

**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 # S299A160053**

**Grants.gov Tracking#: GRANT12175199**

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

Closing Date: May 31, 2016

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/31/2016"/>	4. Applicant Identifier: <input type="text" value="Project R.A.V.E."/>
--	---

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Alaska Gateway School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="920058369"/>	* c. Organizational DUNS: <input type="text" value="0638644250000"/>

**d. Address:**

* Street1: <input type="text" value="Milepost 1313.5 Alaska Highway"/>
Street2: <input type="text"/>
* City: <input type="text" value="Tok"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="AK: Alaska"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="99780-0226"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Scott"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="MacManus"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Assistant Superintendent"/>	

Organizational Affiliation: <input type="text" value="Alaska Gateway School District"/>
---

* Telephone Number: <input type="text" value="(907) 883-5151x115"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="smacmanus@agsd.us"/>
---

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

\* Title:

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

**13. Competition Identification Number:**

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Project R.A.V.E. (Rural Alaska Village Entrepreneurs) will develop high skilled employees for high paying jobs that exist in Village Alaska.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="3,854,497.41"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,854,497.41"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> <input type="text" value="Scott MacManus"/>	<b>TITLE</b> <input type="text" value="Assistant Superintendent"/>
<b>APPLICANT ORGANIZATION</b> <input type="text" value="Alaska Gateway School District"/>	<b>DATE SUBMITTED</b> <input type="text" value="05/31/2016"/>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Alaska Gateway School District * Street 1: Box 226    Street 2: _____ * City: Tok    State: AK: Alaska    Zip: 99780 Congressional District, if known: Alaska		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> US Dept. of Education	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix _____ * First Name: None    Middle Name _____ * Last Name: No lobbying is conducted by this organization    Suffix _____ * Street 1 _____    Street 2 _____ * City _____    State _____    Zip _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix _____ * First Name: None    Middle Name _____ * Last Name: No lobbying is conducted by this organization    Suffix _____ * Street 1 _____    Street 2 _____ * City _____    State _____    Zip _____		
<b>11.</b> 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: Scott MacManus * Name: Prefix _____ * First Name: None    Middle Name _____ * Last Name: No lobbying is conducted by this organization    Suffix _____ Title: _____ Telephone No.: _____ Date: 05/31/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160053

**NOTICE TO ALL APPLICANTS**

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

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

**Estimated Burden Statement for GEPA Requirements**

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

**Optional - You may attach 1 file to this page.**

i. GEPA.pdf	Add Attachment	Delete Attachment	View Attachment
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# Alaska Gateway School District

## GEPA 427 Statement

In order to assure equitable access to this grant program for participants with special needs, all students in the target cohort, regardless gender, race, national origin, color, age, or disability will have equal access to grant-purchased and other existing materials and tools relevant to the grant goals. Additionally, all students will receive the same opportunities, with extra help and interventions conducted if necessary.

Students with special needs will be given necessary support to assure that project tools accommodate their needs. An example would be larger text settings for students with vision troubles.

Where necessary and when possible, grant related materials will be made available in native language for Limited English Proficient students.

---

05/30/2016

Assistant Superintendent – Scott MacManus

Date

## 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

Alaska Gateway School District

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

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## 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:

## **Rural Alaska Village Entrepreneurs (RAVE) Abstract**

Project RAVE addresses the needs of Native students in the Eastern Interior of Alaska who are witnessing a migration away from their communities, in part because of barriers to local gainful employment. Yet high paying, high skill careers do exist locally, in tribal and community governance, healthcare, education, core infrastructure, and private enterprise, but are typically filled by people who must be brought in because there is a lack of a qualified local workforce. In order for our villages to truly support their schools, they must see that academic success for their children translates to success for their community as a whole, and understand that these jobs will not go to others if their children have the requisite skills. Our capable young people who are looking for employment and free enterprise opportunities outside the community, create a downward spiral of community loss and low educational expectations, which is something that desperately needs to change in order for our communities to survive.

Project RAVE goes directly to the heart of these issues, using researched based strategies that are intended to engage students in their own learning. By focusing on pairing the specific careers that are currently available within our communities with the educational pathways that are ready for implementation, the Project RAVE goals of reducing the drop out rate, increasing the number of students who are ready for and who attend post secondary school, and who ultimately find local gainful employment or create their own opportunities, will be realized. The proposed career pathways will allow students to develop the knowledge and skills along a continuum of educational steps, enabling them to compete for increasingly better local jobs along the way. Individual classes within these pathways will give students valuable knowledge and experiences as stepping stones toward careers, and equip them with marketable skills and knowledge even if they never fully complete a pathway. Due to the logistical and financial difficulty of providing vocational staff at the multiple remote villages that are targeted by this

project, the majority of the career pathway courses will be delivered through blended online courses, which will be merged into the traditional classroom setting, within the CTE context.

Professional development for teachers will focus on culturally relevant instruction, and on the effective integration and use of technology. Technology is a focus because technology competencies are increasingly vital to the modern workplace and a flattened global economy. Culturally relevant instruction is a focus because students and communities who understand that instruction is respectful of their culture and relevant to their reality outside of school, will show increased engagement and achievement.

This project represents a collaborative effort between multiple entities serving 856 students in three public school districts. Project partners include:

- Eligible Tribal Agencies: Mentasta Traditional Council; Native Village of Tanacross; Native Village of Tetlin – listed in the Federal Register Vol. 81, No 86.
- Native organizations: Tanana Chiefs Conference, a traditional tribal consortium of 42 villages in interior Alaska; Northway Native Village, and Tok Native Association.
- LEA's: Alaska Gateway School District, Tanana City School District, and Copper River School District. These LEAs are eligible under the Small Rural School Achievement (SRSA) program, which makes the application **eligible for 2 points under the Competitive Preference Priority #1**. Alaska Gateway School District has received an Alaska Native Education grant in the last four years. (PR/Award # S356A150063) **making this application eligible for 4 points under Competitive Preference Priority #3**.
- Colleges: University of Alaska Fairbanks and Prince William Sound College.

Additional organizations, including local businesses and job providers such as Alaska State Forestry and U.S. Fish and Wildlife will be active participants in this project in a variety of ways that include internships, apprenticeships and work-study opportunities.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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## Need for Project

### **(i) Barriers to the readiness of local Indian students for college and careers;**

In the 2015 ACT report on “The Condition of College and Career Readiness”, the key barriers for Indian students cited were academic readiness, course rigor, and post-secondary aspirations. The study’s recommendations were to develop institutional partnerships, align academic expectations, create positive learning experiences, and focus on career fields. The proposed Project RAVE (Rural Alaska Village Entrepreneurs) will serve Alaska Native (AN) communities in the Tanana Chiefs Conference (TCC) Region of Interior Alaska to do just that. These are villages experiencing an exodus because residents are not able to find local employment to support their families. Yet in these same communities, high-paying, high-skills jobs do exist. However, they are filled by outside people who are brought in because they have the requisite credentials. Thus, the long-term economic benefit from those jobs is lost from the communities, and our capable youth continue to look elsewhere for employment opportunities. This further stifles local growth and feeds the downward spiral of loss and low expectations.

**Consortium Profile:** Project RAVE is designed to address these issues, made up of three LEA’s, five AN villages, the Tanana Chiefs Conference (TCC), the University of Alaska and Prince William Sound College, with Alaska Gateway School District, (AGSD) as the lead LEA applicant;

#### **RAVE Consortium Membership**

Tribal Governments	TCC, Mentasta Traditional Council*, Native Village of Tanacross*, Native Village of Tetlin*, Northway Native Assoc., Tok Native Assoc., *Listed in the Federal Register (Vol.81 No. 86) as eligible to receive BIA services.
LEA’s	Alaska Gateway School District as lead applicant; Copper River School District; and Tanana City School District
Organizations	University of Alaska Fairbanks; Prince William Sound College

**Consortium communities have chronic low income and high rates of unemployment and poverty.** Every one of the schools in the proposed project is designated Title I. According to the U.S. Census, 15.9% of families with children live in poverty, while the national average is 12.5%. The national per-capita income is \$39,945, but is just \$9,140 for ANs in the Upper Tanana. In Tetlin, with a poverty rate of 48.4%, per-capita is \$7,371. All students receive free lunch under Free and Reduced School Meals, and 56% of students live in households receiving Aid to Families with Dependent Children (AFDC). The official regional rate of unemployment as determined by the Alaska Department of Labor is 44%, but TCC has estimated the actual rate for the villages at over 80%.

**Consortium schools have high dropout and migration rates, and low attendance and graduation rates:** The percent of grades 7-12 students who dropped out at some district schools in the 2014-15 school year exceeded 50%. Last year at one consortium school, only 33% of students graduated. Over one-third of students are Migrant children of families who depend on a rural subsistence lifestyle. Attendance is a chronic problem at many schools. This year, for example, some schools have absentee rates of up to 25%, and it is clear that absenteeism negatively impacts course grades and assessment scores (Gottfried, 2010).

**The Alaska Native (AN) population of our region is in cultural transition.** The AN population in our region is in the active throes of cultural upheaval due to an ongoing loss of traditional lifestyles and language, as well as high levels of poverty, unemployment, and substance abuse. These have contributed to social and health issues, which are on the rise in many AN communities. Many individuals are choosing to leave their villages and traditional lifestyles, while those who stay see few options. These factors greatly complicate the educational landscape for many AN children. Research (Veltman, in Cantoni, 1996) notes individualism (versus collectivism), pragmatism (versus philanthropy), and materialism (versus spiritualism)

complicate education in indigenous communities, and that has implications for the future of their communities and for themselves.

**Our region has low levels of literacy and educational attainment.** It is well understood that parental educational level is an important predictor of children's educational outcomes (Davis-Kean, 2005). The latest TCC report identifies just 6.8% of their survey respondents as having a four-year degree; 27.7% having no high school diploma; and, just 41% having any post-secondary education. These numbers are confirmed by the parent survey conducted last fall by the Upper Tanana Head Start Community Assessment, which identifies 6% of their respondents as having graduated from a four-year program, with 23% having "some" post-secondary training, and only 31% having a high school diploma or GED.

**The financial costs and social and emotional stress of leaving home to attend college prevent many rural AN students from pursuing higher education.** In the 2016 survey of Native parents administered by this project consortium, 62% identified cost of college and 57% cited desire not to leave their communities as primary factors preventing students from pursuing additional education after graduation from high school. Even when students are academically ready to pursue higher education, they often do not because of the emotional strain of leaving behind family and traditional ties to move into a radically different setting. Research shows that when Native American students make the leap to attend college, feelings of isolation lead to a decreased chance of success in their educational efforts (Benjamin, Chambers, & Reiterman 1993; Carney, 1999; Gaskins, 2009; Lin, LaCounte, & Eder, 1988; Lundberg, 2007). Where some AN communities have access to local or regional tribal colleges that help overcome these hurdles, the communities in this project do not enjoy any such resource. In order for more AN students to successfully obtain postsecondary degrees, endorsements, certifications, and other workforce skills, it is necessary to offer new and innovative solutions.

**(ii) Opportunities in the local community to support Indian students;**

It is certainly true that job opportunities in rural Alaskan villages are limited. But, jobs do exist within the primary drivers in nearly every village economy; schools, state, local and tribal government, healthcare and public services, and core community infrastructures. Creating a mutually supportive collaboration between these job providers, and curricular pathways in the schools is key to this project. Also critical is building the core community understanding that success for their children translates into success for the community as a whole, and that students who do well in school, represent and honor their families and their communities, in order to improve the general outlook that educational expectations are a good thing.

In each of our consortium communities, there are regular influxes of funds related to seasonal activities, such as forest fire management, seasonal tourism, and post-fire mushroom harvesting. And although these activities generate millions of dollars, the vast majority of these funds never stop in the communities themselves. This project will help our students learn how to identify these kinds of opportunities and take advantage of them for their communities.

There are also tribally based resources available for students, which will tie in well with the project focus when coordinated within the curriculum, as proposed in this project. For example, Tanana Chiefs Conference, the regional tribal organization, funds internships at local businesses for AN students. This gives students the right preparation, background knowledge, and a chance to earn an income while they learn a trade or business.

It is important to note that this project will focus on “families”. The Native cultures of the Upper Tanana Region, where this project will take place, typically have a large extended family structure — with grandparents, aunts, uncles, and even siblings frequently and intimately involved in the raising and home education of young children. As such, it is vital to the success of any caretaker education program to recognize that more than just the immediate parents of a child need to be involved and actively welcomed and recruited into activities.

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

The intent of Project RAVE is well within the mission of each consortium member. The efficient and effective organizational infrastructure of collective resources, policies, and procedures are currently in place to successfully implement this project. There are established procedures and practices for developing and implementing, and managing articulation and dual credit agreements with institutions of higher education, as demonstrated in our enclosed MOU with PWSC regarding dual credit. AGSD has a history of offering dual credit opportunities to students, and it is not uncommon for AGSD students to graduate with college credits or to receive an AS Degree in General Studies upon high school graduation. Positive working relationships exist with service providers, including social service providers currently working with local tribal organizations' and state and tribal workforce development departments. These will allow the consortium to leverage existing programs and funding to support the coordinated placement into student internships and job shadowing. There exist long-standing board approved policies with each of the participating consortium members that govern operations, personnel, procurement and fiscal procedures, and curriculum that support this project.

What RAVE proposes is to enhance these kinds of existing practices and leverage them directly into the career pathways identified with this project. For example, each district has local food production facilities either completed or currently under construction, that will fit into the Agriculture pathway. These include greenhouse and hydroponic facilities. The AGSD facilities are heated by excess heat generated in the district's biomass and electrical co-generation facility and was directly referenced by President Obama in his recent Alaska speech on energy policy (<https://goo.gl/qUjVd3>) as an example of a successful green energy program. AGSD was also identified as a "Melon Award Winner" for its utilization of locally grown foods in their Child Nutrition program, which also supports the efficacy of the Agriculture pathway of this project.

**Preference Priority One (2 points):** All LEA's in the proposed project are eligible under the **Small Rural School Achievement (SRSA)** program, and are considered **Rural Remote**

**Preference Priority Three (4 points):** The lead applicant of this proposal has received an Alaska Native Education Program (Title VII part C) grant in the last four years (PR/Award # S356A150063).

## Quality of Project Design

Project RAVE aims directly at the heart of the needs identified above, using existing infrastructure where possible and developing it as needed. It proposes to address needs by first targeting specific careers available now in our communities and identifying the education and training required for entry-level employment in these fields. There are many elements of career education programs that already exist within the consortium. The task now is filling in the missing links to develop complete career pathways, which lead to the required employment qualifications and further educational opportunities. The project is also intended to nurture an entrepreneurial mindset that is geared toward free market thinking, along with the knowledge and insight to identify opportunities that may otherwise pass by, within a context that fits the rhythms of rural village lifestyles.

Current curriculum that already exists within the consortium will be paired with the career pathways. This will create linkages to benchmarks and career steps. Students will learn to identify new and unique entrepreneurial opportunities within their communities that not only provide income, but also contribute to economic growth and development. Over time, all of these opportunities will develop new patterns of behaviors and perceptions as people begin to look inward and perceive their communities as vital places where they can earn an income while living a lifestyle they value within the context of their village culture.

**(i) (3 points) Extent to which the project is focused on a defined local geographic area**

Project RAVE is focused on the approximately 856 AN students who reside in a geographic area the size of New York State served by three LEA's in the RAVE consortium. The lead applicant, Alaska Gateway School District (AGSD), is a rural K-12 public school system in the eastern interior of Alaska. AGSD serves an area nearly as large as the state of West Virginia, extending 26,700 square miles westward from the Canadian Border, comprising the Tanana River and Yukon River drainages. Community populations in AGSD range from 30 to 1,500. The nearest "urban" center of Fairbanks is 200 miles away on an isolated rural highway. AGSD serves a total of 478 students enrolled K-12, across seven widespread communities. Sixty-seven percent of the students are Tanana or Han Athabaskan Indians.

Copper River School District (CRSD) neighbors AGSD to the south, and comprises 23,994 square miles of the

entire Copper River Basin area. CRSD serves 3 communities with schools that range in size from 16 to 283 students. Anchorage is the nearest city, 187 miles away on a mountainous road. Forty percent of students in CRSD are Ahtna Athabaskan Indians.

Tanana City School District (TCSD) is the most remote member of the RAVE consortium, located 130 air miles west of Fairbanks near the confluence of the Yukon and Tanana Rivers. It is a single site district in a village of just over 300 residents and serves approximately 40 students, 97% of whom are Athabaskan Indians.



**(ii) Basis in scientific research, or modification of existing program for Indian students.**

The goals and strategies employed by Project RAVE are based on best educational practices and research that focus on building community support, improving student learning, and creating experiential (contextual) learning opportunities. One of the key goals of this project is to create a context for the village communities to support their school and student learning so that our students — and importantly, our communities — see schools and getting an education as part of the solution to sustaining cultural traditions (Kurc, 2009), rather than a vehicle that disassembles the village. Creating community support for village schools will, over time, create a culture of integrated support that makes a positive difference for students (Vieno, 2007). Project RAVE proposes focused experiential learning designed to address the identified needs that are in line with the recommendations of the 2015 ACT Study on the Condition of College and Career Readiness for Indian Students. Experiential learning theory provides a holistic model of the learning process and a multilinear model of adult development, both of which are consistent with what we know about how people learn, grow, and develop.

To achieve the goal of improved student performance, it is essential to generate innovative knowledge that improves teaching and makes learning in schools more effective (Song, 2013). The strategies used to do this employ an instructional model known as Experiential Learning Theory that is related to work on Career and Technical Education (CTE), done by Marlow (2011). It holds that learning is a process of continual adaptation to the world and not just the result of cognition. Learning involves the integrated functioning of the total person's thinking, feeling, perceiving, and behaving, and that learning results from synergetic transactions between the person and the environment. In other words "Experiential Learning" (Guthrie, Kathy and Jones, Tamara, B. 2012) helps students explore career areas, prepare for employment, and independent living. The research further states that curriculum should include a focus on the

development of foundational skills such as: basic skills, thinking skills, personal qualities, workplace competencies, and specific skills required for each occupational area. This research shows that most CTE programs are real-life in nature and should be experiential, with students writing about what they learned, how they applied it, and how they can become a better employee (Kolb and Kolb 2005). Experiential Learning Theory aligns in that experiential learning and real-life learning are mutually supportive. While career programs are similar throughout the country, the inclusion of community-based experiential learning techniques throughout a student’s learning experience can provide significant benefit (Kolb and Kolb 2005). Students’ choice of career is impacted by the opportunity to participate in a learning experience related to careers, which further supports experiential learning (Esters and Bowen 2004).

Evaluations of career experiential learning courses have shown a positive impact on academic outcomes, such as high school attendance, credits earned, GPA, and graduation rates. Research also suggests that career academies have a positive effect on students’ postsecondary opportunities, including increased college attendance and increased earnings (Maxwell and Rubin, 2001). These findings provide important evidence that participation in career courses increases post-high school graduation employment rates and earnings, without reducing college preparedness or post-secondary credential completion (Kemple, 2008).

**(iii) (7 points) Clearly specified and measurable goals and objectives**

**Goal 1: Students will acquire the knowledge and skills necessary to pursue individual career goals.**

**Objective 1.1: Increase Alaska Native (AN) student engagement and participation in culturally relevant learning experiences during school, as measured by an increase in:**

Performance Measures	Yr 1	Yr 2	Yr 3	Yr 4
a Percentage of AN participants who have at least a 90% daily attendance rate	80%	85%	90%	95%

b Percentage of AN participants who perform proficiently on required achievement testing	35%	50%	65%	75%
c Percentage of AN participants in grades 9-12 who demonstrate proficiency on program projects	15%	30%	50%	70%
d. Percentage of AN participants in grades 6-12 who complete a career portfolio and program projects	30%	50%	70%	100%

**Objective 1.2: Increase Native student engagement and participation in college and career preparation activities as measured by:**

Performance Measure	Y 1	Y 2	Y 3	Y 4
a. Percentage of AN participants in grades 9-12 successfully completing at least one of the following each year: <ul style="list-style-type: none"> <li>• A career internship program</li> <li>• A vocational strand benchmark project either individually or with a class</li> <li>• A dual credit course during the year</li> </ul>	20%	40%	60%	75%
b. Percentage of AN participants in grades 7-12 successfully completing one or more courses in an identified project career pathway during the year	30%	50%	85%	90%
c. Percentage of AN participants in grades 6-12 who document participation in one or more projects relevant to one of the established vocational strands each year	20%	40%	60%	75%
d. Percentage of AN participants who self-report levels of satisfaction with program involvement	30%	50%	75%	100%

**Objective 1.3: Increase percentage of Native students completing career inventory and assessments that inform student portfolios as measured by:**

Performance Measure	Y 1	Y 2	Y 3	Y 4
a. Percentage of AN students in grades 3-12 participating annually in the Alaska Career Information System, (AKCIS)	60%	75%	85%	95%
b. Percentage of AN students in grades 9-12 collecting the results of their AKCIS assignments in their portfolios	60%	75%	85%	95%
c. Percentage of AN students in grades 11-12 participating annually in the WorkKeys career readiness assessment	60%	75%	85%	95%

**Goal 2: Students will identify and create opportunities within their communities for sustainable careers and lifestyles.**

**Objective 2.1: Increase the opportunity for students to identify sustainable careers and lifestyles by providing culturally relevant learning experiences as measured by:**

Performance Measure	Y 1	Y 2	Y 3	Y 4
a. Percentage of teachers maintaining or increasing their Proficiency level with Culturally Responsive Educator Standards on teacher performance evaluations.	20%	40%	60%	80%

**Objective 2.2: Increase Native student participation in real life projects and work experiences that emphasize innovation:**

Performance Measure	Y 1	Y 2	Y 3	Y 4
a. Percentage of Native program participants completing benchmark and capstone projects within career pathways				

**Objective 2.3: Increase Native student experiences in real life projects and work experiences that emphasize community connections:**

Performance Measure	Y 1	Y 2	Y 3	Y 4
a. Percentage of Native program participants completing work study/project experiences that directly involve a mentor/novice apprenticeship with community members				

**(iv) (10 points) The extent to which the design of the project is appropriate to, and will successfully address the needs of the target population or identified needs.**

The project is designed to develop local educational capacity that is adaptable to the lifestyle rhythms and economic needs of rural AN communities. The following Logic Model demonstrates how this project will address the needs of the target population, which include: recognizing local job/business opportunities, increasing students graduating with career skills, increasing student engagement in school, increasing parent/community involvement in student learning, and developing competencies within the teaching staff to ably address and support students within the scope of this program.

**R.A.V.E. Logic Model**

<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>
PD for Staff	<ul style="list-style-type: none"> <li>• Develop and integrate culturally relevant instruction</li> <li>• Technology training in workflow tools</li> <li>• Instructional Strategies (teaching online and blended environments)</li> </ul>	Increased number of teachers who: <ul style="list-style-type: none"> <li>• Incorporate culturally relevant units and lessons</li> <li>• Integrate Cultural Standards</li> <li>• Integrate technology and workflow tools</li> <li>• Teach blended learning courses</li> </ul>	Increased ability of teachers developing and delivering instruction that is adaptable and increases relevance to student understanding of local community application
Development of Career Pathways	<ul style="list-style-type: none"> <li>• Agriculture/ Agribusiness</li> <li>• Construction/ Manufacturing</li> <li>• Health/ Human Services/ Public Safety</li> </ul>	Three fully developed career pathways integrated with the foundational concepts in entrepreneurship and STEAM. Structure and mechanisms in place for helping students to identify a pathway and complete it	Increased understanding and support for the districts' career pathways programs by all stakeholders due to a clear understanding of the structure and value
Student demonstration of knowledge and skills in authentic career experiences	<ul style="list-style-type: none"> <li>• Yearly Benchmark Projects</li> <li>• Final Capstone Project (senior project)</li> </ul>	Benchmark projects incorporated into pathway courses, and real world learning experiences. Capstone Project that culminates a learning pathway into a project directly applicable within their communities	Increased student participation in career pathways, increased student motivation to complete a pathway, increased student knowledge, skills, and confidence

Supplemental Learning Experiences	Coordination with partners to develop learning experiences appropriate to a pathway/project; includes vocational/dual credit courses toward degrees, occupational endorsements, and certifications, as applicable	A collection of learning experiences (projects, short workshops, special courses) structured in a sustainable fashion that involve students within a career pathway	Increase partner participation in curriculum development and ongoing support of individual students in completing Capstone projects, entrepreneurial endeavors, and higher achievement in skills and knowledge
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**Professional Development (PD) for Staff:** District teachers will participate in collaborative, interactive, and continuous PD activities to improve their knowledge and skills that support components of student learning in this project. This will have two primary components: culturally/locally relevant instruction and technology.

