together with the FPP in moving students forward successfully, the KGBSD will also provide the use of the 44-foot *M/V Jack Cotant* on all FPP marine expeditions. Additionally, the KGBSD will allow FPP students to complete any and all courses offered through its online/STEM projects school, the Alaska Digital Academy (AkDA). This is extremely important when looking at the financial situation Alaska's schools are currently facing: Alaska has a $4 billion budget deficit, and lawmakers are proposing slashing education funding to make up some of that difference (Herz, 2016). Additionally, future prospects on the price of a barrel of oil are tending downward, so the five-year economic standing of Alaska is tenuous at best (International Monetary Fund, 2016). This puts both the AISD and the KGBSD in dire financial straights, and therefore programs like the FPP will assist those districts in finding and securing non-state funding to ensure alternative programs that help Native students survive the cuts.

QUALITY OF MANAGEMENT PLAN

The strength of the Focused Pathways Program (FPP) is based on two major tenants: the engagement of all levels of staff throughout the management plan, and the strength of the yearly projects that are required to ensure success of the program. Staff engagement generates additional input, helping build an overall commitment to the program by providing insight into issues, challenges, and opportunities not previously known. Both the FPP Project Director and KGBSD Education Coordinator have three years of working together on similarly scaled projects, and can identify not only the strengths and weaknesses of the program but also provide in-depth insight into overcoming these issues. Furthermore, each year of the project has specific milestones that will ensure the FPP stays on task, on time, and within budget.

Year One Milestones:

1. FPP/District staff identification for possible FPP student enrollment fully integrated into both KGBSD and AISD.
2. All FPP juniors and seniors enroll in at least one college dual-credit, advanced placement, or regular college credit course.
3. All FPP juniors and seniors participate in at least one (1) four to six-week paid internship.
4. All FPP students receive their online four-year graduation plan, identifying possible APS certified courses, dual-credit college options, as well as identifying specific academic needs for advanced one-to-one counseling.
5. All FPP students participate in at least one youth community project that benefits their local community.
6. Qualified FPP students will work on obtaining full-time summer employment, allowing students an opportunity to achieve KGBSD work-study credit towards graduation.
7. All FPP students will have the opportunity to attend at least one college/career fair.

Year Two Milestones:

1. All FPP students will have their four-year online academic plans updated and reviewed by the KGBSD Education Coordinator, parent(s)/guardian(s), and school personnel.
2. All FPP Marine Expedition students will gather, interpret, and make available advanced data for further academic study (for instance, obtaining/editing 360 degree video footage of remote Native village sites for use with Alaska Studies classes who request it).
3. All FPP Marine Expedition students will have the opportunity to conduct an unmanned aerial vehicle (UAV) flight, including the entire pre-flight, flight, and post-flight process.
4. All FPP seniors who graduate will be (with FPP guidance) pursuing the pathway for college acceptance or full-time employment within three months of graduation.
5. Qualified FPP students will enroll in the United States Coast Guard (USCG) approved OPVU/100-ton Captain's license, and will receive one-to-one course tutoring from a current USCG licensed captain.
6. All FPP students will assist the TSP's Southeast Alaska Native Subsistence Foods Summit.

Year Three Milestones:

1. All FPP students will have their four-year online academic plans updated and reviewed by the KGBSD Education Coordinator, parent(s)/guardian(s), and school personnel.
2. FPP Marine Expedition students will have the opportunity to conduct research tied to an overall Southeast Alaska youth community project, such as the reduction of marine debris in specified locations based on scientific study from the KGBSD and AISD. These students will utilize advanced technology, such as UAVs, hydrophones, and 360 degree cameras to assist with research.

3. All FPP students will conduct a major Southeast Alaska youth community project that incorporates the town of Metlakatla, Saxman, and Ketchikan. This project will not only benefit all three communities, but will incorporate the assistance of tribal elders as well.
4. All FPP juniors and seniors will have the opportunity to complete at least two (2) college credit courses as well as at least two (2) local youth community projects.

Year Four Milestones:

1. All FPP students will have their four-year online academic plans updated and reviewed by the KGBSD Education Coordinator, parent(s)/guardian(s), and school personnel.
2. FPP Marine Expedition students will have the opportunity to conduct research tied to an overall Southeast Alaska youth community project based in a remote site near Prince of Wales Island. These students will utilize advanced technology, such as UAVs, hydrophones, and 360 cameras to assist with research.
3. FPP personnel will work with the KGBSD and AISD to incorporate the successful aspects of the FPP into the regular framework of each district's curriculum plan.

Feedback Procedures: The FPP will incorporate multiple evaluative methods as described in the "Quality of Project Design" section, seen on pages 5-9. An overview of the assessment methods and prescribed timelines are displayed below:

Measured Element	*Month Completed*	*Responsible Party*
Fall semester enrollment	Oct.	KGBSD Ed. Cord.
Post-fall enrollment FPP	Dec.	FPP Rec. Spec.
Identification/recruitment	Yearly	Ed. Cord.
FPP feedback	August – July	PD, Ed. Cord.

Administrative review and

FPP revision planning Jan. & June PD, Ed. Cord.

The FPP data collected through the year is both formative and summative. The Project Director is primarily responsible for formative evaluation, ensuring constant project improvement and reporting to both FPP partners and KIC Tribal Council throughout the grant process. The Project Director is also responsible for summative evaluation to determine if the goals, objectives, and outcomes are achieved.

Tribe/Parent Participation: A strength of the FPP is the large amount of community assistance required for success. The first stage of participation stems from the creation of the student online four-year plans; each student's parent/guardian will not only be attached to the plan electronically but also have input on future scheduling, allowing parents constant access to the student's online plan during each year of FPP participation. Additionally, local community/tribal members will have the chance to influence each community youth project by detailing a needs assessment; projects will be based on input from tribal members, parents, and district recommendations. Furthermore, the FPP Marine Expeditions will rely on community support for success, from assistance in planning the expedition to providing expertise on specific projects (such as assistance from Sealaska in obtaining permission to visit and obtain footage from selected 14-H1 sites). FPP personnel strongly believe in community participation for program success, as students who know who they are and where they are from become even stronger members of their community, allowing students to see the impact a strong tribal membership can create.

QUALITY OF PROJECT EVALUATION

Both qualitative and quantitative data will be collected by FPP personnel, which will be made available to the KGBSD, KIC, and the Project Director on a semi-annual basis. In accordance with statute 20 U.S.C. 401, section 7305(D), KIC has informed the KGBSD of our application. KIC, KGBSD, and FPP partner districts will work together to generate the necessary data required by the Government Performance and Results Act (GRPA). Quantitative data will include information such as attendance records, GPA progress, STEM course enrollment and success, internship enrollment and support, as well as all industry based credentialing. FPP personnel, through monthly reporting, interviews, student evaluations, and any accomplishments regarding project outcomes and objectives, will gather additional qualitative data throughout the grant cycle. At the conclusion of each year of the FPP, the Project Director will share results with the KGBSD, AISD, OVS, KIC Tribal Council, as well as any other interested parties, inviting any and all feedback from the community. Focus will be placed on the ways to further collaborate, leverage resources, and improve project outcomes.

Conclusion: Equity is the key to success. Therefore, in its essence, the Focused Pathways Program (FPP) provides Southeast Alaska Native students that equity by allowing the chance to learn in a way that makes an impact on themselves and their tribal community. In order to understand who you are you have to first understand where you come from, and the FPP activities focuses on exactly that. From marine expeditions providing subsistence halibut to Elders as well as conducting marine and remote site research, FPP students will be learning about their past to understand their future. By utilizing advanced video recording technology, FPP students will be able to allow the entire world to go on virtual reality video tours of remote Native village sties that users can control in 360-degree formats. These authentic assessments provide an impact on education that is meaningful and not found in the traditional high school

educational philosophy. That's why programs like the FPP are needed in today's educational system, providing students with more than just a grade…the Focused Pathways Program provides an avenue of success created by the students themselves.

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Other Attachment File(s)

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Tracking Number:GRANT12174866 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 27, 2016 07:31:08 PM EDT

Memorandum of Understanding
between
Ketchikan Indian Community
and the
Ketchikan Gateway Borough School District

THIS MEMORANDUM OF UNDERSTANDING (MOU) is made and entered into by the Ketchikan Gateway Borough School District, hereinafter referred to as the KGBSD, and the Ketchikan Indian Community, a federally recognized tribal government, hereinafter referred to as KIC.

PURPOSE:

The purpose of this Memorandum of Understanding (MOU) is to establish a general framework for exchange of information, identification of common goals, and the development and implementation of collaborative projects between the KGBSD and the KIC.

INTRODUCTION:

The KGBSD and the KIC have information and resources regarding the management of educational affairs that may be of mutual interest, concerns and benefit.

It is the intent of both parties to cooperate and share information, whenever appropriate, regarding implementation of programs and projects in which both parties have mutual interest and/or concern.

NOW, THEREFORE, in consideration of the above premises, they agree as follows:

KIC SHALL:

1. Cooperate with the KGBSD in the planning, implementation, and monitoring of mutually beneficial projects and programs, sharing of knowledge and information, and coordination of joint endeavors through appropriate cooperative agreements, subject to Federal laws and regulation and available resources. Where appropriate, KGBSD may enter into specific cooperative agreements with the KIC and other parties to accomplish this MOU.

The KGBSD SHALL:

1. Cooperate with the KIC in the planning, implementation, and monitoring of mutually beneficial projects and programs, sharing of knowledge and information, and coordination of joint endeavors through appropriate cooperative agreements, subject to Federal laws and regulation and available resources. Where appropriate, KGBSD may enter into specific cooperative agreements with the KIC and other parties to accomplish this MOU.

2. Provide credit for KIC sponsored courses and educational activities in accordance with the KGBSD policy on co-sponsored courses.

IT IS MUTUALLY AGREED AND UNDERSTOOD BY AND BETWEEN THE SAID PARTIES THAT:

1. Either party, in writing, may terminate the instrument in whole, or in part, at any time before the date of expiration.

2. This agreement in no way restricts the KGBSD or the KIC from participating with other public or private agencies, organizations, tribes, and individuals, or from accepting contributions and gifts for the improvement, development, administration, operation , and maintenance of programs and projects.

3. This instrument is neither a fiscal nor funds obligation document. Any endeavor involving reimbursements, contribution of funds, the exchange of anything of value between the parties to this instrument will be handled in accordance with applicable laws, regulations, and procedures including those for Government procurement and printing. Such endeavors will be outlined in separate agreements that shall be made in writing by representatives of the parties and shall be independently authorized by appropriate statutory authority. This instrument does not provide such authority. Specifically, this instrument does not establish authority for noncompetitive award to the cooperator of any contract or other agreement.

4. Modifications within the score if this instrument shall be made by the issuance of a bilaterally executed modification prior to any changes being implemented.

5. The principal contacts for this instrument are:

KIC:

Tribal Administrator
Ketchikan Indian Community
2960 Tongass Avenue
Ketchikan, AK 99901
(907) 228-4900

KGBSD:

Superintendent
Ketchikan Gateway Borough School District
333 Schoenbar Road
Ketchikan, AK 99901 (907) 225-2118

6. This instrument is executed as of the last date shown below and expired on July 31, 2020, at which time be subject to review, renewal, or expiration.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the date of last signature.

KETCHIKAN INDIAN COMMUNITY

(b)(6)

Arlene Dilts Jackson Tribal Administrator 5/24/2014 date

Ketchikan Gateway Borough School District

Robert Boyle Superintendent KGBSD 5/22/16 date

Memorandum of Understanding
between
Ketchikan Indian Community
and the
University of Alaska Southeast – Ketchikan Campus

THIS MEMORANDUM OF UNDERSTANDING (MOU) is made and entered into by University of Alaska Southeast, hereinafter referred to as the UAS, and the Ketchikan Indian Community, a federally recognized tribal government, hereinafter referred to as KIC.

