

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 # S299A160061

Grants.gov Tracking#: GRANT12175480

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

Closing Date: May 31, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1235-Map of Hydaburg)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1234-Hydaburg - PROJECT BUILD ABSTRACT)</i>	e13
7. Project Narrative Form	e15
<i>Attachment - 1 (1238-Final HCSD Project Build Narrative)</i>	e16
8. Other Narrative Form	e50
<i>Attachment - 1 (1237-HCSD Project Build Final Appendices)</i>	e51
9. Budget Narrative Form	e106
<i>Attachment - 1 (1236-HCSD PROJECT BUILD BUDGET FINAL)</i>	e107
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e112
11. Form ED_524_Budget_1_3-V1.3.pdf	e113

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

Application for Federal Assistance SF-424

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="92-6000703"/>	* c. Organizational DUNS: <input type="text" value="1746101470000"/>
--	---

d. Address:

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

e. Organizational Unit:

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

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

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

Organizational Affiliation:

* Telephone Number: <input type="text" value="907-828-8254"/>	Fax Number: <input type="text" value="907-828-8257"/>
---	---

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

Map of Hydaburg.pdf

Add Attachment

Delete Attachment

View Attachment

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

Build the Canoe (Project Build)
Hydaburg City School District

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

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 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:

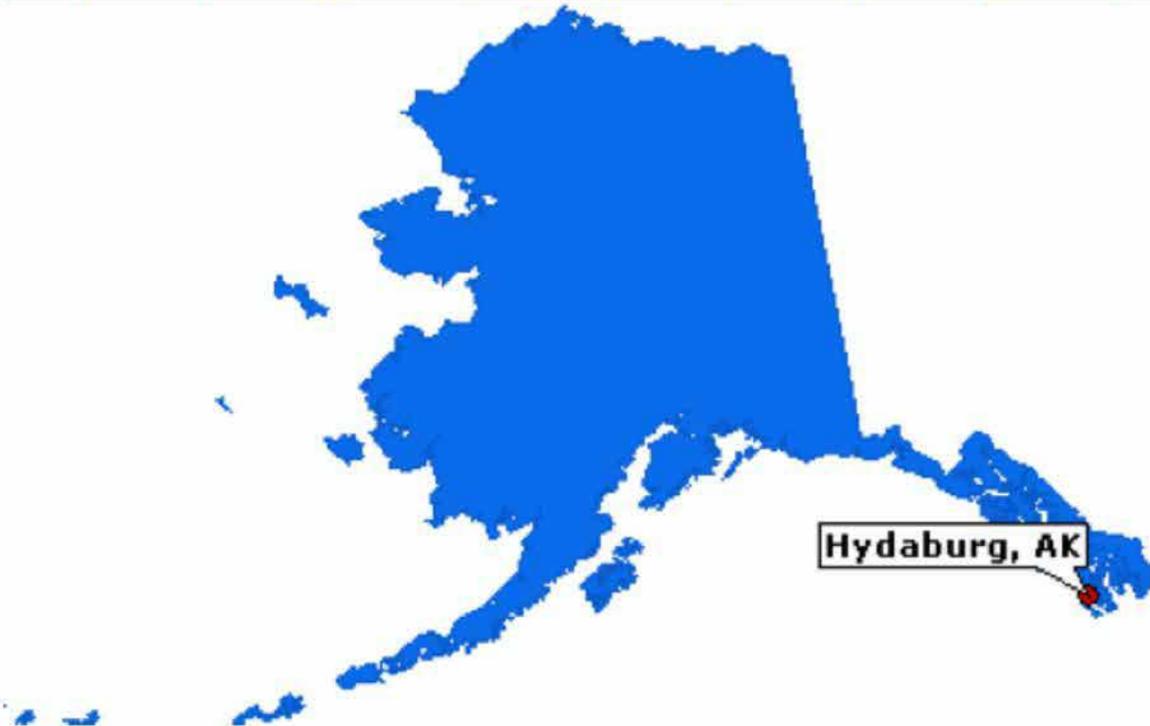
Suffix:

* 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Priscilla Goulding"/>	TITLE <input type="text" value="Superintendent"/>
APPLICANT ORGANIZATION <input type="text" value="Hydaburg City School District"/>	DATE SUBMITTED <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

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Hydaburg City School District

* Street 1: 100 Totem Lane * Street 2: _____

* City: Hydaburg * State: AK: Alaska * Zip: 99922

Congressional District, if known: _____

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children
	CFDA Number, if applicable: 84.299

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

* Signature: Priscilla Goulding

* Name: Prefix _____ * First Name Lauren Middle Name _____
* Last Name Burch Suffix _____

Title: Superintendent Telephone No.: 907-828-8254 Date: 05/31/2016

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PR/Award # S299A160061

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

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**

Hydaburg City 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:

PROJECT ABSTRACT: BUILDING THE CANOE (PROJECT BUILD): HYDABURG
CITY SCHOOL DISTRICT- US DEPARTMENT OF EDUCATION INDIAN
EDUCATION DEMONSTRATION GRANT CFDA 84.299A

Project Abstract

Partners: *Project Build* is a collaborative project between The Hydaburg City School District (Lead Applicant), Hydaburg Cooperative Association (Local Indian Organization/Tribal Council), and the Association of Alaska School Boards (Successful ANEP Grantee Recipient). The goal of *Project Build* is to develop and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary, and secondary Alaska Native students.

Measurable Objectives: This project has four many objectives to achieve this goal.

Objective 1) Students are grounded in their unique identity and prepared for post-secondary opportunities. i) 20% increase in cultural connectedness ii) 10% increase in students meeting grade specific cultural standards iii) 40% increase in the number of teachers who are using cultural teaching practices and teaching tools, **Objective 1)**

Students are engaged in school through place-based learning resulting in a commitment to lifelong learning: i) Students and staff report a 20% increase in expectations for students; ii) Students report a 20% increase in engagement; iii) Students have improved (10%) in academic assessments and proficiency; **Objective**

Objective 3) Families, community and schools are collaborating to effectively support student post-secondary opportunities. Measurable Outcomes: i) A 20% increase in caring adults for students ii) A 20% increase in family engagement (Staff and student perceptions) iii) Increase in family participation in community family dialogues iv) Greater trust and partnerships (family perceptions) **Objective 4) Students have supports and pathways to pursue post-secondary opportunities** i) 10% increase in students engaging in off-island

professional or educational experiences before leaving high school ii) 20% increase in students initiating and completing post-secondary technical or college training.

Defined Geographical Area: Hydaburg is the southernmost village on Prince of Wales Island. Formed in 1911 by consolidation of the three Haida villages on Cordova Bay. These villages were Howkan on the west coast of Long Island, Sukkwan at the northern end of Sukkwan Island, across Sukkwan Strait from Hydaburg, and Klinkwan on Prince of Wales Island at the mouth of Hunter Bay. The Hydaburg Cooperative Association serves as the Village Council and Tribal Organization.

Barriers and Opportunities: A review of the data and conversations with community stakeholders the following barriers, needs, and solutions have been identified:

Barriers	Needs	Solutions
1) <i>Unengaged</i> Students 2) Family and Schools are <i>Not Working Together</i> 3) Students are <i>Not Culturally Connected</i> 4) <i>Few bridges</i> to College and Career Transitions.	1) <i>Make Learning Relevant</i> 2) Enhance <i>Collaboration & Relationships</i> 3) Improve <i>Cultural integration Infrastructure and Practices</i> 4) On-island and Off-island <i>Supports for College and Careers.</i>	1) Place-based and <i>Personalized Learning</i> 2) <i>Family Engagement:</i> Dual Capacity Engagement 3) <i>Cultural Integration:</i> Materials, Language, Standards, and Practices 4) <i>Relevant Post-Secondary Support</i> and Transitions

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



PROJECT BUILD: WORKING TOGETHER TO BUILD THE CANOE

Project Build is collaborative project between the Hydaburg City School District, Hydaburg Cooperative Association, Association of Alaska School Boards and other community partners.

BUILD THE CANOE (PROJECT BUILD) TABLE OF CONTENTS

A. Need for Project: Needs Assessment:	1-9
<i>i. Barriers to the Readiness for College and Careers:</i>	5-6
<i>ii. Community Opportunities to Support Haida Students</i>	6-8
B. Quality of the Project Design	
<i>i. Defined Geographical Area</i>	9
<i>ii. Scientific Research and Adaptations for the Hydaburg Context</i>	9-11
<i>iii. Specific Measurable Goals, Objectives, and Outcomes</i>	12-16
<i>iv. Appropriate Design- Meeting the Needs of the Population.</i>	17-18
<i>v. Appropriate Partners</i>	18-20
C. Quality of Project Personnel	20-22
D. Adequacy of Resources	
<i>i. The Relevance and Commitment of Partners</i>	22-24
<i>ii. Reasonable Costs: per person served and impacts of project</i>	24-25
E. Quality of the Management Plan	25-28
<i>i. Adequacy of management plan to achieve the objectives:</i>	25-28
<i>ii Ongoing performance evaluation and periodic assessment</i>	29-31
<i>iii. Indian Tribes ad Parents of Indian Children Involvement</i>	31-33
<i>iv. Capacity and Results Beyond the Funding Period</i>	33
F. Quality of the Project Evaluation : Effective Strategies for Replication	34

A. Need For Project

Community Overview Hydaburg is a remote village, population 312, located on the southern tip of Prince of Wales Island. The community is predominantly Haida, a people with deep family connections and a rich legacy of language, stories, humor, and art.

Ninety percent of the Hydaburg City School District (HCSD) students are Alaska Native and 87% of the students receive free and reduced lunch. While in recent years, HCSD has been able to support students to meet their graduation requirements, few students are meeting academic proficiency levels or pursuing career training, or higher education.

Table 1: Overview of Hydaburg Student Information (2015-2016 School Year)

# of Students	% Alaska Native	% Free & Reduced Lunch	Graduation Rate (2016)	ELA/Math (2015)	Higher Ed. (2016)
88	90%	87%	100%	>40%	2

1) NEEDS ASSESSMENT: Several sources of data were combined to support the assessment including the Strategic Prevention Framework Assessment (2015), The Association of Alaska School Board’s School Climate Survey Report (2016), and First Alaskans Institute Educational Equity Dialogue (2016),.

This data has been combined and compiled with key stakeholder interviews to frame the barriers, needs, and solutions which fall into key areas: **1) Culture and language; 2) Relevance of Education and Engaging Students in Learning; 3) Family Role in Students Education; 4) and Exposure and Confidence in Post-Secondary Education.**

Need- Culture and Language: In Hydaburg, learning cultural traditions, language, and way of life activities have always been an essential part of traditional Haida life. The western educational system, and cultural disruption that has come along with this, has eroded many traditions resulting in long-term negative impacts on the Haida people. Many local community members and Elders have stated that students would be better prepared for future endeavors in education, career, or subsistence if Haida language, traditions, and culture were being taught both in and outside of the classroom.

In the last five years, several elders in Hydaburg have passed away, leaving only one fluent speaker of the Alaskan Haida dialect. As the remaining speakers have passed, the opportunities for preserving the language, this essential part of the Haida culture, are fading as well. There is an immediate need to create materials and teach students the language and the practices that are embedded within the Haida language.