According to the research on PD, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive to students' backgrounds prompts student involvement (Olneck, 1995). The Intrinsic Motivational Framework for culturally responsive teaching names four motivational conditions (Wlodkowski and Ginsberg, 1995): *Establishing inclusion* — creating a learning atmosphere in which students and teachers feel respected by and connected to one another; *Developing attitude* — creating a favorable disposition toward the learning experience through personal relevance and choice; *Enhancing meaning* — creating challenging, thoughtful learning experiences that include student perspectives and values; and, *Engendering competence* — creating an understanding that students are effective in learning something they value. Increasing student interest and involvement will have a direct and measurable effect towards the goals of increasing student attendance, academic achievement, and graduation rates, as well as ensuring they are better prepared for successful transition into further academic and vocational endeavors.

The PD Coordinator, provided by Brightways Learning, will work closely with each district's Curriculum and Technology Directors to address all four motivational conditions in conjunction with district academic goals through three primary PD components: 1) an annual Cultural Immersion Experience bringing together teachers and Elders for hands-on cultural opportunities and sharing of skills, knowledge, and relationship-building; 2) an annual Culturally Relevant Curriculum Workshop, providing two days of intensive work sessions that involve collaboration between teachers and their local community "culture bearers", as well as sharing of ideas and inspiration between districts; and, 3) monthly Professional Learning Community (PLC) sessions for teachers to work throughout the year in developing culturally/locally relevant lessons (with technology use embedded) for implementation alongside and integrated with the core curriculum materials being used in each district. These would also involve local community members, other partners, and expert consultants. Some limited funding will also be provided for teachers to attend a locally relevant cultural immersion experience hosted by an external entity, such as the Alaska Arts Education Consortium.

Teachers from partner districts have attended similar PD opportunities (coordinated by Brightways Learning), such as this project's proposed annual education workshop. The following are sample responses from those teachers to the survey question, "What did you find most interesting/helpful from the workshop?": New ideas to reach out to the community and students with immediate results; Meeting/talking to community members from neighboring/other villages about concerns about schools/teacher interaction issues; The chance to collaborate with people from the village as well as other teachers was very helpful; and, There was a perfect blend of crafts, collaboration, and group projects.

On the second survey question, "Which issues/topics would like additional assistance or information on to help you add cultural responsiveness to your teaching?": Would like to address students passing their tests and how cultural activities can help the student taking this to a deeper

level; Include community members in the development of projects in the school; Developing relationships with local Elders; and, Create opportunities for local youth and Elders to work together on local concerns and cultural activities.

The PD plan will also include two days of Google-specific technology training that will be provided during annual inservices in each district. Google training at district sites will focus on preparing teachers for basic level certifications using the collaborative work environments that are quickly becoming the standard both in education and industry. An additional three-day training will occur at the annual Alaska Society for Technology in Education (ASTE) conference in Anchorage. The ASTE training will focus on preparing more advanced teachers to become certified trainers themselves. Although the project teachers will have priority at the ASTE training, it will be open to teachers from across the state as space allows. This will create a sustainable knowledge base not only at partner districts, but also within the state as a whole.

Targeted trainings on Maker-space technologies and vocational career related equipment will also be provided, as applicable for teachers. The knowledge and skills from these trainings will be integrated into teacher workflows and practices, including locally/culturally relevant instruction to students. In addition to on-site training in the Maker-space tools and practices, vocationally focused teachers will attend the ASTE conference, where there are many different training opportunities and hands-on activities focused on teaching teachers to bring valuable real-world skills into their classrooms.

Many of the relevant courses required to develop or complete a given career pathways are already available to us through the online course provider Odysseyware. However, through our past experiences with Odysseyware, we know that online learning alone is not a style suited to all high school students. To make the content of these courses more engaging, relevant, and accessible, it needs to be delivered in a “blended” and mostly live environment. Teaching in a blended environment involves a unique set of 21st Century instructional strategies that combine

best practices with integrated technology skills. This will require PD for any regular teaching staff who are motivated to become more involved in the program and develop these skills. The benefit is that it makes involvement in the program more available to regular education teachers, and removes it from being strictly under the responsibilities of only the vocational education teachers. This also allows for a broader incorporation of the cultural and vocational aspects of this program to be integrated into the regular academic programs.

Technology training is a heavy focus in this project, because technology competency is increasingly vital to virtually every vocational field. Additionally, skills in technology — and specifically in cloud-based collaborative tools like the Google platform — are necessary for students to successfully pursue post-secondary education via distance learning in our rural schools. This addresses the barrier of the emotional difficulty many students have leaving their communities. If AN students are able to pursue further education or training without leaving their villages, then many more will end up successfully transitioning into post-secondary opportunities. Because online education is less costly than relocating to attend college, the financial barrier to attending college and vocational training is lowered. Enhanced technology skills will also allow students to take advantage of modern entrepreneurial opportunities and to be effective employees in the modern workplace.

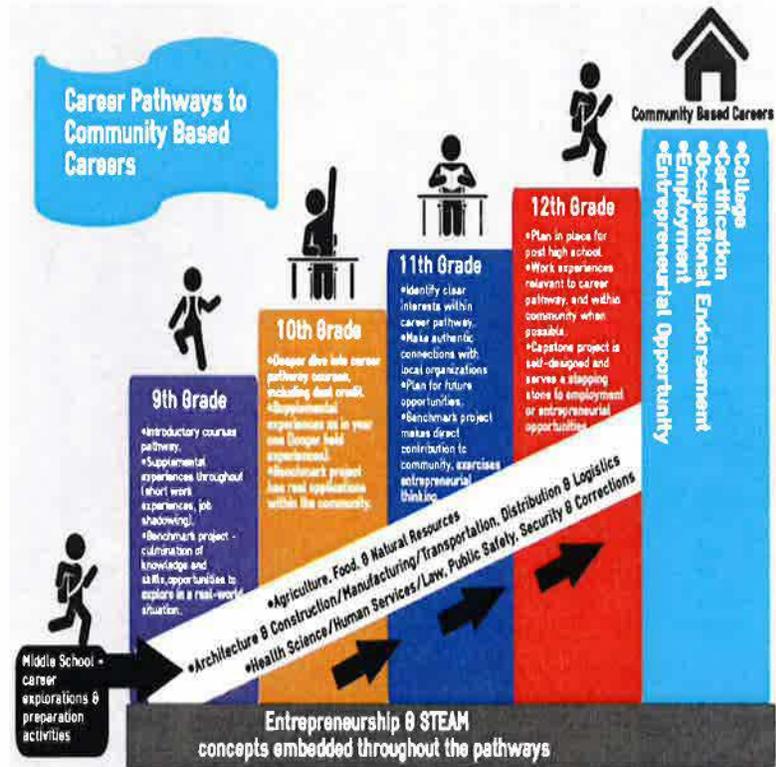
Ultimately, the PD offerings will encourage and ensure highly competent routine classroom application of the academic content and technology use within locally/culturally relevant contexts. This will result in a continuum of the intrinsic motivational conditions, school-to-community integration, real-world relevance in learning, holistic skills development, and guidance into desirable employability options for all students in grades K-12.

**Development of Curriculum for Career Pathways:** The curriculum for this project is

based on a foundation that includes integrated studies in science, technology, engineering, arts, and mathematics (STEAM) concepts, and also on the principles of entrepreneurship. These

concepts are at the heart of the program's curriculum and will be integrated to varying degrees within each of the three major career pathways as related courses and incorporated into projects.

The three major career pathways under which curriculum will be organized are: 1) Agriculture, Food, and



Natural Resources; 2) Architecture & Construction/ Manufacturing/ Transportation, Distribution & Logistics; and, 3) Health Science/Human Services/Law, Public Safety, Security & Corrections. These are career “clusters” as designated by Career and Technical Education (CTE), and they are commonly grouped in these ways because of the many overlapping areas of knowledge and skills. Students gain preparation for entry into these high school career pathways during middle school, by way of various career explorations projects and other relevant activities. Beginning in the 9th grade, students may choose and enter a career pathway. The pathway includes their core subjects, as well as courses of study within that pathway, which increase in scope and complexity each year. As previously mentioned, the three pathways identified for this program have many overlapping concepts within their disciplines, which makes it a very adaptable program for a student who has a change of mind or interest as they

gain more knowledge. As students move through the pathways, along with courses of study, they will complete Benchmark projects, as well as apprenticeships, internships, and other major projects designed for hands-on relevant experience. The courses, supplemental experiences, and Benchmark projects along the way provide students with a solid base of knowledge, skills, hands-on experiences, and community connections, as well as dual credits in many cases. These all help them to prepare for and successfully complete a Capstone project for graduation, as well as move them forward toward post high school training or education, occupational licensing, certification, or an actual job (as an employee or an entrepreneur). Students will learn to identify opportunities within these career pathways, which can lead to new and innovative developments for growth and sustainable careers and lifestyles in their own communities.

Development of Performance Projects: Benchmark projects will be assigned each year as the culmination of the learning experiences that took place in a particular pathway in that given year. For example, freshmen in the Agriculture pathway would take the course “Introduction to Agriculture, Food, and Natural Resources”. At the end of the year, the Benchmark project might involve students organizing and holding a community plant sale or farmers market. The project work might include students growing particular plants based on community input/need, advertising and marketing, and development of educational information. The development of Benchmark projects would include various project partners who would have valuable and relevant resources to contribute toward the projects, such as materials, trainings, or field experiences. A student project like this, though smaller in scope, involves a practical application of new learning from their career pathway courses and supplemental experiences. Most importantly, these projects give students the basis for authentic connections and discovery of possibilities within their communities.

Capstone projects would be completed during a student’s senior year. They would all include individual planning with teachers. For larger scale projects, commonly one or more

project partners would also be involved, especially if they held the potential for local community impact, creating a bridge from their high school experiences to a post-secondary experience in further education and training, a job, or entrepreneurial opportunity.

Supplemental Learning Experiences: These would include higher education, tribal organization, and business partners who would provide learning experiences (e.g., projects, short workshops, special courses) structured in a sustainable fashion that involve students within a career pathway. Each partner provides such learning experiences that are well matched to their strengths. For example, TCC will offer experiences related to education, employment and health services, while UAF and PWSC will provide vocational/dual credit courses toward degrees, occupational endorsements, and certifications.

For example, a memorandum of agreement with Prince William Sound College (PWSC) in Alaska is in place to allow students to take dual credit classes in their distance learning Nursing program. This program includes hands-on experience in the SimMan 3-G simulator, a simulation van owned by the college. It allows students to practice responding to realistic health situations and emergencies on a computer controlled advanced medical manikin. This facility is also capable of being utilized in PWSC's Millwright program.

The consortium will provide additional relevant learning experiences, such as work within the local greenhouse or biomass plant. Local tribal organizations and businesses will provide customized hands-on work experiences and provide ongoing support to students, as applicable.

**(v) (7 points) The extent to which the services to be provided involve the collaboration of appropriate partners for maximizing the effectiveness of services.**

Working closely with the district-level project coordinators, Brightways Learning, will manage and coordinate a significant portion of project logistics, having proven their competency and efficiency in managing large multi-year projects involving a variety of partners, including

several Alaska Native Education Program grant projects. Their participation will specifically include providing the PD Coordinator, who will serve as the lead facilitator to work collaboratively with district Curriculum and Technology Directors, along with the relevant community representatives, higher institution partners, other instructional/cultural consultants, and the Evaluator to help ensure cohesive and meaningful experiences.

The table below describes how partners will work together to provide the components and activities of this project to ensure effectiveness and efficiency:

<b>Component/Activities</b>	<b>Responsible Partners</b>
Key personnel, courses targeting career pathways and entrepreneurship, working with partners to develop projects, providing in-district learning experiences	Alaska Gateway, Copper River, and Tanana City School Districts
PD for teachers, technology skills, and online and blended instructional strategies.	Alaska Gateway, Copper River, and Tanana City School Districts
PD for teachers on their skills and use of culturally relevant instructional strategies	Brightways Learning
Grant Management — management of the project including PD, leading interagency discussions, and interpretation of evaluation data. Evaluation data and analysis will be used to provide for continuous improvement and growth of the project	Brightways Learning with Project Director — partner coordination, fiscal management, PD  District Project Coordinators — planning, data collection, and local coordination
Supplemental Learning Experiences related to each partner’s expertise or strength. These would involve the partners in an ongoing fashion.	<ul style="list-style-type: none"> <li>• Tanana Chiefs Conference — Education, health services; employment</li> <li>• Higher Ed. Partners — Vocational/dual credit courses towards endorsements/certifications.</li> <li>• Local Tribal Organizations and Local Businesses — Hands-on work experiences and support</li> </ul>

## Quality of Project Personnel

### **(i) Qualifications of project director or principal investigator**

Scott MacManus is the Principal Investigator and will also be the Project Director. He has 28 years of experience in education at the public school and university levels. Mr. MacManus is assuming the role of AGSD Superintendent in July 2016 and brings 23 years of experience managing grants at the K-12 and university levels. He grew up in rural Alaska and is of American Indian descent, though is not a formal tribal member. Mr. MacManus will work with Brightways Learning, who will be responsible for the overall management of all grant activities. Mr. MacManus' resume is included in the Appendix.

### **(ii) Qualifications, including relevant training and experience, of key project personnel**

Key project personnel have been assembled from the top leadership of the LEA's and a non-profit educational organization; they comprise individuals with extensive background and experience in the areas of implementing projects and developing curriculum and PD programs that are culturally relevant to AN students.

Tracie Weisz is a curriculum specialist who will take a leading role developing and organizing the curriculum within the career pathways for Project RAVE, serving as the project's Curriculum Coordinator. Ms. Weisz has 21 years of experience as a classroom teacher, much of that with CTE courses in technology and business, as well as practical experience with integration of CTE concepts within regular courses. Ms. Weisz has a Masters degree in Educational Technology, and she has also served as adjunct faculty with University of Alaska Southeast. She has been a state teacher mentor and worked with the Alaska Learning Network in the development of online College and Career Ready courseware offerings. In addition to bringing a lifetime of rural Alaska experience, Ms. Weisz is step-mother to a tribal member. A resume for Tracie Weisz is attached in the Appendix.

Brightways Learning, represented by Jennifer Lutey and Lisa Kerscher, will provide overall project management, including planning and implementing PD. Brightways Learning is a non-profit organization with AN representation on its Board of Directors. Brightways Learning has extensive experience implementing culturally relevant and appropriate PD, as well as managing large-scale projects designed to increase educational and personal achievement of Native students. Resumes for Jennifer Lutey and Lisa Kerscher of Brightways Learning are attached in the Appendix

Therese Ashton, the Superintendent of Tanana City School District, will serve as the TCSD district-level Project Coordinator. Ms. Ashton has extensive leadership experience in several Alaskan districts, as well as on a variety of professional educational non-profit boards. Ms. Ashton brings a great deal of experience in the design and implementation of PD, including in the areas of technology integration and culturally relevant instruction.

Tammy VanWyhe will serve as the Copper River School District's district-level Project Coordinator. Ms. VanWyhe is the CRSD Director of Teaching and Learning, and she has extensive experience in grant implementation and management, as well as implementation of curriculum and effective teacher PD programs.

**(iii) Extent to which the applicant or partners demonstrates capacity to improve outcomes that are relevant to the project focus through experience with programs funded through other sources.**

AGSD has successfully implemented, completed, and sustained a number of Federal Grants during the last 5 years, such as the Alaska Native Education Program preschool grant. AGSD has the capacity to hire, supervise, and evaluate personnel, and to give appropriate oversight to financial management. They have existing policies and procedures in place to successfully implement and complete the goals and objectives enumerated in the project narrative. They have an intrinsic desire and objective to improve college and career opportunities

for AN students. AGSD will follow all developed policy/procedures approved by the BOE and the State of Alaska for curriculum, employment, purchasing, personnel, and travel.

The following partners/contributors have also successfully implemented federal and state grants: CRSD, Brightways Learning, Tanana Chiefs Conference, and the University of Alaska Fairbanks (UAF). UAF has also successfully managed many of the elements that will be integral to project RAVE, including establishing successful CTE programs, such as one of the only AWS Certified Welding Programs in the state. This success includes, but is not limited to, demonstrating that the capacity and infrastructure exists to support the program, that student engagement and relevant curriculum will result in; improved attendance, interest in taking dual or articulated credit college courses, and positive attitudes about school. This potential for success encouraged the consortium partners to anticipate expansion of the project to include additional career pathways, when appropriate and once the initial pathways have become established. The partners already have multiple successful agreements in place to expand the program to greater impact for those students who would otherwise face a future with few options if engaging interventions are not forthcoming. Project RAVE would not only give greater opportunities for success to additional students, their parents, and their respective communities, but would also increase exposure to college through increased dual credit college courses. Increased opportunities for job shadowing and internships can lead to employment and, better still, the creation of self-employment in their home community.

As the web site, High Schools That Work (Darling-Hammond, LaPointe, and Cohen HSTW – 2007), states: “[P]rofessional/technical coursework for all students, that is well-grounded in academic and professional standards and contains the following — field-based learning opportunities that expose students to real-world and workplace environments where they can learn from adults outside the school through mentorships, job-shadowing, virtual

apprenticeships, and project-based learning, provides the greatest academic success”. Cultural understanding, relevance, and tribal involvement are also critical to the success of AN students.

## **Adequacy of Resources**

**(i) Relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.**

The consortium has agreements in place to work collaboratively with partners, sharing expertise and developing activities. We have well-established, ongoing productive working relationships with multiple members of our partner school districts and communities.

As the lead partner and fiscal manager of the project, Alaska Gateway School District has a skilled management team with extensive experience in coordinating multiple simultaneous federal, state, and foundation grants. These grants include ANEP grants, Carol M. White Physical Education Program grants, Indian Education formula grants, NCLB, and Carl Perkins VocEd Grants. The lead district has received commendations by state auditors for the successful management of our grant programs. The other key consortium partners (CRSD and TCSD) also have extensive successful experience managing grant funded projects, and both individually and collectively have a proven track record. Programs funded through these grants, along with district funds, each represent an important component of this program. This consortium will pull together the requisite resources under one umbrella to maximize the benefit for our students and will support this project with the collective use of materials, facilities, expertise, and connections. Alaska Gateway School District’s Assistant Superintendent will provide direct supervision of the project.

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

**Costs are reasonable.** The costs of this project are reasonable in relation to the objectives, design, the potential significance of this project, and the remote economies. The

project was specifically designed on a relatively small scale because of the nature of this work. The proposed project will serve three school districts with approximately 5,000 residents, and 856 students enrolled in 12 communities in a geographic area that is larger than the state of Virginia (50,000+ square miles). The cost differential between Anchorage, Alaska and Tok, Alaska is 32%, as based on regional and state cost distribution of the Alaska Department of Labor. The cost differential between Alaska and the contiguous 48 states is between 20% and 30%, making the total cost differential much higher, up to 60% higher than an otherwise statistically similar rural location in the lower 48 states. Alaska incurs high costs that are disproportionate to its low population. In the small native villages like the ones in this project, there is no economy of scale, and it costs a great deal to put together a successful project that has the desired results. In this case the potential long-term benefit of a permanently reduced dropout rates that will bring about \$19,000 into each community annually, an increased graduation rate and number of students who strike out on career paths, and the impact to the local communities that a skilled workforce brings. These in combination with the long-term sustainability that this project envisions, bring benefits that would be difficult to calculate. The requested amount of \$954,977 in Year 1 equals \$1,115 per student or \$190 per area resident. Each of the sites will cost an average of \$52,700 per school served. The wide range of activities, combined with the high costs of travel and geographic area of service justify this expense.

The objectives in this proposal specify significant achievement goals that are academic and social, and moreover, are attainable with the resources requested. The attainment of these goals will improve the quality of life of area residents in ways that are not only measurable based on the objectives identified, but are also evident in the newfound confidence of an at-risk youth as they learn to find their own footing in the world. The cost for this project represents an investment in each of our children and a worthy investment for the future of our state and country.

## Quality of Management Plan

**(i) (14 points) Adequacy of management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

To ensure the stated goals, objectives and outcomes for the proposed project are met on time and within budget, RAVE will operate under a solid management plan with clearly defined roles, responsibilities, and timelines. The foundation of the management plan is the Advisory Team (AT). This includes Tribal leaders, school leaders, parent/community representatives, the Project Director, PD Director, district-level coordinators, Evaluator, and the Fiscal Manager. The purpose of the AT is to assure fidelity of implementation, monitor the grant for ongoing modification and improvement, oversee the budget (with organization-established procedures), evaluate progress, develop PD activities, establish any new policies and procedures, and ensure that the necessary financial resources are provided. Brightways Learning, has successfully provided educational programs to AN students throughout the state and will support the Alaska Gateway School District in fulfilling fiscal agency obligations for this project, as well as general grant management functions. Brightways Learning, will follow standard accounting procedures and contracts, conduct independent yearly audits, and has the internal capacity needed to implement the project.

Positions will adhere to established policy and procedures of Brightways Learning and local School District policies. The consortium anticipates the Project Director being the first person selected and then staffing the other positions for the project. The Project Director, in conjunction with the Alaska Gateway School District Superintendent, will serve as the principal liaison between the project's tribal partners, PD, and educational partners, while ensuring the cohesiveness of the project as a whole. The PD Coordinator will primarily serve as lead facilitator in PD activities and meeting facilitation.

The lead applicant, Alaska Gateway School District, and Brightways Learning, providing grant management, will both follow all developed policy and procedures approved by the Boards of Education and the State of Alaska for employment, Brightways Learning, procurement policies for materials or supplies, and travel relevant to the project. Project RAVE will devote the needed time of the Project Director and staff to assure successful implementation.

Position Title	Responsibilities	Qualifications
<b>Project Management (Contractual)</b> <i>* See Resume for Jennifer Lutey</i>	Manage program activities and services; interviews and recommends staff; Evaluate project staff at all levels; Write job descriptions; Initiates purchase orders, contracts; coordinates PD activities; Collects data for evaluator.	Master's/specialist's degree; administration or supervision; experience with grant management and reporting
<b>Professional Development (Contractual)</b> <i>* See Resume for Lisa Kerscher</i>	Coordinates, participates in, and facilitates PD implementation (Culturally responsive teaching, PLC facilitation, and Technology training support), including the major coordination and data collection related to PD; Assists in managing events, co-leads AT meetings.	Master's degree in a communications field; 3 years experience coordinating and/or providing PD to education or other professionals
<b>3 District Site Coordinators (0.3 FTE each)</b> <b>Tracie Weisz, Tammy VanWhye, and Therese Ashton</b>	A district-level project coordinator for each of the three partner districts responsible for managing local resources and working with teaching staff to implement the vocational curriculum and other project activities. Each of these individuals will serve as their district representative at project meetings.	At least 5 years experience with program and curriculum implementation and teacher support including PD. Master's degree preferred.

The project partners pledge full compliance with GEPA Section 427, ensuring equitable access to, and participation in, programs by persons with special needs and Section 504 of the Rehabilitation Act. To further ensure equitable access, grant goals and outreach efforts will target students who are continually under-represented based on race including those with perceived or identified disabilities. The project will recruit and when possible employ underrepresented populations. Project partners do not discriminate on the basis of race, color,

national origin, gender, age, or disability. Project RAVE will give preference as required to tribal members to the greatest extent possible, as defined in the Indian Financing Act of 1974 (25 U.S.C.1452c)

<b>Project RAVE Timelines and Milestones</b>		
<b>Period by Month</b>	<b>Timelines, Continuous Improvement Strategies and Milestones</b>	<b>Responsible Partners</b>
<b>Oct 2016</b>	Inform partners and staff of award. Secure grant personnel. Set meeting of Advisory Team (AT).	Superintendents, Partner leaders & Project Director
<b>Nov 2017</b>	First joint meeting of AT; Determine dates for participant recruitment. Establish linkage and contracts with all partners, procure (programs, software, and materials), and begin development of instruments for evaluation (surveys, PD evaluations, and training).	Project Director & Partner leaders with support from External Evaluator  <i>**Partnership agreement is located in APPENDIX</i>
<b>Nov 2017</b>	Using school calendars, set definite timelines for staff development and student activities.	Project Director, PD Director, District Site Coordinators
<b>Nov 2017</b>	Inform students of career tracks. Continue through year. AT virtual meeting to monitor implementation progress – PD training begins for staff.	Project Director, PD Director, District Site Coordinators
<b>Dec 2017</b>	AT meeting in communication with External Evaluator; quarterly update report on implementation timelines. Meeting to review implementation status.	AT, External Evaluator
<b>Dec 2016</b>	Recruit teachers, partner participants, and community members/parents for PLCs; set PLC schedules and meeting formats, expectations, etc.	PD Director, district staff, other project partners
<b>Jan 2016</b>	First PD session conducted for staff and administration on tools and curriculum. Begin monthly PLC meetings.	Project Director, PD Director, and district staff
<b>Feb 2016</b>	Advisory Team meeting with External Evaluator for process evaluation – 2 <sup>nd</sup> Quarterly update reports on implementation timelines. ASTE Conference: technical training.	Project Director, Technology Director, Advisory Team, External Evaluator
<b>Mar. 2016</b>	Culturally Relevant Curriculum Workshop for teachers, tribal liaisons and AN community members is held. Review data and reports; coaching on data analysis and interventions.	Project Director, Advisory Team, Partner Participants
<b>Apr./May 2016</b>	Second joint meeting of AT. Debrief on Year 1 implementation and collect data; reflections and discussions	Project Director, PD Director, Advisory Team,

	regarding considerations for implementation next year.	
<b>May 2016</b>	AT meeting with External Evaluator for process and summative evaluation data collection /review; 3 <sup>rd</sup> Quarterly update report on implementation timelines.	Advisory Team and External Evaluator
<b>August 2016</b>	Cultural Immersion Experience held with new teachers, local tribal and community members. Annual Performance Report (APR) is completed.	Project Director, PD Director, district staff and partner participants
<b>Aug 2016 – Aug 2018</b>	Cycle begins again, adjusted to full school year timeline, for program implementation and review. Note: modifications to Project RAVE are made based on APR review and continuous improvement cycle.	Project Director and other personnel and participating partners

**(ii) (3 points) Extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards intended outcomes.**

Project RAVE procedures and organizational structure will provide for ongoing feedback to the Advisory Team (AT) and will ensure continuous improvement. The organizational structure, shown below in graphical format, sets up a process for continual feedback from participants and staff to the AT that then recommends continual modifications and improvements. Additional input from formative assessments, status reports, and APR will give the AT input that will result in continuous improvement. Additionally, quarterly and annual

**Continuous Improvement Feedback Flow Chart**



reporting and planning will be held to assist all partners in effectively monitoring benchmarks, milestones and work toward sustainability. Project RAVE’s formative evaluation will begin immediately upon grant award and allow for ongoing adjustments to project tasks, schedules, allocation of resources, and other management decisions.