PURPOSE:

The purpose of this Memorandum of Understanding (MOU) is to establish a general framework for exchange of information, identification of common goals, and the development and implementation of collaborative projects between the UAS and the KIC.

INTRODUCTION:

The UAS and the KIC have information and resources regarding the management of educational affairs that may be of mutual interest, concerns and benefit.

It is the intent of both parties to cooperate and share information, whenever appropriate, regarding implementation of programs and projects in which both parties have mutual interest and/or concern.

NOW, THEREFORE, in consideration of the above premises, they agree as follows:

KIC SHALL:

1. Cooperate with the UASK in the planning, implementation, and monitoring of mutually beneficial projects and programs, sharing of knowledge and information, and coordination of joint endeavors through appropriate cooperative agreements, subject to Federal laws and regulation and available resources. Where appropriate, UAS may enter into specific cooperative agreements with the KIC and other parties to accomplish this MOU.

2. Assign a KIC Tribal Representative to the Ketchikan Campus Advisory Council.

UAS SHALL:

1. Cooperate with the KIC in the planning, implementation, and monitoring of mutually beneficial projects and programs, sharing of knowledge and information, and coordination of joint endeavors through appropriate cooperative agreements, subject to Federal laws and regulation and available resources. Where appropriate, UAS may enter into specific cooperative agreements with the KIC and other parties to accomplish this MOU.

2. Provide credit for KIC sponsored courses and educational activities in accordance with the UAS policy on co-sponsored courses.

IT IS MUTUALLY AGREED AND UNDERSTOOD BY AND BETWEEN THE SAID PARTIES THAT:

1. Either party, in writing, may terminate the instrument in whole, or in part, at any time before the date of expiration.

2. This agreement in no way restricts the UAS or the KIC from participating with other public or private agencies, organizations, tribes, and individuals, or from accepting contributions and gifts for the improvement, development, administration, operation , and maintenance of programs and projects.

3. This instrument is neither a fiscal nor funds obligation document. Any endeavor involving reimbursements, contribution of funds, the exchange of anything of value between the parties to this instrument will be handled in accordance with applicable laws, regulations, and procedures including those for Government procurement and printing. Such endeavors will be outlined in separate agreements that shall be made in writing by representatives of the parties and shall be independently authorized by appropriate statutory authority. This instrument does not provide such authority. Specifically, this instrument does not establish authority for noncompetitive award to the cooperator of any contract or other agreement.

4. Modifications within the score if this instrument shall be made by the issuance of a bilaterally executed modification prior to any changes being implemented.

5. The principal contacts for this instrument are:

KIC: Arlene Dilts-Jackson
General Manager
Ketchikan Indian Community
2960 Tongass Avenue
Ketchikan, AK 99901
(907) 228-4900

UAS: Priscilla Schulte
Campus Director
UAS Ketchikan Campus
2600 Seventh Avenue
Ketchikan, AK 99901
(907) 225-6177

6. This instrument is executed as of the last date shown below and expired on February 1, 2017, at which time be subject to review, renewal, or expiration.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the date of last signature.

KETCHIKAN INDIAN COMMUNITY

(b)(6)

Tribal Council President — Date 1-27-15

UAS - KETCHIKAN CAMPUS

(b)(6)

Priscilla Schulte, Ph.D. — Date 1/27/15
Campus Director

VIGOR
ALASKA
3801Tongass Avenue
Ketchikan, Al< 99901
{907) 225-7199

To whom it may concern:

As one of Ketchikan's leading employers, Vigor Alaska would like to express our enthusiastic support for the development of Ketchikan Indian Community's Focused Pathways Program. As our company grows in Ketchikan, we are in desperate need of projects like this that increase tribal member employability. Presently we are unable to fill skilled positions fast enough, and Ketchikan Indian Community is a leading partner in this effort.

Supporting the Focused Pathways Program and building positive employability skills for tribal community members benefits the entire community of Ketchikan. Jobs ore the life blood of any healthy community, and this project has and immediate and positive impact.

Vigor Alaska also supports equal opportunity and diversity which expresses itself with increased innovation and organizational health. We are actively seeking tribal members to become our employees.

Jobs matter. Vigor Alaska supports Ketchikan Indian Community and all their efforts toward employability. They continue to be our partner and friend toward helping people get living wage jobs.

(b)(6)

Mike Pearson
General Manager,
Vigor Alaska

Competitive Preference Priority Evidence

Competitive Preference Priority One – Annette Island School District is federal defined as a 2015-16 LEA eligible Small Rural School Achievement (SRSA) program.

Competitive Preference Priority Two - Ketchikan Indian Corporation (KIC) is considered a regional non-profit organization. KIC has 501(c)(4) non-profit status with the Internal Revenue Service. It also serves as a regional leader in K-12 and vocational education with the creation of the Southern Southeast Alaska Technical Education Center, which serves all of southern southeast Alaska (Ketchikan, Saxman, Wrangell, Metlakatla, and Prince of Wales).

Competitive Preference Priority Three – Ketchikan Indian Community qualified for and received a 2015 US Department of Education, Alaska Native Education Grant (ANEP), under its Tribal Scholars Program.

Ketchikan Indian Community

RESOLUTION: **KIC 16-24**

TITLE: A RESOLUTION OF THE KETCHIKAN INDIAN COMMUNITY TRIBAL COUNCIL AUTHORIZING EDUCATION AND TRAINING TO APPLY FOR THE US DEPARTMENT OF EDUCATION INDIAN EDUCATION DISCRETIONARY GRANT PROGRAM

WHEREAS, the Tribal Council of the Ketchikan Indian Corporation, doing business as the Ketchikan Indian Community ("KIC or the "Tribe"), is a federally recognized Tribal government that oversees programs and services to a membership of over 6500 members; and

WHEREAS, the KIC Tribal Council (the "Tribal Council") is the representative Tribal Government of the Tribe and has established KIC's mission consistent with the interests of its tribal members and their self-sufficiency and self-actualization; and

WHEREAS, the Ketchikan Indian Corporation (the Tribe) seeks to provide programs and services that support the healthy development of its Native youth through education to support their self-sufficiency, independence, and leadership potential; and

WHEREAS, the Education and Training department has been tasked with securing funding to support programs and activities that are beneficial to its membership in keeping with the department's purpose and strategic direction; and

WHEREAS, support for the transition of Native youth into self-sufficient and independent adulthood and entrance into postsecondary educational and vocational opportunities has been identified as a need and priority for KIC's tribal membership;

THEREFORE, BE IT RESOLVED THAT, the Ketchikan Indian Community Tribal Council does now resolve as follows:

Section 1. The Tribal Council authorizes the Education and Training department to submit a grant application to the US Department of Education's Indian Education Discretionary grant program for Demonstration Grants for Indian Children Program to assist Native youth in our region in achieving a successful post-high school transition.

Section 2. The Tribal Administrator is authorized to negotiate, execute, and administer any and all documents required for granting funds to the Ketchikan Indian Community and managing funds on behalf of this entity, including any subsequent amendments to said agreement.

Section 3. This resolution is effective upon adoption.

CERTIFICATION

The foregoing resolution was adopted at a duly convened meeting of the Ketchikan Indian Community Tribal Council assembled this, 16 May 2016 at 2960 Tongass Avenue, Ketchikan, Alaska 99901, by a vote of: 6 FOR, 0 AGAINST and _____ABSTAIN.

(b)(6) 5/16/16

Irene Dundas, Date

ATTEST:

(b)(6) 5/16/16

Gloria Burns, Date

Effective	May 16th, 2016		
Roll Call	Yes	No	Absent
DUNDAS	✓		
REEVES	✓		
JAMES	✓		
MORRIS	✓		✓
HUDSON			✓
BURNS	✓		
JACKSON	✓		
TRUITT	✓		
4 Affirmative Votes Required for Passage			

Sonya Skan

(b)(6)

Personal Statement

Friendly, loyal, and dedicated individual with an ambition to succeed. Enjoys learning and working on challenging tasks and projects. Strong leader who seeks to contribute to bettering the community.

Professional Experience

Leadership

- Current board member of three community councils relating to youth and education
- Previously served on board of directors as member and chair for local women's shelter
- Lead planner and organizer of many community wide cultural, education, and religious events
- Securing partnerships in the community to provide education and training opportunities for tribal members

Management

- Manages department with annual budget of $1.2 million and 12 employees
- Develop annual department budget using federal and grant monies and tribal council priorities
- Support existing staff by coaching and counseling about employment expectations; assist staff with personal growth opportunities; and recruit, select, and orient new department staff

Grants

- Complete program development, implementation, and management of 4 year, $400,000. grant for tribal youth from the Department of Justice including:
  - Grant reporting and budget records
  - Strategic planning
  - Activity development

Education

Addition and Behavioral Health Level One Counselor Regional Alcohol and Drug Abuse Counselor Training	2013
Grant Writing Intensive Alaska Funding Exchange	2013
Certificate of Completion in Truancy and Dropout: Mending Cracks in the Graduation Pipeline National Center for School Engagement	2012
Ethnographic Interviewing University of Alaska Southeast	2011
Diploma Ketchikan High School	1982

Professional Experience

Deputy Director, Education and Training — 2015-Present

Ketchikan Indian Community, Ketchikan, AK

- Help to oversee all Education and Training Department programs and grants
  - 4 workforce development programs
- Oversee Alaska Native Education grant from the Department of Education
- Identify funding opportunities and new program areas and write grant proposals
- Provides leadership and management of youth department employees
- Community outreach and partnership establishment to provide education and training opportunities for tribal members

Interim Education and Training Director — 2010—2015

Ketchikan Indian Community, Ketchikan, AK

- Oversees all Education and Training Department programs and grants
  - 3 workforce development programs
  - 2 grants from Department of Justice and Department of Education
- Strategic planning and budget development and management for department
- Provides leadership and management of department employees
  - 2 workforce development staff, 5 early childhood learning staff, 5 youth and education staff
- Community outreach and partnership establishment to provide education and training opportunities for tribal members

Manager — 2000—2010

Crazy Wolf Studio, Ketchikan, AK

- Office and store manager for busy cultural art store
- Trained new employees, built and maintained website, assisted with ordering and paying bills, and general office work.