Turnover among Hydaburg teachers is high, in part, because typical teaching methods do not work here and historically there has been a lack of culture integrated into the school practices. School administrators, teachers and the Hydaburg City School District (HCSD) School Board members agree that integrating Haida language, cultural values and traditions into its curriculum and daily activities is the number one priority for preparing and engaging students. While the district is deeply committed to the preservation of the language and the culture, it has lacked the resources needed to take on this reform.

Need- Relevance of Education- Engaging Students in Learning: HCSD and families of Hydaburg students report grave concerns about the continued lack of academic

achievement among students. Among Hydaburg 6-12th grade students, 12.5% report that they have given up on school (SCCS, 2016). Many others students are not fully engaged in learning and by 8th grade fewer than 40% of students are meeting English Language Arts or Math Standards. While it is understood that tests scores show only one aspect of performance, it is clear that Hydaburg students are far below the norm in many areas. In a school with a teacher/student ratio of about 1 to 8, this is cause for looking deeper.

Teachers report that students in Hydaburg experience many stressors causing emotional upheaval making it even more difficult to concentrate on schooling that does not seem relevant.

Many Hydaburg high school students feel little buy in to academics, but students can engage when motivated. For example, during basketball season, there is motivation for students to maintain ‘eligibility’ to be able to play on the team, however, after the season ends, there is a significant drop in this incentive. In 2014-15, the district offered an opportunity to work on traditional cedar bark hats in the Haida Arts class to wear during graduation. In FY14 all students did graduate and wore their traditional hats having a traditional arts program for the first time. Haida culture and art can be a motivator for many of the students.

Need-Family Role in Preparation: Families play a critical role in preparing students. According to the 2016 School Climate and Connectedness Survey (SCCS), 82.4% of 3-5th grade students report that adults in community indicated that school is important. In grades 6-12, 70% of students report that adults let them know school is important. There was, however, a significant gap between teacher and student perceptions with only 14.3%

of staff agreeing *that parents in this community encourage students to take school seriously* and only 23% stating *that adults in the community support the school*.

Creating Relevant Technical, Educational, and Career Opportunities: According to the 2016, SCCS 62.5% of 6-12th grade students stated they wanted very much to get education after high school, with another 25% unsure. At the 2016 graduation, only two students had a clear idea and plan about post-secondary education. While this does vary each year, the number of students prepared for education after high school is significantly lower than the number of students who actually pursue education. With few job opportunities available in Hydaburg and no clear pathway, young people are susceptible to using drugs or engaging in behaviors that can create a chain reaction of barriers to employment. The school and community can do better to ensure that students leave high school with the confidence to pursue education or careers.

As students become more engaged in their own learning, identifying relevant opportunities will be a part of their personalized learning plans and may include attending conferences, workshops, or career training to gain confidence in off-island experiences.

(i) Barriers to Readiness for College and Careers: By 8th grade, few (less than 40%) students are reaching their proficiency levels in math and English/language arts and this dips even lower in the high school years. Academic readiness, however, is only one small component for a successful post-secondary student (University of Alaska, 2015). At the initial dialogue, hosted by First Alaskans Institute and the Association of Alaska School Boards, parents and community members put forward their views on how to prepare

students for college, vocational school and employment. There was consensus among community members to take a more holistic approach to student engagement and academic improvement, including the following barriers, needs, and solutions.

Table 2: Barriers, Needs, and Moving Forward ** Data provided by multiple sources including Haida families, school personnel, and tribal organizations during the assessment.

Barriers	Needs	Solutions
1) <i>Unengaged</i> Students 2) Family and Schools are <i>Not Working Together</i> 3) Students are <i>Not Culturally Connected</i> 4) <i>Few bridges</i> to College and Career Transitions.	1) <i>Relevant Learning</i> 2) <i>Collaboration & Relationships</i> 3) <i>Cultural Integration Infrastructure and Practices</i> 4) On-island and Off-island <i>Supports for College and Careers.</i>	1) Place-based and <i>Personalized Learning</i> 2) <i>Family Engagement:</i> Community Dialogues and Dual Capacity Engagement 3) <i>Cultural Integration:</i> Materials, Language, Standards, and Practices 4) <i>Relevant Post-Secondary Support</i> and Transitions

(ii) Community Opportunities to Support Haida Students *Haida Traditions and Language:* The Haida are known for their highly stylized art form, frequently expressed in wooden carvings such as totem poles and cedar bentwood boxes Haida people also have a rich tradition of stories, songs, and an extensive history with the management of their natural resources that schools can draw upon.

Haida is truly an endangered language with only one fluent Haida Elder remaining. It is an absolutely crucial time for the Haida people to focus on the language. To this end, Hydaburg has established a language advisory committee to provide guidance on Haida languages and how to best use preserved recordings of cherished Elders.

Opportunities- Collaboration: There is strong leadership within key Hydaburg organizations and recently organizations have been working together to build trust and collaborate across issues through the United Front community coalition (see Appendix B-13 Letters of Support).

Community Readiness: During the first community dialogue, it was extremely evident that Hydaburg is a community that cares deeply about its children, families, and culture. There is readiness in the community to place culture and tradition at the forefront and an urgency to create materials that students and their families can begin using immediately.

School Readiness: During the assessment phase, school and community partners reflected on the question, “How do we integrate culture and ground students in key social, emotional, cultural, and academic skills in and out of the school?” While there are many pressures on the schools with testing, mandates, funding cuts, and teacher turnover, the school board and school leadership have made a commitment to collaborating with the community, cultural leaders, tribal organizations, and community organizations to support these key priorities.

Existing Relationships and Community Engagement: The First Alaskans Institutes (FAI) and Association of Alaska School Board's Initiative for Community Engagement (AASB) have begun dialogues including school staff and community members to support stronger collaboration and integration of culturally responsive practices. They have worked together to adapt statewide equity conversations to support dialogues on culturally responsive schools and educational equity in Hydaburg. After the first educational equity dialogue, the community expressed great interest to continue these dialogues and focused conversations. These dialogues provide an avenue for direction and communication with HCSD families.

(iii) Existing Policies, Programs, Practices, Service Providers, and Funding Sources.

Many of the partners have existing programs and funding sources that contribute to and will be enhanced by *Project Build*. For example, Hydaburg Cooperative Association supports culture camp, community carving, and other cultural programs.

Haida language total physical response (TPR) instruction is offered to the Pre K-6th grade students. There is limited exposure to explicit or informal Haida language instruction outside of this and few district resources that can be dedicated to this currently.

HCSD is working with the Association of Alaska School Boards and First Alaskans Institute on embedding Social and Emotional Learning programs into K-12 through a grant from the US Department of Education.

AASB is a key partner, a successful Alaska Native Education Program Grant Recipient,

with documented impacts on Alaska Native student outcomes including increased academic achievement, improved attendance, reduced risk behaviors and engagement outcomes (American Institute for Research, independent evaluation).

B. Quality of the Project Design

(i) Defined Local Area Hydaburg is the southernmost village on Prince of

Wales Island. Formed in 1911 by consolidation of the three Haida villages on Cordova Bay. These villages were Howkan on the west coast of Long Island, Sukkwan at the northern end of Sukkwan Island, across Sukkwan Strait from Hydaburg, and Klinkwan on Prince of Wales Island at the mouth of Hunter Bay. The Hydaburg Cooperative Association was established in 1938. It was the first IRA-recognized Village Council in Alaska. Residents petitioned to be granted an Indian Reservation as a way of securing their rights to the surrounding land. The area had previously been designated as the Hydaburg Indian Reservation from 1912-1926 but had been returned to the Tongass National Forest at community request in 1926. Hydaburg Cooperative Association remains the Tribal Organization and Village Council.

(ii) Scientific Research and Adaptations for the Hydaburg Context

Research on Culturally Responsive Schools, Cultural Identity, and Incorporating Culture into Schools: A meta-analysis of research, concludes that culturally responsive pedagogy and positive racial identity can play major roles in promoting academic achievement and resilience for Native American Youth and that often youth require these skills before being “ready to learn” and are ready for college In fact, for many indigenous students this can be the singular most important aspect for engaging in learning, academic

achievement and the success of family and community partnerships (Heinz Report, 2009; Whitesell, 2009).

Research indicates that these steps are essential for successful programs: 1) involve the community; 2) use culture to teach and promote a strong identity; 3) underscore the importance of culture as an asset for school staff and community members; 4) promote active, problem-based instruction; 5) educate on accurate cultural and community histories; 6) build on strengths and successes; and 7) integrate into institutional frameworks. While HSCD strives to create a culturally responsive environment for the students of Hydaburg, HSCD is just beginning to truly integrate Haida culture, language, arts, science and practices into core teaching. The research is helpful in creating a foundation for best-practices for personalized learning in indigenous communities, integrating cultural practices into instruction, and supporting family engagement, but the solutions designed here are specifically for the remote and unique context of Hydaburg.

Research-Place-based and Personalized Learning: Research indicates that students engaged in relevant hands-on learning, that matches their personal interests, will develop key skills for learning and reach a new level of rigor in their studies. There is an emerging body of research on personalized and place-based learning and how this learning lends itself well to cultural integration, community partnerships, and active problem-based instruction which come naturally to HSCD students.

Research also indicates the importance of preparation to establish new methods of assessment, the role of advisors and families, and clear expectations for

students to meet learning competencies. National models do not show how to integrate cross-cultural supports into this, but continuous quality improvement of *Project Build* will ensure that the tools used will effectively support student questions, research approaches, skill areas, in the Hydaburg context. (Appendix B-6 p.19).

Scientific Research for Family Engagement: For schools and districts across the U.S., family engagement is rapidly shifting from a low-priority recommendation to an integral part of education reform efforts (SEDL, 2013). Families are essential for academic success in K-12 and for students pursuing career and college after high school.

Few HSCD staff, have had training on how to effectively support families as partners in learning and even fewer have experience within the Haida context. Through support from the First Alaskans Institute and the Association of Alaska School Boards, we can better prepare school staff to work with families and find mutually rewarding ways to partner. This will involve community dialogues and also working with school staff to develop skills that are a culturally enhanced adaptation of the evidence-based approaches from the Dual Capacity Framework for Family and School Partnerships (2013).

Scientific Research for For Bridging to Post-secondary Opportunities: There is extensive research now promoting early college and dual studies approaches, as well as research and anecdotal information that students who have gain experience and develop confidence in college and career training settings have greater readiness for training and post-secondary opportunities. By building bridges and networks prior to ever leaving high school in way that is consistent with students interests, students will be better prepared .See Appendix B-6 (p. 19-23) for links to research base and references. See

Appendix B-11 (p.50) for Theory of Change.

(iii) Specific Measurable Goals, Objectives, and Outcomes: This project works towards the goal of increasing the number of students that pursue and successfully complete post-secondary education and transition successfully to careers. There are four primary objectives and measurable outcomes include:

Objective 1) Students are grounded in their unique identity and prepared for post-secondary opportunities. i) 20% increase in cultural connectedness ii) 10% increase in students meeting grade specific cultural standards iii) 40% increase in the number of school staff who are using cultural teaching practices and teaching tools,

Objective 2) Students are engaged in school through place-based learning resulting in a commitment to lifelong learning: i) Students and staff report a 20% increase in expectations for students; ii) Students report a 20% increase in engagement; iii) Students have improved (10%) in academic assessments and proficiency;

Objective 3) Families, community and schools are collaborating to effectively support student post-secondary opportunities. Measurable Outcomes: i) A 20% increase in caring adults for students ii) A 20% increase in family engagement (Staff and student perceptions)

iii) Increase in family participation in community family dialogues iv) Greater trust and partnerships (family perceptions) ***Objective 4) Students have supports and pathways to***

pursue post-secondary opportunities i) 10% increase in students engaging in off-island professional or educational experiences before leaving high school ii) 20% increase in students initiating and completing post-secondary technical or college training.