Prior to each quarterly meeting, the External Evaluator will collect student performance measures and enter them in a longitudinal database used to track student outcomes for the entire duration of the project. The evaluation report presented to the AT at the quarterly meetings will include the progress of AN program participants toward the goals. A chi-square analysis will be completed to compare of the number of Native Participants and Non-Native Participants who are making progress toward the program goals and objectives to evaluate the effectiveness of the program activities in reducing the “achievement gap”. Progress toward completing the process outputs identified in the logic model will be evaluated using interviews, observations, and review of documentation and summarized in the report presented to the AT at the quarterly meeting.

These meetings will provide an open forum to review data and activities to date, discuss ways to improve activities not meeting expectations or project objectives/goals and revise upcoming activities according to feedback. This will ensure timely attention to meeting objectives and budgetary matters and to ensure continuous improvement occurs.

**(iii) (10 points) Extent to which Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing proposed activities**

Project design was developed based on initial feedback received during annual Indian Education program family surveys and in multiple meetings and conversations with village leaders and Elders. Further feedback was gathered through a survey sent to Native families as well as through discussions with leaders in the Native community. This project has been designed to address the needs within the Native communities as identified by the members of the Native communities. By creating pathways for Native graduates to succeed and thrive within their traditional communities, this project will strengthen not only the individuals involved, but also their communities as a whole.

Local district and Native partners, as well as Brightways Learning, will work together to actively involve tribal partners, parents, and other community members in a number of ways to support student learning in the classroom and related experiences.

Elders have shared that teaching youth their cultural heritage and subsistence lifestyle is important knowledge to pass on from generation to generation. Community Native Elders and other “culture bearers”, including parents of students, are therefore crucial elements of this project and will be involved in PD offerings alongside teachers to cooperatively design and deliver culturally responsive opportunities in school and community.

The career pathways framework includes a project completion component for each student that includes the requirement to make community connections. Parents, tribal members, and other community members can serve as the bridge to connect the student with a community connection requirement for this component. Local tribes will assist students in project completion and also provide customized hands-on work experiences for students.

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

There are sustainability factors in this project that will over time significantly lower the cost and greatly expand the impact. These sustainability factors include: establishment of relevant and desirable career pathways framework and resources; competent and connecting school staff; and, relationships within communities and between partners.

**Career Pathways:** Once these pathways and linkages between curriculum, course offerings, project expectations, partner support and related opportunities, and community involvement have been initially completed and established during this project, maintenance will easily become integrated into the learning community’s practices and culture. Additional career pathways may be added based on this project’s model, allowing for responsiveness and adaptability to student and community conditions and needs.

**Competent and connecting school staff:** The project will build capacity within consortium through PD in the areas of technology training, instruction in cultural/local contexts and related collaboration with local “culture bearers,” and PLC cooperative skill growth, curriculum development, and practice integration. The goal is to institutionalize these concepts and practices to create sufficient capacity among the participating districts and partners. This will ensure their abilities to continue good work through institutionalized competent staff so that schools, and the students they serve, can withstand turnover and funding reductions post-grant. Project RAVE will change the pedagogical systemic instructional process and provide significant instructional materials, courseware, assessments, and school-to-community connections to be used and further developed long after the grant cycle concludes.

Including and retaining a position for a Counselor is key to helping students discover their passions and best suited pathways. Counselors will always be an important part of the school system, and this project will instill the active and integrated role and set of expectations for whomever serves in this position.

**Relationships within communities and between partners:** This project will reduce barriers between schools and their communities, actively engaging community members and parents with teachers and into school-based and related learning opportunities. Teachers and community members will recognize mutual value in their collaborations and contributions to the benefit of student success. As these bridges and “social norms” become established expectations, maintaining this community climate will be actively monitored and maintained by school staff, district-level administrators, and local partners. Outside of the district communities, the other RAVE grant partners each have long-standing relationships with the school districts, which will be further strengthened during this project for sustainability and support via ongoing resources and conferences that will continue after the grant expires.

## Quality of Project Evaluation

### **(i)Extent to which evaluation provides guidance for replication or testing**

The external evaluator for this project will be Dr. Ann Riley Millard. Dr. Millard has a Ph.D. in Educational Research and Evaluation Methodology (1982). Dr. Millard's experience includes data entry and analysis for a longitudinal study of delinquent behavior (1980-1982); Acting Director of Evaluation for MCREL in Colorado (1983-1986); development of assessment instruments, data collection and analysis for MCC research project at UAF (2004-2006), and Principal/Teacher in a small rural Alaskan school (1996-2004; 2006-2013). A vita is attached in the Appendix, which includes a more detailed description of Dr. Millard's qualifications.

This project will create a repeatable framework, which can be easily duplicated by other organizations utilizing locally appropriate career pathways. Although the evaluation framework is largely based on the current baselines in the project communities, these baselines and their corresponding goals can easily be adjusted to fit the realities in other communities. Additionally, some goal targets will be set during the initial year of the project when baseline data relevant to the new program are collected. Other communities would set their goals based on their own baselines. Although the goals and objectives of this project are extremely relevant and of value to students of all walks of life, they are of particular merit in Native communities across the country that share many of the same challenges as the project communities.

The two-part evaluation will focus on determining the effectiveness of the project methodologies towards successful completion of the project goals and objectives. The ongoing evaluation will identify which methodologies prove effective, as well as weaknesses or areas needing improvement. Where improvement is needed adjustments will be made as necessary. Part of the recording and evaluation process will consist of documentation of mechanisms that prove to be effective, as well as what improvements were made or suggested. This will help

provide guidance towards reproducing the project. The end result will be a refined methodology and evaluation system that will effectively inform future efforts both by the project partners and other organizations towards either building upon or repeating the project.

The first part of the project evaluation has two purposes: 1) to monitor the student progress toward accomplishment of the project objectives and 2) to monitor the staff progress in providing the new career curricula identified in the logic model. The evaluation will use data that is already being collected by the participating school districts, whenever possible, to document these accomplishments. Both quantitative and qualitative data will be used in this part of the evaluation. The evaluation will report the percentage of program participants who achieve a given standard on the performance measures for each objective and will compare the percentages of Native and Non-Native program participants achieving the standard. The progress toward the development of the curricular and instructional benchmarks will be evaluated using teacher evaluations, interviews and review of program documentation.

The second part of this evaluation will be an ethnographic study of the three individual project sites, which will inform readers about the generalizability of the results to other sites. For this portion of the evaluation, the External Evaluator will conduct site visits at least once each quarter and collect qualitative data. During these site visits the evaluator will also collect the data for the first portion of the evaluation.

**Sample Evaluation Plan**

<b>Data &amp; timeframe</b>	<b>Methods and Instruments</b>	<b>Analysis</b>
Teacher knowledge & attitude after each PD	Teachers will respond to evaluator developed surveys	Survey's will be analyzed using covariates that correlate attitudinal data
Quarterly measures of integration of cultural content during instruction	Observations and Lessonplan evaluation using district evaluation instruments.	Teacher proficiency on the evaluation instruments, comparisons of lesson plan correlations to instructional fidelity
Student attendance at the end of each quarter	Using SIM already in place to review student attendance data	Native and Non-native attendance data will be calculated with a chi-square analysis for the difference between expected and observed rates

Quarterly and annual reporting and planning will be held to assist all partners in effectively monitoring benchmarks, milestones, and work toward sustainability. Prior to each meeting, the External Evaluator will collect student performance measures and enter them in a longitudinal database used to track student outcomes for the entire duration of the project. Quarterly evaluation reports are due on October 31, 2016, February 28, 2017, April 30, 2017 and June 15, 2017. These reports, presented to the AT at the quarterly meetings, will include:

- Progress of Alaska Native program participants toward the stated goals;
  - Measures of student engagement and self-direction
  - Measures of student participation in AKCIS
  - Measure of student and family satisfaction with their schools
  - Measures of student vocational preparation
  - Measure of student participation in real-life work experiences
  - Number of students who participate in or complete a pathway
- A chi-square analysis to compare of the number of Native Participants and Non-Native Participants who are making progress toward the program goals and objectives to evaluate the effectiveness of the program activities in reducing the “achievement gap”;
- Progress toward completing the process outputs identified in the Logic Model will be evaluated using interviews, observations, and review of documentation and summarized in the report presented to the AT at the quarterly meeting.

Periodic reporting of the evaluation findings will be initiated in the form of a newsletter format to the consortium members as a whole, with the intent of keeping all stakeholders in the loop and engaged, and as the driver for program improvement.

## Other Attachment File(s)

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# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907-883-4352

Assistant Superintendent

## MEMORANDUM OF UNDERSTANDING

Between

**Mentasta Traditional Council & Alaska Gateway School District**

This Memorandum is between Alaska Gateway School District (AGSD) and Mentasta Traditional Council for FY 17, FY 18, and FY 19 in support of the enclosed R.A.V.E. (Rural Alaska Village Entrepreneurs) consortium project.

### General Description

The goal of this project is to increase the quality of educational and career opportunities for Alaska Native high school students within the Interior Region of Alaska preparing them for high skilled jobs in rural Alaska. The following objectives will help us meet the goal:

1. Increase graduation rate
2. Increase the numbers of student who enroll in post-secondary training programs
3. Decrease the drop-out rate
4. Build new and organize past Alaska Native cultural resources to better engage learners
5. Identify and create career pathway steps in the following areas, including articulated agreements
  - Education Careers
  - Resource Development and Management Careers
  - Healthcare Careers
  - Tribal and Government Management Careers
  - Entrepreneurialism

### Commitments of the Partners

The Alaska Gateway School District with members of the R.A.V.E. consortium agrees to develop articulated career and technical education programs, starting in the areas of Early Childhood Education, Resource Development, and Health Care to raise the development of students' employability skills.

1. Ensure every Native high school student has a Personal Learning and Career Plan (PLCP) specific to their CTE field of interest and identified career pathway steps.
2. Provide professional development for school administration, counselors, CTE instructors and classroom teachers on effective, research-supported instructional and assessment practices.
3. Develop a CTE instructional program aligned with available village careers, and with employability and industry standards to accelerate the development of students' employability skills.
4. Provide opportunities for professional development in Alaskan Native-themed curricula, and cultural incorporation into school district curriculum currently in place.

### “Where Teachers Are The Gateway To Learning”

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2327	Northway 907-778-2287 Fax: 907-778-2287	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tellin 907-324-2104 Fax: 907-324-2114
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5. Provide training for high school students through career specific short-term intensive courses focused on career areas in high need and high demand for Alaska, leading to industry specific certifications and/or post-secondary credit.
6. Provide stipends to elders and/or skilled Alaska native adults who act as mentors in culture and the specific career area.
7. Develop career specific short-term intensive courses based on the needs of the communities and state of Alaska through recommendations of the CTE Advisory Committee.
8. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.

Mentasta Traditional Council agrees to support the goals of aligning high school R.A.V.E. consortium programs with cultural & place-based education, as follows.

1. Support the Consortium in creating training programs for careers in Early Childhood, health sciences, computer technology, culinary arts, and construction trades fields as appropriate.
2. Support the creation educational training and internship opportunities for high school CTE students to accelerate the development of post-secondary and employability skills.
3. Participate on the consortia's Advisory Committee by providing input on career areas of high need for the region.

**Adoption and Amendment**

This Memorandum of Agreement shall take effect upon the date of final signature by the respective parties. Should any party choose to withdraw from this memorandum of agreement, thirty (30) days written notice is expected. The parties shall consult from time to time regarding whether this Memorandum of Agreement should be amended and this Memorandum of Agreement shall be amended upon the concurrence of all parties.

Adopted this 26<sup>th</sup> day of May, 2016

(b)(6)

Ted Sanford  
Mentasta Traditional Council

(b)(6)

AGSD Assistant Superintendent



# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

## MEMORANDUM OF AGREEMENT

Between

**Native Village of Tetlin and Alaska Gateway School District**

This Memorandum of Agreement is between Alaska Gateway School District (AGSD) and the Native Village of Tetlin for FY 17, FY 18, and FY 19

### General Description

The goal of this project is to increase the quality of educational and career opportunities for Alaska Native high school students within the Interior Region of Alaska. The following objectives will help us meet the goal:

1. Increase graduation rate
2. Increase the numbers of student who enroll in post-secondary training programs
3. Decrease the drop-out rate
4. Build new and organize past Alaska Native cultural resources to better engage learners
5. Identify and create career pathway steps in the following areas, including articulated agreements
  - Education
  - Resource Development and Management
  - Healthcare
  - Tribal and Government Management
  - Entrepreneurialism

### Commitments of the Partners

The Alaska Gateway School District with members of the R.A.V.E. consortium agrees to develop articulated career and technical education programs, starting in the areas of Early Childhood Education, Resource Development, and Health Care to raise the development of students' employability skills.

1. Ensure every Native high school student has a Personal Learning and Career Plan (PLCP) specific to their CTE field of interest and identified career pathway steps.
2. Provide professional development for school administration, counselors, CTE instructors and classroom teachers on effective, research-supported instructional and assessment practices.
3. Develop a CTE instructional program aligned with available village careers, and with employability and industry standards to accelerate the development of students' employability skills.
4. Provide opportunities for professional development in Alaskan Native-themed curricula, and cultural incorporation into school district curriculum currently in place.

### “Where Teachers Are The Gateway To Learning”

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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5. Provide training for high school students through career specific short-term intensive courses focused on career areas in high need and high demand for Alaska, leading to industry specific certifications and/or post-secondary credit.
6. Provide stipends to elders and/or skilled Alaska native adults who act as mentors in culture and the specific career area.
7. Develop career specific short-term intensive courses based on the needs of the communities and state of Alaska through recommendations of the CTE Advisory Committee.
8. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.

The Native Village of Tetlin, agrees to support Alaska Gateway School District's goals of aligning high school Consortia programs with cultural & place-based education, as follows.

1. Work with the Consortia to work with the Consortium to create articulated and dual credit course agreements in the Early Childhood, health sciences, computer technology, culinary arts, and construction trades fields as appropriate and agreed to.
2. Provide educational opportunities and awareness for high school CTE students to accelerate the development of post-secondary and employability skills.
3. Participate on the consortia's Advisory Committee by providing input on career areas of high need for the region.

### **Adoption and Amendment**

This Memorandum of Agreement shall take effect upon the date of final signature by the respective parties. Should any party choose to withdraw from this memorandum of agreement, thirty (30) days written notice is expected. The parties shall consult from time to time regarding whether this Memorandum of Agreement should be amended and this Memorandum of Agreement shall be amended upon the concurrence of all parties.

**Adopted this 27<sup>th</sup> day of May, 2016**

(b)(6)

Kristie Charlie  
Native Village of Tetlin

✓ Scott MacManus,  
AGSD Assistant Superintendent



# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907-883-4352

Assistant Superintendent

## MEMORANDUM OF UNDERSTANDING

Between

**Tanacross Village Council & Alaska Gateway School District**

This Memorandum is between Alaska Gateway School District (AGSD) and Tanacross Council for FY 17, FY 18, and FY 19 in support of the enclosed R.A.V.E. (Rural Alaska Village Entrepreneurs) consortium project.

### General Description

The goal of this project is to increase the quality of educational and career opportunities for Alaska Native high school students within the Interior Region of Alaska preparing them for high skilled jobs in rural Alaska. The following objectives will help us meet the goal:

1. Increase graduation rate
2. Increase the numbers of student who enroll in post-secondary training programs
3. Decrease the drop-out rate
4. Build new and organize past Alaska Native cultural resources to better engage learners
5. Identify and create career pathway steps in the following areas, including articulated agreements
  - Education Careers
  - Resource Development and Management Careers
  - Healthcare Careers
  - Tribal and Government Management Careers
  - Entrepreneurialism

### Commitments of the Partners

The Alaska Gateway School District with members of the R.A.V.E. consortium agrees to develop articulated career and technical education programs, starting in the areas of Early Childhood Education, Resource Development, and Health Care to raise the development of students' employability skills.

1. Ensure every Native high school student has a Personal Learning and Career Plan (PLCP) specific to their CTE field of interest and identified career pathway steps.
2. Provide professional development for school administration, counselors, CTE instructors and classroom teachers on effective, research-supported instructional and assessment practices.
3. Develop a CTE instructional program aligned with available village careers, and with employability and industry standards to accelerate the development of students' employability skills.
4. Provide opportunities for professional development in Alaskan Native-themed curricula, and cultural incorporation into school district curriculum currently in place.

### “Where Teachers Are The Gateway To Learning”

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Teitlin 907-324-2104 Fax: 907-324-2114
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5. Provide training for high school students through career specific short-term intensive courses focused on career areas in high need and high demand for Alaska, leading to industry specific certifications and/or post-secondary credit.
6. Provide stipends to elders and/or skilled Alaska native adults who act as mentors in culture and the specific career area.
7. Develop career specific short-term intensive courses based on the needs of the communities and state of Alaska through recommendations of the CTE Advisory Committee.
8. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.

Tanacross Village Council agrees to support the goals of aligning high school R.A.V.E. consortium programs with cultural & place-based education, as follows.

1. Support the Consortium in creating training programs for careers in Early Childhood, health sciences, computer technology, culinary arts, and construction trades fields as appropriate.
2. Support the creation educational training and internship opportunities for high school CTE students to accelerate the development of post-secondary and employability skills.
3. Participate on the consortia's Advisory Committee by providing input on career areas of high need for the region.

### **Adoption and Amendment**

This Memorandum of Agreement shall take effect upon the date of final signature by the respective parties. Should any party choose to withdraw from this memorandum of agreement, thirty (30) days written notice is expected. The parties shall consult from time to time regarding whether this Memorandum of Agreement should be amended and this Memorandum of Agreement shall be amended upon the concurrence of all parties.

**Adopted this 27<sup>th</sup> day of May, 2016**

(b)(6)

Herbie Demit  
Tanacross Council

Scott MacManus,  
AGSD Assistant Superintendent



# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

## MEMORANDUM OF UNDERSTANDING

Between

**Tok Native Association & Alaska Gateway School District**

This Memorandum is between Alaska Gateway School District (AGSD) and Tok Native Association for FY 17, FY 18, and FY 19 in support of the enclosed R.A.V.E. (Rural Alaska Village Entrepreneurs) consortium project.

### General Description

The goal of this project is to increase the quality of educational and career opportunities for Alaska Native high school students within the Interior Region of Alaska preparing them for high skilled jobs in rural Alaska. The following objectives will help us meet the goal:

1. Increase graduation rate
2. Increase the numbers of student who enroll in post-secondary training programs
3. Decrease the drop-out rate
4. Build new and organize past Alaska Native cultural resources to better engage learners
5. Identify and create career pathway steps in the following areas, including articulated agreements
  - Education Careers
  - Resource Development and Management Careers
  - Healthcare Careers
  - Tribal and Government Management Careers
  - Entrepreneurialism

### Commitments of the Partners

The Alaska Gateway School District with members of the R.A.V.E. consortium agrees to develop articulated career and technical education programs, starting in the areas of Early Childhood Education, Resource Development, and Health Care to raise the development of students' employability skills.

1. Ensure every Native high school student has a Personal Learning and Career Plan (PLCP) specific to their CTE field of interest and identified career pathway steps.
2. Provide professional development for school administration, counselors, CTE instructors and classroom teachers on effective, research-supported instructional and assessment practices.
3. Develop a CTE instructional program aligned with available village careers, and with employability and industry standards to accelerate the development of students' employability skills.

### “Where Teachers Are The Gateway To Learning”

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114 7
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PR/Award # S299A160053

4. Provide opportunities for professional development in Alaskan Native-themed curricula, and cultural incorporation into school district curriculum currently in place.
5. Provide training for high school students through career specific short-term intensive courses focused on career areas in high need and high demand for Alaska, leading to industry specific certifications and/or post-secondary credit.
6. Provide stipends to elders and/or skilled Alaska native adults who act as mentors in culture and the specific career area.
7. Develop career specific short-term intensive courses based on the needs of the communities and state of Alaska through recommendations of the CTE Advisory Committee.
8. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.

Tok Native Association agrees to participate in and support the goals of aligning high school R.A.V.E. consortium programs with cultural & place-based education, as follows.

1. Actively support the RAVE Consortium in the community in creating program pathways for careers in Early Childhood Education, Health Sciences, Computer Technology, culinary arts, Tribal Management, construction trades fields, and others as appropriate.
2. Actively support and assist in the creation of practicum training and internship opportunities for high school CTE students to accelerate the development of post-secondary and employability skills.
3. Participate on the consortia's Advisory Committee by providing input on career areas of high need for the region.

**Adoption and Amendment**

This Memorandum of Agreement shall take effect upon the date of final signature by the respective parties. Should any party choose to withdraw from this memorandum of agreement, thirty (30) days written notice is expected. The parties shall consult from time to time regarding whether this Memorandum of Agreement should be amended and this Memorandum of Agreement shall be amended upon the concurrence of all parties.

Adopted this 27<sup>th</sup> day of May, 2016

(b)(6)

Joni Young,  
Tok Native Association

*President*

(b)(6)

Scott MacManus,  
AGSD Assistant Superintendent

NORTHWAY VILLAGE COUNCIL  
PO BOX 516  
NORTHWAY, ALASKA 99764

May 26, 2016

Northway Village Council would like to Support the Alaska Gateway School District (AGSD) in its efforts to secure funding to increase the quality of educational and career opportunities for Alaska Native high school students within the Interior Region of Alaska. This AGSD project would meet the following goals:

1. Increase graduation rate
2. Increase the numbers of student who enroll in post-secondary training programs
3. Decrease the drop-out rate
4. Build new and organize past Alaska Native cultural resources to better engage learners
5. Identify and create career pathway steps in the following areas, including articulated agreements
  - Education
  - Resource Development and Management
  - Healthcare
  - Tribal and Government Management
  - Entrepreneurialism

The Alaska Gateway School District project would develop articulated career and technical education programs, starting in the areas of Early Childhood Education, Resource Development, and Health Care to raise the development of students' employability skills.

1. Ensure every Native high school student has a Personal Learning and Career Plan (PLCP) specific to their CTE field of interest and identified career pathway steps.
2. Provide professional development for school administration, counselors, CTE instructors and classroom teachers on effective, research-supported instructional and assessment practices.
3. Develop a CTE instructional program aligned with available village careers, and with employability and industry standards to accelerate the development of students' employability skills.
4. Provide opportunities for professional development in Alaskan Native-themed curricula, and cultural incorporation into school district curriculum currently in place.
5. Provide training for high school students through career specific short-term intensive courses focused on career areas in high need and high demand for Alaska, leading to industry specific certifications and/or post-secondary credit.
6. Provide stipends to elders and/or skilled Alaska native adults who act as mentors in culture and the specific career area.

7. Develop career specific short-term intensive courses based on the needs of the communities and state of Alaska through recommendations of the CTE Advisory Committee.
8. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.

Northway Village Council fully supports Alaska Gateway School District's goals of aligning high school Consortia programs with cultural & place-based education.

Sincerely (b)(6)

Howard Sam  
President



# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

## MEMORANDUM OF UNDERSTANDING

Between

**Copper River School District & Alaska Gateway School District**

This Memorandum is between Alaska Gateway School District (AGSD) Copper River School District (CRSD) for FY 17, FY 18, and FY 19 in support of the enclosed R.A.V.E. (Rural Alaska Village Entrepreneurs) consortium project.