Community Involvement

Current Ketchikan Youth Court Board of Directors member	2012—Present
Current Ketchikan Campus Advisory Council member	2015—Present
Current Indian Policies and Procedures Board member for the Ketchikan Gateway Borough School District	2015—Present
Former member and chair of Women in Safe Homes Board of Directors	2012—2015
Lead planner and organization of large community wide events including five concerts and a community potlatch	
10 years of experience on Southeast Alaska Christian Women's Retreat Board including one year as co-chair	

Mark Woodward

(b)(6)

Experience

Director of Distance Education, Alaska Digital Academy (Ketchikan, Alaska) June 2012 - present

- Overseas the Alaska Digital Academy's one-to-one laptop program, three learning labs, and seven staff members
- Responsible for directing all distance learning projects and planning/implementing all project-based learning
- 2016 Ketchikan Indian Community Teacher of the Year
- 2016 National Geographic Grosvenor Teacher Fellow – First ever from Alaska (10-day expedition to Galapagos Islands)
- 2015 Alaska Native Education Grant recipient - $1.3 million grant to study Alaska Native subsistence foods
- 2015 National Science Teacher Association – Shell Science Lab Challenge District XVII winner - $2500 technology grant
- 2014 Samsung "Solve for Tomorrow" Alaska state winner/national finalist – $20,000 technology grant
- 2014 Edgenuity "Every Click Counts" national video contest winner – awarded $5,000 technology grant
- 2013 Shell Exploration Alaska Externship – North Slope Unescorted License
- 2012 AKCCAP Alaska Cast & Crew Grant – part of team awarded $40,000 technology development grant based in film

Teacher, Schoenbar Middle School/Revilla Alternative (Ketchikan, Alaska) Aug. 2008 – June 2012

- Responsible for teaching social studies to middle and high school students utilizing technology and online classes
- 2011 Alaska Department of Education and Early Development Alaskan Artifact Award winner – awarded $25,000 grant
- Head Coach – Ketchikan High School Girls Varsity Basketball 2008-09 (Region 5 Conference Coach of the Year)
- Created the Outdoor Kayaking Certification class (ACA Level-1); created an online Driver's Education course

Teacher, Instituto San Roberto (Monterrey, Mexico) Aug. 2006 – June 2008

- Responsible for teaching English and various electives to middle school students
- Helped standardize English curriculum according to standards-model; brought Poetry Through Songwriting to ISR

Teacher, Seward Middle School (Seward, Alaska) Aug. 2004 – June 2006

- Responsible for teaching social studies and English to middle school students
- Head Coach – Seward High School Boys Varsity Football 2004-06 (3A State & Conference Coach of the Year)

Administrator, Fairbanks Memorial Hospital (Fairbanks, Alaska) Oct. 2002 – July 2004

- Responsible for overall security and safety management of a 1,200+-employee city hospital
- Member of various city, state, and federal emergency management organizations; FEMA trained emergency responder

Teacher, Dillingham High School (Dillingham, Alaska) Aug. 1998 – June 2002

- Responsible for teaching social studies, Spanish, and English to high school students
- Member of the DNEC (Dillingham Native Education Committee)

Education

National University – La Jolla, CA GPA: 3.9 (on 4.0 scale) Sept. 2011 – Sept. 2013

Obtained Masters of Science in Educational Administration; graduated with distinction

University of Alaska – Fairbanks GPA: 4.0 (on 4.0 scale) Aug. 1996 – May 1997

Completed Teachers For Alaska Program (TFA Program) and obtained Alaska Teaching Certificate

University of Nebraska – Lincoln GPA: 3.2 (on 4.0 scale) Sept. 1991 – May 1995

Obtained Bachelor of Arts degree, double majoring in History and Political Science with a minor in International Affairs

Position:	Tribal Youth Recruitment Specialist	*Reviewed by:*
Department:	Education and Training	*Supervisor*
Reports to:	Education and Training Deputy Director	*HR Director*
Status:	☐ Exempt ☒ Non-exempt	*Approved by:*
Full-Time, Permanent		*Tribal Administrator*
Salary range:		

Indian Preference: Consistent with Public Law 93-638 and other federal laws recognizing the inherent right of the Tribe to exercise Indian Preference, application for the position must include documentation of Tribal Enrollment if claiming Indian Preference.

Purpose

Ketchikan Indian Community (KIC) job descriptions are a management tool to help organize duties and provide employees with the employer's expectations with regard to a specific job classification. The duties listed are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is a reasonable assignment for the position. This job description is not an employment agreement or contract. Management has the exclusive right to alter this job description at any time without notice.

Job Summary

The Tribal Youth Recruitment Specialist works towards creating and maintaining strong relationships with Tribal youth and the community. This position is responsible for having expertise to guide and direct tribal youth through the successful completion of their individual educational and training needs. Work involves identifying and working with at risk Tribal youth both in the school district and in the community. They will be responsible for performing intake assessments advising tribal members regarding educational/career plans, and developing or facilitating relevant trainings for individuals and groups.

Duties are carried out under the general supervision of the Education and Training Deputy Director.

Essential Career Coordinator Job Functions:

CREATES UNDERSTANDING AND POSITIVE IMAGE OF THE TRIBE BY

- Building relationships with, and providing information to area employers, community members, media, government, and the public;
- Building relationships with, families, Tribe, and school district;
- Building credibility with tribal members;
- Building employee commitment to the Native communities;
- Representing the KIC at external functions.

MAINTAINS COMPANY STABILITY AND REPUTATION BY

- Establishing and communicating a corporate value system;
- Enforcing ethical business practices;
- Complying with, or influencing the development of internal policy and procedures;
- Complying with all federal regulations applicable to operational programs.

MAINTAINS PROFESSIONAL AND TECHNICAL KNOWLEDGE BY

- Attending educational workshops;
- Reviewing professional publications;

- Establishing personal networks;
- Participating in professional societies.

CONDUCTS CAREER INTAKE ASSESSMENTS BY

- Identifying strengths and weaknesses that may contribute to career readiness;
- Developing individual career plans through interviews;
- Encouraging their utilization of existing career readiness resources;

ESTABLISHES COURSE OF ACTION BY

Screening, assessing, placing, and evaluating participant performance
Gathering data, tracking participant outcomes and
Maintaining open, frequent communication with employers regarding participant performance and ongoing training or workforce needs

PROVIDES STUDENT AND FAMILY SERVICES BY

- Working with youth serving personnel and organizations to identify at-risk youth ages 12-21;
- Identifying strengths and weaknesses that may affect employment rates;
- Providing social/emotional support through programming and activities;
- Encouraging student and family utilization of existing academic and other youth-serving resources.

PROVIDES CLASSROOM TRAINING AIMED AT INCREASING BASIC JOB SKILLS BY

- Planning Career Ready 101 and KeyTrain trainings in conjunction with staff, employer, and company needs;
- Preparing training and classroom materials;
- Recruiting participants and documenting participation;
- Ensuring necessary equipment is functioning properly for training;
- Providing high quality classroom instruction;
- Recording participant completion of training program.

IDENTIFIES ACTUAL AND ANTICIPATED EDUCATOR REQUIREMENTS BY

- Establishing personal rapport with educational entities such as the local school district and university;
- Participates in processes such as school board meetings to understand the policies and procedures guiding student progress;
- Keeping up to date on current Native education events, studies, and news.

CONTRIBUTES TO TEAM EFFORT BY

- Accomplishing related results as needed;
- Providing timely and accurate information to team members and funders;
- Performing other related duties, as directed by supervisor.

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of the legislation, federal regulations, requirements and criteria for participation in higher education, vocational training, and other related BIA programs;
- Knowledge of career counseling.
- Knowledge of case management techniques utilized in identifying and analyzing client's educational, financial, supportive services and employment needs;

- Knowledge of computer application skills - word processing, database management, and spreadsheet programs;
- Ability to exercise mature judgment in evaluating specific situations and recommending solutions;
- Ability to establish and maintain effective working relations with peers, public and private agencies, and the general public;
- Knowledge and ability in developing and writing grants.
- Ability to understand and apply a variety of administrative and program requirements to various clients needs.
- Ability to utilize maximum degree of professionalism and diplomacy with those who may be experiencing a high degree of stress both mentally and/or physically;
- Ability to gather, assemble, and analyze facts, draw conclusions and devise solutions to educational or financial aid problems;
- Ability to communicate orally, and in writing to public sector from a variety of backgrounds - professionals, technicians, and clerical;
- Ability to respond effectively to the most sensitive inquiries or complaints;
- Ability to communicate professionally over the phone and in person in a positive and clear manner;
- Ability to manage simultaneously multiple tasks, including phone calls, computer operations, and in-person visitors;
- Ability to obtain personal information (demographics, employment, income, information) from clients in a respectful and skilled manner;
- Ability to work independently;
- Ability to be flexible in order to perform at the highest level as a team player;
- Ability to take directions from supervisor and/or designee;
- Ability to maintain confidentiality of all Tribal operations and staff.

Physical Activities Include

Must be able to hear. Specific vision abilities include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. Ability to use hands to finger, handle, or operate objects tools, or controls; reach with hands and arms; climb or balance; stoop, kneel, crouch; and taste or smell. Each of the listed activities also requires standing, sitting, walking, bending, and stooping, climbing on stools and ladders, and routinely lifting and carrying items and boxes up to forty (40) pounds.

Writing by hand and using a personal computer. Long hours in front of computer screen. Frequently required to work extended hours. Attending evening and lunch time meetings as requested by the Tribal Education Director, Deputy Education Director, and General Manager. Traveling occasionally, using air and/or water transportation, to out-of-town meetings and functions.

WORKING ENVIRONMENT

The environment involves the usual risks and stress of an office environment. The employee is occasionally subject to verbal abuse, threats, and physical violence from angry, hostile, or disgruntled employees, employers, tribal members, and/or tribal members' or employees' family members.

License(s)

Possess current valid State of Alaska driver's license with a record acceptable to KIC's Insurance carrier.

Education
Bachelor's degree in Education, Sociology, Counseling, Human Development or Related Field.

Experience
At least two (2) years of **documented** experience working in higher education, career counseling, or a related field. **Must pass a pre-hire drug test.**

Any combination of related education and/or related experience will be considered if the candidate posses the demonstrated ability.

Special Requirements
Individual must posses or ability to possess:

- Current background investigation report with acceptable history outlined in the State of Alaska, Department of Education and Indian Child Protection Act
- Immunization documentation
- Provide own transportation

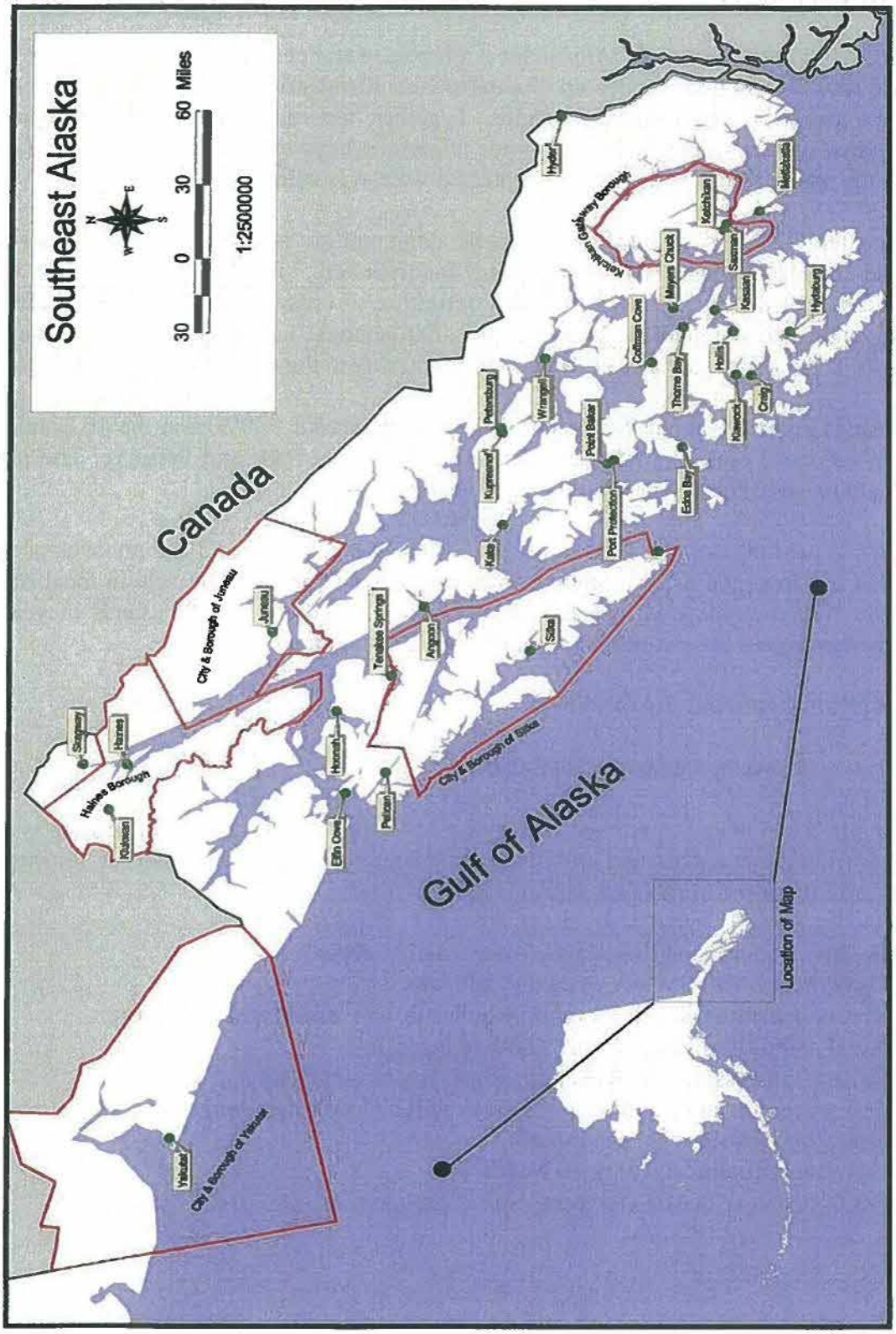
This job description is not an employment agreement or contract. Management has the exclusive right to alter this job description at any time without prior notice.