HCSD will report the percentage of annual measurable objectives that are met through the project and the percentage increase in community collaborative efforts that promote college and career readiness of Indian Children.

TABLE 4-7: BUILD THE CANOE (PROJECT BUILD): LOGIC MODEL

OBJECTIVE 1: Students are grounded in their identity and prepped for post-secondary opportunities.

GOAL: Increase in students pursuing post-secondary education/careers to completion.

BARRIER/ NEED	INPUTS/ RESOURCES	ACTIVITIES	MEASURABLE OUTCOMES
<p>Barrier:</p> <p><i>Inter-generational impacts of education on culture</i></p> <p>Need:</p> <p><i>1) Culturally responsive practices</i></p> <p><i>2) Cultural Learning Opportunities</i></p> <p><i>3) Language Restoration</i></p>	<p>INPUTS:</p> <p>1)Haida Values & Traditions and Lessons</p> <p>2)Community Dialogues</p> <p>3)Tribal organization and Language Advisory Council</p> <p>4)Language Instructor</p> <p>5) Digital Platforms</p>	<p>1) Develop cultural standards and practices.</p> <p>2) Collaborate with Clan Leaders for School Infrastructure</p> <p>3) Develop Digital Haida Books – History, Values, Stories, Knowledge</p> <p>4) Establish Language and Culture Programs</p> <p>5) Professional Dev and Community Training for Staff</p>	<p>1) <u>20% increase in responsiveness.</u></p> <p>2) <u>10% increase in students meeting cultural learning standards.</u></p> <p>3) <u>40% increase in the number of teachers who respond in greater comfort using cultural teaching practices and teaching tools.</u></p>

OBJECTIVE 2: Students are engaged in school through place-based learning resulting in a commitment to lifelong learning

GOAL: Increase in students pursuing post-secondary education/careers to completion.

BARRIER /NEED	KEY STRATEGY/ INPUTS/RESOURCES	ACTIVITIES	MEASURABLE OUTCOMES
<p>Barrier: <i>Unengaged Students</i></p> <p>Need: <i>Make Learning Relevant</i></p>	<p><i>Personalized and Student – Driven Learning</i></p> <p>Resources and Inputs: * Project Director Experience * Lead Staff: Personalized Learning Experience * Student, parent, Community Proposal Tools</p>	<p>1) Professional Development for Staff 2) Adapt Assessments 3) Parent- Student Preparation 4) Establish Advisory Teams 5) Finalize Proposal Tools- Middle/High School 6) Establish – Self-Directed Learning Question 7) Establish Protocols for Proposal and Mastery 8) Infuse into Practice 9) Adapt and Document Methods</p>	<p>1) Students and staff report a <u>20% increase in student expectations</u></p> <p>2) Students report a <u>20% increase in engagement.</u></p> <p>3) Students have <u>(10%) increase in academic proficiency scores on formative and summative assessment.</u></p>

OBJECTIVE 3: Families, community and schools are collaborating to effectively support student post-secondary opportunities.

GOAL: Increase in students pursuing post-secondary education/careers.

BARRIER/ NEED	STRATEGY/ INPUTS	ACTIVITIES	MEASURABLE OUTCOMES
<p>BARRIER: <i>Students have few supports for continuing education or career transitions.</i></p> <p>NEED: <i>Community, family, and schools are working together to support students</i></p>	<p>Families, community and schools are collaborating to effectively support student post-secondary opportunities.</p> <p>INPUTS: * AASB, FAI Dialogues * Clan leadership * Community Organizations * Universities</p>	<p>1) Professional development and on-going technical assistance for school staff for dual capacity family engagement model, cultural practices.</p> <p>2) Create opportunities for new parents and early childhood learn Haida language together.</p> <p>3) Include families in personalized learning and career assessments.</p> <p>4) Provide peer supported family support networks for student planning</p> <p>5) Host Family Dialogues</p> <p>6) Host regular school and family activities based on continued dialogues.</p>	<p>1) A <u>20% increase in caring adults</u> for students.</p> <p>2) A <u>20% increase in staff perceptions of family engagement.</u></p> <p>3) Increase in <u>family participation of community dialogues.</u></p> <p>4) Increase in partnerships between school and family (family reported).</p>

OBJECTIVE 4: Students have supports and pathways to pursue post-secondary opportunities

GOAL: Increase in students pursuing post-secondary education/careers to completion.

BARRIER /NEED	STRATEGY INPUT	ACTIVITIES	MEASURABLE OUTCOMES
<p>Barrier: <i>Few post-secondary opportunities. Students off-island experiences do not meet interests or future plans.</i></p> <p>Need: <i>Personal Future Plans “Early college” opportunities and exposure</i></p>	<p>Post-secondary Bridges</p> <p>INPUTS:</p> <ul style="list-style-type: none"> * Self-directed learning * Universities * Ketchikan Indian Community * Supportive HCSD staff * Alaska student leadership 	<p>1) Build personalized future plans</p> <p>2) Create opportunities for off-island exposure to conferences and career training</p> <p>3) Students take leadership role in presentations, conferences, college planning</p>	<p>1) 10% increase in students engaging in off-island professional or educational experiences before leaving high school.</p> <p>2) 20% increase in students attending post-secondary technical or college</p>

(iv) Appropriate Design to Address Needs of the Population. In the initial planning phase, all of the stakeholders considered the complex needs of Hydaburg students. The strategies outlined in *Project Build* take into account culture, community, geography, project scope, student aspirations, and connections to local ways of life.

Project Build is working to restructure how education is “delivered”, both in terms of instructional approaches, content, climate, and new links to learning that are better suited to the Alaska Native student population at HCSD (90% Alaska Native).

At the core *Project Build* is grounding students in their identity and the Haida language. *Project Build* is committed student-directed learning approaches, family-school partnerships, and post-secondary education opportunities. The combination of strategies is specifically designed for this population.

Much of the design centers around students themselves. Students will work with their school advisors and families to determine the structure of their own studies. *Project Build* creates opportunities for students to build on their own interests and talents while still meeting the state requirements for learning. The intensity and rigor of this approach will increase throughout middle and high school with clear opportunities for technical, college, professional and career training.

Within each of the strategies: the project incorporates the vision of students, families, community members, advisory groups, community coalitions, and key organizations

including lead partner Hydaburg Cooperative Association (tribal organization). This project design approach is more appropriate than choosing existing box approaches for improving student success.

(v) Collaboration for Project Success: *Project Build* is a partnership to co-create the educational structures and approaches within the school to best prepare students for college, career and subsistence activities.

The mission of Hydaburg Cooperative Association is to honor, strengthen and preserve our Haida Culture and Language through fostering healthy children and families who have pride and dignity in the community and culture, and by creating economic development opportunities for all our people. The Hydaburg Cooperative Association will help with the development of the cultural integration and language components within this grant. They will help with the recruitment of cultural experts for material development both digital, history and cultural content, development of culture camp, and support working with clan leaders to develop standards and practice. Hydaburg Cooperative Association will play a significant role in culture camp, supporting and recruiting for community dialogues, outreach to clan leaders, recruitment of Elders and culture bearers, provide opportunities for students place-based learning, and will be an essential partner during planning, implementation, and quality improvement.

The Mission of the Hydaburg City School District is to provide the opportunity and the tools for every student to reach their individual goals through a quality education and within a safe learning environment. Hydaburg City Schools is committed to become a cultural center for learning. The Hydaburg School Board and leadership are dedicated to

this mission and vision. HCSD will take the lead on the project, but will share the planning, implementation, and quality improvement with coalition members and interested stakeholders.

United Front is a coalition of staff from the City of Hydaburg, Haida Corp, the HCSD School Board, the Boys and Girls Club, Hydaburg Cooperative Association, and HCSD. This group is unified in their desire to enhance supports and success for the young people of Hydaburg. This group has provided a letter of support here and has agreed to serve as an advisory body as this project moves through each phase of implementation.

The Mission of the Association of Alaska School Boards is to advocate for children and youth by assisting school boards, schools and communities to provide the supports to help students succeed. AASB Initiative for Community Engagement will provide evaluation support, co-host dialogues, create reports for community to monitor progress, provide professional development, planning, and facilitation support. AASB consortium for Digital Learning will help students and Elders develop digital books. Examples of a Cup'ik book developed by students and community can be seen here. These can be used on tablets, smartphones, or computers anywhere in the United States.

<https://itunes.apple.com/us/app/arnaq-tunucillek-lluyoung/id1086806485?mt=8>

The Mission of First Alaskans Institute First Alaskans Institute helps develop the capacities of Alaska Native people and their communities to meet the social, economic and educational challenges of the future, while fostering positive relationships among all segments of our society. The Institute does this through community engagement, information and research, collaboration, and leadership development. First Alaskans is a

non-profit charitable organization whose purpose is to advance Alaska Natives. First Alaskans will help to host community dialogues to move forward educational equity, cultural integration, and other forms of education advocacy in the school.

The Haida Language Advisory Council and organizations such as Ketchikan Indian Community (Haida speakers Linda Schrack and Ben Young) will help to continue to design the language and culture programs alongside HCSD staff Cherilyn Holter.

C. Quality of Project Personnel *Project Director and Principal, Bart Mwarey*, has grown up in rural and remote Alaska and Hawaii. He has been an educator for more than a decade and principal for more than two decades. Mr Mwarey won the Region VII principal of the year for project-based learning and school turnaround approaches in Takotna.

Mr. Mwarey has extensive experience in adapting educational strategies to various cultural contexts within Alaska. He also has many years of working with a project-based model developed in Takotna, Alaska Community School and Training Center. This model looks at the needs of the whole student and works with them to address those needs. Mr. Mwarey supports experiential, culturally relevant, and student-centered learning. It was because of this model that he won principal of the year.

Mr, Mwarey also has extensive experience with building relationships with students and parents. Having worked as a principal and educator in Mcgrath, Annette Island, and many other communities in Alaska and in Hawaii he has worked to adapt his leadership and

instruction styles to meet the community. Mr. Mwarey will be beginning his second year as a principal in Hydaburg and has established strong relationships with the community. He has worked to recruit and hire school staff that are aligned with his management philosophies which include student-centered and place-based approaches to learning.

Project Coordinator, TBD, will have qualifications to manage and coordinate the activities outlined in this grant including the cultural connections, personalized learning, family engagement, and bridging activities. Preference will be given to a qualified Haida or Alaska Native candidate. The Project Coordinator will report to the Project Director.

Priscilla Goulding, Assistant Project Director .03 FTE plus associated benefits. Works closely with Project Director, monitors goals and objectives; initiates purchase orders; manages contracts with consortium partner; communicates with stakeholders; coordinates professional development activities; attends meetings of GMT; works with district Business Manager to track grant budget; assists in writing reports. Priscilla holds a Master's degree in Education, experience in grant management, monitoring budgets, coordinating professional development.