### General Description

The goal of this project is to increase the quality of educational and career opportunities for Alaska Native high school students within the Interior Region of Alaska preparing them for high skilled jobs in rural Alaska. The following objectives will help us meet the goal:

1. Increase graduation rate
2. Increase the numbers of student who enroll in post-secondary training programs
3. Decrease the drop-out rate
4. Build new and organize past Alaska Native cultural resources to better engage learners
5. Identify and create career pathway steps in the following areas, including articulated agreements
  - Education Careers
  - Resource Development and Management Careers
  - Healthcare Careers
  - Tribal and Government Management Careers
  - Entrepreneurialism

### Commitments of the Partners

The Alaska Gateway School District with members of the R.A.V.E. consortium agrees to develop articulated career and technical education programs, starting in the areas of Early Childhood Education, Resource Development, and Health Care to raise the development of students' employability skills.

1. Ensure every Native high school student has a Personal Learning and Career Plan (PLCP) specific to their CTE field of interest and identified career pathway steps.
2. Provide professional development for school administration, counselors, CTE instructors and classroom teachers on effective, research-supported instructional and assessment practices.
3. Develop a CTE instructional program aligned with available village careers, and with employability and industry standards to accelerate the development of students' employability skills.

### “Where Teachers Are The Gateway To Learning”

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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4. Provide opportunities for professional development in Alaskan Native-themed curricula, and cultural incorporation into school district curriculum currently in place.
5. Provide training for high school students through career specific short-term intensive courses focused on career areas in high need and high demand for Alaska, leading to industry specific certifications and/or post-secondary credit.
6. Provide stipends to elders and/or skilled Alaska native adults who act as mentors in culture and the specific career area.
7. Develop career specific short-term intensive courses based on the needs of the communities and state of Alaska through recommendations of the CTE Advisory Committee.
8. Coordinate and fund Culturally Responsive training opportunities for teachers and community members to implement culturally responsive learning opportunities in the classroom.
9. Provide funding for .25 FTE vocational teachers at each project district to lead vocational course opportunities outside the normal class schedule.
10. Provide funding for .2 FTE Technology Director at each project district site to conduct setup, installation, and upkeep of project technology.
11. Provide funding for .3 FTE district site coordinator and management liaison at each project district to manage local resources and working with teaching staff to implement the vocational curriculum and other project activities.
12. Provide funding to help coordinate and support students in their selected career pathways.

Copper River School District agrees to participate in and support the goals of aligning high school R.A.V.E. consortium programs with cultural & place-based education, as follows.

Actively support the RAVE Consortium in the Copper River School District and community in creating program pathways for careers in Early Childhood Education, Health Sciences, Computer Technology, culinary arts, Tribal Management, construction trades fields, and others as appropriate.

1. Coordinate students to participate in the creation of practicum training and internship opportunities for high school CTE students to accelerate the development of post-secondary and employability skills.
2. Participate on the consortia's Advisory Committee by providing input on career areas of high need for the region.
3. Provide vocational teacher to lead vocational course opportunities outside the normal class schedule, possibly including construction and operation of fish wheels and green houses in the summer, etc.
4. Provide a Technology Director to assist with setup and upkeep of the district makerspace facilities, particularly where computer integration is necessary in equipment operation.
5. Provide a site coordinator and management liaison to manage local resources and working with teaching staff to implement the vocational curriculum and other project activities.
6. Provide and/or support staff to attend cultural trainings and time to implement culturally responsive learning opportunities in the classroom.
7. Coordinate and support students in their selected career pathways.

**Adoption and Amendment**

This Memorandum of Agreement shall take effect upon the date of final signature by the respective parties. Should any party choose to withdraw from this memorandum of agreement, thirty (30) days written notice is expected. The parties shall consult from time to time regarding whether this Memorandum of Agreement should be amended and this Memorandum of Agreement shall be amended upon the concurrence of all parties.

**Adopted this 30<sup>th</sup> day of May, 2016**

(b)(6)

Tamara van wyne,  
CRSD Director of Teaching and Learning

Scott MacManus,  
AGSD Assistant Superintendent

# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

## MEMORANDUM OF UNDERSTANDING

Between

**Tanana City School District & Alaska Gateway School District**

This Memorandum is between Alaska Gateway School District (AGSD) Tanana City School District (TCSD) for FY 17, FY 18, and FY 19 in support of the enclosed R.A.V.E. (Rural Alaska Village Entrepreneurs) consortium project.

### General Description

The goal of this project is to increase the quality of educational and career opportunities for Alaska Native high school students within the Interior Region of Alaska preparing them for high skilled jobs in rural Alaska. The following objectives will help us meet the goal:

1. Increase graduation rate
2. Increase the numbers of student who enroll in post-secondary training programs
3. Decrease the drop-out rate
4. Build new and organize past Alaska Native cultural resources to better engage learners
5. Identify and create career pathway steps in the following areas, including articulated agreements
  - Education Careers
  - Resource Development and Management Careers
  - Healthcare Careers
  - Tribal and Government Management Careers
  - Entrepreneurialism

### Commitments of the Partners

The Alaska Gateway School District with members of the R.A.V.E. consortium agrees to develop articulated career and technical education programs, starting in the areas of Early Childhood Education, Resource Development, and Health Care to raise the development of students' employability skills.

1. Ensure every Native high school student has a Personal Learning and Career Plan (PLCP) specific to their CTE field of interest and identified career pathway steps.
2. Provide professional development for school administration, counselors, CTE instructors and classroom teachers on effective, research-supported instructional and assessment practices.
3. Develop a CTE instructional program aligned with available village careers, and with employability and industry standards to accelerate the development of students' employability skills.

### "Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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**Adoption and Amendment**

This Memorandum of Agreement shall take effect upon the date of final signature by the respective parties. Should any party choose to withdraw from this memorandum of agreement, thirty (30) days written notice is expected. The parties shall consult from time to time regarding whether this Memorandum of Agreement should be amended and this Memorandum of Agreement shall be amended upon the concurrence of all parties.

Adopted this 28<sup>th</sup> day of May, 2016

(b)(6)

Therese Ashton,  
TCSD Superintendent

Scott MacManus,  
AGSD Assistant Superintendent



# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Assistant Superintendent

## MEMORANDUM OF AGREEMENT

Between

University of Alaska Fairbanks – Tok Branch and Alaska Gateway School District

This Memorandum of Agreement is between Alaska Gateway School District (AGSD) and University of Alaska Tok for FY 17, FY 18, and FY 19

### General Description

The goal of this project is to increase the quality of educational and career opportunities for Alaska Native students within the Interior Region of Alaska. The following objectives will help us meet the goal:

1. Increase graduation rate
2. Increase the numbers of student who enroll in post-secondary training programs
3. Decrease the drop-out rate
4. Build new and organize past Alaska Native cultural resources to better engage learners
5. Identify and create career pathway steps in the following areas, including articulated agreements
  - Education
  - Resource Development and Management
  - Healthcare
  - Tribal and Government Management
  - Entrepreneurialism

### Commitments of the Partners

The Alaska Gateway School District agrees to develop articulated career and technical education programs, starting in the areas of Early Childhood Education, Resource Development, and Health Care to raise the development of students' employability skills.

1. Ensure every Native high school student has a Personal Learning and Career Plan (PLCP) specific to their CTE field of interest and identified career pathway steps.
2. Provide professional development for school administration, counselors, CTE instructors and classroom teachers on effective, research-supported instructional and assessment practices.
3. Develop a CTE instructional program aligned with available village careers, and with employability and industry standards to accelerate the development of students' employability skills.
4. Provide opportunities for professional development in Alaskan Native-themed curricula, and cultural incorporation into school district curriculum currently in place.

### "Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tinacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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5. Provide training for high school students through career specific short-term intensive courses focused on career areas in high need and high demand for Alaska, leading to industry specific certifications and/or post-secondary credit.
6. Provide stipends to elders and/or skilled Alaska native adults who act as mentors in culture and the specific career area.
7. Develop career specific short-term intensive courses based on the needs of the communities and state of Alaska through recommendations of the CTE Advisory Committee.
8. Provide and/or support teacher training opportunities and time for teachers to implement culturally responsive learning opportunities in the classroom.

University of Alaska Fairbanks – Tok Branch, agrees to support Alaska Gateway School District’s goals of aligning high school Consortia programs with cultural & place-based education, as follows.

1. Work with the Consortia to work with the Consortium to create articulated and dual credit course agreements in the Early Childhood, health sciences, computer technology, culinary arts, and construction trades fields as appropriate and agreed to.
2. Provide educational opportunities and awareness for high school CTE students to accelerate the development of post-secondary and employability skills.
3. Participate on the consortia’s Advisory Committee by providing input on career areas of high need for the region.

**Adoption and Amendment**

This Memorandum of Agreement shall take effect upon the date of final signature by the respective parties. Should any party choose to withdraw from this memorandum of agreement, thirty (30) days written notice is expected. The parties shall consult from time to time regarding whether this Memorandum of Agreement should be amended and this Memorandum of Agreement shall be amended upon the concurrence of all parties.

Adopted this 26<sup>th</sup> day of May, 2016

(b)(6)

Crystal Wilson, Coordinator  
University of Alaska Fairbanks, Interior-  
Alaska Campus, Tok Center

Scott MacManus,  
AGSD Assistant Superintendent

(b)(6)

Bryan Uher, Director  
University of Alaska Fairbanks, Interior-  
Alaska Campus

Evon Peter, Vice Chancellor  
University of Alaska Fairbanks, College of Rural  
and Community Development

# Scott MacManus

## Professional Vitae

(b)(6)

### Philosophy Statement:

*Public Education is a process that prepares students to succeed within a personal and social context, in an increasingly complex society. An educational leader facilitates a collective vision and will toward that end, ensuring that their staff have the skills, resources and motivation needed to create a learning environment where that vision can be realized.*

### Professional Education Work Experience

#### **Alaska Gateway School District – Assistant Superintendent**

Supervise certified and classified staff. Federal Programs/Technology Director ('98-'03), Executive Director ('03-'10), Assistant Superintendent ('10-Present). Responsibilities included oversight of School Improvement sites, Curriculum Director, Personnel & PD, and project design and management (eg: Biomass CHP Project), Grantsmanship, (over \$20m in competitive funds received), Technology, including E-rate, and managing successful FCC E-rate appeals,.

#### **Alaska Gateway School District – High School Social Studies/English 1997-1998:**

#### **Yukon Koyukuk School District – High School Social Studies/Vocational Teacher, 1996-1997:**

Technology, Woods, History, Government, English. Did site technology, and wrote for CTE funding.

#### **University of Alaska Fairbanks -TechPrep Project Director, 1991-1994:**

Directed development of Interior Alaska TechPrep Articulated programs. Responsibilities included project management, grants writing, curriculum review and development, staff training, and policy development. Wrote successful \$1.3 million proposal Multi-Media Eco-mapping NSF grant.

#### **St. Mary's School District - High School Teacher 7<sup>th</sup> – 12<sup>th</sup> grade, 1988-1990:**

Taught Computer Tech, History, Government, English, Photography.

#### **McKinley Alternative Middle School FNBSD – Middle School, 1987–1988: Year long combined practicum and student teaching in the content areas of English and Social Studies.**

### Education

**University of Alaska Fairbanks – Beginning coursework toward Interdisciplinary Ph.D**

**University of Alaska Anchorage: 2014, Superintendent's Certification Program**

**University of Phoenix: 2008, rec'd MA in Educational Leadership & Administration**

**University of Alaska Fairbanks: 1988, rec'd BA in Political Science, Minor: Education**

**Zweibrucken Institut für Potografische Kunst: 1981-82, Photographic Institute**

**University of Chicago (European Extension): 1980, International Politics**

**University of Maryland (European Extension): 1979, International Law**

### Other Work Experience

**Yukon River Tours – Dawson City, YT. Managing Owner: Summers, 1990–2000:** Manager/owner of a restaurant, gift-shop, and Yukon River 50 passenger paddlewheel tour-boat. 15+ employees.

**M&M Cement Contracting– Fairbanks, AK. Owner, 1984–1996:** Partner in commercial/residential concrete construction business in Interior Alaska.

**Fairbanks Mental Health – Fairbanks, AK. Youth & Family Counselor: 1995-1996**

**Booked Master Mason – Statewide:** Completed 4 year apprenticeship and spent 10 years in the trade, to include: Foreman-VECO, Deadhorse Alaska. Oversaw concrete construction of 120,000sf containment warehouse on "C" Pad, completed concrete three weeks ahead of schedule

**Journeyman - Kewit/Groves, Terror Lake Hyrdo Project, Kodiak.**

**Journeyman - M&M Contractors, Anchorage, Alaska; Projects: Hunt, Sullivan, BP.**

**Other work: Carpenter, Operator, Commercial Riverboat Pilot, US Army Military Police Corps.**

### Certifications

**Alaska type "B" Superintendents Certificate:** To be issued 2015

**Alaska type "B" Administrative Endorsement:** Issued 2008

**Alaska type "A" Professional Teaching Certification:** Issued 1988

**Master of Minor Waters: 50-ton limit, Captain/Chief Engineer's certifications:** Issued 1991

**Certified Master Journeyman Cement Mason:** Issued 1985

### Professional Publications and Reports

**"Tech Prep: A Catalyst for Systemic Change in Alaska" Alaska Vocational Council**

**"Implementing Educational Change in Rural Alaska" Report to the Governors Council**

## JENNIFER L. LUTEY

Home: (b)(6)

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### EDUCATION

**University of Montana School of Law: Juris Doctorate, May 2004**

Admitted to the Montana State Bar

**Montana State University: Northern Bachelor of Arts-Interdisciplinary Studies, May 1996**

Majors: History and Social Science

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### WORK and LEADERSHIP EXPERIENCE

2/2004-Present: Executive and Grant Director of Brightways Learning (previously WW IDEA), an education nonprofit committed to improving learning and achievement through collaborative engagement and innovative technology solutions. Brightways Learning specializes in services to rural schools serving indigenous and other students. Brightways Learning provides custom education training and technology design, school improvement and youth development programs and an accredited K-12 distance education program and hosts Alaska Native Education Program grants serving Alaska Native students. Technology and training offered includes standards-based teaching and culturally responsive learning opportunities developing and implementing data systems to inform instruction. My role includes providing training for schools, staff and parents and community members. Experience also includes coordinating and implementing native and non-native education support services between schools, administration, and professional development providers to execute reform efforts. Whole school intervention experience includes successfully writing and assisting the district with implementation of a multi-school intervention model for reform and student transfer options through the Voluntary Public School Choice Program. Experience also includes executing and marketing the organization's charitable mission and services, networking, hosting state-wide education conferences, client relationship management, human resources, budgeting and fiscal management. Responsibilities include maintaining nonprofit compliance, financial management, program development and advocacy and grant/contract writing, evaluation, reporting and compliance.

#### Specific experience includes:

- 10/2013-Present: Project Director for federal Alaska Native Education Program grants: Alaska's Cultural Heritage In Education is Vital for Excellence (ACHIEVE) grant which provides professional development for teachers serving native students in Alaska to implement culturally responsive learning opportunities.
- 10/2013-Present: Project Director for federal Alaska Native Education Program grants providing student support and school and community training in integrative youth development to six Alaska school districts.
- Multi-year, ongoing attendance at Professional Development training by Performance Education for All Kids (PEAK) model to better understand brain based research and evidence based strategies for successful student learning. I also have repeatedly attended PEAK Teaching for Excellence and Leading for Excellence institutes to better understand strategies to successfully implement and coordinate effective learning, school reform, student engagement and relationship-based strategies.
- Current Legal Associations: Admitted to the Montana Bar, member of the Legal Education and State Bar Technology committees, and member of the Western Montana Bar Association (WMBA); ongoing participant in the WMBA Pro Bono program.

- 8/2003-5/2004: University of Montana ASUM Legal Services Office, Legal Intern. Clinical assignment serving the legal needs of university students. Legal areas include criminal law, family law, landlord-tenant law, consumer protection and limited personal injury/insurance conflicts.
  - 6/2003-8/2003: Montana Attorney General's Office, Legal Intern. In this position I worked in both the criminal appellate and the civil divisions in addition to providing research for the Solicitor.
  - 10/2000- 6/2003: Galena IDEA International Chief of Staff for organization serving homeschooled military students in Southeast Asia in partnership with the Department of Defense Schools. This accredited international program provided necessary educational consistency for families with inconsistent education options. We provided high quality, accountable, individualized education support for each enrolled student through distance education support.
  - 11/1997-6/2003: Galena City School District Superintendent's Executive Assistant: assisting in the operation, leadership and promotion of three programs serving Native Alaskan students: Galena City School (traditional PreK-12 grades), Project Education Residential School (boarding home for 9-12 grades) and the Interior Distance Education of Alaska. Also involved in the management of the residential dormitory serving indigenous Athabaskan Indian students. Responsible for student welfare. This work included extensive coordination of school reform and individualized education practices between schools, programs and the district Superintendent.
  - 4/1996-11/1997: Havre Area Chamber of Commerce Executive Director; employment, business and tourism promotion, public relations, event and committee organization, fundraising, and development of the Havre Business Area. Responsible for communications with media, business and the community. Spokesperson for the Chamber and responsible for budget preparation and fiscal management. Various committees served on include: Native American Affairs, Tourism Promotion Committee, Agri-Business relations, Chamber Ambassadors, Athletic Promotion, Economic Development, Crimestoppers, Retail Promotion, Community Transportation, Havre High School Community Concerns, and City/County/Chamber planning committee.
  - 9/1992-4/1996: President: Montana Associated Students: practicing knowledge of higher education structure, political structure, and leadership skills. President, Vice President, Senator: ASUN.
  - 1996: MSU Northern Collaborative Negotiations Team; trained in interest based, non-threatening negotiations.
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## COMMUNITY INVOLVEMENT

Member : ASCD and Montana ASCD

Member: State Bar of Montana Legal Education Committee

Member: State Bar of Montana Technology Committee

Member: University of Montana Client Counseling Team

Member: U of M Law School Faculty-Student Relations Committee

Member: Women's Law Caucus

Volunteer: Conducted fundraising calls to Law School Alumni and firms for Law School donations

Member: Galena Breakfast Club, community development group

Lifeguard: Volunteer for local swimming pool activities

Board Member: Showcase Fine Arts Board

Board Member: Charlie Russell Country Tourism Region Board

Steering Committee Member: Boys mentoring program

Mentor: Reach for Tomorrow: program designed to help middle school aged girls discover their potential, encourage success and build self-esteem

Volunteer: Northern Montana Youth Ranch; group home for troubled /delinquent boys

Tutor: Paid and volunteer for underprivileged/emotionally troubled youth

## **JENNIFER L. (OBIE) LUTEY**

### **HONORS**

National Collegiate Student Government Awards  
Student Excellence Award  
Who's Who in American Colleges and Universities  
History Award (scholarship)  
Leadership Award (scholarship)  
Young Woman of the Year Award (scholarship)

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### **REFERENCES**

#### **Kerry Boyd**

*Superintendent*  
Yukon Koyukuk School District  
4762 Old Airport Way  
Fairbanks, AK 99709  
(907) 374-9416  
Email: [kboyd@yksd.com](mailto:kboyd@yksd.com)

#### **Carl Knudsen**

*Founder and Past President of Brightways Learning-W WIDEA/ Retired Superintendent, Montana and Alaska*  
P.O. Box 1558  
Seeley Lake, MT 59868  
(907) 529-2717  
Email: [carlk@nemont.net](mailto:carlk@nemont.net)

#### **Hillary Wandler**

*Professor of Law*  
University of Montana School of Law  
32 Campus Drive  
Missoula, MT 59812  
(406) 531-4623 or (406) 243-6788  
Email: [hillary.wandler@umontana.edu](mailto:hillary.wandler@umontana.edu)

#### **Scott Pederson**

*Assistant Attorney General*  
Child Protection Unit  
P.O. Box 3354  
Billings, MT 59103  
(406) 245-0818  
Email: [SPederson@mt.gov](mailto:SPederson@mt.gov)

Tracie Weisz

(b)(6)

## PROFILE

Experienced Alaskan educator with strong interest and experience in curriculum design, and educational technology as related to classroom integration pedagogy, design and instruction of blended courses, school policy, and professional development. Extensive experience in curriculum development, instructional design, and alignment.

## EXPERIENCE

### **Curriculum Coordinator, Ak Gateway SD, Tok, AK - 2014-present**

Curriculum development planning, designing blended learning courses, reviewing and managing courses from an array of online providers, providing support and resources across subject areas for teachers and students.

### **Classroom Teacher, Ak Gateway School District, Tok, AK – 1995-2014**

6-12 English Language Arts and Social Studies.

### **Adjunct Faculty, University of Alaska Southeast –2013-2015**

### **Online Course Developer/Instructor, Alaska Learning Network - 2012-2015**

### **Mentor, Alaska Statewide Mentor Program - August 2006-August 2008**

As a mentor to new teachers around the state, provided individualized support to first- and second-year teachers, helping ASMP to develop an effective teaching force responsive to the diverse academic needs and cultural backgrounds of all students.

## EDUCATION

University of Alaska Southeast, 2012-present, Master's Degree in Educational Technology, graduated, 2014.

University of Alaska Southeast, 1991-1993, Type A State of Alaska Teaching Certificate

Western Oregon University, graduated 1990, Bachelor's in Business Administration

## OTHER EXPERIENCE

**Board member, Alaska Society for Technology in Education (ASTE) – 2013-2016 - Interior representative.** Involved in conference planning, website design, professional development, and representing the interests of teachers in interior Alaska via extensive networking. Also a presenter at annual ASTE conferences since 2007 on educational technology related issues.

**Curriculum Lead** for Alaska Gateway School District from 2005 to present. Leading summer curriculum work, which included curriculum review, design, development, and alignment with Alaska Standards (old and new). Led implementation of new curriculum database/lesson planner for AGSD. Led writing, design, and implementation of new Teacher Evaluation Tool.

**Professional Development:** various staff trainings (in my own district and others) in writing programs, classroom technology integration, and curriculum database management systems.

## (Marie) Thérèse Ashton

(b)(6)

**OBJECTIVE:** Gain a superintendent position in an Alaskan school district.

### QUALIFICATIONS

Currently I am in the dual role of the superintendent for Tanana City School District and principal for the K-12 Maudrey J. Sommer School. I also include in my duties ESEA federal programs director and district technology coordinator. I am organized, proactive, and collaborative as a leader.

### EDUCATION

1977-1982 B.A. (English), Western Washington University  
1978-1979 Non-degree seeking, University of Louisiana  
Fall 1988 Non-degree seeking, University of Alaska, Fairbanks  
1990-1992 General Education, University of Alaska, Southeast  
2001-2002 Educational Technology endorsement, University of Alaska, Southeast  
2006-2007 M.ED (Educational Leadership), University of Alaska, Anchorage  
2009-2011 Superintendent endorsement, University of Alaska, Anchorage

### EMPLOYMENT

2013-current Superintendent, Tanana City School District and Principal, Maudrey J. Sommer School  
As the only administrator in the district managing and organizing all aspects of the school district business is done in conjunction with all the normal duties of a principal for a K-12 school.  
1997-2013 Elementary Principal, Wrangell Public Schools  
Six years classroom teacher (2-5 grade including split grade levels);  
One year as a classroom teacher and lead of the school; Ten years as principal.

### ADDITIONAL PROFESSIONAL ACTIVITIES

2013-current **ESSA Federal Programs Director**, Tanana City School District Write and manage federal grants that include but not limited to Title I, Highly Qualified, ELP, and Migrant.

2013-current **Professional Development Coordinator**, Tanana City School District  
Write Quality Schools Grant and am the Professional Development

Coordinator for the district. In charge of organizing as well as presenting at district-wide inservice. Work with University system to provide university credits for teachers.

2006-2013 **ESEA Federal Programs Director**, Wrangell Public Schools  
Write and manage federal grants that include but not limited to Title I, Highly Qualified, ELP, and Migrant.

2001-2006 & 2008-2011 **Professional Development Coordinator**, Wrangell Public Schools  
Wrote Quality Schools Grant and was the Professional Development Coordinator for the district. In charge of organizing as well as presenting at district-wide inservice. Worked with University system to provide university credits for teachers.

2000-2002 **ARCTIC** (Alaska Reform in the Classroom through Technology Integration and Collaboration) Ambassador, State-wide grant (partners included UAS, SERRC, and EED)  
Five components to the ARCTIC Immersion Experience included the district plan, an observation visit, a four-week intensive Integration Institute, on-site, on-line and regional opportunities for training, and a summer institut

2002-2003 **Wrangell Teachers Association President**, Wrangell, AK  
Fulfilled all duties required of the office of president for the local teachers' union.

1998-2001 **Standards and Portfolio Committee**, Wrangell Public Schools  
One-year member of committee, Two-years as chair of committee. Committee work included designing and organizing district-wide professional development (emphasis on reading, writing, and mathematics as they related to the qualifying exam and ongoing training in technology that leads to changed behaviors and attitudes in teaching professionals), review and revise the Local Improvement Plan (precursor to Strategic Plan), and merge district academic standards to state standards.