Signature below acknowledges that I have received a copy of my job description and my supervisor has discussed it with me.

_____ _____
Employee Signature Date

_____ _____
Supervisor/HR Signature Date

OVERVIEW OF THE SOUTHEAST ALASKA REGION



DESCRIPTION OF THE SOUTHEAST ALASKA REGION

A. GEOGRAPHY

Southeast Alaska is a part of the Alexander Archipelago and encompasses about 7% of Alaska's total land area. The region is made up of a narrow mainland strip of steep rugged mountains and ice fields, and over 1,000 offshore islands. Together, the islands and mainland equal nearly 11,000 miles of meandering shoreline, with numerous bays and coves. A system of seaways separate the many islands and provide a protected waterway called the Inside Passage.

Approximately 73,000 people live in 32 towns, communities, and villages located on islands or along the mainland coasts; twenty-three are incorporated. In 2005, only four of those 32 communities met the U.S. Census Bureau's definition of urban (population greater than 2,500) and only eight had populations greater than 1,000 persons. Just three towns are connected to other parts of the mainland by road: Haines and Skagway to the north and Hyder to the south.

Federal lands comprise about 95 percent of Southeast Alaska - 80% is in the 16.8 million acre Tongass National Forest and 15% in Glacier Bay National Park and Preserve. The remaining land is held in state, Native and community ownerships.

The region is predominantly coastal rainforest. Most of the area is wild and undeveloped with an abundance of forest and water resources that have played an important role in local economies and in the Native cultures as they have evolved over hundreds and thousands of years. The following map shows the location of communities in the region.

B. THE REGIONAL ECONOMY

1. Industry Forecasts 2008-2018

According to the Alaska Department of Labor and Workforce Development, Alaska is expected to recover from the recession and grow at a modest rate for the remainder of the forecast period. Specific industry area forecasts are as follows:

- Health care and social assistance is expected to grow;
- Construction will likely recover and add jobs;
- Slower growth expected for retail, wholesale, and leisure and hospitality;
- Metal and coal mining jobs are likely to increase;
- Seafood processing and packaging employment will be up and down;
- Transportation and warehousing growth will be lower than in recent years;
- Education growth will be sub-par;
- Government estimated to grow by 8.4%;
- Professional, scientific and technical services will outpace overall growth rate

2. Key Southeast Industries

The Southeast regional and local economies are dependent on the forest and marine resources. Village economies, in particular, are subsistence based. Timber and fisheries are key industries in the region with tourism playing an increasingly important role in some communities. Following is a snapshot of those industry areas.

3. Timber

Most of the region's timber supply is in the Tongass National Forest, which occupies about 80% of the region. That operable timber base kept the timber industry thriving until dynamic changes in the forest regulatory environment and a number of legal challenges set off a series of plan revisions and environmental assessments. Key among those changes: the 1990 Tongass Timber Reform Act, congressional action on the wilderness issue, and a 2005 ruling by the Ninth Circuit Court that there were inadequacies relating to the NEPA process.

Changes in the global marketplace combined with a more restrictive regulatory environment (i.e., limits to below-cost sales, increased protection for riparian areas) to cripple timber development. Wood processing plants have closed in Sitka, Haines, Ketchikan, Metlakatla, and Wrangell. Historically, the timber industry provided about 4,000 jobs in the region; today it only provides about 450 jobs. These lost jobs represent over $1 billion in lost payroll in the last ten years. In addition to direct payroll impacts, communities have been radically impacted by the loss of tax base to pay for services and infrastructure.

Recent industry reports indicate that the southeast timber manufacturing industry is at its lowest point in half a century and that federal timber supply must grow in order for the industry to become healthy again. However, it will take some time to sort out the issues tying up Tongass timber.

4. Fisheries

The State of Alaska manages the salmon, crab and herring fisheries; NOAA Fisheries and the North Pacific Fishery Management Council manage groundfish in the Gulf of Alaska, Bering Sea and Aleutian Islands. In this section we present statistics on all industry impacts in Alaska (published by NOAA). To create a sense of what this means in our region, we have included state data on salmon harvests along with discussion of jobs and permits.

Statewide Statistics: Data released in the NOAA *Fisheries Economics of the United States 2008* report shows that Alaska fishermen earned over $1.7 billion from their commercial harvest (4.5 billion pounds) in 2008 generating $3.7 billion in sales impacts, $1.3 billion in income impacts, and almost 48,000 jobs in 2008. That NOAA report showed that the commercial harvest sector supported 22,800 jobs or 48% of the Nation's northwest region's total job impacts. Those statewide impacts:

2008 Economic Impacts of Alaska Seafood Industry *(thousands of dollars)*			
	Sales Impacts	Income Impacts	Job Impacts
Total Impacts:	3,732,488	1,297,233	47,725
- Commercial Harvesters	1,161,433	414,829	22,790
- Seafood Processors & Dealers	2,149,129	668,241	16,803
- Seafood Wholesalers & Distributors	175,818	90,920	1,657
- Retail Sector	246,108	123,243	6,476

Southeast Region Statistics: According to ADF&G reports, Region I (Southeast including Yakutat) salmon harvests totaled 162.5 million pounds (28.1m salmon) in 2008. The estimated exvessel valued based on prices reported on fish tickets was $133.1 million. In 2009, Region I salmon harvests totaled 217 million pounds (51.5m salmon). The estimated exvessel value based on prices reported on fish tickets was $99 million – an estimate that will increase after Commercial Annual Operator Reports are submitted by fish buyers. The total harvest increased 83% from 28.1 million and increased 34% from 162 million pounds in 2008. Increases compared with 2008 are attributable a recent cycle of weaker even-year pink salmon returns.

While these economic impacts are impressive, in Alaska 46% of licensed crewmembers and 74% of seafood processing workers in Alaska are nonresidents.[1] There has been an outmigration of licenses and quota share from rural areas in particular and from the state in general, as regulating agencies continue to restrict entry into fisheries and to privatize resources. Between 2000 and 2009, the region lost 12.94% of its permit holders and 9.55% of its crew member licenses. The bulk of the permits and licenses were lost in earlier years. There are similar trends in other fisheries.

Permit Holder and Crew Member Counts by Census Area						
	2000 Permit Holders	2000 Crew Licenses	2009 Permit Holders	2009 Crew License	2000-09 % Change Permits	2000-09 % Change Licenses
Haines Borough	128	136	110	97	-14.06	-28.68
City and Borough of Juneau	521	412	387	441	-25.72	7.04
Ketchikan Gateway Borough	391	424	354	301	-9.46	-29.01
Prince of Wales/Outer Ketchikan	410	322	331	317	-19.27	-1.55
City and Borough of Sitka	583	565	572	547	-1.89	-3.19
Skagway-Hoonah-Angoon CA	291	196	223	149	-23.37	-23.98
Wrangell-Petersburg CA	818	717	746	645	-8.8	-10.04
City and Borough of Yakutat	161	46	156	52	-3.11	13.04
Total	3,303	2,818	2,879	2,549	-12.84	-9.55
Source: Commercial Fisheries Entry Commission						

5. Tourism[2]

About 1.82 million out-of-state visitors traveled to Alaska between October 2008 and September 2009, including cruise passengers. Out-of-state visitors spent an estimated $1.5 billion in Alaska

[1] Source: Alaska Economic Trends, November 2009. Alaska Department Labor & Workforce Development.
[2] Source: Economic Impact of Alaska's Visitor Industry, 2008-09, McDowell Group, Inc.

during that same time period not including spending on travel to enter and exit Alaska. Of that, $523.6 million or 35% was spent in Southeast Alaska. The overall impacts for the 2008-09 period were:

- Direct visitor industry spending in Alaska of ~$2.1 billion directly generated 27,100 jobs in Alaska, and $800 million in labor income.
- Indirect or secondary visitor-related spending totaled ~$1.3 billion. The statewide employment and income effects of $1.3 billion in secondary spending are estimated at 9,100 jobs and $346 million in labor income.
- In summary, Alaska's visitor industry accounted for a total of 36,200 full and part-time jobs in 2008-09, over $1.1 billion in labor income, and $3.4 billion in total spending, including all direct, indirect and induced effects.
- 29% of visitor industry employment occurred in the southeast region; 49% in southcentral region; 17% in the interior.
- The visitor industry is strongly seasonal, with the vast majority of visitation occurring between May and September. Therefore, peak employment directly or indirectly connected to the industry is estimated at over 40,000 in 2009.

Visitor traffic has dropped 7.3% between the summer of 2008 and the summer of 2009, the largest decline since 1985. The decrease occurred primarily in air passenger exits, which dropped an estimated 15%; ferry exits fell 16%; and highway exits 8%.

The decline in visitor traffic between 2007-08 and 2008-09 was accompanied by an estimated $270 million decline in visitor spending, a 15% drop. As a result of the decline in visitor spending in 2009, summer season visitor industry-related employment in Alaska was about 2,000 to 2,500 jobs below the 2008 level. Businesses likely addressed the decline in visitor sales with a combination of reductions in both personnel and non-personnel costs. As such, the decline in employment in 2009 was not proportional to the decline in sales. Alaska is facing a loss of more than 140,000 passengers in the 2010 cruise season, accompanied by a potential loss of up to $150 million in direct and indirect spending in Alaska.

From the Tribe's perspective, much of tourism activity centers on urban areas with marginal benefit or impact to rural communities.

C. RURAL AND NATIVE CHALLENGES

1. Rural Challenges/Infrastructure Issues

The Denali Commission, a key government rural provider in Alaska, lists these challenges to the development and economic self-sufficiency of Alaskan rural communities: geography and climate; isolation; unemployment; high cost and low standard of living; and infrastructure issues. According to the Commission, 'the level of infrastructure needed is yet to be determined (unknown) and the scope and scale of infrastructure issues facing rural Alaska is staggering.' This tribal plan begins to identify transit infrastructure and services in 12 southeast communities, which are dependent on ferry and air commuter services to access needed commodities and services in nearby hub and semi-hub centers.

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While the region has abundant raw material resources, Southeast communities are isolated and far from markets, adding high transportation costs to the price of goods manufactured. Infrastructure for water, sewer, electricity, transportation, solid waste disposal, and other necessities is far from mature, often resulting in low capacity and high costs. Flat developable, private land is difficult to obtain in this terrain characterized by mountainous islands dropping into the sea. Communities are small which tend to limit the breadth and depth of the available workforce. While the wilderness flavor and isolation create a desirable lifestyle for some, it does not draw large numbers of potential workers wanting to live here. Laws, regulations and policies of governmental agencies with jurisdiction in the region sometimes create barriers to development. The federal government owns more than 80% of the land in this region.[3]

In southeastern villages, municipalities and tribal governments represent a key piece of the employment and service picture and they are operating on ever-shrinking budgets, severely limiting their ability to push economic development projects forward. Although the economic situation has worsened since 2005, we are citing statistics on municipalities pulled from an Alaska Municipal League report issued in that year: 13 cities were no longer functioning, 18 cities were in deep debt, and 39 cities had terminated key local services (police, road/utility/facility maintenance). Contributing factors:

- Lack of a tax base- a chronic and obvious problem
- Inability to raise even minimum dollars
- Financial inequities seen in the provision of education
- Question of village, as well as individual, survival is a critical one
- Extremely high costs: gas was $5.15 to $6.00 per gallon.
- Loss of Municipal State Revenue Sharing

The Denali Commission also maintains a distressed community list. Angoon, Haines, Kake, Klukwan, Pelican, and Tenakee Springs are listed as distressed.