Cherilyn Holter, is Haida Eagle of the Kaachaadii Clan. Raised in Hydaburg on Prince of Wales Island by her grandparents, she was surrounded by elders who taught her to gather traditional foods, weave baskets, and prepare and smoke fish. Cherilyn holds a Class M licensed instructor and has just started language instruction with elementary school students. Cherilyn is one of the few Haida people that can now read, write, comprehend, and with careful consideration speak Haida. She worked with Jordan Lachler and

Sealaska Heritage Institute to develop the Haida – English dictionary. She will be guided by the Haida Language Advisory Council as she advances her instruction in Haida.

Additional contracted staff will support this project including staff from Hydaburg Cooperative Association (Haida staff members), First Alaskans Institute (Haida/Inupiaq), and the Association of Alaska School Boards (European/Tlingit). Resumes or further qualifications have been provided in Appendix B-8 (p. 26-44)

First Alaskans Institute has extensive experience hosting meaningful conversations and dialogues. **Liz Medicine-Crow (Haida)**, CEO has direct experience in Hydaburg and deep family connections to the community. **Darlene Trigg (Inupiaq)** has had great success in connecting quickly with the families and leaders in Hydaburg.

The **Association of Alaska School Board (AASB)**, School Climate Coordinator will serve as evaluator for this project using data cleaned by the American Institutes for Research. AASB has more than 20 years of administering the School Climate and Connectedness Survey and Jenni Lefing, School Climate Analyst has 6 years in her position. Lori Grassgreen, AASB's Community Engagement Director, has extensive experience with grant reporting and program evaluations.

D. Adequacy of Resources

(i) The Relevance and Commitment of Partners There is readiness in the community to partner. This has not always been the case, but due to several major milestones including coalition building, community dialogues, language advisory council, and the potential loss of language to the Haida people there is a readiness and to work together.

The Hydaburg Cooperative Association (HCA) is the lead partner and officially recognized tribal organization chartered by the Native Village Corporation. HCA is essential to the project during the planning, implementation, and evaluation phases. Key staff will serve an active role in creating cultural opportunities, enhancing culture camp, participate in the development of Haida materials and ceremony, supporting protocols during the development of materials, recruiting key community members for participation. HCA may serve as a site for project-based learning as students identify key interests. HCA serves on the language advisory council and will also be key advisors in the development of materials.

The United Front Coalition (See previous section) will serve in an advisory capacity as outlined in the letter of support in Appendix B-13 (p.52). Each agency participated in the community dialogue that helped to inform the strategies outlined here.

The partners outlined above, determined that the District and school are best positioned to implement many of the adaptations to the educational approaches. While there is a history of intergenerational trauma to heal from, the school district leadership can ensure that these approaches engage and benefit all families equitably in the community.

The Association of Alaska School Board's Initiative for Community Engagement is already partnering with HCSD to embed social and emotional learning, hosting community dialogues and supporting school personnel. The ICE Director has spent three

years studying the Haida language and has strong connections to the Haida community.

Other Community Engagement Educators have the experience of growing up and working in rural Alaska and can successfully work with students to create digital materials.

First Alaskans Institute has extensive experience hosting meaningful conversations and dialogues throughout the state and specifically in Hydaburg. The community partners and families participating requested this component to be incorporated into the grant.

Several other individuals or organizations will be contracted or have donated their time to this project including Xaad K'il staff, HHCSA alumni, Ketchikan Indian Community (Linda Schrack and Ben Young), and professional supports (Jim McDiarmet etc).

(ii) Reasonable Costs: Per Student/Per Impact: Often when applying for grants, per student costs puts rural Alaska at a disadvantage as Alaskan communities. Larger populations or even rural communities in the continental United States have greater cost savings. For example, one student traveling from Hydaburg to an out of community opportunity can cost \$1,000-\$4,000. To counter this, HCSD could implement only one of these components and request fewer funds. However, HCSD had authentic conversations and input on what would have the most impact on students beyond high-school. These conversations resulted in a multi-pronged approach that is comprehensive and truly reflective of the community. ***Project Build has a \$2,452 cost per student per year or a \$763 cost per participant. To sustain this program would cost closer to \$900 per student.***

The budget includes funding for each strategy with little extravagance ensuring that strategies can be sustained beyond the grant. Most significantly, Project Build will provide the resources need to create materials and support the restoration of the Haida language. The project will also restructure current instruction integrating culture, personalized learning, and family supports *Project Build* has the potential to help us understand the impacts of comprehensive that literally can reach the whole community engagement of students, staff, parents, and stakeholders for college and career prep.

Table 8: Costs of Project Build: Per Student Served

Student Per Year	Families Members	Partners /Staff	Per student cost
Year 1: 88	120	40/15	\$215,802/ \$2,452
Year 2: 90	120	40/15	\$215,801/ \$2,398
Year 3: 90	120	40/15	\$215,801/ \$2398
Year 4: 90	120	40/15	\$215,801/ \$2,398

D. Quality of the Management Plan (Also see Appendix B10 & B11- Detailed Timeline and Theory of Change).

(i) Adequacy of Plan to Achieve Objectives (on time, responsibilities, milestones)

Key partners have experience working together to successfully carry out projects on-time including US Department of Education’s Alaska Native Education Program Grant and the Office of Innovation and Improvement Grant. The Hydaburg City School District (HCSD) will oversee all aspects of the grant. Hydaburg Cooperative Association (HCA); Haida Language Advisory Council (HLAC); Association of Alaska School Boards

(AASB); United Front (UF); Xaad K'il (XK); and Universities. See timeline by month
Appendix B10 (p.48)

Table 9: Milestones, Timeframe, and Key Responsibilities

Milestones	Activities (Responsible Organizations)	Timeframe
<i>Cultural</i>	* Cultural standards (HCA approval)	Fall '16
<i>Integration</i>	* Cultural Teaching Practices Used (HCSD)	Fall '17- Fall '20
<i>Activities and</i>	* Cultural Content (HCSD & Advisors)	Fall '16- Fall '20
<i>Responsibilities</i>	* Digital Materials (HCA, HCSD, XK, AASB)	Winter '17- Fall '20
	* Professional Development (FAI, AASB, HCA, HCSD)	Fall '16- Fall '20
	* Language Instruction for K-12 (HCA, HCSD, HLAC, KIC, XK)	Winter '17-Fall '20
	* Culture Camps (HCS, HCSD)	Summer '17-20
<i>Personalized</i>	* Professional Development (consultant and HCSD)	Fall '16- Fall '20
<i>Learning (PL)</i>	* Restructuring Middle and High School for PL (HCSD)	Spr '17- Fall '20
	* Establish and Train Advisors (HCA, HCSD)	Su '17- Fall '20
	* Students Tools and Assessments (HCSD)	
	* Learning Support (UF, HCSD)	Spr '17- Fall '20
	* PL Family Protocols and Tools (HCSD and advisors)	Spr '17- Fall '20 Spr '17- Fall '20

<p><i>Personalized Bridge to Post-Secondary Training and College:</i></p>	<ul style="list-style-type: none"> * Personalized Post-secondary experiences (HCSD, UF) * Dual credit opportunities (HCSD, Universities) * Off-island and distance education experiences (HCSD) 	<p>W '17- Fall '20</p> <p>W '17- Fall '20</p> <p>W '17- Fall '20</p>
<p><i>Engaged Families</i></p>	<ul style="list-style-type: none"> • Family-school Partnership Strategies/Training (FAI, AASB, HCSD) • Community “Dialogues” (AASB, FAI, HCSD, UF) • Feedback on Engagement (HCSD, AASB, FAI) • Out of School Haida Learning (XK, HCA) • Families Involved in Personalized Learning 	<p>Fall '16- Fall '20</p> <p>Fall '16- Fall '20</p> <p>Spring '16- Fall '20</p> <p>Fall '16- Fall '20</p> <p>Su '17- Fall '20</p>

Organizations have designated roles for each focus area. Additional technical assistance and support specialists will provide training and ensure adequate and appropriate progress is being made. For example, the lead language specialist will get support from the language advisory committee to assist with curriculum, teaching methods, and development of the high school Haida courses. All partners will receive quarterly updates and have an opportunity to participate in the continuous quality improvement.

The following Logic Model that follows was created to guide *Project Build*.

(ii) Performance evaluation and periodic assessment HCSD will work closely with partners throughout this project and provide updates at relevant meetings such as United Front, School Board, Language Advisory and other meetings. The Association of Alaska School Boards will provide easy to read reports of the metrics quarterly. HCSD can reflect with partners on *Project Build* progress. with up to date on indicators and provide opportunities for advisory groups to adjust the implementation plan. Reports will include the latest school climate data, survey results with parents, staff, and students and qualitative information collected from focused conversations and stakeholder interviews and can be used with partners, staff, or students directly.

In addition, AASB will provide tools or processes to collect information including question prompts or worksheets for feedback and facilitated conversations with middle and high school students about their school climate results a minimum of once annually.

Quality of the Project Evaluation

(i) Evaluation As Guidance: The table below highlights specific data that will be collected. Quarterly reports will be provided to lead partners and coalition members to update on the progress of the grant and to collaboratively resolve any issues that may arise from implementation or data collection. This will include the number of students and families involved in each strategy, updates on key milestones, and community dialogue “harvests”. Information will be shared with advisory groups and shared electronically. Annual performance measures including the School Climate and Connectedness Survey (SCCS) and academic progress data sets will be compiled one time in the year to report out on student progress, staff progress.

TABLE 10: DATA COLLECTION AND INSTRUMENTS

INDICATOR	DATA COLLECTION INSTRUMENT	DATA COLLECTION TIMELINE
1) Increase in Expectations of Students	SCCS	Spring
2) Increased Engagement (Student)	SCCS	Spring
3) Increase in Formative Assessments Summative assessments after 2017	MAP, State Assessment	Twice Annually
4) Increased # of Caring Adults (Student)	SCCS	Spring
5) Increase in Culturally Responsiveness (students and staff responses)	SCCS	Spring
6) Cultural Standard Proficiencies (Stud.)	School Data	May
7) Increased Confidence Using Cultural Teaching Practices and Teaching Tools	SCCS, Suppl.Survey	Spring
8) Increased Cultural Integration as Perceived By Families and Communities	Focus Group	Summer
9) Increase in Confidence (Post-secondary students)	Interviews	Initiate Yr 2
10) Increased # of Students Completing Training and Education.	Interviews	Fall (annually)

Activities, meetings, trainings, conversations, and processes will be documented during each phase of this project. Tools and materials developed will be made available for interested districts and communities. These processes, tools and “lessons learned” will be most important to share with other communities within Alaska and outside of Alaska. With the Association of Alaska School Boards as key partner, we will have an opportunity to share information with more than 400 board members and superintendents from across Alaska at their annual conference.

(ii) Involvement of Indian tribes and Parents of Indian: 90% of students and their families are Alaska Native, almost all of the partners and organizations and tribes are comprised of Haida people or their family members.

In partnership with the Haida tribal organization, the Haida language advisory council, and the United Front Coalition, on which Haida leaders from the city, corporation and tribal organization participate on, there are several authentic ways in which Haida students family members, and partner organizations, will participate in *Project Build*.

Community dialogues are open to anyone in the community. Personal invitations are made to stakeholders and families to attend (See Appendix B-12). Family members will also be included in post-secondary planning and involved in personalized/project-based learning. Further, families are strongly encouraged to take part in language learning and practice. We know this is essential for Haida to move from outside of the classroom to daily use.