2005-current **Board Member for AICS** (Alaska Island Community Services), currently secretary/treasurer for a board that oversees a variety of medical and counseling services for several communities in Southeast Alaska.

2009-2011-Completed **ERATE** process for Wrangell Public Schools

2009-current **Board Member of AAEC** (Alaska Arts Education Consortium) currently vice president for a board that advocates for the arts and promote high achievement for all Alaskan students through professional development of educators.

## PROFESSIONAL MEMBERSHIPS

Member of ASTE (Alaska Society for Technology in Education)-past president & treasurer.

Member of ISTE (International Society for Technology in Education)

Member of ASA (Alaska Superintendent Association)

## REFERENCES

John Bania, retired superintendent (907-978-3369)

Courtney Agnes, school board president Tanana City School District  
2015-current (907-366-1040)

Mary Wegner, superintendent of Sitka School District  
(907-227-3101)

# TAMARA L. C. VAN WYHE

## CERTIFICATION AND ENDORSEMENTS

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Alaska Type A Teaching Certification. Endorsements: Secondary English (7-12); Secondary Speech (7-12); Secondary Journalism (7-12); Middle School Language Arts (5-8).

Alaska Type B Administrative Certification. K-12 Endorsement.

## PROFESSIONAL PREPARATION

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Continuing Graduate Education – University of Alaska Southeast; Fall 1999-present  
Continuing Graduate Education – Alaska Pacific University/ASDN; Spring 2001-present  
Continuing Graduate Education – Bread Loaf School of English; Summers 1999, 2001  
Master of Arts Degree in Teaching (Secondary Education) – Augustana College; May 1995  
Bachelor of Arts Degree in English – Augustana College; December 1994  
Bachelor of Arts Degree in Speech Communication – Augustana College; May 1988  
Bachelor of Arts Degree in Journalism – Augustana College; May 1988  
Minor in Special Education – Augustana College; December 1994  
*Graduate G.P.A. 3.98 / 4.0 Undergraduate G.P.A. 3.65 / 4.0*

## CLASSROOM TEACHING EXPERIENCE

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Director of Teaching & Learning Support – July 2010 to present. Copper River School District, Glennallen, Alaska.

Principal, Glennallen School – 2008-2010

Assistant Principal, Glennallen School – 2006-2008

Curriculum-Instruction & Assessment Support Specialist – August 2005-August 2006. Copper River School District; Glennallen, Alaska. Newly-created, district-wide position involves mentoring, literacy coaching, classroom support, curriculum review and committee supervision, staff development responsibilities, development and maintenance of teacher-support website and professional library, and assistant district test coordinator responsibilities.

English Language Arts Teacher – August 1997 to May 2005. Kenny Lake High School; Kenny Lake, Alaska. Grades 7-12. Responsible for all English Language Arts courses for students in grades 7-12; also taught Fine Arts, Speech Communication, Drama, Journalism, Computer Business Applications, World History, Vocal Music.

English Composition and Literature Teacher – August 1996 to May 1997. Robert Service High School; Anchorage, Alaska. Grades 9, 11, 12. Responsible for multiple sections of Intermediate Composition, English 9, and Frontier Literature.

Special Education/Resource Teacher – January to May 1996. Colony Middle School; Palmer, Alaska. Grade 7. Long-term substitute position; responsible for providing resource support services to students, meeting IEP goals, and completing necessary SpEd documentation.

Special Education/Resource Room Teaching Assistant – October to December 1995. Colony Middle School; Palmer, Alaska. Grades 7 & 8. Provided tutorial assistance to students in resource

room setting in the areas of written language and reading.

Middle School Student Teaching – April to May 1995. Whittier Middle School; Sioux Falls, SD.

Secondary Student Teaching – February to March 1995. Hills-Beaver Creek High School, MN.

Special Education Practicum – Fall 1994. Summit Oaks Alternative Education Program; Sioux Falls, South Dakota. Grades 7-12.

## **SUMMARY OF RELEVANT CONTENT AREA-RELATED EXPERIENCES**

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Charter member of Rural Alaskan Curriculum and Instruction Alliance – Fall 2011-present. Assisted in coordinated rural curriculum coordinators and directors from across Alaska to create network focused on locating, reviewing, and sharing curriculum materials and resources statewide.

Alaska State Standards Review Committee – 2010-2012. Assisted with review of current state standards in preparation for new standards writing and adoption. Served on a number of committees responsible for crafting of new standards prior to submission to state Board of Education.

Language Arts Consultant/Teacher Educator – 1999 to present. Yukon-Koyukuk School District (Fall 2005); Anchorage School District (Summer 2004); Alaska Gateway School District (2003-2004); Yakutat School District (1999-2003); Yukon Flats School District (Fall 2001); Copper River School District (1998-present). Training presentations on Six-Trait analytical writing assessment, writing instruction strategies, standards-based literacy across the curriculum, and models of best practice instruction in the English Language Arts classroom.

Alaska State Writing Consortium Teacher-Leader – 2000 to present. Summer 2005 Invitational Institute, “Leading Writers,” UAS/Juneau, AK; Winter 2005 Virtual Open Institute, “The Write Time,” distance-delivered via Alaska Teacher Leadership Network; Spring 2004 Invitational Writing Retreat, “Write at the Heart,” Anchorage, AK; Summer 2003 Invitational Institute, “Leading Writers,” UAA/Anchorage, AK; Summer 2001 Basic Institute, “Connecting Writers,” UAS/Juneau, AK. Responsible for planning, leading, and follow-up for ASWC annual institutes involving nearly 100 educators from across Alaska.

Alaska’s Measuring Student Progress Committee –2004 to 2008. Copper River School District teacher representative on select committee convened by AK Commissioner of Education Roger Sampson. Responsible for research and writing of formative assessments specific to Alaska’s Grade Level Expectations for Reading in grades 7-10.

Alaska Department of Education / Data Recognition Corporation Committee Work – January 2004 to present. Participated in Grade Level Expectation Committee work (Writing, grades 7-10) in January, March, & October 2004; SBA Item Writing Workshop, April 2004; Performance Descriptors Committee, July 2004; Field-Test Item Review Committee, December 2004; SBA Standards Validation Committee (Writing Test), May 2005.

Adjunct Faculty, University of Alaska Southeast – Spring 2002-Summer 2004. Served as instructor for distance-delivered Alaska Studies for Educators.

Rural Practicum Mentor: University of Alaska Southeast, 2001-2004. Member of mentoring pilot program sponsored by UAS and Bread Loaf Rural Teacher Network. Program involved participation in face-to-face mentor meetings, online coursework, and hosting practicum experience for pre-service teacher.

Presenter: National Council of Teachers of English Annual Convention, Baltimore, MD; November 2001. Session co-presented with Idalia, CO, colleague on classroom research related to online poetry exchange. Focus on strategies for successfully implementing literature and writing-based online exchanges and action research component of project.

Presenter: Alaska State Literacy Conference, Anchorage, AK; October 2001. "Shadow Writing: Pleasant Practice for the Reluctant Writer." Session presented philosophy of writing instruction supporting scaffolded practice for junior high and high school writers. Content drawn from three years of classroom experience with effective model for successfully developing abilities of young writers.

Presenter: Bread Loaf Teachers Network Spring Conference, Sante Fe, NM; May 2001. Presented extensive documentation from two years of online communication between students at Kenny Lake High School and Idalia (CO) High School. Online transcripts used to illustrate growth and development of students as analytic and creative thinkers and writers.

Bread Loaf Writers Conference Invitational: February 2001. Members of Bread Loaf Rural Teacher Network gathered to author articles on successful classroom practices. Authored chapter entitled "Shadow Writing: Pleasant Practice for the Reluctant Writer."

Presenter: Alaska State Literacy Conference, Juneau, AK; October 2000. Session co-presented with Kenny Lake colleague: "Inquiry Circles and the Brain: Methods, Materials, and Motivations for Learning." Session included classroom simulation of Inquiry Circle approach to literature.

Presenter: National Bread Loaf Rural Teachers Network Summit, Middlebury, VT; June 2000. Invited as representative of state of Alaska to share successful online exchange conducted via BreadNet communications network.

Presenter: Northwest Regional Council of Teachers of English Conference, Big Sky, MT; April 2000. Session presentation focused on successful online exchange/conference with classroom in Colorado entitled "Pass the Poetry: Redefining Place in the High School Classroom."

Bread Loaf Writers Conference Invitational: Anchorage, AK; February 2000. Members of Bread Loaf Rural Teachers Network gathered to author articles on "best practices" in standards-based classrooms for publication and distribution throughout the state of Alaska.

Freelance Writing – 1999 to present. Submission of professional articles to various organizations and publications related to education at local, state, and national level.

Free-lance Communication Specialist – 1986 to present. Utilize creative communication skills and abilities to design and author promotional materials and offer guidance in creative and professional writing, layout, and design.

Creative Specialist – The Austad Company (Sioux Falls, SD); 1986 to 1988. Designed, wrote, and edited customer newsletters, product copy, and press releases. Created effective, innovative brochures and advertisements for direct marketing campaigns.

## **PUBLICATION, RECOGNITION, AND AWARDS**

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Glennallen School, Alaska, recognized as 2009 United States Department of Education NCLB-Blue Ribbon School.

Kenny Lake School, Alaska, recognized as 2005 United States Department of Education NCLB-Blue Ribbon School. Served as sole English Language Arts teacher at KLS from 1997-2005 for students in grades 7-12; authored Kenny Lake School's Blue Ribbon School application (Fall 2004); will serve as teacher representative at NCLB-Blue Ribbon Schools Awards Ceremony in Washington, D.C., November 2005.

Kenny Lake School Language Arts classroom and writing instruction featured in Northwest Regional Education Labs publication chapter entitled *Tapestry of Tales*, highlighting effective writing program in rural school. Chapter authored by Debbie Ellis, NWREL, 2005.

Kenny Lake School Language Arts classroom instruction and poetry writing activities featured in Northwest Regional Education Lab training material for *Classroom to Community & Back*

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Instructional Program. NWREL, 2005.

National Board of Professional Teaching Standards Certification: English Language Arts / Adolescents & Young Adults; November 2004.

Coordinated, compiled, and edited fourth volume of student-authored poetry and prose, *Amongst the Dreams of Heroes*, 149 pages; featuring creative writing by students in grades 4-12 at Kenny Lake School. April 2004.

Article entitled "When the Impossible Happens: Site-Based Professional Development in Rural Alaska." Publication in *The Bread Loaf Teacher Network Magazine*, Spring 2004.

Article entitled "Remembering Stephanie: A Eulogy." Composed for very personal reasons in response to the death of a student, this piece was shared at a school assembly and later at a memorial service. Published in an issue of *Village Voices*, a RurAL CAP publication, Winter 2003.

Coordinated and authored winning Technology Advancement Grant application for the C.A.B.L.E. Project at Kenny Lake School, funded at \$151,000. Coordinated grant project focusing on brain-based research, technology integration in the classroom, and school-wide action research. Project involved ten certified staff members (entire staff) at KLS. May 2001-September 2002.

Coordinated, compiled, and edited third volume of student-authored poetry and prose, *Shadows of Ourselves: Poetry from Our Point of View III*. 172 pages; featuring creative writing by students in grades 2-12 at Kenny Lake School. April 2002.

Chapter entitled "Shadow Writing: Pleasant Practice for the Reluctant Writer." Publication in *Standard Implications II: Classroom Truths and Consequences*. Ed. Annie Calkins; University of Alaska Southeast, 2001.

Winner of The Kate and Paul Farmer Award from National Council of Teachers of English for "Developing a Passion for Poetry: Breaking Rules and Boundaries with Online Relationships in the High School Classroom." Selected as "most outstanding" *English Journal* article published in 2000 written by a high school teacher. Awarded November 2001.

Guest Editorials in *The Juneau Empire* and *The Anchorage Daily News*. "Testing Tonia: A Teacher's Call to Action." Focus on the implications of high-stakes test on "real" students. Summer 2001.

Alaska Department of Education Bread Loaf Fellowship. Fellowship involved study at Bread Loaf School of English (Juneau, AK, campus) during summer of 2001 and subsequent research related to online writing and its classroom implications. Coursework: Summer 2001; Research 2001-02 SY.

Coordinated, compiled, and edited second volume of student-authored poetry, *If Our Words Had Wings: Poetry from Our Point of View II*. 172 pages; featuring creative writing by students in grades 8-12 at Kenny Lake School. April 2001.

National Ethnography in Education Forum 2001; Philadelphia, PA. Attended as member of Bread Loaf Teacher Network panel that met to examine online transcripts from technology-based exchanges. Work resulted in "framework" for examining students' online writing. March 2001.

National Council of Teachers of English Leadership Development Award winner. Recognized for contributions to the profession as an early-career English language arts professional educator at NCTE Annual Convention, November 2000.

Publication in *English Journal*, NCTE secondary journal: "Developing a Passion for Poetry: Breaking Rules and Boundaries with Online Relationships in the High School Classroom." November 2000.

Interview/section related to Kenny Lake School and Language Arts publishing activities in article authored by Sam Swope. *Voices from the Middle*, middle-level journal of NCTE.; publication September 2000.

Chapter entitled "The Arts Meet the Ice: Poetry Readings in Rural Alaska." Chapter accepted for

Tamara L. C. Van Wyhe ~ Page 4 of 7 ~

publication in *Celebrating Students' Writing*, edited by Chris Weber; Portland, Oregon.

Jordan Fundamentals Grant: "Writing Our Lives: The History of Kenny Lake." Grant project involved students in grades 7-12 researching and writing the history of Kenny Lake, Alaska, culminating in the publication of a professionally published anthology of stories and historic anecdotes. Funded March 2000; project implemented 2000-2001 SY.

Coordinated, compiled, and edited 98-page volume of student-authored poetry, *The World We Know: Poetry from Our Point of View*. Featured creative writing by students in grades 7-12 at Kenny Lake School. February 2000.

Copper River School District Teacher Representative at Alaska Education Summit 2000, Girdwood, AK. Appointed by superintendent and CRSD Board of Education, September 2000.

Chapter entitled "The Power of Poetry: Changing Lives with Words." Publication in *Standard Implications*. Eds. Annie Calkins & Scott Christian; University of Alaska Southeast, 2000.

Alaska K-12 Balanced Reading Program Grant. Implementation of Grant involved working with primary and intermediate teachers at Kenny Lake to develop a balanced reading program for Kenny Lake School K-12 site. January 2000-January 2002.

DeWitt Wallace-Reader's Digest Fellowship. Fellowship involved study at Bread Loaf School of English (Middlebury, VT) during summer of 1999 and subsequent membership and extensive involvement in Bread Loaf Rural Teacher Network. Coursework: June-August 1999; Network affiliation: June 1999-present.

## **AREAS OF PROFESSIONAL INTEREST AND RESEARCH IN EDUCATION**

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Alaska's Grade Level Expectations & Standards-Rich Teaching in the Rural Alaskan Classroom (focus for development of a variety of student, staff, and parent tools and resources)

Six-Trait Analytical Writing Assessment and Implementation of Teaching Models: State of Alaska Writing Assessment Training and State Scoring Participation: 1997, 1998

Technology as a Preferred Tool for Writing (graduate research focus)

Online-Writing and the Power of a Distant Audience

Research-based Technology Integration in K-12 School Settings

Power of Poetry in the Junior High and High School Classrooms

Collaboration & School-wide Action Research as an Avenue for Change in the K-12 School

## **TECHNOLOGY-RELATED COMPETENCIES**

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Design and implementation of online exchange conferences linking students in remote areas via BreadNet (communication network of the Bread Loaf Teacher Network) for the purposes of discussing literature, writing, research, and cultural similarities and differences.

Design and use of web-based/Internet classroom sites (i.e. Blackboard, NiceNet, Eluminate, Alaska Teacher Leadership Network (ATLN), and Bread Loaf Teacher Network (BreadNet)) to support students and facilitate technology-based communication with parents.

Understanding of structure and participation in distance-delivered, web-based coursework for adult learners (utilizing UAS Caucus system, BreadNet, ATLN, Moodle, web logs, etc.).

Development of online career and English Language Arts portfolios for students in grades 9-12 at Kenny Lake School.

Creation of extensive web pages documenting Pass the Poetry online literature conference. Pages posted as part of UAS Best Practices in Reading and Writing website; Spring 2000.

Integration of technology as a teaching tool in classroom environment; regular integration of technology and multi-media work as required modes for presenting evidence of learning.

## **CO-CURRICULAR INSTRUCTIONAL /ADVISORY ACTIVITIES**

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Copper River School District Language Arts Committee member: 1997 to present

Copper River School District Writing Assessment Coordinator: present

Copper River School District Language Arts Committee: committee chair, 2004-2005

Kenny Lake School Site Coordinator for District Writing Assessment: 1997 to 2005

Copper River School District Goals 2000 Steering Committee, faculty representative

Copper River School District School-to-Work Committee member: 1997 to 1999

Copper River School District Curriculum Steering Committee member: 1997 to 1999

Kenny Lake School National Honor Society, National Junior Honor Society, and Tri-M Music Honor Society Advisor: 2000-2005 (initiated charters for NJHS & Tri-M chapters, 2002)

Kenny Lake School Arts Night Coordinator and Drama Director: 1998-2005

Kenny Lake School Choral Director: 1999-2005 (KLS choir honored as featured entertainment at closing banquet for Alaska State School Boards Annual Meeting, November 2004; selected for command performance as "Best Small Choir" at Region II Music Festival, April 2005)

Kenny Lake School Learning Evidence Achievement Plan Program Coordinator: 1998-2005

Kenny Lake School Close Up Washington D.C. Club Advisor: 1997 to 2000

## **PROFESSIONAL MEMBERSHIPS**

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National Association of Secondary School Principals

Association for Supervision and Curriculum Development (ASCD)

Learning Forward (National Staff Development Council)

National Council of Teachers of English: Secondary Section Steering Committee member, elected two terms spanning 2003-2008; NCTE member since 1995

International Reading Association: 1997-present

Alaska Council of Teachers of English: President 2001-2005; ACTE member since 1998

Alaska Council of Teachers of English: Co-President, 2000-2001

Bread Loaf Rural Teachers Network; Summer 1999-present

Chi Epsilon Women's Honor Society: 1994-present

Alaska State Literacy Association: 1999-2003

Kappa Delta Pi Education Honor Society: 1995-2003

## REFERENCES

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Dr. James W. Elliott  
Superintendent, Copper River School District  
PO Box 108, Glennallen, AK 99588  
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Additional professional references and teaching portfolio available upon request.

## Experience

### ***Education Director, Brightways Learning*** — 2005-present

Responsible for coordinating and leading Professional Development opportunities for educators, generally integrating pedagogy and technology; includes developing and aligning lessons and resources to education standards and working directly with classroom educators and curriculum leaders in school districts. Also, work with in-house software engineers to develop software application features and User Experience design; serve as on-site trainer for teachers, administrators, and students for our software products, including our standards-driven lesson-planning and performance evaluation software; communicate directly with our communities of educators, educational staff, clients, and families, including both virtual and on-site, specializing in rural, Native American and Alaska Native schools and communities; coordinate with Executive Director and partners to write grant and other project proposals and reports, as well as assist Project Directors with program management; lead presentations and workshops at various education conferences.

### ***Professional Development/Education Consultant, Suttle Freeman, LLC*** — 2016-present

Currently developing an eight-session module to be used in the Kansas City Teacher Residency program, beginning School Year 2016-17. Working with a team of four consultants developing complete courses for Elementary Teachers and Middle School Teachers, my specific focus is on Middle School Life Sciences content aligned to the Missouri Content Standards, NGSS, and the Teacher Residency rubric for certification. My module will not only teach Residents the related content topics, but it will also lead them to practice developing 5E model lessons plans and implementing a variety of high-impact instructional strategies. The module will also include Professional Learning Community (PLC) activities and prompt Residents to explore and analyze external locally/culturally relevant resources and programs that could be used in their classrooms. I will also be training a Master Teacher in the Residency Program to deliver this module during the Spring Semester.

### ***Education Media & Curriculum Consultant, Rice University/Accelerated Learning*** — 2010-2016

During the first two years of the STEMscopes.com project, which relies heavily on the 5E Instructional Model, I performed as group leader for Organisms and Environments area of Middle School development, writing many of the *Explore* and *Elaborate*, hands-on components and also coordinating and editing components produced by other consultants. Also, directly assisted the high school development manager in a similar capacity, as well as responsible for writing the Web Surfing Science components for all science content areas (Biology, Chemistry, and Physics). Later, I wrote content for and co-designed some of the more interactive components of the curriculum, including several ebooks. I also authored episodic development for an interactive game aligned to science standards spanning grades 6-12. Working in collaboration with the project manager, and consultant graphic and game designers, I helped co-create the overall development of several episodes and wrote the detailed content for them.

### ***Website Designer, Writer & Software Trainer*** — 2001-2013

As an independent consultant, I worked with clients to build and maintain websites; provide various software training to individuals and groups. Programs primarily included Adobe Suite products and Mac OS.

### ***Content Writer, eLearning Systems International, Inc.*** — 1999-2012

Wrote feature articles/lessons that are published for distribution to K-12 schools and Newspapers in Education (NIE) programs at several major daily newspapers. Relied on researching and identifying high-quality, intuitive, Web-based educational resources. Lessons led teachers and students through interesting topics supported by education standards and connected to real-world applications in their local and broader communities. Topics covered various content areas, but especially science, technology, and social studies.

### ***International Wildlife Film Festival & Media Center (IWFF)*** — 2003-2005

Managed hundreds of film festival entries, and also coordinated and facilitated the dozen judging sessions and multiple film festival events for both the IWFF and MontanaCINE International Film Festival. Also created most of the organization's media products, and managed our local computers and provided technology training to staff.

**Team Leader, Institutes for Journalism & Natural Resources (IJNR) — 2001-2003**

Responsible for co-leading a small team for IJNR's Wallace Stegner Initiative, which spent about two years researching all 285 daily newspapers in the North American West, scrutinizing the overall quality of their news coverage pertaining to natural resources and environmental issues. The team produced a comprehensive report of our findings, which also included descriptions of the conditions and capacities of these newsrooms. As a culmination of this project, we awarded prizes of excellence to nine newsrooms.

**Online Assistant, *The Missoulian* — 2000-2001**

Updated weekday editions of Missoulian.com, partially maintained e-commerce section for the Web site, and created special sections and graphics.

**Education**

- M.A. in Journalism — University of Montana, May 1999. Specializing in online media, technical research, and science.
- B.S. in Wildlife Biology — University of Montana, May 1992. Minor in Zoology.
- Kenyon College, 1985-88, Major in Chemistry.

**Memberships**

- National Science Teachers Association
- Behavioral Health Committee — Graduation Matters Missoula, Missoula County Public Schools
- Missoula Forum for Children & Youth's Youth Development Network
- Women for the Web (Missoula-based Community Group)
- Montana Web Designers & Developers Association
- Montana State Reading Council

**Other Activities**

- Served on the TEDxUMontana 2015 speaker selection committee; also worked directly with two speakers on script development

Curriculum Vitae

NAME: Ann Riley Millard

HOME ADDRESS - Yes, Ma'am Consulting:

(b)(6)

(b)(6)

EDUCATIONAL RECORD

- 1977-1982 University of Colorado, Boulder, CO  
Ph. D. in Educational Research & Evaluation Methodology  
Dissertation Title: A Study to Identify Homogeneous Subgroups of Children with Perceptual-Communicative Disorders
- 1972-1974 University of Denver, Denver, CO  
M.A. in Special Education
- 1967-1970 University of Illinois at Chicago Circle, Chicago, IL  
B.A. in Elementary Education with Honors

TEACHING CREDENTIALS

State of Alaska, Retired Certification, with endorsements in Elementary Education, Special Education K-12, Special Education-Learning Disabilities

EMPLOYMENT HISTORY

FULL-TIME POSITIONS:

Term Assistant Professor

Math in A Cultural Context - IES research study  
University of Alaska, Fairbanks, School of Education  
May 2004 to August 2006

Supervisor: Dr. Jerry Lipka, Principal Investigator

Responsibilities:

Collaborating on the research design; developing, field testing, establishing reliability and validity and quality control of production of research instruments;

quality control of data collection; administering instruments in remote locations in Alaska; quality control of data entry; preparation of reports for publication.

**Publications:**

Kisker, E. E., et.al., "The Potential of a Culturally Based Supplemental Mathematics Curriculum to Improve the Mathematics Performance of Alaska Native and Other Students." Journal for Research in Mathematics Education, 2012, 43(1), 75-113.