2. Native Challenges

To help the reader understand the added challenges faced by Alaska Natives we have presented the study findings of the Institute of Social and Economic Research (UAA) as documented in a 2004 report titled *Status of Alaska Natives*. That study marked the first comprehensive look at conditions among Alaska Natives since 1989. The Institute found some changes for the better, some persistent problems, and some new challenges:

- Natives gained more than 8000 jobs between 1990 and 2000, but only 35% were full time and year round.
- Despite job gains, the number of unemployed Natives increased 35% from 1990 to 2000.
- Incomes of Natives remain just 50 to 60% of other Alaskans, despite gains.
- Transfer payments are a growing share of Native income.
- Natives are three times as likely as other Alaskans to be poor.

[3] An Economic Inventory for Southeast Alaska, November 2006, Southeast Conference.

Community	2010 Census			2000-2010
	Population	Natives	% Natives	% Change
Angoon	459	348	75.8	-19.76
Craig	1,201	240	20.0	-14.03
Haines Borough	2,508	230	9.2	-4.84
Hoonah	760	399	52.5	-11.63
Hydaburg	376	290	77.1	-1.57
Juneau	31,275	3,692	11.8	+1.84
Kake	557	385	69.1	-21.55
Kasaan	49	17	34.7	+25.64
Ketchikan	13,477	1,910	14.2	-4.21
Klawock	755	365	48.3	-11.59
Klukwan	95	76	80.0	-31.65
Pelican	88	30	34.1	-46.01
Petersburg	3,815	614	16.1	+18.33
Saxman	411	208	50.6	-4.64
Sitka	8,881	1,493	16.8	+0.52
Skagway	968	34	3.5	+12.30
Tenakee Springs	131	1	0.8	+25.96
Wrangell	2,369	384	16.2	+2.64
Yakutat	662	237	35.8	-25.50

2. Unemployment Data

The unemployment rate is based on the number of individuals receiving unemployment insurance and adjusted by the number of workers identified as 'not employed but seeking work'. That measure does not reflect what is happening in the typical rural situation where individuals may not seeking work because there are no jobs. For that reason, we have included a category of data that includes the unemployed number plus the number of adults in the work force who are not working and not seeking work. Also, unemployment is calculated and presented by census areas, which means that rural community rates are a composite of the census area average rate and may be more reflective of what is happening in urban centers in the same census area. Saxman is an example of this.

Community	2000 Census					
	Pop. Adults Age 16+	In Labor Force	# Unemp.	% Unemp.	# Adults Not Seeking	Unemp + Not Seeking
Angoon	572	394	29	7.4	168	50
Craig	1,397	1,023	71	6.9	233	29.7
Haines	2,392	1,864	157	8.4	715	46.8
Hoonah	860	656	82	12.5	257	51.7
Hydaburg	382	267	41	14.4	136	66.3
Juneau	30,711	23,342	935	4.0	5,719	28.5
Kake	710	491	82	16.7	161	49.5
Kasaan	39	34	4	11.8	14	52.9
Ketchikan	10,567	7,772	581	5.5	2,795	32.0
Klawock	854	616	69	11.2	175	39.6
Klukwan	139	95	26	27.4	37	66.3
Pelican	163	127	7	8	37	34.7
Petersburg	3,224	2,404	175	7.3	701	36.4
Saxman	431	349	52	14.9	115	47.9
Sitka	8,835	6,700	367	5.5	1,766	31.8
Skagway	862	705	78	11.1	149	32.2
Tenakee Springs	104	70	7	10.0	19	37.1
Wrangell	2,308	1,711	100	5.8	530	36.8
Yakutat	808	613	37	6.0	136	28.2

Community		2005-10 ACS 5-Yr. Est.					2010 ADOL
	Pop. Adults Age 16+	In Labor Force	Total Employed	# (%) Unemp.	# (%) Not in Labor Force	# (%) Unemp + Not In Force	Unemp. Rate
Angoon	387	219	178	41 (18.7)	168(43.4)	209(62.1)	15.4
Craig	1,006	749	697	50 (6.7)	257 (25.5)	307 (32.2)	14.8
Haines	1,234	779	735	44 (3.6)	415 (41.2)	441 (45.6)	8.7
Hoonah	576	359	330	29 (5.0)	217 (37.7)	246 (45.8)	15.4
Hydaburg	360	181	144	37 (10.3)	179 (49.7)	216 (70.1)	14.8
Juneau/Douglas	24,798	18,672	17,249	1,036 (4.2)	6,128 (24.9)	7,182 (30.7)	5.8
Kake	439	280	233	47 (10.7)	159 (36.2)	206 (53.0)	10.2
Kasaan	48	36	31	5 (10.4)	12 (25.0)	17 (38.9)	14.8
Ketchikan*	10,421	7,501	6,802	497 (4.8)	2,920 (28.0)	3,417 (34.8)	7.6
Klawock	516	351	314	37 (7.2)	165 (32.0)	202 (42.5)	14.8
Klukwan	108	83	69	14 (13.0)	25 (23.1)	39 (40.0)	15.4
Pelican	87	46	43	3 (3.4)	41 (47.1)	44 (53.6)	10.2
Petersburg	3,067	2,143	2,034	92 (3.0)	685 (29.1)	730 (31.8)	10.2
Saxman	402	280	194	86 (21.4)	122 (30.3)	208 (61.0)	7.6
Sitka	7,161	5,232	4,692	348 (4.9)	1,929 (26.9)	2,277 (33.8)	6.3
Skagway	911	794	697	97 (10.6)	114 (12.8)	211 (25.3)	13.4
Tenakee Springs	72	44	36	8 (11.1)	28 (38.9)	36 (57.1)	15.4
Wrangell	1,786	1,146	1,073	73 (4.1)	640 (35.8)	713 (42.2)	10.2
Yakutat	430	318	306	12 (2.8)	104 (24.6)	116 (28.4)	10.7

3. Income[7]

There are two primary sets of statistics the federal government and other entities use to determine low income - the federal poverty line and HUD income limits, which generally are defined as the higher of 80% of the area median family income or 80% of the state non-metropolitan median family income level. Of the target communities, Angoon, Haines, Hoonah, Kake, Klukwan, and Tenakee Springs meet that standard. Poverty information is in the second table.

	2000 Census Median Household Income	% Below 2000 Median State Income of $51,571	2005-09 ACS Median Household Income	% Below 2009 Median State Income of $66,712
Angoon	$29,861	43.06%	$23,350	65.0
Craig	$45,298	12.16%	$47,813	28.33
Haines	$40,772	20.94%	$49,063	26.67
Hoonah	$39,028	24.32%	$50,511	24.28
Hydaburg	$31,625	38.68%	$42,656	36.06
Juneau	$70,284	Exceeds	$75.517	Exceeds
Kake	$39,643	23.13%	$39,625	40.60
Kasaan	$43,500	15.65%	$32,361	51.49
Ketchikan	$51,344	0.44%	$61,695	7.52
Klawock	$35,000	32.13%	$51,250	23.18
Klukwan	$30,714	40.44%	$43,333	35.04
Pelican	$48,750	5.47%	$44,750	32.92
Petersburg	$49,028	4.93%	$64,323	3.58
Saxman	$44,385	13.93%	$54,821	17.82
Sitka	$51,901	.06%	$62,024	7.03
Skagway	$49,375	4.26%	$73,417	Exceeds
Tenakee Springs	$33,125	35.77%	$60,114	9.89
Wrangell	$43,250	16.14%	$50,389	24.47
Yakutat	$46,786	9.28%	$72,813	Exceeds

[7] Source: 2000 Census and the DCCED Community Database Online.

Community	2000 Census		2005-09	
	% Families In Poverty	% Individuals in Poverty	# Individuals in Poverty	% Individuals in Poverty
Angoon	27	27.9	175	35.3
Craig	7.8	9.8	262	19.7
Haines	7.6	10.7	72	5.5
Hoonah	14.3	16.6	81	12.2
Hydaburg	21.4	24.1	92	19.5
Juneau	3.7	6.0	1,978	6.5
Kake	13.2	14.6	99	17.6
Kasaan	0	0	0	0.0
Ketchikan	4.5	6.5	1,103	8.3
Klawock	13.6	14.3	143	22.0
Klukwan	0	1.5	5	3.5
Pelican	0	4.7	0	0.0
Petersburg	3.3	5.0	261	8.9
Saxman	7.4	12.1	140	24.8
Sitka	4.2	7.8	614	7.0
Skagway	1.0	3.7	121	11.2
Tenakee Springs	9.1	11.8	19	24.4
Wrangell	7.3	9.0	191	8.3
Yakutat	11.8	13.5	27	4.3

4. Elderly (65+)

Overall, rural Alaska has been experiencing lower birthrates than in past decades. Outmigration from rural Alaska has accelerated and natural increase in many areas has not offset the population losses. Moreover, changes in demographics point at the aging of rural residents. Census data demonstrate this trend.

Community	2000 Census		2010 Census	
	Elderly 65+	% of Pop.	Elderly 65+	% of Pop.
Angoon	37	6.5%	50	10.8
Craig	64	4.6%	85	7.0
Haines	250	10.5%	345	13.8
Hoonah	65	7.6%	106	13.9
Hydaburg	30	7.9%	41	10.9
Juneau	1,868	6.1%	2,635	8.5
Kake	50	7%	63	11.3
Kasaan	1	2.6%	6	12.2
Ketchikan	1,109	7.9%	1,367	10.2
Klawock	56	6.6%	102	13.6
Klukwan	11	7.9%	13	13.8
Pelican	16	9.8%	14	15.9
Petersburg	283	8.8%	448	11.5
Saxman	32	7.4%	46	11.2
Sitka	744	8.4%	1,008	11.4
Skagway	73	8.5%	88	9.0
Tenakee	16	15.4%	26	19.9
Wrangell	270	11.7%	374	15.8
Yakutat	43	5.3%	64	9.8

5. Youth

For the purposes of this report, youth are defined as residents between the ages of 10 and 19. These statistics also support the conclusion that the population is aging as residents migrate to urban centers.

Community	2000 Census		2010 Census	
	# Youth	% Pop.	# Youth	% Pop.
Angoon	102	17.8	68	14.9
Craig	220	15.7	167	13.9
Haines	257	14.2	276	11.0
Hoonah	136	15.8	87	11.4
Hydaburg	70	18.3	58	15.4
Juneau	4,075	13.3	4,223	13.5
Kake	122	17.2	78	14.0
Kasaan	6	15.4	10	20.4
Ketchikan	2,221	15.8	1,513	13.5
Klawock	119	13.9	117	15.5
Klukwan	28	20.1	8	8.5
Pelican	23	14.1	7	7.9
Petersburg	494	15.3	528	13.8
Saxman	56	13	51	12.4
Sitka	1,165	13.2	1,106	12.4
Skagway	72	8.4	81	7.8
Tenakee	9	8.7	11	8.4
Wrangell	365	15.8	307	12.9
Yakutat*	103	15.1	94	14.2

E. COST OF LIVING DATA

Unemployment and income information becomes more meaningful when looked at in conjunction with cost-of-living information.