This project will invite clan leaders, tribal organizations, and Elders to determine new school structures and teaching practices. Many of the language and cultural activities will be supported through the tribal organization or the Haida Language Advisory Committee. The School Board, Alaska Native leaders, will also serving as a guiding body for approving changes on policies, curriculum, or community issues that arise. Alaska Native staff from First Alaskans Institute and the Association of Alaska School Boards will serve as support for this project

TABLE 11: Summary of Alaska Native Families & Organizations Participation

Activity	Parent Involvement (90% AN)	HCA (Tribe) Involvement (100% AN)	Comm. Leaders (90% AN)	Other Org. (80% AN)	District: LEA
<i>Planning Activities-</i>	X	X	X	X	X
<i>Cultural Integration</i>	X	X	X	X	X

<i>Personalized Learning</i>	X	X	X	X	X
<i>Family Engagement</i>	X	X	X	X	X
<i>CTE Supports</i>	X	X	X	X	X
<i>Evaluation</i>	X	X	X	X	X

(iv) Capacity Building and Impact Beyond Funding Period Many Alaska Native

Elders discuss how important it is to consider the impact of our current actions on several generations in the future. *Project Build* has the potential to impact not only current Hydaburg students, but also students for many generations to come. By providing opportunities for students to direct their own learning, incorporating Haida language and values, strengthening family supports, and providing real world experiences in technical training and higher education we can transform the way students are approaching the educational system. These things do not go away after the life of this grant.

There will be Haida digital materials, tools for students, and tools for teachers that can be used in Hydaburg, Kasaan, Ketchikan, and by Alaska Haidas scattered across the Pacific Northwest.

Through engagement and meaningful relationships with students, families and partners, we can lay a foundation of trust and true collaboration that will not only build capacity but establish new norms of working together to support Hydaburg students.

Replication:

This project is an example of how to recreate a learning environment to meet the needs of student learning styles and will document ways in which to shift a school environment to focus on the development of the whole students social and emotional needs, family supports, academic learning approaches, out of community supports and cultural identity. Each of the steps included in this project will be documented. Similar processes can be used in rural and remote communities to engage parents, restore culture, and create place-based learning. This is especially relevant for Alaska communities facing similar challenges of isolation, cultural disconnection, and few higher education resources in the community.

There are many outputs from this project that can be utilized in other communities:

Processes: Project-Based Learning, Cultural Integration Tools, Future Planning

Materials: Haida Language Lessons, Haida Language Books, Proposal Tools, Standards

Engagement Tools: Community Conversation Prompts and Planning Tools

Training Tools: 16 Outlines and Content

Evaluations: Evaluation tools, Effective Components and Documentation logs

This proposal is eligible for a total of six competitive priority points (See Appendix B-9 for Documentation) Competitive Priority 1: SRSA and RLIS School; Competitive Priority 3: Lead Applicant and Key Partner Alaska Native Education Program Recipient.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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APPENDICES: OTHER DOCUMENTS	Pages
B-1) Description of the Defined Geographic Area	1
B-2) Needs Assessment	2-10
B-3) Signed Partnership Agreement	11-12
B-4) Evidence of Capacity	13-14
B-5) Evidence of Involvement of Indian Tribes and Parents	15-18
B-6) Demonstration of Research Basis (Bibliography)	19-23
B-7) Description of Continuing Activities	24
B-8) Resumes for Project Director and Key Personnel	25-43
B-9) Competitive Preference Three- Documentation	44-46
B-10) Key Activities Timeline	48-49
B-11) Theory of Change	50
B-12) Dialogue Themes	51
B-13) Letters of Support	52-55

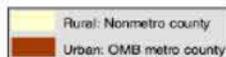
Appendices: B-1: Description of the Defined Geographic Area and Map

(i) Defined Local Area Hydaburg is the southernmost village on Prince of

Wales Island. Formed in 1911 by consolidation of the three Haida villages on Cordova Bay. These villages were Howkan on the west coast of Long Island, Sukkwan at the northern end of Sukkwan Island, across Sukkwan Strait from Hydaburg, and Klinkwan on Prince of Wales Island at the mouth of Hunter Bay. The Hydaburg Cooperative Association was established in 1938. It was the first IRA-recognized Village Council in Alaska. Residents petitioned to be granted an Indian Reservation as a way of securing their rights to the surrounding land. The area had previously been designated as the Hydaburg Indian Reservation from 1912-1926 but had been returned to the Tongass National Forest at community request in 1926.

Alaska

Rural definition based on Office of Management and Budget (OMB) metro counties



APPENDIX B-2: NEEDS ASSESSMENT- SUMMARY

ORIGINAL SOURCE DATA:

- *Alaska School Climate and Connectedness (AASB and American Institutes for Research)*
- *Haida Language Advisory Council Focused Discussion*
- *Strategic Prevention Framework-SIG Assessment*
- *Alaska Department of Education and Early Development District Report Card*
- *Kids Count Alaska, Annie E. Casey Foundation*
- *Hydaburg Community Dialogue (attached here)*
- *Interviews or Information Gathering From: Hydaburg Cooperative Association, Haida Corp President, Principal, School District Staff, Community Members, and School Board Members*
- *Alaska Measures of Progress 2015*

Ninety percent of the Hydaburg City School District (HCSD) students are Alaska Native and 87% of the students receive free and reduced lunch. While in recent years, HCSD has been able to support students to meet their graduation requirements, few students are meeting academic proficiency levels or pursuing career training, or higher education.

Table 1: Overview of Hydaburg Student Information (2015-2016 School Year)

# of Students	% Alaska Native	% Free & Reduced Lunch	Graduation Rate (2016)	ELA/Math (2015)	Higher Ed. (2016)
88	90%	87%	100%	>40%	2

1) NEEDS ASSESSMENT: Several sources of data were combined to support the assessment including the Strategic Prevention Framework Assessment (2015), The Association of Alaska School Board’s School Climate Survey Report (2016), and First Alaskans Institute Educational Equity Dialogue (2016).

This data has been combined and compiled with key stakeholder interviews to frame the

barriers, needs, and solutions which fall into key areas: *1) Culture and language; 2) Relevance of Education and Engaging Students in Learning; 3) Family Role in Students Education; 4) and Exposure and Confidence in Post-Secondary Education.*

Need- Culture and Language: In Hydaburg, learning cultural traditions, language, and way of life activities have always been an essential part of traditional Haida life. The western educational system, and cultural disruption that has come along with this, has eroded many traditions resulting in long-term negative impacts on the Haida people. Many local community members and Elders have stated that students would be better prepared for future endeavors in education, career, or subsistence if Haida language, traditions, and culture was being taught both in the schools and outside of the classroom.

In the last five years, several elders in Hydaburg have passed away, leaving only one fluent speaker of the Alaskan Haida dialect. As the remaining speakers have passed, the opportunities for preserving the language, this essential part of the Haida culture, are fading as well. There is an immediate need to create materials and teach students the language and the practices that are embedded within the Haida language.

Turnover among Hydaburg teachers is high, in part, because typical teaching methods do not work here and historically there has been a lack of culture integrated into the school practices. School administrators, teachers and the Hydaburg City School District (HCSD) School Board members agree that integrating Haida language, cultural values and traditions into its curriculum and daily activities is the number one priority for preparing

and engaging students. While the district is deeply committed to the preservation of the language and the culture, it has lacked the resources needed to take on this reform.

Need- Relevance of Education- Engaging Students in Learning: HCSD and families of Hydaburg students report grave concerns about the continued lack of academic achievement among students. Among Hydaburg 6-12th grade students, 12.5% report that they have given up on school (SCCS, 2016). Many others students are not fully engaged in learning and by 8th grade fewer than 40% of students are meeting English Language Arts or Math Standards. While it is understood that tests scores show only one aspect of performance, it is clear that Hydaburg students are far below the norm in many areas.

In a school with a teacher/student ratio of about 1 to 8, this is cause for looking deeper. There are many factors that impact student outcomes including family and personal struggles, it is clear that many students do not feel fully engaged in learning. Teachers report that students in Hydaburg experience many stressors causing emotional upheaval making it even more difficult to concentrate on schooling that does not seem relevant.

High school students feel little buy in to academics. For example, during basketball season, there is motivation for students to maintain ‘eligibility’ to be able to play on the team, however, after the season ends, there is a significant drop in this incentive. In 2014-15, the district offered an opportunity to work on traditional cedar bark hats in the Haida Arts class to wear during graduation. In FY14 all students did graduate and wore their traditional hats having a traditional arts program for the first time.

Need-Family Role in Preparation: Families play a critical role in preparing students. According to the 2016 School Climate and Connectedness Survey (SCCS), 82.4% of 3-5th grade students report that adults in community indicated that school is important. In grades 6-12, 70% of students report that adults let them know school is important. There was, however, a significant gap between teacher and student perceptions with only 14.3% of staff agreeing *that parents in this community encourage students to take school seriously* and only 23% *stating that adults in the community support the school.*

Creating Relevant Technical, Educational, and Career Opportunities: According to the 2016, SCCS 62.5% of 6-12th grade students stated they wanted very much to get education after high school with another 25% unsure. At the 2016 graduation, only two students had a clear idea and plan about post-secondary education. While this does vary each year, the number of students prepared for education after high school is significantly lower than the number of students who actually pursue education. With few job opportunities available in Hydaburg and no clear pathway, young people are susceptible to using drugs or engaging in behaviors that can create a chain reaction of barriers to employment. The school and community can do better to ensure that students leave high school with the confidence to pursue education or careers.

As students become more engaged in their own learning, identifying relevant opportunities will be a part of their personalized learning plans and may include attending conferences, workshops, or career training to gain confidence in off-island experiences.

(i) Barriers to Readiness for College and Careers: By 8th grade, few (less than 40%) students are reaching their proficiency levels in math and English/language arts and this dips even lower in the high school years. Academic readiness, however, is only one small component for a successful post-secondary student (University of Alaska, 2015). At the initial dialogue, hosted by First Alaskans Institute and the Association of Alaska School Boards, parents and community members put forward their views on how to prepare students for college, vocational school and employment. There was consensus among community members to take a more holistic approach to student engagement and academic improvement, including the following barriers, needs, and solutions.

Table 2: Barriers, Needs, and Moving Forward ** Data provided by multiple sources including Haida families, school personnel, and tribal organizations during the assessment.

Barriers	Needs	Solutions
1) <i>Unengaged</i> Students 2) Family and Schools are <i>Not Working Together</i> 3) Students are <i>Not Culturally Connected</i> 4) <i>Few bridges</i> to College and Career Transitions.	1) <i>Make Learning Relevant</i> 2) Enhance <i>Collaboration & Relationships</i> 3) Improve <i>Cultural integration Infrastructure and Practices</i> 4) On-island and Off-island <i>Supports for College and Careers.</i>	1) Place-based and <i>Personalized Learning</i> 2) <i>Family Engagement:</i> Community Dialogues and Dual Capacity Engagement 3) <i>Cultural Integration:</i> Materials, Language, Standards, and Practices 4) <i>Relevant Post-Secondary</i>

		<i>Support</i> and Transitions
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Hydaburg Conversation

April 27th, 2016



Hydaburg School District



Format

- Welcome
- Introductions
- Name
- Cultural Affiliation
- Role
- What brought you here
- Group Conversation
- Closing Circle
- **Agreements**
- In every chair is a leader
- Listen to Understand
 - Speak to be understood
- Be present, be engaged
- Value our time together
- Safe space for meaningful conversation
- Challenges ---→ Solutions
- Take off your hat
- Our Value of humor helps us
- We are responsible for our experience

Community Members were asked to introduce themselves and respond to the question, “what brought you here?” While the specific Responses were not harvested, this portion of the dialogue created a sense of kinship, allowing for the remainder of the dialogue to be candid and meaningful. Participants expressed their passion for the children in the school and how that brought them to serving the community in the way they.