**K-6 Teacher/Principal**

Eagle Community School, POB 168, Eagle, AK

October 1996 to June 2003; August 2006 to June 2013 (part-time); retired

Supervisors: Todd Poage, Superintendent, 2006 - 2013

Carol Doyle, Superintendent, 2003

Al Weinberg, CEO, 2002

Dr. Jim Elliott, Superintendent, 1999-2002

Dr. Darroll Hargraves, Superintendent, 1997-1999

Woody Wilson, Assistant Superintendent, 1996-1997

Alaska Gateway School District (907) 883-5151

**Responsibilities:**

Teacher - Provide appropriate daily instruction to 10 to 14 children, aged 5-12, in all subjects; document that standards-based instruction was provided to all students; document results of instruction; provide instruction as required on students' IEPs to all grade levels in an integrated classroom setting; provide direct supervision of instructional aides and mentors working with K-6 students; develop science and social studies curriculum for K-6 students; plan and prepare for instruction of a multi-grade classroom; attend IEP meetings and complete forms for Special Ed.; attend inservice and committee meetings in Tok or via audio conference

Principal - Supervise all AGSD staff at Eagle Community School; complete all required paperwork in a timely manner; advocate for the school at the district level; write a yearly education plan to guide instruction; create a safe, productive school climate that focuses on student achievement in all areas; complete the accreditation process to maintain school accreditation; provide instructional leadership for rest of staff; fairly and effectively enforce school rules; respond to requests and complaints of parents and community members; attend administrator's and parent meetings; review and update Student and Staff handbooks; maintain effective communication with AGSD administrators.

**Achievements:**

Obtained and administered funding for rehabilitation of the school grounds as bird habitat from Fish & Wildlife School Yard Habitat grant, 2009-present

Obtained and administered funding for Dancing with the Spirit to teach music at the Yukon Quest Fest in February, 2010-present

Maintained NWAC accreditation and maintained adequate AYP for the school from 1997-2003; 2006-present

Cited as an exemplary small school in 2006 accreditation report

Acquired a construction permit for LPFM student radio station; broadcasting since 2005

Obtained and administered grants to fund Artists in the Schools residencies 1998-1999

Supervised Artist in the Schools residency funded by school funds, 2000-2001  
Obtained and administered JTPA/WIA grants to fund tutors and vocational ed, 1998-2001  
Established a hot breakfast and lunch program, 1999  
Organized a raft trip for high school students to collect baseline data on wildfire damage along north bank of Yukon River; coordinated Park Service, Tetlin Wildlife Refuge, and AGSD services, 2000  
Organized and supervised all-school field trip to Seward, Alaska for sea studies, 2000  
Organized and supervised all-school field trip to UAF, Tetlin Wildlife Refuge, Creamer's Field for biology studies, 2002  
Won 2<sup>nd</sup> place in Campbell Soup Jingle Contest with class entry (CD player), 2001  
Developed and presented college credit courses for students and staff. 2002-2003

#### Kindergarten Teacher

Nordale Elementary School, 20 Eureka St., Fairbanks, AK  
September 1989 to October 1996

Principals: Jeff Selvey, 1994-1996  
Percy Houts, 1989-1994

Campbell Elementary School, 7206 Rovena, Anchorage, AK  
September 1987 to June 1989

Principal: Dick Booth

#### Responsibilities:

Providing daily instruction for two classes of kindergarten children; playing guitar at school assemblies

#### Achievements:

Designed a full-day program for kindergarten to reduce class size-FLEX-K, 1992-1996  
Developed assessment based on classroom observation and work samples, 1994  
Obtained and administered School Improvement Grants to provide inservice to building faculty, 1988-1989

#### Educational Research Systems Specialist

Assessment & Evaluation, Anchorage School District, 2100 DeBarr, Anchorage, AK  
December 1985 to August 1987

Supervisors: Dr. Fred Stofflet,  
Dr. Ray Fenton

#### Responsibilities:

Developing training for district personnel to facilitate better use of available student assessment information; developing reporting systems for achievement and ability test data which provide information to teachers, principals, parents, and district administrative personnel; writing FORTRAN programs to score and create reports for norm referenced test given to all students in ASD and for curriculum referenced and other special tests used in ASD; selection, revision, and/or development of instruments to measure self-esteem, higher order thinking skills, and other student attributes of interest; using SPSS-X on the VAX computer to analyze evaluation and assessment data; writing reports and providing other information to district personnel upon request.

#### Acting Director of Evaluation

Mid-Continental Regional Educational Laboratory, 12500 E. Iliff, #201, Aurora, CO  
December 1982 to March 1985

Supervisors: Dr. Larry Hutchins and Dr. Robert Marzano

Responsibilities:

Collecting and analyzing technical data and writing technical manual for questionnaire used to evaluate school effectiveness; conducting all evaluations, internal and external, to the lab; writing reports at the direction of the Executive Director

#### Research Analyst

Behavioral Research Institute, Boulder, CO

November 1980 to July 1982

Supervisor: Dr. Suzy Ageton, 303-442-5726

Responsibilities:

Extensive use of SPSS on Cyber 6400 computer; data analysis using large data sets; report writing; literature reviews; creation and manipulation of large data sets

#### Teacher on Special Assignment - Inservice Instructor

Denver Public Schools, Denver, CO

January 1975 to June 1978

Responsibilities:

Providing inservice and technical assistance to Special Education teachers and general educators who had mildly to moderately handicapped children in their classrooms: Specialist in charge of TitleVI Precision Teaching Project monitoring project activities, including two-week daily assessment of basic skills in 8 schools, training volunteers and staff to collect data, interpreting test results to general educators, preparation of training materials and presentation of training to general and special educators; Precision Teaching Specialist providing technical assistance and inservice training for special education teachers.

#### Resource Room Teacher-Learning Disabilities

Barnum Elementary School, Denver, CO

January 1972 to January 1975

Responsibilities:

Providing direct instruction to children in Special Education Resource Room and assistance to general educators providing services to handicapped children.

#### RELATED PART-TIME OR TEMPORARY EXPERIENCE:

Instructor, UAF, School of Education — Fall, 2007 - Spring 2016

EDSE 482/F316- Inclusive Classrooms for All Children; EDSE 422/F320 - Curriculum & Strategies II: High Incidence; and ED/PSY 245- Child Development (all taught by distance delivery)

Instructor, UAF, College of Rural Alaska, Interior and Aleutian Campus, EDPA 130-

Differentiating Instruction, Summer Intensive 2003

Part-time Adjunct Instructor, UAF, College of Rural Alaska, Interior and Aleutian Campus, Tok Center, Early Childhood, 2001-2003

Part-time Instructor, University of Alaska, Anchorage-Assisting students with completion of Master's thesis in reading; Dr. Marilyn Buckley, supervisor; 1986-1987

Conducted an evaluation of Kenai Peninsula Borough School District Modified Primary program for Northern Institute, 1985

Principal Evaluator for federally funded Follow-Through Project in Cotopaxi-Westcliffe, CO 1984-1986

Girl Scout camp counselor in Fairbanks, AK 1985 & 1986

Honorarium Professor, University of Colorado-Denver Center, teaching graduate level courses in educational statistics, measurement, programming in BASIC, and use of LOGO, 1980-1984

Inservice Instructor, Littleton Public Schools, March 1976-June 1976

Teacher, Strawberry Fields School (private, alternative school), 1971

#### PUBLICATIONS & PRESENTATIONS

Presentations at the Alaska Gateway School District Inservice, 1998-2003

Presentations at the Fairbanks Association for the Education of Young Children, 1994-1996

Presentations at the Anchorage Association for the Education of Young Children, 1988-1993

Publication of personal research in Alaska Teacher Research Network 1994 yearbook, *The Far Vision, The Close Look*

Millard, A. "Integrated Assessment for Kindergarten," Unpublished manuscript, March, 1991.

Hughes, J.E. & A. Riley, "The Hughes Basic Gross Motor Assessment: A tool for use with children with minor motor dysfunction," Physical Therapy Journal, 1981, 61(4), 503-511.

Kisker, E. E., et.al., "The Potential of a Culturally Based Supplemental Mathematics Curriculum to Improve the Mathematics Performance of Alaska Native and Other Students." Journal for Research in Mathematics Education, 2012, 43(1), 75-113.

#### AWARDS

Young Special Educator Award, Mile High Chapter 382, Council for Exceptional Children, 1976

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**2016 Indian Education Survey: For Alaska Gateway School District, Copper River School District, Tanana City School District**

	CRSD	CRSD	TCSD	TCSD	AGSD	AGSD	Average %	Total
<b>1. I am a:</b>								
Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Parent	55.6%	5	33%	4	21.8%	12	36.80%	21
Student	22.2%	2	0%	0	21.8%	12	14.67%	14
Teacher	22.2%	2	50%	6	43.6%	24	38.60%	32
Tutor/Aide	0.0%	0	0%	0	7.3%	4	2.43%	4
Administrator	0.0%	0	25%	3	12.7%	7	12.57%	10
<i>answered question</i>		<i>9 answered</i>		<i>12 answered</i>		<i>55 answered</i>		<i>76</i>

**2. I am mostly involved in:**

Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Elementary	42.9%	3	9.1%	1	56.6%	30	36.20%	34
High School	28.6%	2	18.2%	2	20.8%	11	22.53%	15
Both	28.6%	2	72.7%	8	22.6%	12	41.30%	22
<i>answered question</i>		<i>7 answered</i>		<i>11 answered</i>		<i>53 answered</i>		<i>71</i>

**3. What are the major barriers to youth employment in our area? (check all that apply)**

Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Lack of education	0.0%	0	9.1%	1	31.8%	14	13.63%	15
Lack of skills for available jobs	33.3%	2	54.5%	6	43.2%	19	43.67%	27
Availability of jobs	66.7%	4	81.8%	9	59.1%	26	69.20%	39
Lack of interest in employment	33.3%	2	27.3%	3	50.0%	22	36.87%	27
Low wages	16.7%	1	0.0%	0	2.3%	1	6.33%	2
Cost and challenges of transportation	33.3%	2	0.0%	0	20.5%	9	17.93%	11
<i>answered question</i>		<i>6 answered</i>		<i>11 answered</i>		<i>44 answered</i>		<i>61</i>

**2016 Indian Education Survey: For Alaska Gateway School District, Copper River School District, Tanana City School District**

		CRSD	CRSD	TCSD	TCSD	AGSD	AGSD	Average %	Total
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**4. Please check which statement you believe is most true**

Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Employment opportunities for youth are not good	33.3%	2	72.7%	8	25.0%	12	43.67%	22
Employment opportunities for youth are fair	66.7%	4	27.3%	3	35.4%	17	43.13%	24
Employment opportunities for youth are good	0.0%	0	0.0%	0	27.1%	13	9.03%	13
Employment opportunities for youth are great	0.0%	0	0.0%	0	12.5%	6	4.17%	6
<i>answered question</i>		<i>6 answered</i>		<i>11 answered</i>		<i>48 answered</i>		<i>65</i>

**5. What factors do you think may be barriers to youth in attending training after high school? Check all that apply.**

Answer Options	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Cost	66.7%	4	63.6%	7	61.7%	29	64.00%	40
Academic preparation	16.7%	1	63.6%	7	48.9%	23	43.07%	31
Emotional difficulty of being away from home and family	50.0%	3	27.3%	3	57.4%	27	44.90%	33
Local opportunities and careers are already available without having to leave	16.7%	1	0.0%	0	14.9%	7	10.53%	8
Understanding how to apply to schools	50.0%	3	54.5%	6	31.9%	15	45.47%	24
<i>answered question</i>		<i>6 answered</i>		<i>11 answered</i>		<i>47 answered</i>		<i>64</i>

**6. High School Parent: Please rank your top five (5) PRIORITY AREAS for your high school student in the blanks corresponding to the grade levels in which you are most involved in order of importance. (COMBINED RESPONSE DATA FOR AGSD, CRSD, AND TCSD)**

High School Grades 7 - 12

Answer Options	Priority #1	Priority #2	Priority #3	Priority #4	Priority #5	Response Count
Reading Skills	8	2	3	1	0	14
Writing Skills	0	6	3	1	1	11
Native Language & Culture	0	2	1	3	0	6
Counseling/Drug/Alcohol Prevention	2	1	0	0	1	4
English Speaking Skills	1	0	1	1	0	3
Parent Involvement	0	1	2	2	3	8
Math Skills	2	1	5	2	1	11
Improved Attendance	3	1	4	0	1	9

**2016 Indian Education Survey: For Alaska Gateway School District, Copper River School District, Tanana City School District**

	CRSD	CRSD	TCSD	TCSD	AGSD	AGSD	Average %	Total
School Drop-Out Prevention	1	0	1	4	2	8		
Vocational/Technical Skills	3	2	2	1	2	10		
Art Classes (ceramics, drawing, painting)	1	0	1	0	2	4		
Performing Arts (Drama/Music)	2	1	0	0	0	3		
							Question Totals	15
answered question							skipped question	62

# Career Pathways to Community Based Careers



Community Based Careers

- College
- Certification
- Occupational Endorsement
- Employment
- Entrepreneurial Opportunity



### 12th Grade

- Plan in place for post high school.
- Work experiences relevant to career pathway, and within community when possible.
- Capstone project is self-designed and serves a stepping stone to employment or entrepreneurial opportunities.



### 11th Grade

- Identify clear interests within career pathway.
- Make authentic connections with local organizations
- Plan for future opportunities.
- Benchmark project makes direct contribution to community, exercises entrepreneurial thinking.



### 10th Grade

- Deeper dive into career pathway courses, including dual credit.
- Supplemental experiences as in year one (longer field experiences).
- Benchmark project has real applications within the community.



### 9th Grade

- Introductory courses pathway.
- Supplemental experiences throughout (short work experiences, job shadowing).
- Benchmark project - culmination of knowledge and skills, opportunities to explore in a real-world situation.

• Agriculture, Food, & Natural Resources  
 • Architecture & Construction/Manufacturing/Transportation, Distribution & Logistics  
 • Health Science/Human Services/Law, Public Safety, Security & Corrections



Middle School - career explorations & preparation activities

Entrepreneurship & STEAM concepts embedded throughout the pathways

## **Description of Continuing Activities**

Long-term sustainability for project Project RAVE (Rural Alaska Village

Entrepreneurs has always been the goal for AGSD and YKSD and all participating partners.

The engaged Consortium of Community, Tribal Councils, University of Alaska and school districts are all strongly committed to the concept that the rich heritage, instructional motivation from student participation, the possible higher education and employment possibilities from this program make this program critical to community survival and youth development.

Once the framework is in place for the program including the curriculum, schedules, partnerships, articulated and dual college credit, cultural heritage knowledge for staff, and business apprenticeships, job shadowing and internship experiences; this critical program will be sustainable.

The Consortium (AGSD/CRSD/TCSD, and it's Tribal Partners) are each committed to providing long-term support, including classroom space, on going career counseling, scheduling assistance, and the coordination of partners (including the University) as students may require, and to the provision of instructional supports for the program.

In addition to the above, to assist with ancillary cost of the program, AGSD/CRSD, TCSD, and their Tribal Councils have informal agreements to locate additional financial contributions from internal budgeting, private foundations, Village Councils and communities, and other nonprofit or governmental organizations.

## **Competitive Preference Priority One**

Priority One: *Small Rural Remote* – All LEA’s (AGSD, CRSD, and TCSD) **Qualify as Small Rural School Achievement (SRSA) Schools participating and all qualify as Rural: Remote (43) by Census**

## **Competitive Preference Priority Three**

AGSD qualifies for **Competitive Preference Priority Three** under the category of:

(b) Submitted by a partnership or consortium in which the lead applicant or one of its partners has received a grant in the last four years under one or more of the following grant programs:

Recent Grant – Alaska Native Education Program (Title VII, part C)



THE STATE  
of **ALASKA**  
GOVERNOR BILL WALKER

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

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

April 3, 2015

Robbie MacManus, Chief Finance Officer  
Alaska Gateway School District  
P.O. Box 226  
Tok, AK 99780

Dear Ms. MacManus:

The Alaska Department of Education & Early Development has been delegated the authority, by the U.S. Department of Education, to approve *Restricted Federal Indirect Cost Rate Proposals* pursuant to delegation agreement number 2014-180, effective until June 30, 2015. The FY2014 approved Restricted Federal Indirect Cost Rate for Alaska Gateway School District is **5.20%**. The restricted Federal rate is effective from 7/1/2015 to 6/30/2016. If you have any questions regarding this rate or the rate approval process, please contact me at (907) 465-8683 or [meridith.boman@alaska.gov](mailto:meridith.boman@alaska.gov).

Sincerely,

(b)(6)

Meridith Boman  
School Finance Specialist

Enclosure

**Alaska Gateway School District  
School District Certification and Request for Authorized Indirect Rate  
As submitted to the Department of Education & Early Development  
FY2016 Federal Indirect Rate**

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

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 5.44%

  
\_\_\_\_\_  
Superintendent's Certification  
Assistant

12/30/14  
\_\_\_\_\_  
Date

**EED USE ONLY**

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 5.20%

This rate becomes effective July 1, 2015 and remains in effect until June 30, 2016 and will apply to all eligible federally assisted programs as appropriate.

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

(b)(6)  


Alaska Department of Education & Early Development

4/2/15  
\_\_\_\_\_  
Date

# Alaska Gateway School District

## GEPA 427 Statement

In order to assure equitable access to this grant program for participants with special needs, all students in the target cohort, regardless gender, race, national origin, color, age, or disability will have equal access to grant-purchased and other existing materials and tools relevant to the grant goals. Additionally, all students will receive the same opportunities, with extra help and interventions conducted if necessary.

Students with special needs will be given necessary support to assure that project tools accommodate their needs. An example would be larger text settings for students with vision troubles.

Where necessary and when possible, grant related materials will be made available in native language for Limited English Proficient students.

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05/30/2016

Assistant Superintendent – Scott MacManus

Date

**Public Availability of the Draft EA**

Printed copies of the Draft EA are available for review at the Commonwealth of the Northern Mariana Islands Bureau of Environmental and Coastal Quality, Gualo Rai Center, Chalan Pale Arnold–Middle Road, Saipan, MP 96950, and the following libraries.

- Joeten-Kiyu Public Library, Beach Road and Insatto St., Saipan, MP 96950.
- Tinian Public Library, San Jose Village, Tinian, MP 96952.
- Antonio Camacho Atalig Memorial Library, Tatchog Village, Rota, MP 96951.

**Public Availability of Comments**

Before including your address, phone number, email address, or other personal identifying information in your comment, you should be aware that your entire comment—including your personal identifying information—may be made publicly available at any time. While you can ask us in your comment to withhold your personal identifying information from public review, we cannot guarantee that we will be able to do so.

**Robyn Thorson,**

*Regional Director, Pacific Region, Portland, Oregon.*

[FR Doc. 2016–09955 Filed 5–3–16; 8:45 am]

BILLING CODE 4333–15-P

**DEPARTMENT OF THE INTERIOR**

**Geological Survey**

[GX16LR000F60100]

**Agency Information Collection Activities: Request for Comments**

**AGENCY:** U.S. Geological Survey (USGS), Interior.

**ACTION:** Notice of a renewal of a currently approved information collection (1028–0059).

**SUMMARY:** We (the U.S. Geological Survey) will ask the Office of Management and Budget (OMB) to approve the information collection (IC) described below. This collection consists of 1 form. As required by the Paperwork Reduction Act (PRA) of 1995, and as part of our continuing efforts to reduce paperwork and respondent burden, we invite the general public and other Federal agencies to take this opportunity to comment on this IC. This collection is scheduled to expire on October 31, 2016.

**DATES:** To ensure that your comments are considered, we must receive them on or before July 5, 2016.

**ADDRESSES:** You may submit comments on this information collection to the Information Collection Clearance Officer, U.S. Geological Survey, 12201 Sunrise Valley Drive MS 807, Reston, VA 20192 (mail); (703) 648–7197 (fax); or *gs-info\_collections@usgs.gov* (email). Please reference 'Information Collection 1028–0059, Comprehensive Test Ban Treaty in all correspondence.

**FOR FURTHER INFORMATION CONTACT:** Lori E. Apodaca, National Minerals Information Center, U.S. Geological Survey, 12201 Sunrise Valley Drive, MS 989, Reston, VA 20192 (mail); 703–648–7724 (phone); or *lapodaca@usgs.gov* (email). You may also find information about this ICR at *www.reginfo.gov*.

**SUPPLEMENTARY INFORMATION:**

**I. Abstract**

The collection of this information is required by the Comprehensive Test Ban Treaty (CTBT), and will, upon request, provide the CTBT Technical Secretariat with geographic locations of sites where chemical explosions greater than 30Q tons TNT-equivalent have occurred.

**II. Data**

*OMB Control Number:* 1028–0059.  
*Form Number:* USGS Form 9–4040–A.  
*Title:* Comprehensive Test Ban Treaty.  
*Type of Request:* Renewal of existing information collection.

*Affected Public:* Business or Other-For-Profit Institutions: U.S. nonfuel minerals producers.

*Respondent's Obligation:* None. Participation is voluntary.

*Frequency of Collection:* Annually.  
*Estimated Total Number of Annual Responses:* 2,500.

*Estimated Time per Response:* 15 minutes.

*Estimated Annual Burden Hours:* 625 hours.

*Estimated Reporting and Recordkeeping "Non-Hour Cost" Burden:* There are no "non-hour cost" burdens associated with this IC.

*Public Disclosure Statement:* The PRA (44 U.S.C. 3501, *et seq.*) provides that an agency may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number and current expiration date.

**III. Request for Comments**

We are soliciting comments as to: (a) Whether the proposed collection of information is necessary for the agency to perform its duties, including whether

the information is useful; (b) the accuracy of the agency's estimate of the burden of the proposed collection of information; (c) ways to enhance the quality, usefulness, and clarity of the information to be collected; and (d) how to minimize the burden on the respondents, including the use of automated collection techniques or other forms of information technology.

Please note that the comments submitted in response to this notice are a matter of public record. Before including your personal mailing address, phone number, email address, or other personally identifiable information in your comment, you should be aware that your entire comment, including your personally identifiable information, may be made publicly available at any time. While you can ask us in your comment to withhold your personally identifiable information from public view, we cannot guarantee that we will be able to do so.

**Michael J. Magyar,**

*Associate Director, National Minerals Information Center, U.S. Geological Survey.*

[FR Doc. 2016–10379 Filed 5–3–16; 8:45 am]

BILLING CODE 4338–11-P

**DEPARTMENT OF THE INTERIOR**

**Bureau of Indian Affairs**

[167 A2100DD/AAKC001030/ A0A501010.999900]

**Indian Entities Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs**

**AGENCY:** Bureau of Indian Affairs, Interior.

**ACTION:** Notice.

**SUMMARY:** This notice publishes the current list of 567 Tribal entities recognized and eligible for funding and services from the Bureau of Indian Affairs (BIA) by virtue of their status as Indian Tribes. The list is updated from the notice published on January 29, 2016 (81 FR 5019).

**FOR FURTHER INFORMATION CONTACT:** Ms. Laurel Iron Cloud, Bureau of Indian Affairs, Division of Tribal Government Services, Mail Stop 4513–MIB, 1849 C Street NW., Washington, DC 20240. Telephone number: (202) 513–7641.

**SUPPLEMENTARY INFORMATION:** This notice is published pursuant to Section 104 of the Act of November 2, 1994 (Pub. L. 103–454; 108 Stat. 4791, 4792), and in exercise of authority delegated to the Assistant Secretary—Indian Affairs under 25 U.S.C. 2 and 9 and 209 DM 8.

Published below is an updated list of federally acknowledged Indian Tribes in the contiguous 48 states and Alaska, to reflect the addition of an Indian Tribe and various name changes and corrections.

The addition to the list of Indian entities results from the January 28, 2016, Interior Board of Indian Appeals dismissal of a request for reconsideration in docket number 16-003, *In Re Federal Acknowledgment of the Pamunkey Indian Tribe*.

To aid in identifying Tribal name changes and corrections, the Tribe's previously listed or former name is included in parentheses after the correct current Tribal name. We will continue to list the Tribe's former or previously listed name for several years before dropping the former or previously listed name from the list.

The listed Indian entities are acknowledged to have the immunities and privileges available to federally recognized Indian Tribes by virtue of their government-to-government relationship with the United States as well as the responsibilities, powers, limitations, and obligations of such Tribes. We have continued the practice of listing the Alaska Native entities separately solely for the purpose of facilitating identification of them and reference to them given the large number of complex Native names.

Dated: April 25, 2016.