By State Comparison: Although there is no official cost-of-living index, certain cost-of-living inferences can be made by using the U.S. Bureau of Labor Statistics *Consumer Price Index* (CPI). The *Top50states Group* calculated the cost-of-living for each state using data compiled from the Federal Cost of Living Index, the Bureau of Labor Statistics, and state websites. Alaska's cost-of-living is 26.4% higher than the national average. It costs more to live in Alaska than every other state but Hawaii and California. Alaska's housing costs are 37.7% higher than the national average.[8]

Anchorage vs. US Average: The Economic Research Institute (http://www.erieri.com) is a survey firm dedicated to research and development. ERI conducts geographic- and industry-specific surveys gathering data on salaries, cost-of-living, and executive compensation. They have a program which compares the cost of living in any city with the national average. As the new 2008 Alaska Geographic Differential Study uses Anchorage as the baseline to compare other Alaska communities to, we used the ERI program to compare the cost-of-living in Anchorage with the US Average. It is 22.9% higher.

[8] Source: http://www.top50states.com/cost-of-living-by-state.html.

Data as of Oct. 1, 2009	Base City US Average	Anchorage Alaska	Differentials
Consumables	$17,588	$25,465	$7,877
Transportation	$7,943	$9,170	$1,227
Health Services	$2,269	$3,272	$1,003
Rent/Util/Insurance	$21,636	$34,560	$12,924
Income & Payroll Taxes	$15,264	$8,712	-$6,552
Miscellaneous	$7,300	$7,300	0
Total Cost of Living	$72,000	$88,479	$16,479
Cost of Living % of Base City	100%	122.9	22.9
Cost of Living of US Average	100%	122.9	
Monthly Rent	$1,503	$2,562	$1,059
Per Diem Lodging	$70	181	$111
Per Diem Food/Other	$39	$97	$58

2008 Alaska Geographic Differential Study: For the first time in nearly 25 years, Alaska's state government has a new, comprehensive cost differential study that allows us to compare the costs of one part of the state with another. It is available on the Alaska Department of Administration website. The *2008 Alaska Geographic Differential Study* was prepared by McDowell Group, ECONorthwest and GMA Research Corporation.

The study shows that it costs 2% more to live in small Southeast communities than in Anchorage, and 5% more to live in mid-size Southeast communities than Anchorage. Ketchikan and Sitka residents pay 9% more than Anchorage residents.

Rural Cost of Living: If you are using the ERI calculation plus the Alaska Differential Study, the cost of living in rural Alaska is between 24.9% to 27.9% higher than the national average, and 31.9% higher if you are living in Sitka or Ketchikan.

F. OVERALL CONDITION OF COMMUNITIES

Rural communities are distressed and failing. The loss of timber industry jobs, changes to the commercial fishing industry, and the high cost of fossil fuel energy in rural Alaska all contribute to the economic stagnation and severe unemployment that burden rural Alaskans, primarily Alaska Natives.

Residents in small rural villages face the challenges of extreme weather and terrain, limited transportation, limited services, low incomes and a high cost of living. These have contributed to diminishing populations and local resources. Job opportunities are seasonal and limited and unemployment is high. Populations have been decreasing while the average age is increasing. This means that young people are moving out.

As populations decrease, so do revenues for basic services (locally-generated and government funded). Tribal revenues are also decreasing as funding becomes more competitive. The consequence is that most tribal and city offices are staffed with only a few individuals who are stretched very thin. Infrastructure is lacking and/or deteriorating.

Villages have less opportunity and smaller incomes in the face of costs that are 24.9% to 31.9% higher than in the rest of the United States. There is also an extremely heavy reliance on diesel-generated energy, the cost of which has skyrocketed in recent years.

Internal Revenue Service

District
Director

Department of the Treasury
P.O. Box 21224
Seattle, WA 98111

Ketchikan Indian Corporation
P.O. Box 6855
Ketchikan, AK 99901

Attention: Edward K. Thomas

Person to Contact:
Vicki Olsen
Telephone Number:
(206) 442-5110
Refer Reply to:
EP/EO:EO1:VO
Date:

OCT 27 1976

Dear Mr. Thomas:

We have enclosed a copy of the letter dated April 8, 1949 recognizing exemption for Ketchikan Indian Corporation under section 101(8) of the Internal Revenue Code of 1939 which corresponds to current section 501(c)(4) of the Internal Revenue Code.

Please note that our records show your employer identification number as 926002696, not 920058750.

Very truly yours,

(b)(6)

Ralph S. Busacker
Chief, Technical Staff
Employee Plans and Exempt
Organization Division

Enclosure
4/8/49 letter

TAX EXM#1014-E

NOV RECD

1489M-Dec. 1947

APR 8 1949

IT:P:ER
EEM

Ketchikan Indian Corporation
c/o R. M. McCall, President
Ketchikan, Alaska

INTERNAL REVENUE AGENT
RECEIVED
APR 22 1949
SEATTLE DIVISION

Gentlemen:

It is the opinion of this office, based upon the evidence presented, that you are exempt from Federal income tax under the provisions of section 101(8) of the Internal Revenue Code and corresponding provisions of prior revenue acts.

Accordingly, you will not be required to file income tax returns unless you change the character of your organization, the purposes for which you were organized, or your method of operation. Any such changes should be reported immediately to the collector of internal revenue for your district in order that their effect upon your exempt status may be determined.

You will be required, however, to file annually an information return on Form 990 with the collector of internal revenue for your district so long as this exemption remains in effect. This form may be obtained from the collector and is required to be filed on or before the 15th day of the fifth month following the close of your annual accounting period.

The collector of internal revenue for your district is being advised of this action.

By direction of the Commissioner.

Very truly yours,

EEMoss/ms
4/4/49

(Signed) C. W. S[illegible]

Acting Deputy Commissioner.

NOV 1 RECD

United States Department of the Interior
NATIONAL BUSINESS CENTER
Indirect Cost Services
2180 Harvard Street, Suite 430
Sacramento, CA 95815

June 4, 2014

Ms. Arlene Dilts Jackson, Tribal Administrator
Ketchikan Indian Corporation
2960 Tongass Avenue
Ketchikan, AK 99901

Dear Ms. Jackson:

Enclosed is the signed original negotiated indirect cost rate agreement that was processed by our office. If you have any questions concerning this agreement, please refer to the signature page for the name and contact number of the negotiator.

As a recipient of federal funds, you are required to submit Indirect Cost Proposals on an annually basis. Proposals are due within 6 months after the close of your fiscal year end and are processed on a first-in, first-out basis.

Common fiscal year end dates and proposal due dates are listed below:

Fiscal Year End Date	Proposal Due Date
September 30th	March 31st
December 31st	June 30th
June 30th	December 31st

Please visit our Web site at http://www.doi.gov/ibc/services/Indirect_Cost_Services for guidance and updates on submitting future indirect cost proposals. The website includes helpful tools such as a completeness checklist, indirect cost and lobbying certificates, sample proposals, excel worksheet templates, and links to other Web sites.

Sincerely,

(b)(6)

Deborah A. Moberly (b)(6)
Office Chief

Enclosure
cc: Self-Determination Specialist, Alaska Regional Office, Bureau of Indian Affairs
cc: Director, Self-Determination Services, Indian Health Services, HQE
cc: Compact Negotiator, Office of Self Governance, North West Field Office, BIA
Ref: J:\Native Americans\Alaska (Juneau JU)\Ketchikan Indian Corporation (Keicw025)\FY 11F 12F 13FCF 14FCF\Keic-Issue Ltr.FY11F 12F 13FCF 14FCF.doc

Phone: (916) 566-7111
Fax: (916) 566-7110

E-mail: ICS@nbc.gov
Internet: http://www.aqd.nbc.gov/ics

Indian Organizations
Indirect Cost Negotiation Agreement

EIN: 92-6002696

Organization:

Ketchikan Indian Corporation
2960 Tongass Avenue
Ketchikan, AK 99901

Date: June 4, 2014

Report No(s).: 14-A-0769(11F)
14-A-0770(12F)
14-A-0771(13)
14-A-0772(14)

Filing Ref.:
Last Negotiation Agreement
dated February 25, 2013

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR 225 (OMB Circular A-87) apply, subject to the limitations contained in 25 CFR 900 and in Section II.A. of this agreement. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in 2 CFR 225.

Section I: Rate

Type	Effective Period From	Effective Period To	Rate*	Locations	Applicable To
Final	01/01/11	12/31/11	59.60%	All	BIA Compact
Final	01/01/11	12/31/11	87.53%	All	IHS Compact
Final	01/01/11	12/31/11	32.34%	All	All Other
Final	01/01/12	12/31/12	69.26%	All	BIA Compact
Final	01/01/12	12/31/12	97.46%	All	IHS Compact
Final	01/01/12	12/31/12	33.60%	All	All Other
Fixed Carryforward	01/01/13	12/31/13	59.40%	All	BIA Compact
Fixed Carryforward	01/01/13	12/31/13	83.86%	All	IHS Compact
Fixed Carryforward	01/01/13	12/31/13	29.11%	All	All Other
Fixed Carryforward	01/01/14	12/31/14	62.31%	All	BIA Compact
Fixed Carryforward	01/01/14	12/31/14	93.33%	All	IHS Compact
Fixed Carryforward	01/01/14	12/31/14	32.35%	All	All Other

***Base:** Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as major subcontracts, payments to participants, stipends to eligible recipients, and subgrants, all of which normally require minimal administrative effort.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

A. **Limitations:** Use of the rate contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

B. **Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation agreement.

C. **Changes:** The rate contained in this agreement is based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

D.
1. **Fixed Carryforward Rate:** The fixed carryforward rate is based on an estimate of costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

2. **Provisional/Final Rate:** Within 6 months after year end, the final rate must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

E. **Agency Notification:** Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

F. **Record Keeping:** Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

G. **Reimbursement Ceilings:** Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

H. **Use of Other Rates:** If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate should be used to identify the maximum amount of indirect cost allocable to these programs.

I. **Central Service Costs:** Where central service costs are estimated for the calculation of indirect cost rates, adjustments will be made to reflect the difference between provisional and final amounts.

J. **Other:**

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.

3. New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal or calendar years. The proposals are due in our office 6 months prior to the beginning of the year to which the proposed rates will apply.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

Ketchikan Indian Corporation
Tribal Government

(b)(6) /s/
Signature

Arlene Ditts Jackson
Name (Type or Print)

Tribal Administrator
Title

6/2/14
Date

By the Cognizant Federal Government Agency:

U.S. Department of the Interior
Interior Business Center
Agency

(b)(6) /s/
Signature (b)(6)

Deborah A. Moberly
Name

Office Chief
Office of Indirect Cost Services
Title

JUN 04 2014
Date

Negotiated by Wayne Guanzon
Telephone (916) 566-7008

Superintendent's Office
(907) 886-6332
Fax: (907) 886-6006

Business Office
(907) 886-6332
Fax: (907) 886-5130

Facilities / Maintenance Office
(907) 886-6332
Fax: (907) 886-5130

ANNETTE ISLANDS SCHOOL DISTRICT
P.O. Box 7 • Metlakatla, AK 99926
Accredited by Northwest Accreditation Association

Metlakatla High School
C.R. Sr. Middle School
(907) 886-6000
Fax: (907) 886-5120

Special Education
(907) 886-6332
Fax: (907) 886-4122

RJ Elementary School
(907) 886-4121
Fax: (907) 886-4120

May 26th, 2016

To Alaska Digital Academy,

This letter is to support and provide evidence that Alaska Digital Academy Driver's Education Course is very successful and in high demand for the community of Metlakatla; Metlakatla High School has been partnered with Alaska Digital Academy for the previous two years.