What are the strengths?

- Community that comes together
- Take care of our kids
 - Looking out for their well being
 - Kids look out for each other
- Continuity
- Rich Cultural Legacy (stories, History)
- Strong desire for Culture and Tradition
- Love
- Ability to Unite/Celebrate
- Food/Cook
- Safe Homes
- Language
- Desire
- Each other
- Strong Leadership
- Visionaries
- Song and Dance
- Opportunity
- Sense of community
- Values of culture
- Environment
- Way of life – Food
- Passion – fishing, language, carving
- Family support, caring for each other



What is missing?

- Qualified culture experts/Teachers
 - Retention
- Immersion
 - Haida Teachers
- Cross-Cultural Training
- Misunderstanding of Cultural Values
- Strong Cultural Role Models
- Dedicated Parents and Grandparents
- Limited number of engagement
- Family time
- Roles of the elders in school
- Sense of responsibility for culture
- Spirituality
- Grandparent
 - Family Core
- Utilize our resources
- Unmet Mental Health needs
 - Adults/Students/Youth
- Understanding roles/responsibilities in community – Just being a human being
- Teachers of culture in the school esp. H.S.
- Rites of passage, cultural space for students

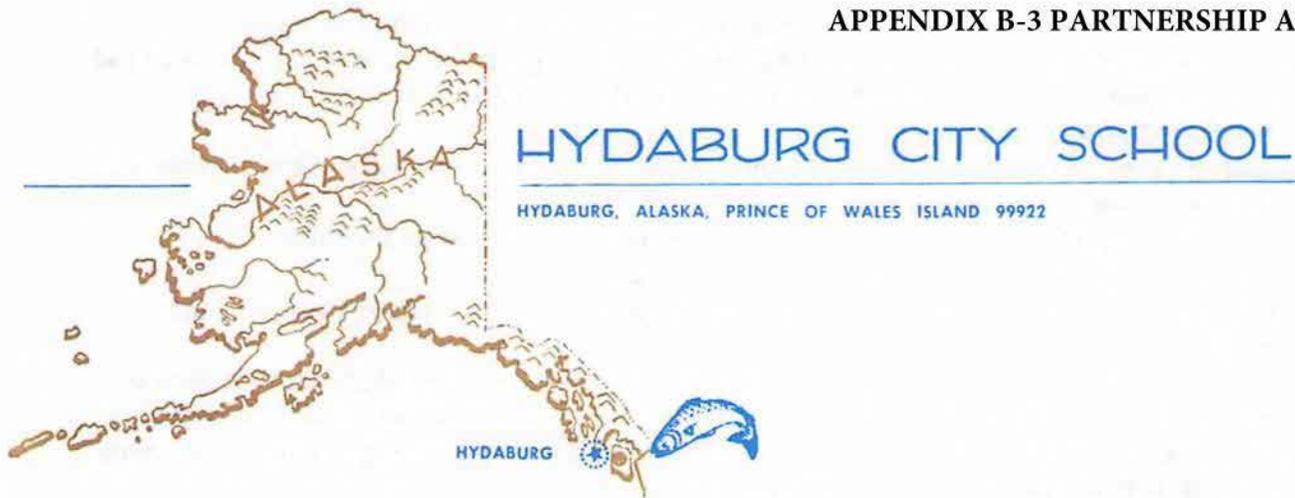
What are the challenges?

- Lack of Housing
- Drugs and Alcohol
- Bringing Community and School together
- Teacher Turnover
- Trust
- Time
- Money
- Develop a core group of Adult Learners/Teachers
- Holding people accountable
- Trying not to make people mad
- Brain Drain
- Develop internal Leadership
 - Pull in the roles
 - Responsibility
 - To maintain Culture
 - Values
- How to teach the core cultural value system
- Teaching Haida Ethics/morals
- Increase funding for teaches of Language/Art/Culture
- Getting parents to recognize that there is even a problem
- Linking studies to Environment
- Feeling Valued

What does your community look like if you embedded culture in the school?

- Passion
- Resilient
- Strong
- Grounded
- Valued
- Harmonious
- Rich
- #lovethemselves
- Yagwdang
- Pride
- Power
- Healthy
- Connected
- Empathet





Partnership Agreement:

Hydaburg City School District (Lead Applicant), Hydaburg Cooperative Association, The Association of Alaska School Boards, enter into a partnership agreement for the application for a new grant under the Indian Education Demonstration Grants Program CFDA 84.299A

The purpose of this grant: To develop, test and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary, and secondary Indian students.

Specifically, the focus of this grant will be to support the following activities as outlined by community members and key partners.

- Develop student personalized learning opportunities that support project-based and place-based learning in partnership with Hydaburg Cooperative Association
- Elder, culture bearers, and students developing digital books and materials that integrate the Haida language, stories, histories, and values.
- Infuse cultural practices into learning standards and teaching practices.
- Family support network building to prepare families for student transitions
- Work with traditional clan leaders to develop stronger cultural infrastructure within the school.
- Ground teachers in cultural practices, values, and connection to community.
- Rites of passage for students that includes cultural and community transitioning.
- Student college trip – cohort building at University.
- Continue to strengthen community partnerships for career training.
- Support early learning and language with new mothers.
- Culture camp
- Educational and Racial Equity Conversations hosted by First Alaskans Institute

Shared mission:

The mission of Hydaburg Cooperative Association is to honor, strengthen and preserve our Haida Culture and Language through fostering healthy children and families who have pride and dignity in the community and culture, and by creating economic development opportunities for all our people.

The Mission of the Hydaburg School District is to provide the opportunity and the tools for every student to reach their individual goals through a quality education and within a safe learning environment. Hydaburg Schools are working to become a cultural center for learning.

The Mission of the Association of Alaska School Boards is to advocate for children and youth by assisting school boards, schools and communities to provide the supports to help students succeed.

- Each partner will use funding within this grant to support activities mentioned above.
- The Hydaburg City School District will take the lead and manage this grant, submit all financial and progress reports with support from the Association of Alaska School Boards.
- Hydaburg City School District will integrate culture and language into the classroom.
- Hydaburg City School Staff will expand project-based learning and credits working with business, educational, and community partners.
- Hydaburg Cooperative Association will serve as key advisors on language committee
- Hydaburg Cooperative Association will lead culture camp
- Hydaburg Cooperative Association will assist with cultural story and language protocols and permissions.
- The Association of Alaska School Boards will help with the planning and digital infrastructure to develop Haida story books that include materials identified by Elders, students, HCA, and other
- The Association of Alaska School Boards will continue to support partner organization to incorporate community-driven approaches into school planning.

Competitive Priority Eligibility

Competitive Priority 1: SRSA and RLIS School-

Competitive Priority 3: Lead Applicant and Key Partner (Association of Alaska School Boards) have been the lead partner and recipient of the Alaska Native Education Program (title VII, part C) and had proven results.

Signatures

(b)(6)

Doreen, Witwer Tribal Administrator
Tribal Organization: Hydaburg Cooperative Association

Lauren Burch, Superintendent
Local Education Agency:

(b)(6)

Norm Wooten
Executive Director
Association of Alaska School Boards

Appendix B-4: Evidence of Capacity:

Each of the partners has some demonstrated experience improving outcomes. Hydaburg City School District has been able to increase its graduation rates and increase Haida language outcomes for elementary school students.

The Association of Alaska School Board's Initiative for Community Engagement (AASB ICE) is a key partner and technical assistance provider (included in the partnership agreement). ***This key partner has received the Alaska Native Education Program Grant and has demonstrated positive outcomes.*** An independent evaluation conducted by the American Institutes for Research (AIR, 2011), reported that Alaska Native students in AASB ICE partnership districts had a significant increase in academic achievement, attendance rates, and reported fewer risk behaviors. These gains were greater than observed gains among students in non-participating district. Current ICE Partner Districts through the Alaska Native Education Program grant have seen gains in school climate and student connectedness in 5 districts.

B-5) Evidence of Involvement of Indian Tribes and Parents

Project Build is a partnership to co-create the educational structures and approaches within the school to best prepare students for college, career and subsistence activities. See partnership with Hydaburg Cooperative Association B-2.

Hydaburg Cooperative Association: The Hydaburg Cooperative Association was established in 1938. It was the first IRA-recognized Village Council in Alaska. Today the Hydaburg Cooperative Association's Tribal Council Membership includes:

President: Sidney Edenshaw (Haida)

Vice President: Raymond "Frank" Guthrie (Haida)

Secretary/Treasurer: Jean Bland (Haida)

Members:

Joseph Sanderson (Haida)

Gene Natkong (Haida)

Marvell Nix (Haida)

Toni Bitonti (Haida)

The mission of Hydaburg Cooperative Association is to honor, strengthen and preserve our Haida Culture and Language through fostering healthy children and families who have pride and dignity in the community and culture, and by creating economic development opportunities for all our people. The Hydaburg Cooperative Association will help with the development of the cultural integration and language components within this grant. They will help with the recruitment of cultural experts for material

development both digital, history and cultural content, development of culture camp, and support working with clan leaders to develop standards and practice. Hydaburg Cooperative Association will play a significant role in culture camp, supporting and recruiting for community dialogues, outreach to clan leaders, recruitment of Elders and culture bearers, provide opportunities for students place-based learning, and will be an essential partner during planning, implementation, and quality improvement.

The Hydaburg Cooperative Association (HCA) is the lead partner and officially recognized tribal organization chartered by the Native Village Corporation. HCA is essential to the project during the planning, implementation, and evaluation phases. Key staff will serve an active role in creating cultural opportunities, enhancing culture camp, participate in the development of Haida materials and ceremony, supporting protocols during the development of materials, recruiting key community members for participation. HCA may serve as a site for project-based learning as students identify key interests. HCA serves on the language advisory council and will also be key advisors in the development of materials.

Haida Families: 90% of students and their families are Alaska Native, almost all of the partners and organizations and tribes are comprised of Haida people or their family members.

In partnership with the Haida tribal organization, the Haida language advisory council, and the United Front Coalition, on which Haida leaders from the city, corporation and tribal organization participate on, there are several authentic ways in which Haida

students family members, and partner organizations, will participate in *Project Build*.

Community dialogues are open to anyone in the community, with involvement or invitations for key stakeholders and families to attend. Family members will also be included in post-secondary planning and involved in personalized/project-based learning. Further, families are strongly encouraged to take part in language learning and practice. We know this is essential for Haida to move from outside of the classroom to daily use.

This project will invite clan leaders, tribal organizations, and Elders to determine new school structures and teaching practices. Many of the language and cultural activities will be supported through the tribal organization or the Haida Language Advisory Committee. The School Board, Alaska Native leaders, will also serving as a guiding body for approving changes on policies, curriculum, or community issues that arise. Alaska Native staff from First Alaskans Institute and the Association of Alaska School Boards will serve as support for this project.