**Lawrence S. Roberts,**

*Acting Assistant Secretary—Indian Affairs.*

**INDIAN TRIBAL ENTITIES WITHIN THE CONTIGUOUS 48 STATES RECOGNIZED AND ELIGIBLE TO RECEIVE SERVICES FROM THE UNITED STATES BUREAU OF INDIAN AFFAIRS**

Absentee-Shawnee Tribe of Indians of Oklahoma  
 Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California  
 Ak-Chin Indian Community (previously listed as the Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona)  
 Alabama-Coushatta Tribe of Texas (previously listed as the Alabama-Coushatta Tribes of Texas)  
 Alabama-Quassarte Tribal Town  
 Alturas Indian Rancheria, California  
 Apache Tribe of Oklahoma  
 Arapaho Tribe of the Wind River Reservation, Wyoming  
 Aroostook Band of Micmacs (previously listed as the Aroostook Band of Micmac Indians)  
 Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana

Augustine Band of Cahuilla Indians, California (previously listed as the Augustine Band of Cahuilla Mission Indians of the Augustine Reservation)  
 Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin  
 Bay Mills Indian Community, Michigan  
 Bear River Band of the Rohnerville Rancheria, California  
 Berry Creek Rancheria of Maidu Indians of California  
 Big Lagoon Rancheria, California  
 Big Pine Paiute Tribe of the Owens Valley (previously listed as the Big Pine Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California)  
 Big Sandy Rancheria of Western Mono Indians of California (previously listed as the Big Sandy Rancheria of Mono Indians of California)  
 Big Valley Band of Pomo Indians of the Big Valley Rancheria, California  
 Bishop Paiute Tribe (previously listed as the Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony, California)  
 Blackfeet Tribe of the Blackfeet Indian Reservation of Montana  
 Blue Lake Rancheria, California  
 Bridgeport Indian Colony (previously listed as the Bridgeport Paiute Indian Colony of California)  
 Buena Vista Rancheria of Me-Wuk Indians of California  
 Burns Paiute Tribe (previously listed as the Burns Paiute Tribe of the Burns Paiute Indian Colony of Oregon)  
 Cabazon Band of Mission Indians, California  
 Cachil DeHe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria, California  
 Caddo Nation of Oklahoma  
 Cahto Tribe of the Laytonville Rancheria  
 Cahuilla Band of Indians (previously listed as the Cahuilla Band of Mission Indians of the Cahuilla Reservation, California)  
 California Valley Miwok Tribe, California  
 Campo Band of Diegueno Mission Indians of the Campo Indian Reservation, California  
 Capitan Grande Band of Diegueno Mission Indians of California (Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation, California; Viejas (Baron Long) Group of Capitan Grande Band of Mission Indians of the Viejas Reservation, California)  
 Catawba Indian Nation (aka Catawba Tribe of South Carolina)  
 Cayuga Nation  
 Cedarville Rancheria, California  
 Chemehuevi Indian Tribe of the Chemehuevi Reservation, California

Cher-Ae Heights Indian Community of the Trinidad Rancheria, California  
 Cherokee Nation  
 Cheyenne and Arapaho Tribes, Oklahoma (previously listed as the Cheyenne-Arapaho Tribes of Oklahoma)  
 Cheyenne River Sioux Tribe of the Cheyenne River Reservation, South Dakota  
 Chicken Ranch Rancheria of Me-Wuk Indians of California  
 Chippewa Cree Indians of the Rocky Boy's Reservation, Montana (previously listed as the Chippewa-Cree Indians of the Rocky Boy's Reservation, Montana)  
 Chitimacha Tribe of Louisiana  
 Citizen Potawatomi Nation, Oklahoma  
 Cloverdale Rancheria of Pomo Indians of California  
 Cocopah Tribe of Arizona  
 Coeur D'Alene Tribe (previously listed as the Coeur D'Alene Tribe of the Coeur D'Alene Reservation, Idaho)  
 Cold Springs Rancheria of Mono Indians of California  
 Colorado River Indian Tribes of the Colorado River Indian Reservation, Arizona and California  
 Comanche Nation, Oklahoma  
 Confederated Salish and Kootenai Tribes of the Flathead Reservation  
 Confederated Tribes and Bands of the Yakama Nation  
 Confederated Tribes of Siletz Indians of Oregon (previously listed as the Confederated Tribes of the Siletz Reservation)  
 Confederated Tribes of the Chehalis Reservation  
 Confederated Tribes of the Colville Reservation  
 Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians  
 Confederated Tribes of the Goshute Reservation, Nevada and Utah  
 Confederated Tribes of the Grand Ronde Community of Oregon  
 Confederated Tribes of the Umatilla Indian Reservation (previously listed as the Confederated Tribes of the Umatilla Reservation, Oregon)  
 Confederated Tribes of the Warm Springs Reservation of Oregon  
 Coquille Indian Tribe (previously listed as the Coquille Tribe of Oregon)  
 Cortina Indian Rancheria (previously listed as the Cortina Indian Rancheria of Wintun Indians of California)  
 Coushatta Tribe of Louisiana  
 Cow Creek Band of Umpqua Tribe of Indians (previously listed as the Cow Creek Band of Umpqua Indians of Oregon)  
 Cowlitz Indian Tribe  
 Coyote Valley Band of Pomo Indians of California  
 Crow Creek Sioux Tribe of the Crow Creek Reservation, South Dakota

- Crow Tribe of Montana  
 Death Valley Timbi-sha Shoshone Tribe (previously listed as the Death Valley Timbi-Sha Shoshone Band of California)  
 Delaware Nation, Oklahoma  
 Delaware Tribe of Indians  
 Dry Creek Rancheria Band of Pomo Indians, California (previously listed as the Dry Creek Rancheria of Pomo Indians of California)  
 Duckwater Shoshone Tribe of the Duckwater Reservation, Nevada  
 Eastern Band of Cherokee Indians  
 Eastern Shawnee Tribe of Oklahoma  
 Eastern Shoshone Tribe of the Wind River Reservation, Wyoming (previously listed as the Shoshone Tribe of the Wind River Reservation, Wyoming)  
 Elem Indian Colony of Pomo Indians of the Sulphur Bank Rancheria, California  
 Elk Valley Rancheria, California  
 Ely Shoshone Tribe of Nevada  
 Enterprise Rancheria of Maidu Indians of California  
 Ewiiapaayp Band of Kumeyaay Indians, California  
 Federated Indians of Graton Rancheria, California  
 Flandreau Santee Sioux Tribe of South Dakota  
 Forest County Potawatomi Community, Wisconsin  
 Fort Belknap Indian Community of the Fort Belknap Reservation of Montana  
 Fort Bidwell Indian Community of the Fort Bidwell Reservation of California  
 Fort Independence Indian Community of Paiute Indians of the Fort Independence Reservation, California  
 Fort McDermitt Paiute and Shoshone Tribes of the Fort McDermitt Indian Reservation, Nevada and Oregon  
 Fort McDowell Yavapai Nation, Arizona  
 Fort Mojave Indian Tribe of Arizona, California & Nevada  
 Fort Sill Apache Tribe of Oklahoma  
 Gila River Indian Community of the Gila River Indian Reservation, Arizona  
 Grand Traverse Band of Ottawa and Chippewa Indians, Michigan  
 Greenville Rancheria (previously listed as the Greenville Rancheria of Maidu Indians of California)  
 Grindstone Indian Rancheria of Wintun-Wailaki Indians of California  
 Guidiville Rancheria of California  
 Habematolel Pomo of Upper Lake, California  
 Hannahville Indian Community, Michigan  
 Havasupai Tribe of the Havasupai Reservation, Arizona  
 Ho-Chunk Nation of Wisconsin  
 Hoh Indian Tribe (previously listed as the Hoh Indian Tribe of the Hoh Indian Reservation, Washington)  
 Hoopa Valley Tribe, California  
 Hopi Tribe of Arizona  
 Hopland Band of Pomo Indians, California (formerly Hopland Band of Pomo Indians of the Hopland Rancheria, California)  
 Houlton Band of Maliseet Indians  
 Hualapai Indian Tribe of the Hualapai Indian Reservation, Arizona  
 Iipay Nation of Santa Ysabel, California (previously listed as the Santa Ysabel Band of Diegueno Mission Indians of the Santa Ysabel Reservation)  
 Inaja Band of Diegueno Mission Indians of the Inaja and Cosmit Reservation, California  
 Ione Band of Miwok Indians of California  
 Iowa Tribe of Kansas and Nebraska  
 Iowa Tribe of Oklahoma  
 Jackson Band of Miwuk Indians (previously listed as the Jackson Rancheria of Me-Wuk Indians of California)  
 Jamestown S'Klallam Tribe  
 Jamul Indian Village of California  
 Jena Band of Choctaw Indians  
 Jicarilla Apache Nation, New Mexico  
 Kaibab Band of Paiute Indians of the Kaibab Indian Reservation, Arizona  
 Kalispel Indian Community of the Kalispel Reservation  
 Karuk Tribe (previously listed as the Karuk Tribe of California)  
 Kashia Band of Pomo Indians of the Stewarts Point Rancheria, California  
 Kaw Nation, Oklahoma  
 Kewa Pueblo, New Mexico (previously listed as the Pueblo of Santo Domingo)  
 Keweenaw Bay Indian Community, Michigan  
 Kialegee Tribal Town  
 Kickapoo Traditional Tribe of Texas  
 Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas  
 Kickapoo Tribe of Oklahoma  
 Kiowa Indian Tribe of Oklahoma  
 Klamath Tribes  
 Koi Nation of Northern California (previously listed as the Lower Lake Rancheria, California)  
 Kootenai Tribe of Idaho  
 La Jolla Band of Luiseno Indians, California (previously listed as the La Jolla Band of Luiseno Mission Indians of the La Jolla Reservation)  
 La Posta Band of Diegueno Mission Indians of the La Posta Indian Reservation, California  
 Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin  
 Lac du Flambeau Band of Lake Superior Chippewa Indians of the Lac du Flambeau Reservation of Wisconsin  
 Lac Vieux Desert Band of Lake Superior Chippewa Indians of Michigan  
 Las Vegas Tribe of Paiute Indians of the Las Vegas Indian Colony, Nevada  
 Little River Band of Ottawa Indians, Michigan  
 Little Traverse Bay Bands of Odawa Indians, Michigan  
 Lone Pine Paiute-Shoshone Tribe (previously listed as the Paiute-Shoshone Indians of the Lone Pine Community of the Lone Pine Reservation, California)  
 Los Coyotes Band of Cahuilla and Cupeno Indians, California (previously listed as the Los Coyotes Band of Cahuilla & Cupeno Indians of the Los Coyotes Reservation)  
 Lovelock Paiute Tribe of the Lovelock Indian Colony, Nevada  
 Lower Brule Sioux Tribe of the Lower Brule Reservation, South Dakota  
 Lower Elwha Tribal Community (previously listed as the Lower Elwha Tribal Community of the Lower Elwha Reservation, Washington)  
 Lower Sioux Indian Community in the State of Minnesota  
 Lummi Tribe of the Lummi Reservation  
 Lytton Rancheria of California  
 Makah Indian Tribe of the Makah Indian Reservation  
 Manchester Band of Pomo Indians of the Manchester Rancheria, California (previously listed as the Manchester Band of Pomo Indians of the Manchester-Point Arena Rancheria, California)  
 Manzanita Band of Diegueno Mission Indians of the Manzanita Reservation, California  
 Mashantucket Pequot Indian Tribe (previously listed as the Mashantucket Pequot Tribe of Connecticut)  
 Mashpee Wampanoag Tribe (previously listed as the Mashpee Wampanoag Indian Tribal Council, Inc.)  
 Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan  
 Mechoopda Indian Tribe of Chico Rancheria, California  
 Menominee Indian Tribe of Wisconsin  
 Mesa Grande Band of Diegueno Mission Indians of the Mesa Grande Reservation, California  
 Mescalero Apache Tribe of the Mescalero Reservation, New Mexico  
 Miami Tribe of Oklahoma  
 Miccosukee Tribe of Indians  
 Middletown Rancheria of Pomo Indians of California  
 Minnesota Chippewa Tribe, Minnesota (Six component reservations: Bois Forte Band (Nett Lake); Fond du Lac Band; Grand Portage Band; Leech Lake Band; Mille Lacs Band; White Earth Band)  
 Mississippi Band of Choctaw Indians  
 Moapa Band of Paiute Indians of the Moapa River Indian Reservation, Nevada

- Mohegan Tribe of Indians of Connecticut (previously listed as Mohegan Indian Tribe of Connecticut)
- Mooretown Rancheria of Maidu Indians of California
- Morongo Band of Mission Indians, California (previously listed as the Morongo Band of Cahuilla Mission Indians of the Morongo Reservation)
- Muckleshoot Indian Tribe (previously listed as the Muckleshoot Indian Tribe of the Muckleshoot Reservation, Washington)
- Narragansett Indian Tribe
- Navajo Nation, Arizona, New Mexico & Utah
- Nez Perce Tribe (previously listed as the Nez Perce Tribe of Idaho)
- Nisqually Indian Tribe (previously listed as the Nisqually Indian Tribe of the Nisqually Reservation, Washington)
- Nooksack Indian Tribe
- Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, Montana
- Northfork Rancheria of Mono Indians of California
- Northwestern Band of the Shoshone Nation (previously listed as Northwestern Band of Shoshoni Nation and the Northwestern Band of Shoshoni Nation of Utah (Washakie))
- Nottawaseppi Huron Band of the Potawatomi, Michigan (previously listed as the Huron Potawatomi, Inc.)
- Oglala Sioux Tribe (previously listed as the Oglala Sioux Tribe of the Pine Ridge Reservation, South Dakota)
- Ohkay Owingeh, New Mexico (previously listed as the Pueblo of San Juan)
- Omaha Tribe of Nebraska
- Oneida Nation (previously listed as the Oneida Tribe of Indians of Wisconsin)
- Oneida Nation of New York
- Onondaga Nation
- Otoe-Missouria Tribe of Indians, Oklahoma
- Ottawa Tribe of Oklahoma
- Paiute Indian Tribe of Utah (Cedar Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes (formerly Paiute Indian Tribe of Utah (Cedar City Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes)))
- Paiute-Shoshone Tribe of the Fallon Reservation and Colony, Nevada
- Pala Band of Mission Indians (previously listed as the Pala Band of Luiseno Mission Indians of the Pala Reservation, California)
- Pamunkey Indian Tribe
- Pascua Yaqui Tribe of Arizona
- Paskenta Band of Nomlaki Indians of California
- Passamaquoddy Tribe
- Pauma Band of Luiseno Mission Indians of the Pauma & Yuima Reservation, California
- Pawnee Nation of Oklahoma
- Pechanga Band of Luiseno Mission Indians of the Pechanga Reservation, California
- Penobscot Nation (previously listed as the Penobscot Tribe of Maine)
- Peoria Tribe of Indians of Oklahoma
- Picayune Rancheria of Chukchansi Indians of California
- Pinoleville Pomo Nation, California (previously listed as the Pinoleville Rancheria of Pomo Indians of California)
- Pit River Tribe, California (includes XL Ranch, Big Bend, Likely, Lookout, Montgomery Creek and Roaring Creek Rancherias)
- Poarch Band of Creeks (previously listed as the Poarch Band of Creek Indians of Alabama)
- Pokagon Band of Potawatomi Indians, Michigan and Indiana
- Ponca Tribe of Indians of Oklahoma
- Ponca Tribe of Nebraska
- Port Gamble S'Klallam Tribe (previously listed as the Port Gamble Band of S'Klallam Indians)
- Potter Valley Tribe, California
- Prairie Band Potawatomi Nation (previously listed as the Prairie Band of Potawatomi Nation, Kansas)
- Prairie Island Indian Community in the State of Minnesota
- Pueblo of Acoma, New Mexico
- Pueblo of Cochiti, New Mexico
- Pueblo of Isleta, New Mexico
- Pueblo of Jemez, New Mexico
- Pueblo of Laguna, New Mexico
- Pueblo of Nambe, New Mexico
- Pueblo of Picuris, New Mexico
- Pueblo of Pojoaque, New Mexico
- Pueblo of San Felipe, New Mexico
- Pueblo of San Ildefonso, New Mexico
- Pueblo of Sandia, New Mexico
- Pueblo of Santa Ana, New Mexico
- Pueblo of Santa Clara, New Mexico
- Pueblo of Taos, New Mexico
- Pueblo of Tesuque, New Mexico
- Pueblo of Zia, New Mexico
- Puyallup Tribe of the Puyallup Reservation
- Pyramid Lake Paiute Tribe of the Pyramid Lake Reservation, Nevada
- Quartz Valley Indian Community of the Quartz Valley Reservation of California
- Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona
- Quileute Tribe of the Quileute Reservation
- Quinalt Indian Nation (previously listed as the Quinalt Tribe of the Quinalt Reservation, Washington)
- Ramona Band of Cahuilla, California (previously listed as the Ramona Band or Village of Cahuilla Mission Indians of California)
- Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin
- Red Lake Band of Chippewa Indians, Minnesota
- Redding Rancheria, California
- Redwood Valley or Little River Band of Pomo Indians of the Redwood Valley Rancheria California (previously listed as the Redwood Valley Rancheria of Pomo Indians of California)
- Reno-Sparks Indian Colony, Nevada
- Resighini Rancheria, California
- Rincon Band of Luiseno Mission Indians of the Rincon Reservation, California
- Robinson Rancheria (previously listed as the Robinson Rancheria Band of Pomo Indians, California and the Robinson Rancheria of Pomo Indians of California)
- Rosebud Sioux Tribe of the Rosebud Indian Reservation, South Dakota
- Round Valley Indian Tribes, Round Valley Reservation, California (previously listed as the Round Valley Indian Tribes of the Round Valley Reservation, California)
- Sac & Fox Nation of Missouri in Kansas and Nebraska
- Sac & Fox Nation, Oklahoma
- Sac & Fox Tribe of the Mississippi in Iowa
- Saginaw Chippewa Indian Tribe of Michigan
- Saint Regis Mohawk Tribe (previously listed as the St. Regis Band of Mohawk Indians of New York)
- Salt River Pima-Maricopa Indian Community of the Salt River Reservation, Arizona
- Samish Indian Nation (previously listed as the Samish Indian Tribe, Washington)
- San Carlos Apache Tribe of the San Carlos Reservation, Arizona
- San Juan Southern Paiute Tribe of Arizona
- San Manuel Band of Mission Indians, California (previously listed as the San Manuel Band of Serrano Mission Indians of the San Manuel Reservation)
- San Pasqual Band of Diegueno Mission Indians of California
- Santa Rosa Band of Cahuilla Indians, California (previously listed as the Santa Rosa Band of Cahuilla Mission Indians of the Santa Rosa Reservation)
- Santa Rosa Indian Community of the Santa Rosa Rancheria, California
- Santa Ynez Band of Chumash Mission Indians of the Santa Ynez Reservation, California
- Santee Sioux Nation, Nebraska
- Sauk-Suiattle Indian Tribe
- Sault Ste. Marie Tribe of Chippewa Indians, Michigan

- Scotts Valley Band of Pomo Indians of California
- Seminole Tribe of Florida (previously listed as the Seminole Tribe of Florida (Dania, Big Cypress, Brighton, Hollywood & Tampa Reservations))
- Seneca Nation of Indians (previously listed as the Seneca Nation of New York)
- Seneca-Cayuga Nation (previously listed as the Seneca-Cayuga Tribe of Oklahoma)
- Shakopee Mdewakanton Sioux Community of Minnesota
- Shawnee Tribe
- Sherwood Valley Rancheria of Pomo Indians of California
- Shingle Springs Band of Miwok Indians, Shingle Springs Rancheria (Verona Tract), California
- Shinnecock Indian Nation
- Shoalwater Bay Indian Tribe of the Shoalwater Bay Indian Reservation (previously listed as the Shoalwater Bay Tribe of the Shoalwater Bay Indian Reservation, Washington)
- Shoshone-Bannock Tribes of the Fort Hall Reservation
- Shoshone-Paiute Tribes of the Duck Valley Reservation, Nevada
- Sisseton-Wahpeton Oyate of the Lake Traverse Reservation, South Dakota
- Skokomish Indian Tribe (previously listed as the Skokomish Indian Tribe of the Skokomish Reservation, Washington)
- Skull Valley Band of Goshute Indians of Utah
- Snoqualmie Indian Tribe (previously listed as the Snoqualmie Tribe, Washington)
- Soboba Band of Luiseno Indians, California
- Sokaogon Chippewa Community, Wisconsin
- Southern Ute Indian Tribe of the Southern Ute Reservation, Colorado
- Spirit Lake Tribe, North Dakota
- Spokane Tribe of the Spokane Reservation
- Squaxin Island Tribe of the Squaxin Island Reservation
- St. Croix Chippewa Indians of Wisconsin
- Standing Rock Sioux Tribe of North & South Dakota
- Stillaguamish Tribe of Indians of Washington (previously listed as the Stillaguamish Tribe of Washington)
- Stockbridge Munsee Community, Wisconsin
- Summit Lake Paiute Tribe of Nevada
- Suquamish Indian Tribe of the Port Madison Reservation
- Susanville Indian Rancheria, California
- Swinomish Indian Tribal Community (previously listed as the Swinomish Indians of the Swinomish Reservation of Washington)
- Sycuan Band of the Kumeyaay Nation
- Table Mountain Rancheria of California
- Tejon Indian Tribe
- Te-Moak Tribe of Western Shoshone Indians of Nevada (Four constituent bands: Battle Mountain Band; Elko Band; South Fork Band and Wells Band)
- The Chickasaw Nation
- The Choctaw Nation of Oklahoma
- The Modoc Tribe of Oklahoma
- The Muscogee (Creek) Nation
- The Osage Nation (previously listed as the Osage Tribe)
- The Quapaw Tribe of Indians
- The Seminole Nation of Oklahoma
- Thlopthlocco Tribal Town
- Three Affiliated Tribes of the Fort Berthold Reservation, North Dakota
- Tohono O'odham Nation of Arizona
- Tolowa Dee-ni' Nation (previously listed as the Smith River Rancheria, California)
- Tonawanda Band of Seneca (previously listed as the Tonawanda Band of Seneca Indians of New York)
- Tonkawa Tribe of Indians of Oklahoma
- Tonto Apache Tribe of Arizona
- Torres Martinez Desert Cahuilla Indians, California (previously listed as the Torres-Martinez Band of Cahuilla Mission Indians of California)
- Tulalip Tribes of Washington (previously listed as the Tulalip Tribes of the Tulalip Reservation, Washington)
- Tule River Indian Tribe of the Tule River Reservation, California
- Tunica-Biloxi Indian Tribe
- Tuolumne Band of Me-Wuk Indians of the Tuolumne Rancheria of California
- Turtle Mountain Band of Chippewa Indians of North Dakota
- Tuscarora Nation
- Twenty-Nine Palms Band of Mission Indians of California
- United Auburn Indian Community of the Auburn Rancheria of California
- United Keetoowah Band of Cherokee Indians in Oklahoma
- Upper Sioux Community, Minnesota
- Upper Skagit Indian Tribe
- Ute Indian Tribe of the Uintah & Ouray Reservation, Utah
- Ute Mountain Ute Tribe (previously listed as the Ute Mountain Tribe of the Ute Mountain Reservation, Colorado, New Mexico & Utah)
- Ututu Gwaitu Paiute Tribe of the Benton Paiute Reservation, California
- Walker River Paiute Tribe of the Walker River Reservation, Nevada
- Wampanoag Tribe of Gay Head (Aquinnah)
- Washoe Tribe of Nevada & California (Carson Colony, Dresslerville Colony, Woodfords Community, Stewart Community, & Washoe Ranches)
- White Mountain Apache Tribe of the Fort Apache Reservation, Arizona
- Wichita and Affiliated Tribes (Wichita, Keechi, Waco & Tawakonie), Oklahoma
- Wilton Rancheria, California
- Winnebago Tribe of Nebraska
- Winnemucca Indian Colony of Nevada
- Wiyot Tribe, California (previously listed as the Table Bluff Reservation—Wiyot Tribe)
- Wyandotte Nation
- Yankton Sioux Tribe of South Dakota
- Yavapai-Apache Nation of the Camp Verde Indian Reservation, Arizona
- Yavapai-Prescott Indian Tribe (previously listed as the Yavapai-Prescott Tribe of the Yavapai Reservation, Arizona)
- Yerington Paiute Tribe of the Yerington Colony & Campbell Ranch, Nevada
- Yocha Dehe Wintun Nation, California (previously listed as the Rumsey Indian Rancheria of Wintun Indians of California)
- Yomba Shoshone Tribe of the Yomba Reservation, Nevada
- Ysleta del Sur Pueblo (previously listed as the Ysleta Del Sur Pueblo of Texas)
- Yurok Tribe of the Yurok Reservation, California
- Zuni Tribe of the Zuni Reservation, New Mexico

**NATIVE ENTITIES WITHIN THE STATE OF ALASKA RECOGNIZED AND ELIGIBLE TO RECEIVE SERVICES FROM THE UNITED STATES BUREAU OF INDIAN AFFAIRS**

- Agdaagux Tribe of King Cove
- Akiachak Native Community
- Akiak Native Community
- Alatna Village
- Algaaciq Native Village (St. Mary's)
- Allakaket Village
- Alutiiq Tribe of Old Harbor (previously listed as Native Village of Old Harbor and Village of Old Harbor)
- Angoon Community Association
- Anvik Village
- Arctic Village (See Native Village of Venetie Tribal Government)
- Asa'carsarmiut Tribe
- Atkasuk Village (Atkasook)
- Beaver Village
- Birch Creek Tribe
- Central Council of the Tlingit & Haida Indian Tribes
- Chalkyitsik Village
- Cheesh-Na Tribe (previously listed as the Native Village of Chistochina)
- Chevak Native Village
- Chickaloon Native Village
- Chignik Bay Tribal Council (previously listed as the Native Village of Chignik)
- Chignik Lake Village
- Chilkat Indian Village (Klukwan)
- Chilkoot Indian Association (Haines)
- Chinik Eskimo Community (Golovin)
- Chuloonawick Native Village