Each student is learning the rules and regulations of the road and important insurance questions. Knowing that this course is offered, students are taking it upon themselves to further their education to become responsible drivers. All of the students that have completed the class thus far have all spoken about their chance to take their test to get their Driver's Permit. Out of the sixteen students that have been enrolled in this course, twelve have completed and one has successfully received a permit. This has sparked parents' interest as well as our community Police department. So much so, that there is a future plan to get a driver's education car and testing center in Metlakatla to partner with the class.
We will continue to promote this program as long as it is available, because not only is it a way for them to obtain a license through Ketchikan DMV, it's a way for them to obtain credit through our high school.

Please recognize that this course is the start of a solution to our communities need in providing life skills learning opportunities.

Feel free to contact us with any further questions.

Ms. Chelsea Allsbrook
School Counselor
callsbrook@aisdk12.org
907-886-6000 ext 2252

Ms. Janelle Caspersen
Correspondence Coodinator
jancaspersen@aisdk12.org
907-886-6000 ext 2276

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** KETCHIKAN INDIAN CORPORATION BUDGET NARRATIVE.pdf

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

KETCHIKAN INDIAN CORPORATION
BUDGET NARRATIVE

YEAR 1

PERSONNEL
Salary costs are commensurate with personnel experience and expertise.

Title	Duties	Salary	%FTE	Request
Project Director Importance: Oversees all aspects of project and ensures timely completion of project activities and submission of all required reporting	1.Hires staff 2.Contracts with KGBSD liaison 3.Supervises Tribal Youth Recruitment Specialist 4.Provides monthly reports to Tribal Council 5.Meets with KGBSD staff to review project progress 6.Submits annual and final performance report to DOE 7.Attends technical assistance training	$68,000	10%	**$6,800**
Tribal Youth Recruitment Specialist Importance: Work directly with youth and KGBSD	1.Identify/enroll Tribal Youth ages 12-21 and enroll them into program 2.Attend all expeditions 3.Work with KGBSD Liaison to: • Provide information for grant reporting • Follow up with students	$50,000	100%	**$50,000**
Total Personnel Request			125%	**$56,800**

FRINGE BENEFITS
KIC offers fringe benefits at the following rates: taxes, life insurance, pension, and worker's compensation for a total of 28%.

Title	Project Rate	Taxes, life insurance, Pension, Workers Compensation	Total 28%
Project Director	$6,800	$1,904	$1,904
TYRS	$50,000	$14,000	$14,000
Subtotal Fringe Benefits			**$15,904**

TRAVEL

Project Director will attend one technical assistance training with a project partner or staff. The Tribal Youth Recruitment Specialist and the KGBSD Liaison will travel to partner school district in Metlakatla to meet with partners and recruit youth from that communities. Those would be day trips so will not need a place to stay or per diem. All travel costs are based on current published airfares and GSA standards.

Travel Purpose/ Destination	Staff	Itemized Costs	**Request**
Technical Assistance Training/KTN - DCA	Project Director/Project Partner	Airfare: $1,581 x 2 ppl = $3,162 Per Diem: $71/day x 3.5 days x 2 ppl = $497 Lodging: $156/nt x 3 nts x 2 ppl = $936	**$4,595**
Visit Partner Schools	TYRS/KGBSD Liaison	Airfare: Metlakatla, AK 2 people 2x $128 round trip	**$512**
Total Travel Request			**$5,107**

EQUIPMENT

KIC does not request any equipment for the purpose of this project.

SUPPLIES

Various supplies are necessary for the implementation and completion of the project. Instructional materials, such as textbooks, workbooks and other aids and are necessary for proper differentiated instruction. The supplies will enable all staff to plan meaningful and engaging activities for the students. The estimates are based on the cost for similar activities sponsored by the Tribe and school district. General office supplies such as paper, pens/pencils, printer ink and others will be needed throughout the project. The KGBSD liaison and the Tribal Youth Recruitment Specialist will need a portable device to keep track of student progress, so in the first year we will purchase either a laptop or Surface Pro. We will post in the paper and create flyers and brochures for the program for outreach and marketing..

Type	Cost	Quantity	**Request**
Instructional Materials	$1,500	1	**$1,500**
Outreach Supplies and Marketing	$200/mo	9 months	**$1,800**
Office Supplies	$2000	1	**$2,000**
Surface Pro or Laptop	$1500/computer	2 computers	**$3,000**
Total Supplies Request			**$8,300**

CONTRACTUAL

The KGBSD Liaison will be contracted to work between KIC and the KGBSD. There will be both in school and summer activities that the Liaison will cover. There will be student fees for classes with University of Alaska Southeast, University of Alaska Fairbanks, University of Alaska Anchorage, and Alaska Pacific University that will allow for duel credits and certifications such as welding, and 50/100 ton captains licenses. The Film Group will allow for contracting to document what we will be doing not only to turn in with grant reporting but also to share with other school districts and Tribes in the area, with the idea of creating a model program that others can follow.

Title	Services Provided	Cost	# HRS	Request
Fees: UAS/UAF/UAA/APU Online and Duel credit courses. Online classes.	1. Allows students to be enrolled in online and some UAS Ketchikan courses that will allow for duel credit as well as vocational certifications. 2. Online classes to include drivers education. Etc.	5 50/100 Ton licenses @$750 5 Basic Welding @ $770 Up to 150 classes @ $200		**$37,600**
Summer Job Fair and Interns: Will provide job ready skills to students	1. Work with local companies to provide a job fair for students and also provide students 2-4 week job internships/job shadowing opportunities. 2. Will provide a small stipend for students.	$10 hr	1000	**$10,000**
KGBSD Liaison	1. Develops and implements in school program working toward career and college ready.	$50/hr	500 hrs	**$25,000**

Justification: To work directly with students and school districts, partners, and KIC.	1. Develops intake and individual Career/College plans with students 2. Coordinate with TYRS for summer job fair and internships. 3. Potentially coordinates with the other school districts to bring students here or sign up for online courses. 4. Coordinate with the UAS/UAF/UAA/APU to incorporate duel credit/certifications			
Film Group:	1. Grant reporting footage 2. Live streaming classes and expeditions 3. Expedition footage/film and editing	$100/hr	150 hrs	**$15,000**
Total Contractual Request				**$87,600**

CONSTRUCTION

KIC does not request any construction for the purpose of this project.

OTHER

Each year we will do two expeditions during the school year they will provide hands on experience for youth in running a vessel. This will also be a time that youth can get out and not only learn but see the history of the surrounding area. Cost include fuel, gear, and captain.

Type	Cost	Quantity	**Request**
Expeditions			**$15,000**
Total Other Request			**$15,000**

INDIRECT

KIC's current Indirect Cost Rate is 32.5% indirect rate. KIC is currently negotiating its 2016 Indirect Cost Rate.

TOTAL DIRECT COSTS	**$188,711**
INDIRECT COSTS	**$61,331**
TOTAL YEAR 1 REQUEST	**$250,042**

YEAR 2

PERSONNEL
Salary costs are commensurate with personnel experience and expertise.

Title	Duties	Salary	%FTE	Request
Project Director Importance: Oversees all aspects of project and ensures timely completion of project activities and submission of all required reporting	1.Hires staff 2.Contracts with KGBSD liaison 3.Supervises Tribal Youth Recruitment Specialist 4.Provides monthly reports to Tribal Council 5.Meets with KGBSD staff to review project progress 6.Submits annual and final performance report to DOE 7.Attends technical assistance training	$68,000	10%	**$6,800**
Tribal Youth Recruitment Specialist Importance: Work directly with youth and KGBSD	1.Identify/enroll Tribal Youth ages 12-21 and enroll them into program 2.Attend all expeditions 3.Work with KGBSD Liaison to: • Provide information for grant reporting • Follow up with students	$50,000	100%	**$50,000**
Total Personnel Request			125%	**$56,800**

FRINGE BENEFITS
KIC offers fringe benefits at the following rates: taxes, life insurance, pension, and worker's compensation for a total of 28%.

Title	Project Rate	Taxes, life insurance, Pension, Workers Compensation	Total 28%
Project Director	$6,800	$1,904	$1,904
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Subtotal Fringe Benefits			**$15,904**

TRAVEL

Project Director will attend one technical assistance training with a project partner or staff. The Tribal Youth Recruitment Specialist and the KGBSD Liaison will travel to partner school district in Metlakatla to meet with partners and recruit youth from that communities. Those would be day trips so will not need a place to stay or per diem. All travel costs are based on current published airfares and GSA standards.

Travel Purpose/ Destination	Staff	Itemized Costs	**Request**
Technical Assistance Training/KTN - DCA	Project Director/Project Partner	Airfare: $1,581 x 2 ppl = $3,162 Per Diem: $71/day x 3.5 days x 2 ppl = $497 Lodging: $156/nt x 3 nts x 2 ppl = $936	**$4,595**
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Total Travel Request			**$5,107**

EQUIPMENT

KIC does not request any equipment for the purpose of this project.

SUPPLIES

Various supplies are necessary for the implementation and completion of the project. Instructional materials, such as textbooks, workbooks and other aids and are necessary for proper differentiated instruction. The supplies will enable all staff to plan meaningful and engaging activities for the students. The estimates are based on the cost for similar activities sponsored by the Tribe. General office supplies such as paper, pens/pencils, printer ink and others will be needed throughout the project. The KGBSD liaison and the Tribal Youth Recruitment Specialist will need a portable device to keep track of student progress, so in the first year we will purchase either a laptop or Surface Pro. We will post in the paper and create flyers and brochures for the program for outreach and marketing. Year one will purchase a 360 degree camera that will be used for the film group.

Type	Cost	Quantity	**Request**
Instructional Materials	$1,500	1	**$1,500**
Outreach Supplies and Marketing	$200/mo	9 months	**$1,800**
Office Supplies	$2000	1	**$2,000**
Total Supplies Request			**$5,300**

CONTRACTUAL

The KGBSD Liaison will be contracted to work between KIC and the KGBSD. There will be both in school and summer activities that the Liaison will cover. There will be student fees for classes with University of Alaska Southeast, University of Alaska Fairbanks, University of Alaska Anchorage, and Alaska Pacific University that will allow for duel credits and certifications such as welding, and 50/100 ton captains licenses.

Title	Services Provided	Cost	# HRS	Request
Fees: UAS/UAF/UAA/APU Online and Duel credit courses. Online classes.	3. Allows students to be enrolled in online and some UAS Ketchikan courses that will allow for duel credit as well as vocational certifications. 4. Online classes to include drivers education. Etc.	5 50/100 Ton licenses @$750 5 Basic Welding @ $770 Up to 150 classes @ $200		**$37,600**
Summer Job Fair and Interns: Will provide job ready skills to students	3. Work with local companies to provide a job fair for students and also provide students 2-4 week job internships/job shadowing opportunities. 4. Will provide a small stipend for students.	$10 hr	1000	**$10,000**
KGBSD Liaison	1. Develops and implements in school program working toward career and college ready.	$50/hr	500 hrs	**$25,000**

Justification: To work directly with students and school districts, partners, and KIC.	5. Develops intake and individual Career/College plans with students 6. Coordinate with TYRS for summer job fair and internships. 7. Potentially coordinates with the other school districts to bring students here or sign up for online courses. 8. Coordinate with the UAS/UAF/UAA/APU to incorporate duel credit/certifications			
Film Group:	1. Grant reporting footage 2. Live streaming classes and expeditions 3. Expedition footage/film and editing	$100/hr	150 hrs	**$15,000**
Total Contractual Request				**$87,600**

CONSTRUCTION

KIC does not request any construction for the purpose of this project.

OTHER

Each year we will do two expeditions during the school year they will provide hands on experience for youth in running a vessel. This will also be a time that youth can get out and not only learn but see the history of the surrounding area. Cost include fuel, gear, and captain.

Type	Cost	Quantity	**Request**
Expeditions			**$15,000**
Total Other Request			**$15,000**

INDIRECT

KIC's current Indirect Cost Rate is 32.5% indirect rate. KIC is currently negotiating its 2016 Indirect Cost Rate.