TABLE 11: Summary of Alaska Native Families & Organizations Participation

Activity	Parent Involvement (90% AN)	HCA (Tribe) Involvement (100%)	Comm. Leaders (90% AN)	Other Org. (80% AN)	District: LEA
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		AN)			
<i>Planning Activities-</i>	X	X	X	X	X
<i>Cultural Integration</i>	X	X	X	X	X
<i>Personalized Learning</i>	X	X	X	X	X
<i>Family Engagement</i>	X	X	X	X	X
<i>CTE Supports</i>	X	X	X	X	X
<i>Evaluation</i>	X	X	X	X	X

B-6) Demonstration of Research Basis and Bibliography

Specific processes and strategies have been identified by the community or specific partners. Approaches and tools are adapted from these resources:

1) Family Engagement: Dual Capacity Engagement:

<http://www.sedl.org/pubs/framework/>

2) Personalized Learning and Project-based Learning Tools

(includes bridge opportunities to post-secondary)

Assessments/Activities: <http://www.edutopia.org/pbl-assessment-resources#graph1>

Rubrics and Tools: <http://wvde.state.wv.us/teach21/PBLTools.html>

Takotna Community Schools Model (Former Principal B. Mwarey)

3) Haida Culture and Language is Developed by the Community

Resource to build on include lessons developed by Hydaburg community members with the Sealaska Heritage Institute

<http://www.sealaskaheritage.org/institute/education/resources/haidalanguage>

http://sealaskaheritage.org/programs/Language%20Resources/Haida_dictionary_web.pdf

General resources on restoring endangered languages

<http://www.endangeredlanguages.com/>

(ii) Scientific Research and Adaptations for the Hydaburg Context

Research on Culturally Responsive Schools, Cultural Identity, and Incorporating Culture

into Schools: A meta-analysis of research, concludes that culturally responsive pedagogy

and positive racial identity can play major roles in promoting academic achievement and

resilience for Native American Youth and that often youth require these skills before

being “ready to learn” and are ready for college In fact, for many indigenous students this

can be the singular most important aspect for engaging in learning, academic

achievement and the success of family and community partnerships (Heinz Report, 2009;

Whitesell, 2009).

Research indicates that these steps are essential for successful programs: 1) involve the community; 2) use culture to teach and promote a strong identity; 3) underscore the importance of culture as an asset for school staff and community members; 4) promote active, problem-based instruction; 5) educate on accurate cultural and community histories; 6) build on strengths and successes; and 7) integrate into institutional frameworks. While HSCD strives to create a culturally responsive environment for the students of Hydaburg, HSCD is just beginning to truly integrate Haida culture, language, arts, science and practices into core teaching. The research is helpful in creating a foundation for best-practices for personalized learning in indigenous communities, integrating cultural practices and instruction, and engagement, but the solutions will be designed specifically for the rural remote and unique context of Hydaburg.

Research-Place-based and Personalized Learning: Research indicates that students engaged in relevant, hands-on learning that matches their personal interests will develop key skills for learning and reach a whole new level of rigor in their studies. There is an emerging body of research on personalized and place-based learning and how this learning lends itself well to cultural integration, community partnerships, and active problem-based instruction which come naturally to HCSD students.

Research also indicates the importance of preparation to effectively establish new methods of assessment, the role of advisors and families, and clear expectations for students to meet learning competencies. National models do not show how to integrate cross-cultural supports into this, but continuous quality improvement of ? will ensure that

the tools used will effectively support student questions, research approaches, skill areas, in the Hydaburg context.

Scientific Research for Family Engagement: For schools and districts across the U.S., family engagement is rapidly shifting from a low-priority recommendation to an integral part of education reform efforts (SEDL, 2013). Families are essential for academic success in K-12 and for students pursuing career and college after high school.

Few HSCD staff, have had training on how to effectively support families as partners in learning and even fewer have experience within the Haida context. Through support from the First Alaskans Institute and the Association of Alaska School Boards, we can better prepare school staff to work with families and find mutually rewarding ways to partner. This will involve community dialogues and also working with school staff to develop skills that are a culturally enhanced adaptation of the evidence-based approaches from the Dual Capacity Framework for Family and School Partnerships (2013).

Scientific Research for For Bridging to Post-secondary Opportunities: There is extensive research now promoting early college and dual studies approaches, as well as research indicating that students create readiness for training and post-secondary opportunities by building bridges and networks prior to ever leaving high school. With a personalized learning approach we can build on existing networks to create an opportunity for dual credit, on-site training, intensive supports, and experiences in off-island settings that create high expectations within students specific interest areas.

Bibliography:

The following bibliography influenced the framing of this proposal whether direct citations were made within document. These peer-reviewed articles are a reach resource for considering student's needs, the impact of culture and language, the evidence-base around family school partnerships and

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Yazzie, Tarajeau. 1999. *Holding a Mirror to "Eyes Wide Shut": The Role of Native Cultures and Languages in the Education of American Indian Students*. Cambridge, MA: Harvard Family Research Projec

Appendix B-7 Continuing Activities

Project Build has developed a theory of change (Appendix B-11) that reflects the priorities of the community including culture, families, language, and student-centered learning therefore the community and key organizations are dedicated to seeing them continue beyond the life of this grant.

Organizations in Hydaburg are looking for examples of ways to effectively support students. As Project Build moves closer to achieving the goals and objectives outlined in this proposal, organizations in Hydaburg and our state will commit long-term support.

Much of the proposal is creating a shift in the way the school and community operate, both independently and together. The activities in personalized learning, cultural integration, and family engagement create structural changes that can and will be maintained beyond the life of the grant. We anticipate that staff turnover will be lower after changing to this model which will allow for some continuity, but there will always be a need to invest in professional development to support school staff with cultural practice and personalized learning integration. HCSD school board and district are committed to continuing this.

The materials that are developed here will be available at no cost through i-books and digital reading platforms. These will be able to be used for generations to come.

BARTOL A. MWAREY

(b)(6)

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OBJECTIVE

To provide an environment that promotes excellence in education, high self-esteem in students, pride in one's cultural heritage, and skills to make it in today's fast changing world.

PROFESSIONAL EXPERIENCE

Hydaburg City School Principal– August 2015 – Present

Principal – K-12

Began as Principal of Hydaburg City K-12 School in July of 2015 with an enrollment of 88 students.

Richard Johnson Elementary School August 2010 –June 2015

Charles Leask Middle School – August 2010 – Present

Metlakatla High School – August 2010 – Present

Annette Island School District

Principal – K-12

Principal of Richard Johnson Elementary School (K-6), with an enrollment of 276 students and a staff of 65 people. Directed, coordinated and implemented District curriculum. Supervised staff and oversaw the elementary school budget. Coordinated parent/teacher conferences and oversaw District-wide effort in bringing parents and elders into the school through evening activities involving students and other community/parental involvement functions. Assisted in District-wide curriculum development and inservices. Assisted the Superintendent in hiring of District personnel.

Richard Johnson Elementary School – August 2009 – June 2010

Annette Island School District

Principal

Principal of Richard Johnson Elementary School (K-6), with an enrollment of 166 students and a staff of 25 people. Directed, coordinated and implemented District curriculum. Supervised staff and oversaw the elementary school budget. Coordinated parent/teacher conferences and oversaw District-wide effort in bringing parents and elders into the school through evening activities involving students and other community/parental involvement functions. Taught professional development courses through the University of Alaska Juneau offering graduate and undergraduate courses in education. Assisted in District-wide curriculum development and inservices. Assisted the Superintendent in hiring of District personnel.

Nuiqsut Trapper School, August 15, 2007 - June, 2009

North Slope Borough School District

Principal

Principal of Nuiqsut Trapper School (ECE3-12), with an enrollment of 104 students and a staff of approximately 31. Administered budget and in charge of school facilities and grounds. Worked closely with local School Advisory Board. Additional duties include traditional dance lessons to students after school, Future Teachers of Alaska Club, Radio Production Club, Site Technology Rep.

Programs: Student Success Center, Success Highway, Radio Production and Broadcasting.

Alcohol Reduction Program/ Reconnecting Youth Program February 17, 2007 - Present

Alcohol Reduction/ Life Skills Program – Present

Alcohol Reduction/Strengthening Families Program – Present

Hoonah City Schools District Hoonah, Alaska

Student Assistance Counselor/Instructor

PR/Award # S299A160061

Provide services at Elementary, Middle and High Schools. Responsible for all counseling efforts at 24 school, including group and referral of students and families to health and social services. Assist teachers in

implementing classroom activities based on the RY Model. Train teachers in classroom activities that build student protective factors.

Other duties include: Develop and implement parent outreach program and coordinate services of all entities in the community providing mental health and social services to decrease duplication of services, publicize all services jointly and ensure continuity.

Develop a combined school, families and community sustainability plan to continue activities currently funded by the Hoonah City Schools' Alcohol Reduction Grant."

Completed a 32 hour training program on the Reconnecting Youth (RY) Curriculum

High School of the Pacific 2003 - February 17, 2007

Pacific Rim Education Foundation, Inc.

High School of the Pacific Kona, Hawaii

Head of School (Head Master)

Head of School of the High School of the Pacific that opened on September 7, 2004. Design and implement a leadership and college preparatory school for twelve (12) Independent Pacific Island Nations in the North and South Pacific and received it's accreditation for grades 9th and 10th in June 2006. Currently working on getting 11th and 12th grades accredited by April 2007.

Other duties include: Design and implement a rigorous standard based curriculum. Acquire classroom, office, and dormitory buildings. Acquire necessary permits, licenses, and certificates as required by the state of Hawaii, County of Hawaii, Hawaii Private School Association and the Western Association of Schools and Colleges (WASC), etc. Recruit and hire teachers and support staff for the regular school program. Design and implement a culture for students residing in the HSP dormitory. Hire and train dorm supervisors and support staff. Hire and train food services personnel and support staff for the HSP Food Service Program. Design and business plan for the High School of the Pacific with staff, budget and revenue projections.

Recruit, test, and admit students from the North Pacific Island Nations. Create parent committees on island centers for communication and input for school and program polices and procedures.

Design and implement a communication system utilizing the internet and low cost international telecommunication systems partnering with government entities, the University of Hawaii Manoa, and other interested agencies. Design and implement a student information system for ease of communicating student progress with parents, students, and school officials.

21st Century Community Learning Centers/Project Promise 2000-2003

Vocational Education/Eagle House 2000-2003

IASD Distance Learning Program 2000-2003

Iditarod Area School District McGrath, Alaska

Director

Direct all operation of after school and weekend programs for students; adult literacy programs; cultural activities for nine (9) sites in the Iditarod Area School District under the 21st Century Learning Centers Grant/Project Promise.

Additional duties added for FY03: Responsible for all aspects of the district's Vocational Education Program including grant writing and reporting; coordination of Eagle House I, II, and III, which offers a vocational experience in an urban setting (Anchorage, Alaska) for 11th and 12th grade students; Director of the IASD Distance Learning Program, a correspondence program open to students from across the state.

Takotna Schools 200-2003

Takotna Community School and Takotna Training Center-Charter School Takotna, Alaska

Principal

Principal of the Takotna Schools: Takotna Community School (K-12) and the Takotna Training Center-Charter School (9-12).