Circle Native Community  
 Craig Tribal Association (previously listed as the Craig Community Association)  
 Curyung Tribal Council  
 Douglas Indian Association  
 Egegik Village  
 Eklutna Native Village  
 Emmonak Village  
 Evansville Village (aka Bettles Field)  
 Galena Village (aka Loudon Village)  
 Gulkana Village  
 Healy Lake Village  
 Holy Cross Village  
 Hoonah Indian Association  
 Hughes Village  
 Huslia Village  
 Hydaburg Cooperative Association  
 Igiugig Village  
 Inupiat Community of the Arctic Slope  
 Iqurmit Traditional Council  
 Ivanof Bay Tribe (previously listed as the Ivanoff Bay Tribe and the Ivanoff Bay Village)  
 Kaguyak Village  
 Kaktovik Village (aka Barter Island)  
 Kasigluk Traditional Elders Council  
 Kenaitze Indian Tribe  
 Ketchikan Indian Corporation  
 King Island Native Community  
 King Salmon Tribe  
 Klawock Cooperative Association  
 Knik Tribe  
 Kokhanok Village  
 Koyukuk Native Village  
 Levelock Village  
 Lime Village  
 Manley Hot Springs Village  
 Manokotak Village  
 McGrath Native Village  
**Mentasta Traditional Council**  
 Metlakatla Indian Community, Annette Island Reserve  
 Naknek Native Village  
 Native Village of Afognak  
 Native Village of Akhiok  
 Native Village of Akutan  
 Native Village of Aleknagik  
 Native Village of Ambler  
 Native Village of Atka  
 Native Village of Barrow Inupiat Traditional Government  
 Native Village of Belkofski  
 Native Village of Brevig Mission  
 Native Village of Buckland  
 Native Village of Cantwell  
 Native Village of Chenega (aka Chanega)  
 Native Village of Chignik Lagoon  
 Native Village of Chitina  
 Native Village of Chuathbaluk (Russian Mission, Kuskokwim)  
 Native Village of Council  
 Native Village of Deering  
 Native Village of Diomedea (aka Inalik)  
 Native Village of Eagle  
 Native Village of Eek  
 Native Village of Ekuk  
 Native Village of Ekwok (previously listed as Ekwok Village)  
 Native Village of Elim  
 Native Village of Eyak (Cordova)  
 Native Village of False Pass  
 Native Village of Fort Yukon  
 Native Village of Gakona  
 Native Village of Gambell  
 Native Village of Georgetown  
 Native Village of Goodnews Bay  
 Native Village of Hamilton  
 Native Village of Hooper Bay  
 Native Village of Kanatak  
 Native Village of Karluk  
 Native Village of Kiana  
 Native Village of Kipnuk  
 Native Village of Kivalina  
 Native Village of Kluti Kaah (aka Copper Center)  
 Native Village of Kobuk  
 Native Village of Kongiganak  
 Native Village of Kotzebue  
 Native Village of Koyuk  
 Native Village of Kwigillingok  
 Native Village of Kwinhagak (aka Quinhagak)  
 Native Village of Larsen Bay  
 Native Village of Marshall (aka Fortuna Ledge)  
 Native Village of Mary's Igloo  
 Native Village of Mekoryuk  
 Native Village of Minto  
 Native Village of Nanwalek (aka English Bay)  
 Native Village of Napaimute  
 Native Village of Napakiak  
 Native Village of Napaskiak  
 Native Village of Nelson Lagoon  
 Native Village of Nightmute  
 Native Village of Nikolski  
 Native Village of Noatak  
 Native Village of Nuiqsut (aka Nooiksut)  
 Native Village of Nunam Iqua (previously listed as the Native Village of Sheldon's Point)  
 Native Village of Nunapitchuk  
 Native Village of Ouzinkie  
 Native Village of Paimiut  
 Native Village of Perryville  
 Native Village of Pilot Point  
 Native Village of Pitka's Point  
 Native Village of Point Hope  
 Native Village of Point Lay  
 Native Village of Port Graham  
 Native Village of Port Heiden  
 Native Village of Port Lions  
 Native Village of Ruby  
 Native Village of Saint Michael  
 Native Village of Savoonga  
 Native Village of Scammon Bay  
 Native Village of Selawik  
 Native Village of Shaktoolik  
 Native Village of Shishmaref  
 Native Village of Shungnak  
 Native Village of Stevens  
**Native Village of Tanacross**  
 Native Village of Tanana  
 Native Village of Tatitlek  
 Native Village of Tazlina  
 Native Village of Teller  
**Native Village of Tetlin**  
 Native Village of Tuntutuliak  
 Native Village of Tununak  
 Native Village of Tyonek  
 Native Village of Unalakleet  
 Native Village of Unga  
 Native Village of Venetie Tribal Government (Arctic Village and Village of Venetie)  
 Native Village of Wales  
 Native Village of White Mountain  
 Nenana Native Association  
 New Koliganek Village Council  
 New Stuyahok Village  
 Newhalen Village  
 Newtok Village  
 Nikolai Village  
 Ninilchik Village  
 Nome Eskimo Community  
 Nondalton Village  
 Noorvik Native Community  
 Northway Village  
 Nulato Village  
 Nunakauyarmiut Tribe  
 Organized Village of Grayling (aka Holikachuk)  
 Organized Village of Kake  
 Organized Village of Kasaan  
 Organized Village of Kwethluk  
 Organized Village of Saxman  
 Orutsarmiut Traditional Native Council (previously listed as Orutsarmiut Native Village (aka Bethel))  
 Oscarville Traditional Village  
 Pauloff Harbor Village  
 Pedro Bay Village  
 Petersburg Indian Association  
 Pilot Station Traditional Village  
 Platinum Traditional Village  
 Portage Creek Village (aka Ohgsenakale)  
 Pribilof Islands Aleut Communities of St. Paul & St. George Islands  
 Qagan Tayagungin Tribe of Sand Point Village  
 Qawalangin Tribe of Unalaska  
 Rampart Village  
 Saint George Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)  
 Saint Paul Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)  
 Seldovia Village Tribe  
 Shageluk Native Village  
 Sitka Tribe of Alaska  
 Skagway Village  
 South Naknek Village  
 Stebbins Community Association  
 Sun'aq Tribe of Kodiak (previously listed as the Shoonaq' Tribe of Kodiak)  
 Takotna Village  
 Tangirnaq Native Village (formerly Lesnoi Village (aka Woody Island))  
 Telida Village  
 Traditional Village of Togiak  
 Tuluksak Native Community  
 Twin Hills Village  
 Ugashik Village

Umkumiut Native Village (previously listed as Umkumiute Native Village)  
 Village of Alakanuk  
 Village of Anaktuvuk Pass  
 Village of Aniak  
 Village of Atmautluak  
 Village of Bill Moore's Slough  
 Village of Chefornak  
 Village of Clarks Point  
 Village of Crooked Creek  
 Village of Dot Lake  
 Village of Iliamna  
 Village of Kalskag  
 Village of Kaltag  
 Village of Kotlik  
 Village of Lower Kalskag  
 Village of Ohogamiut  
 Village of Red Devil  
 Village of Salamatoff  
 Village of Sleetmute  
 Village of Solomon  
 Village of Stony River  
 Village of Venetie (See Native Village of Venetie Tribal Government)  
 Village of Wainwright  
 Wrangell Cooperative Association  
 Yakutat Tlingit Tribe  
 Yupiit of Andreafski

[FR Doc. 2016-10408 Filed 5-3-16; 8:45 am]

BILLING CODE 4337-15-P

## DEPARTMENT OF THE INTERIOR

### Bureau of Land Management

[LLIDI00000.L10200000.PH0000  
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#### Notice of Public Meeting, Idaho Falls District Resource Advisory Council Meeting

**AGENCY:** Bureau of Land Management, Interior.

**ACTION:** Notice of public meetings.

**SUMMARY:** In accordance with the Federal Land Policy and Management Act (FLPMA) and the Federal Advisory Committee Act of 1972 (FACA), the U.S. Department of the Interior, Bureau of Land Management (BLM) Idaho Falls District Resource Advisory Council (RAC), will meet as indicated below.

**DATES:** The Idaho Falls District RAC will meet in Idaho Falls, Idaho, June 6-7, 2016 for a two-day meeting. The first day will begin at 9:00 a.m. at the BLM Idaho Falls Office, 1405 Hollipark Drive, Idaho Falls, Idaho, with new member orientation. The entire RAC will convene at 1:00 p.m. A comment period will be held June 6, following introductions from 1:00-1:30. The second day will begin at same location starting at 8:30 a.m. adjourning at 1:00 p.m. Members of the public are invited to attend.

**SUPPLEMENTARY INFORMATION:** The first day will be new member orientation in

the morning to explain the development of the BLM and purpose of the RAC. At 1:00 p.m. the rest of the RAC will convene to elect a secretary and continue with the full agenda. Topics include the sage-grouse implementation and discussion on bighorn/domestic sheep. On June 7, the RAC will meet at the Upper Snake Field Office at 8:30 a.m. to continue discussion on sage-grouse. The group will depart for the field at 9:30 a.m. to travel to the Medicine Lodge area to view allotments where potential conflicts exists between bighorn sheep and domestic sheep and discuss Lands with Wilderness Characteristics (LWC). The meeting will adjourn around 1:30 p.m.

The 15-member Council advises the Secretary of the Interior, through the Bureau of Land Management, on a variety of planning and management issues associated with public land management in the BLM Idaho Falls District (IFD), which covers eastern Idaho.

All meetings are open to the public. The public may present written comments to the Council. Each formal Council meeting will also have time allocated for hearing public comments. Depending on the number of persons wishing to comment and time available, the time for individual oral comments may be limited. Individuals who plan to attend and need special assistance, such as sign language interpretation, tour transportation or other reasonable accommodations, should contact the BLM as provided below.

**FOR FURTHER INFORMATION CONTACT:** Sarah Wheeler, RAC Coordinator, Idaho Falls District, 1405 Hollipark Dr., Idaho Falls, ID 83401. Telephone: (208) 524-7550. Email: sawheeler@blm.gov.

Dated: April 25, 2016.

**Sarah Wheeler,**  
*Resource Advisory Council Coordinator, BLM Idaho Falls District.*

[FR Doc. 2016-10400 Filed 5-3-16; 8:45 am]

BILLING CODE 4310-GG-P

## INTERNATIONAL TRADE COMMISSION

[USITC SE-16-015]

### Government in the Sunshine Act Meeting Notice

**TIME AND DATE:** May 11, 2016 at 11 a.m.

**PLACE:** Room 101, 500 E Street SW., Washington, DC 20436, Telephone: (202) 205-2000.

**STATUS:** Open to the public.

**MATTERS TO BE CONSIDERED:**

1. Agendas for future meetings: None.

2. Minutes.

3. Ratification List.

4. Vote in Inv. No. 731-TA-1315 (Preliminary)(Ferrovanadium from Korea). The Commission is currently scheduled to complete and file its determination on May 12, 2016; views of the Commission are currently scheduled to be completed and filed on May 19, 2016.

5. Outstanding action jackets: none.

In accordance with Commission policy, subject matter listed above, not disposed of at the scheduled meeting, may be carried over to the agenda of the following meeting.

By order of the Commission.

Dated: May 2, 2016.

**William R. Bishop,**  
*Supervisory Hearings and Information Officer.*

[FR Doc. 2016-10540 Filed 5-2-16; 4:15 pm]

BILLING CODE 7020-02-P

## INTERNATIONAL TRADE COMMISSION

[Investigation Nos. 701-TA-531-532 and 731-TA-1270-1273 (Final)]

### Polyethylene Terephthalate Resin From Canada, China, India, and Oman

#### Determinations

On the basis of the record<sup>1</sup> developed in the subject investigations, the United States International Trade Commission ("Commission") determines, pursuant to the Tariff Act of 1930 ("the Act"), that an industry in the United States is materially injured by reason of imports of polyethylene terephthalate ("PET") resin, provided for in subheading 3907.60.00 of the Harmonized Tariff Schedule of the United States, that have been found by the Department of Commerce ("Commerce") to be sold in the United States at less than fair value ("LTFV") with respect to Canada, China, India, and Oman and have been found by Commerce to be subsidized by the governments of China and India.<sup>2</sup>

#### Background

The Commission, pursuant to sections 705(b) and 735(b) of the Tariff Act of 1930 (19 U.S.C. 1671d(b) and 19 U.S.C. 1673d(b)), instituted these investigations effective March 10, 2015,

<sup>1</sup> The record is defined in sec. 207.2(f) of the Commission's Rules of Practice and Procedure (19 CFR 207.2(f)).

<sup>2</sup> All six Commissioners voted in the affirmative. The Commission also finds that imports subject to Commerce's affirmative critical circumstances determinations are not likely to undermine seriously the remedial effect of the countervailing and antidumping duty orders on PET resin from India.



## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

Item	Year 1	Year 2	Year 3	Year 4	Notes:
<b>Personnel Total</b>	<b>\$323,570.00</b>	<b>\$328,033.55</b>	<b>\$332,564.05</b>	<b>\$337,162.51</b>	
1 FTE Instructors. - Certified	\$75,000.00	\$76,125.00	\$77,266.88	\$78,425.88	Focused on project vocational strands delivered in a format blending established online courses and hands-on activities in both the classroom and field. 1 FTE for lead district. This blended format will allow students at remote sites to participate in the course online, then conduct hands-on activities either during site visits by the instructor, activities led by local site staff, or travel to activity sites. Subsequent years figured at 1.5% raise from previous year.
Vocational teachers at each project district. - Certified	\$56,250.00	\$57,093.75	\$57,950.16	\$58,819.41	Stipends for staff to lead vocational course opportunities outside the normal class schedule, possibly including construction and operation of fish wheels and greenhouses in the summer, building and operation of biochar forges, etc. Estimate at .25 FTE per partner district on base salary of \$75,000. Subsequent years figured at 1.5% raise from previous year.
.2 FTE Technology Director at each district - Classified	\$60,000.00	\$60,900.00	\$61,813.50	\$62,740.70	\$20,000 per year per each of three partner districts to conduct setup, installation, and upkeep of project technology. Based on three .2 FTE positions at the three district partner sites at an estimated base salary of \$100,000/yr. Technology director to assist with setup and upkeep of the district makerspace facilities, particularly where computer integration is necessary in equipment operation. Subsequent years figured at 1.5% raise from previous year.
.3 FTE district site coordinator and management liaison at districts. Classified	\$90,000.00	\$91,350.00	\$92,720.25	\$94,111.05	Project district level coordinator for each of the three partner districts. .3 FTE per district. Position responsible for managing local resources and working with teaching staff to implement the vocational curriculum and other project activities. This individual will serve as the district representative at project meetings, and will attend the annual meeting in DC. Subsequent years figured at 1.5% raise from previous year.
Cultural Responsiveness training	\$26,000.00	\$26,000.00	\$26,000.00	\$26,000.00	\$200/day MOAS for teachers and elders/culture bearers to attend trainings outside of the standard work contract. Estimate 26 participants per five days of training per year @ \$200 per participant per day. Stipends have certified fringe rate applied.
Substitute teachers - Certified	\$16,320.00	\$16,564.80	\$16,813.27	\$17,065.47	80 days @ \$204/day in the first year for certified subs for teachers attending training and vocational teachers working with students at remote sites. Subsequent years figured at 1.5% raise from previous year.
<b>Fringe Total</b>	<b>\$143,499.26</b>	<b>\$144,610.41</b>	<b>\$145,738.22</b>	<b>\$146,882.96</b>	
Certified fringe	\$29,524.26	\$29,900.78	\$30,282.95	\$30,670.86	Based on the projected benefit rate for certified staff of 17.01%. Includes Unemployment @1.5%; Worker's Comp @ 1.5%; Medicare @ 1.45%; and TRS @ 12.56%. Includes training stipends, subs, and instructor
Certified health	\$65,000.00	\$65,000.00	\$65,000.00	\$65,000.00	Health insurance for staff. 2.6 total FTE @ \$25,000 per FTE/yr. (1 FTE Vocational teacher; 3 x .33FTE Project Site Coordinators; 3 x .2FTE Technology Directors)
Classified Fringe	\$48,975.00	\$49,709.63	\$50,455.27	\$51,212.10	Based on the projected benefit rate for classified staff of 32.65%. Includes Unemployment @1.5%; Worker's Comp @ 1.5%; FICA/Medicare @ 7.65%; and PERS @ 22%
<b>Travel Total</b>	<b>\$103,258.00</b>	<b>\$103,258.00</b>	<b>\$103,258.00</b>	<b>\$103,258.00</b>	
ASTE - Technology in the classroom conference. 18 total attendees.	\$32,774.00	\$32,774.00	\$32,774.00	\$32,774.00	Eight drivers at an average of 700 miles round trip each @ .54/mile = \$3024; Flights for 4 @ \$600/person = \$2400. 6 days per diem for 18 individuals @ \$50/day = \$5400; five nights lodging for 18 individuals @ \$125/night = \$11,250; Conference registration for 18 @ \$550/person = \$9900. Parking at conference for 8 drivers @ \$100 per driver = \$800.
In-district staff travel	\$8,674.00	\$8,674.00	\$8,674.00	\$8,674.00	12000 miles @ approved federal rate currently equal to \$0.54/mile = \$6,480. For teachers traveling between sites and project staff attending training and conducting site visits. Six hotel nights @ \$199/night = \$1,194. 20 days per diem @ \$50/day = \$1000. Travel related to staff attending training and project monitoring and evaluation during the project. Most activities will be day trips, but some may require staff to stay obtain lodging at remote sites on multi-day trips.

Cultural Responsive Teaching travel	\$27,600.00	\$27,600.00	\$27,600.00	\$27,600.00	For partner district staff and elders/culture bearers to attend culturally responsive training camps annually. 2 day spring training, and 3-day August immersion training. Estimated total teacher participants at each training to be 20, and elders/culture bears to be 6, for a total of 26 @ \$600/participant to cover lodging, mileage, and food.
Annual Grant meeting for four participants in DC.	\$12,200.00	\$12,200.00	\$12,200.00	\$12,200.00	Four round trip flights @ \$1250 each = \$5000, five days in hotels for 4 individuals @ \$199/night = \$3980; \$50 per diem for 4 individuals for 6 days each = \$1200. Mileage to Fairbanks @ an average of 750 miles @ \$0.54/mile for 4 drivers = \$1620; Airport parking @ \$100 per individual for 4 individuals = \$400. Project partners including tribal organization reps to attend. The overall grant managers, Brightways, will be attending as part of their contract as well.
Inter-district travel	\$10,630.00	\$10,630.00	\$10,630.00	\$10,630.00	5,000 miles @ \$0.54/mile = \$2700, ten flights @ \$250/flight = \$2500, 10 days car rental @ \$45/day = \$450, (for district accessible only by air), 20 days per diem @ \$50/day = \$1,000, and 20 hotel nights @ \$199/night = \$3,980. For in-person meetings, and staff attendance at shared training opportunities.
Student travel	\$11,380.00	\$11,380.00	\$11,380.00	\$11,380.00	For student travel to project activities either away from traditional school settings, or at other schools. 10,000 miles @ \$0.54 = \$5400. 20 hotel nights @ \$199/night = \$3,980. Food budget while traveling = \$2000. To cover trips such as students visiting Alaskan businesses or farms, attending activities at remote sites, and applicable educational field trips.
<b>Equipment Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>Supplies Total</b>	<b>\$182,250.00</b>	<b>\$182,250.00</b>	<b>\$182,250.00</b>	<b>\$182,250.00</b>	
Touchscreen Chromebooks	\$42,250.00	\$42,250.00	\$42,250.00	\$42,250.00	130 devices @ \$325 each/yr - includes Admin console registration license. Total of 160 devices between Chromebooks and iPads puts devices with a planned lifespan of four years per device. To be used for online and blended courses
Current iPads Air model for elementary students	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	30 devices @ \$500 each/yr. For use in elementary classrooms for project appropriate apps and simulations. Total of 160 devices between Chromebooks and iPads puts devices with a planned lifespan of four years per device.
Computer accessories and software	\$16,000.00	\$16,000.00	\$16,000.00	\$16,000.00	160 sets of: software \$50; cover \$25; carrying case \$25 per year. Software will include applications that allow teachers to assist students remotely.
Vocational tools, supplies and consumables	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	Tools, project supplies and consumables for vocational activities for all ages. Supplies could include things like soil amendments and seeds, lego/robotics materials, 3D printing "toner" powder, and other hands-on educational resources and vocationally relevant supplies. Per year
Makerspace development in schools	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	Includes electronics/wiring, 3D printers, vinyl cutters, and wood and metal fabrication tools. Complete makerspaces built over time at all project sites, with specific capacity and tools to be determined by district needs and priorities. Capacity at sites to be developed over the life of the grant. Per year.
Project Staff Laptops	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	Build staff laptop fleet over the course of the grant by buying 2 laptops/year for project staff @ \$2500 each.
Culturally responsive teaching supplies	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00	For use in the Culturally Responsive Training for teachers, as well as within classrooms and at off-site activities after the training. Supplies will include curriculum materials and booklets, as well as native art and traditional craft supplies. Participants will work on activities like making snowshoes and mock-up fishwheels that mirror grant focuses utilizing traditional cultural activities.
Online Courseware	\$36,000.00	\$36,000.00	\$36,000.00	\$36,000.00	Online courses system to give students access to a broad array of course options, electives, and scheduling flexibility. 40 annual licenses at \$900 a licenses. Concurrent use licenses to be shared by project partner districts. Annual license cost.
<b>Contractual Total</b>	<b>\$177,200.00</b>	<b>\$177,200.00</b>	<b>\$177,200.00</b>	<b>\$177,200.00</b>	
Grant Management	\$102,200.00	\$102,200.00	\$102,200.00	\$102,200.00	Brightways Learning will conduct overall management of the project including coordination and setup of professional development, leading interagency discussions and planning, and interpretation of evaluation data. Evaluation data and analysis will be used to provide for continuous improvement and growth of the project.

Grant Evaluation	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	For continuous evaluation of the grant project not only to allow for feedback of project efficacy, but also to provide a mechanism for continuous improvement and course adjustment as necessary.
Teacher technology training	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00	Three days at ASTE conference for state-wide training opportunity, two days at each partner district site. 9 total @ \$5000/day. Basic level teacher certification training will take place at district sites. Districts will send teachers ready for trainer certification to the ASTE conference for advanced instruction. ASTE training will be available for any educator in the state, but project partners will have priority. This will serve to create capacity not only within the project district, but on a state-wide level.
<b>Other Total</b>	<b>\$3,000.00</b>	<b>\$3,000.00</b>	<b>\$3,000.00</b>	<b>\$3,000.00</b>	
Project printing and duplication costs	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	Estimate \$1000/yr per partner district for printing support and training materials, information material for the public, posters promoting public student driven activities, etc.
<b>Total Direct</b>	<b>\$932,777.26</b>	<b>\$938,351.96</b>	<b>\$944,010.28</b>	<b>\$949,753.47</b>	
<b>Indirect @ 2.38%</b>	<b>\$22,200.10</b>	<b>\$22,332.78</b>	<b>\$22,467.44</b>	<b>\$22,604.13</b>	Figured at 2.38% and excluding equipment
<b>Total for Year</b>	<b>\$954,977.36</b>	<b>\$960,684.73</b>	<b>\$966,477.72</b>	<b>\$972,357.61</b>	



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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Scott	<input type="text"/>	MacManus	<input type="text"/>

Address:

Street1:	Box 226
Street2:	<input type="text"/>
City:	Tok
County:	<input type="text"/>
State:	AK: Alaska
Zip Code:	99780
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="(907) 883-5151x115"/>	<input type="text"/>

Email Address:

**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.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Alaska Gateway School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	323,570.00	328,033.55	332,564.05	337,162.51		1,321,330.11
2. Fringe Benefits	143,499.26	144,610.41	145,738.22	146,882.96		580,730.85
3. Travel	103,258.00	103,258.00	103,258.00	103,258.00		413,032.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	182,250.00	182,250.00	182,250.00	182,250.00		729,000.00
6. Contractual	177,200.00	177,200.00	177,200.00	177,200.00		708,800.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	3,000.00	3,000.00	3,000.00	3,000.00		12,000.00
9. Total Direct Costs (lines 1-8)	932,777.26	938,351.96	944,010.27	949,753.47		3,764,892.96
10. Indirect Costs*	22,200.10	22,332.78	22,467.44	22,604.13		89,604.45
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	954,977.36	960,684.74	966,477.71	972,357.60		3,854,497.41

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 5.20%.

(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 # S299A160053

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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