TOTAL DIRECT COSTS	**$185,711**
INDIRECT COSTS	**$60,356**
TOTAL YEAR 2 REQUEST	**$246,067**

YEAR 3

PERSONNEL
Salary costs are commensurate with personnel experience and expertise.

Title	Duties	Salary	%FTE	Request
Project Director Importance: Oversees all aspects of project and ensures timely completion of project activities and submission of all required reporting	1.Hires staff 2.Contracts with KGBSD liaison 3.Supervises Tribal Youth Recruitment Specialist 4.Provides monthly reports to Tribal Council 5.Meets with KGBSD staff to review project progress 6.Submits annual and final performance report to DOE 7.Attends technical assistance training	$68,000	10%	**$6,800**
Tribal Youth Recruitment Specialist Importance: Work directly with youth and KGBSD	1.Identify/enroll Tribal Youth ages 12-21 and enroll them into program 2.Attend all expeditions 3.Work with KGBSD Liaison to: • Provide information for grant reporting • Follow up with students	$50,000	100%	**$50,000**
Total Personnel Request			125%	**$56,800**

FRINGE BENEFITS
KIC offers fringe benefits at the following rates: taxes, life insurance, pension, and worker's compensation for a total of 28%.

Title	Project Rate	Taxes, life insurance, Pension, Workers Compensation	Total 28%
Project Director	$6,800	$1,904	$1,904
TYRS	$50,000	$14,000	$14,000
Subtotal Fringe Benefits			**$15,904**

TRAVEL

Project Director will attend one technical assistance training with a project partner or staff. The Tribal Youth Recruitment Specialist and the KGBSD Liaison will travel to partner school district in Metlakatla to meet with partners and recruit youth from that communities. Those would be day trips so will not need a place to stay or per diem. All travel costs are based on current published airfares and GSA standards.

Travel Purpose/ Destination	Staff	Itemized Costs	**Request**
Technical Assistance Training/KTN - DCA	Project Director/Project Partner	Airfare: $1,581 x 2 ppl = $3,162 Per Diem: $71/day x 3.5 days x 2 ppl = $497 Lodging: $156/nt x 3 nts x 2 ppl = $936	**$4,595**
Visit Partner Schools	TYRS/KGBSD Liaison	Airfare: Metlakatla, AK 2 people 2x $128 round trip	**$512**
Total Travel Request			**$5,107**

EQUIPMENT

KIC does not request any equipment for the purpose of this project.

SUPPLIES

Various supplies are necessary for the implementation and completion of the project. Instructional materials, such as textbooks, workbooks and other aids and are necessary for proper differentiated instruction. The supplies will enable all staff to plan meaningful and engaging activities for the students. The estimates are based on the cost for similar activities sponsored by the Tribe. General office supplies such as paper, pens/pencils, printer ink and others will be needed throughout the project. The KGBSD liaison and the Tribal Youth Recruitment Specialist will need a portable device to keep track of student progress, so in the first year we will purchase either a laptop or Surface Pro. We will post in the paper and create flyers and brochures for the program for outreach and marketing. Year one will purchase a 360 degree camera that will be used for the film group.

Type	Cost	Quantity	**Request**
Instructional Materials	$1,500	1	**$1,500**
Outreach Supplies and Marketing	$200/mo	9 months	**$1,800**
Office Supplies	$2000	1	**$2,000**
Total Supplies Request			**$5,300**

CONTRACTUAL

The KGBSD Liaison will be contracted to work between KIC and the KGBSD. There will be both in school and summer activities that the Liaison will cover. There will be student fees for classes with University of Alaska Southeast, University of Alaska Fairbanks, University of Alaska Anchorage, and Alaska Pacific University that will allow for duel credits and certifications such as welding, and 50/100 ton captains licenses. The Film Group will allow for contracting to document what we will be doing not only to turn in with grant reporting but also to share with other school districts and Tribes in the area, with the idea of creating a model program that others can follow.

Title	Services Provided	Cost	# HRS	Request
Fees: UAS/UAF/UAA/APU Online and Duel credit courses. Online classes.	5. Allows students to be enrolled in online and some UAS Ketchikan courses that will allow for duel credit as well as vocational certifications. 6. Online classes to include drivers education. Etc.	5 50/100 Ton licenses @$750 5 Basic Welding @ $770 Up to 150 classes @ $200		**$37,600**
Summer Job Fair and Interns: Will provide job ready skills to students	5. Work with local companies to provide a job fair for students and also provide students 2-4 week job internships/job shadowing opportunities. 6. Will provide a small stipend for students.	$10 hr	1000	**$10,000**
KGBSD Liaison	1. Develops and implements in school program working toward career and college ready.	$50/hr	500 hrs	**$25,000**

Justification: To work directly with students and school districts, partners, and KIC.	9. Develops intake and individual Career/College plans with students 10. Coordinate with TYRS for summer job fair and internships. 11. Potentially coordinates with the other school districts to bring students here or sign up for online courses. 12. Coordinate with the UAS/UAF/UAA/APU to incorporate duel credit/certifications			
Film Group:	1. Grant reporting footage 2. Live streaming classes and expeditions 3. Expedition footage/film and editing	$100/hr	150 hrs	**$15,000**
Total Contractual Request				**$87,600**

CONSTRUCTION

KIC does not request any construction for the purpose of this project.

OTHER

Each year we will do two expeditions during the school year they will provide hands on experience for youth in running a vessel. This will also be a time that youth can get out and not only learn but see the history of the surrounding area. Cost include fuel, gear, and captain.

Type	Cost	Quantity	**Request**
Expeditions			**$15,000**
Total Other Request			**$15,000**

INDIRECT

KIC's current Indirect Cost Rate is 32.5% indirect rate. KIC is currently negotiating its 2016 Indirect Cost Rate.

TOTAL DIRECT COSTS	**$185,711**
INDIRECT COSTS	**$60,356**
TOTAL YEAR 3 REQUEST	**$246,067**

YEAR 4

PERSONNEL
Salary costs are commensurate with personnel experience and expertise.

Title	Duties	Salary	%FTE	Request
Project Director Importance: Oversees all aspects of project and ensures timely completion of project activities and submission of all required reporting	1.Hires staff 2.Contracts with KGBSD liaison 3.Supervises Tribal Youth Recruitment Specialist 4.Provides monthly reports to Tribal Council 5.Meets with KGBSD staff to review project progress 6.Submits annual and final performance report to DOE 7.Attends technical assistance training	$68,000	10%	**$6,800**
Tribal Youth Recruitment Specialist Importance: Work directly with youth and KGBSD	1.Identify/enroll Tribal Youth ages 12-21 and enroll them into program 2.Attend all expeditions 3.Work with KGBSD Liaison to: • Provide information for grant reporting • Follow up with students	$50,000	100%	**$50,000**
Total Personnel Request			125%	**$56,800**

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Title	Project Rate	Taxes, life insurance, Pension, Workers Compensation	Total 28%
Project Director	$6,800	$1,904	$1,904
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Subtotal Fringe Benefits			**$15,904**

TRAVEL

Project Director will attend one technical assistance training with a project partner or staff. The Tribal Youth Recruitment Specialist and the KGBSD Liaison will travel to partner school district in Metlakatla to meet with partners and recruit youth from that communities. Those would be day trips so will not need a place to stay or per diem. All travel costs are based on current published airfares and GSA standards.

Travel Purpose/ Destination	Staff	Itemized Costs	**Request**
Technical Assistance Training/KTN - DCA	Project Director/Project Partner	Airfare: $1,581 x 2 ppl = $3,162 Per Diem: $71/day x 3.5 days x 2 ppl = $497 Lodging: $156/nt x 3 nts x 2 ppl = $936	**$4,595**
Visit Partner Schools	TYRS/KGBSD Liaison	Airfare: Metlakatla, AK 2 people 2x $128 round trip	**$512**
Total Travel Request			**$5,107**

EQUIPMENT

KIC does not request any equipment for the purpose of this project.

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Various supplies are necessary for the implementation and completion of the project. Instructional materials, such as textbooks, workbooks and other aids and are necessary for proper differentiated instruction. The supplies will enable all staff to plan meaningful and engaging activities for the students. The estimates are based on the cost for similar activities sponsored by the Tribe. General office supplies such as paper, pens/pencils, printer ink and others will be needed throughout the project. The KGBSD liaison and the Tribal Youth Recruitment Specialist will need a portable device to keep track of student progress, so in the first year we will purchase either a laptop or Surface Pro. We will post in the paper and create flyers and brochures for the program for outreach and marketing. Year one will purchase a 360 degree camera that will be used for the film group.

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Title	Services Provided	Cost	# HRS	Request
Fees: UAS/UAF/UAA/APU Online and Duel credit courses. Online classes.	7. Allows students to be enrolled in online and some UAS Ketchikan courses that will allow for duel credit as well as vocational certifications. 8. Online classes to include drivers education. Etc.	5 50/100 Ton licenses @$750 5 Basic Welding @ $770 Up to 150 classes @ $200		**$37,600**
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KGBSD Liaison	1. Develops and implements in school program working toward career and college ready.	$50/hr	500 hrs	**$25,000**

Justification: To work directly with students and school districts, partners, and KIC.	13. Develops intake and individual Career/College plans with students 14. Coordinate with TYRS for summer job fair and internships. 15. Potentially coordinates with the other school districts to bring students here or sign up for online courses. 16. Coordinate with the UAS/UAF/UAA/APU to incorporate duel credit/certifications			
Film Group:	1. Grant reporting footage 2. Live streaming classes and expeditions 3. Expedition footage/film and editing	$100/hr	150 hrs	**$15,000**
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Expeditions			**$15,000**
Total Other Request			**$15,000**

INDIRECT

KIC's current Indirect Cost Rate is 32.5% indirect rate. KIC is currently negotiating its 2016 Indirect Cost Rate.

TOTAL DIRECT COSTS	**$185,711**
INDIRECT COSTS	**$60,356**
TOTAL YEAR 4 REQUEST	**$246,067**

OMB Number: 1894-0007
Expiration Date: 08/31/2017

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Sonya		Skan	

Address:

Street1: 615 Stedman St
Street2:
City: Ketchikan
County:
State: AK: Alaska
Zip Code: 99901
Country: USA: UNITED STATES

Phone Number (give area code): 907-228-9374
Fax Number (give area code):

Email Address:
sskan@kictribe.org

2. Novice Applicant:

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

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT12174866 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 27, 2016 07:31:08 PM EDT

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

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

Name of Institution/Organization

Ketchikan Indian Corporation

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	56,800.00	56,800.00	56,800.00	56,800.00		227,200.00
2. Fringe Benefits	15,904.00	15,904.00	15,904.00	15,904.00		63,616.00
3. Travel	5,107.00	5,107.00	5,107.00	5,107.00		20,428.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	8,300.00	5,300.00	5,300.00	5,300.00		24,200.00
6. Contractual	87,600.00	87,600.00	87,600.00	87,600.00		350,400.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	15,000.00	15,000.00	15,000.00	15,000.00		60,000.00
9. Total Direct Costs (lines 1-8)	188,711.00	185,711.00	185,711.00	185,711.00		745,844.00
10. Indirect Costs*	61,331.00	60,356.00	60,356.00	60,356.00		242,399.00
11. Training Stipends						
12. Total Costs (lines 9-11)	250,042.00	246,067.00	246,067.00	246,067.00		988,243.00

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: 01/01/2014 To: 12/31/2014 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): U.S. Department of the Interior

The Indirect Cost Rate is 32.50 %.

(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 # S299A160035

Name of Institution/Organization	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.	
Ketchikan Indian Corporation		

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

Tracking Number:GRANT12174866 Funding Opportunity Number:ED-GRANTS-022916-002 Received Date:May 27, 2016 07:31:08 PM EDT