Project Education Charter School 1997-2000

Galena City School District Galena, Alaska

Principal

Principal of the Project Education Charter School, a boarding home program that opened in August 1997 and was the second charter school approved by the Alaska State Department of Education. The program emphasizes academic and vocational preparations with a focus on the latest in computer technology. The program strives to assure both school-to-work and post-secondary success through project based educational plans.

Achievements

- Implementation of new program, recruitment of 40 students from across the state in FY98; 75 students in FY99 and FY00.
- Successful grant writing efforts with grant award totaling over one million dollars for the charter school.

Takotna Training Center-Charter School 1996-1997**Takotna Community School and Training Center 1994-1997**

Iditarod Area School District Takotna, Alaska

Principal

Principal of the Takotna Community School and the Takotna Training Center-Charter School, home of a highly successful alternative school program. Designed and implement individualized education plans through project-based curriculum. The program utilizes a variety of educational delivery systems through a network of community-based education and cooperative arrangements with the University of Alaska-Anchorage Aviation Department, the Department of Fish and Game, the Takotna Native Village Council, the Takotna Community Association, and other agencies who worked together to provide holistic, relevant and realistic education. Technology is integrated across the curriculum. Alternative assessments are used to measure student's levels of performance and are the basis for which individualized educational plans are developed. Student's cultural heritage and learning styles are incorporated. The program prepares students to be independent, responsible and accountable.

Achievements

- Implement a highly successful alternative high school program.
- Worked cooperatively with the Takotna native Village Council to implement an annual Spirit Camp, permit approved 8-96 for permanent camp site.
- Expand the existing high school of one-three students into a boarding home program, bringing twenty new students into the village with an additional revenue of approximately \$320,000.00.
- Authored the Takotna Training Center-Charter School Proposal.
- Presented the Charter School application to the Alaska Department of Education 2-96, which was approved and selected as the first Charter School in the State of Alaska 4-96.
- Awarded competitive grants for: Science and Technology Fisheries Project: Takotna River Salmon Counting Project (in cooperation with the Alaska Department of Fish and Game and the Bering Sea Fisherman's Association); Artist in Schools; JTPA/SYEP student job training for both the school and the Takotna Native Village Council; a community based casket making grant that provided seed money for a cottage industry project involving both the school and the Takotna Community Association; Teacher Incentive Grants; and several other small grants.

Takotna Community School 1995-1996**Telida School**

Iditarod Area School District Takotna and Telida, Alaska

Principal

Principal of both Takotna Community School (K-12) and the Telida School (K-12). The Alternative School pilot project was approved by the Iditarod Area School District Board during this school year, creating a separate high school called the "Takotna Training Center." This new alternative high school is also a high school boarding home program. At the end of this school year the Telida School was closed, the first school in the state to fall due to new minimum enrollment requirements.

Achievement

- Design and implement a successful alternative school program.

Iditarod Magnet Schools 1994-1995

Iditarod Area School District Lake Minchumina, Nikolai, Takotna and Telida, Alaska

Principal

Principal of the Takotna Community School, as well as the "Magnet Schools" of Lake Minchumina, Telida and Nikolai. Worked closely with local Advisory School Boards in these four communities. Administered the budgets for all four sites, a combined staff of 25-30, and responsible for grounds and school facilities for these four schools.

McGrath School 1990-1994**Takotna Community School 1992-1994**

Iditarod Area School District McGrath and Takotna, Alaska

Principal of McGrath School (K-12), the largest school in the Iditarod Area School District, with and enrollment of 150-160 students and a staff of approximately 40. Site based management was in place during this assignment. Additional duties added during the 1992-93 as Principal of the Takotna Community School (K-12), enrollment of 10-12 students. Administered budget for both sites, and in charge of school facilities and grounds. Worked closely with local Advisory School Boards.

Achievements

- Designed and implement a Middle School program in McGrath School that is still in place today.
- Began a very successful rotating schedule in the high school.
- Started a Work Experience program placing students in jobs in the community.
- Successfully implemented the Telegeography Project which tied in several schools in the western states through a computer network.
- Participated in the formation of a district administrative team to assist the IASD Board and Superintendent with budget, program, staffing, and long-range planning.
- While head of the Administrative Team helped develop and implement a salary pooling plan that is still in place, which helped to balance out budget inequities.
- Assisted in the development of a fair and equitable district funding formula that is currently in place today.
- Instrumental in the implementation of the collaborative bargaining model which was needed to resolve personnel, academic and budgetary problems unique to the Iditarod Area School District.

David Louis Memorial School 1989-1990

Iditarod Area School District Grayling, Alaska

Principal

Administered site budget and supervised a staff of 20 employees. In charge of the school facilities and grounds. Worked closely with the local Advisory School Board to provide educational programs relevant to Athabaskan students.

Achievements

- Implemented an effective Parent-Community and School Involvement Program.

- Worked cooperatively with the Grayling Native Village Council to implement a Spirit Camp, a program still in place today.
- Designed and implement a behavior modification program.

Blackwell School 1988-1999

Iditarod Area School District - Anvik, Alaska
Principal/Teacher

Principal/Teacher of small village school with a student enrollment of 24. Responsible for the daily operations of the school, its budget, a staff of six employees, buildings and grounds, and taught classes for a multi-graded group of students from grades 4-12.

David Louis Memorial School 1987-1988

Iditarod Area School District Grayling, Alaska
Secondary Generalist Teacher

Secondary Generalist Teacher for grades 6-12 in remote village school with a student enrollment of 70 students.

Achievement

- Successfully implemented a student contract program for low achieving students.
- Started a vocational program that is still in use at the site today.

Hilo Hukilike Alternative School 1986-87

Hilo Intermediate School Hilo, Hawaii
Director

Director of an alternative program for acting-out teenagers who were in danger of being locked up in a juvenile institution. Worked on returning students upon completion of academic and behavioral contracts. Emphasis on instilling cultural pride and awareness in students enrolled in the program. Teamed with local business and a segment of the Hawaiian population who served as role models, cooperatively working on a school-to-work transition for students.

Hilo Hukilike Alternative School 1982-1984

Hilo Intermediate School Hilo, Hawaii
Resource Teacher

Served as resource teacher as well as an outreach counselor/teacher for parents of students enrolling at the alternative school. Worked with probation officers on the enforcement of court orders, monitored improvement plans for students, and supervised a community based work study program.

OTHER EXPERIENCE

IASD ACTING SUPERINTENDENT June 1, 1996-September 19, 1996

PERSONNEL EXPERIENCE 1986-2007

Recruited, interviewed and recommend for hire teachers, classified staff and administrators for the Hilo Hukilike Alternative School in Hawaii, and Iditarod Area School District, Galena City School District and the High School of the Pacific at the annual Alaska Teacher Placement Job Fair in Anchorage and Fairbanks.

MENTOR

Mentor for REPP (Rural Educators Preparedness Partnership) candidates; past mentor for UAF & UAA & UAS Type B Principal interns; past mentor for UAD student teachers.

GED EXAM PROCTOR 2000-2003

Recruit and mentor adult education students. Administer statewide (GED) examination and certify test takers who pass the test for Graduation Equivalent Diploma for Alaska Statewide Literacy Program.

ACCREDITATION TEAM

Member of Visiting Accreditation Team for Ketchikan High School in Ketchikan, Alaska.

Member of Visiting Accreditation Team for Dimond High School in Anchorage, Alaska.

Chairman of Accreditation Committee for Takotna Training Center-Charter School.

Chairman of Accreditation Team for the High School of the Pacific.

LECTURES & PRESENTATIONS

Co-taught a summer course at the University of Hawaii at Hilo, Anthropology Department, with Dr. Craig Severance, "Pacific Islands-Natives and Their Cultures." Summer, 1983

NEA – Pacific Regional Leadership Conference, Anchorage, Alaska. Presentation of model program "The Takotna Alternative School Project." February, 1995

Native Administrators for Rural Alaska – Presented the "Takotna Alternative School Project" giving an overview of project-oriented lessons integrating core subjects, vocational education, multi-media, video production, etc. October, 1995

University of Alaska Fairbanks – Presented the "Takotna Alternative School Design" to a combined group from Dr. Michel Jennings and Dr. David Smith's graduate classes, UAF College of Education. Summer, 1996.

Bureau of Indian Affairs Conference – Presented "Project-Based Learning-Galena's Project Education Charter School" to the BIA Provider's Conference in Anchorage, Alaska Fall, 1997

IDEA PAC (Interior Distance Learning of Alaska Policy Advisory Committee) – Presented the project based model of education to the four policy advisory groups of the Interior Distance Learning of Alaska. Traveled to Fairbanks, Palmer, Anchorage, Soldatna and Homer with a team from Project Education's charter school to present the "Mwarey Model" for project based learning. Spring, 1998

University of Alaska – Rural Campus Adjunct Professor: Sociology 100 Cultural Anthropology Spring, 1998; Ed. 690 Small Schools Curriculum Design. Spring 1998; Introduction to Education. Spring 2000; Educational Leadership Program, Ed. 638 Curriculum & Leadership. Spring 2002.

ASTE – Co-presenter with Kaz Aruskivick, UAF Employee, on the "Successful Student-University Link." Annual Alaska Science and Technology Conference, April 2000. Anchorage, Alaska.

EDUCATION

Administrator Certificate – National Private School Association – 2004 - Present

Masters of Education – University of Alaska Fairbanks 1996

Type A Certificate – Alaska Department of Education 1987 – Present

Type B Certificate – Alaska Department of Education 1996 – Present

Bachelor of Arts – Sociology – University of Hawaii Hilo - 1981

AWARDS

AASSP Principal of the Year for Region VII

Alaska Small School Principal of the Year 1994-1995

ORGANIZATIONS

National Private School Association
Alaska Charter School Association (past President)
Alaska Association of Secondary School Principals
National Association of Secondary School Principals
MOKAKIT (Alaska First Nations Research Network (past Board Member)
Alaska Rural Systemic Initiative, Participating Administrator
NARA (Native Administrators for Rural Alaska) Member
4-Rivers Counseling Services – McGrath, Alaska past President and Board Member

CONTACTS & REFERENCES

Professional Contacts:

Gene Avey, Superintendent – Annette Island School District 907-886-6332
Susan Beardsworth, Assistant Principal – AISD 907-886-4121
Mrs. Sondra Lundvick, Assistant Principal – AISD 907-886-6000

University Contacts:

Dr. John Monahan, UAA/UAF Professor 907-474-3773
Dr. Ray Barnhardt, UAF Professor 907-474-6431

Personal References:

Lucione Leischolmn – Board Secretary 907-886-4332
Al Strack – Principal – Nuiqsut Trapper School 907-480-6712

Priscilla A Goulding

(b)(6)

EDUCATION:

2007 Special Education Endorsement to Elementary Certificate, University of Alaska Southeast

1996 Master's in Education, Oregon State University

1975 Bachelor's in French and Canadian Studies, University of Vermont

WORK EXPERIENCE:

2013 – present – Grants and Federal Programs Manager, Southeast Island and Hydaburg City School Districts

- Manage all state and federal grants (Title I, Migrant Ed, Title II, Indian Ed)
- Apply for and manage other grants related to operations and educational functions of the districts

2007 – 2013 Special Education Teacher, Southeast Island School District
1010 Sandy Beach Road, Thorne Bay, AK 99919

- Deliver comprehensive special education services to six remote schools
- Manage and administer assessments for English Language Learners

2000-2007 Director of Adult Basic Education, Josephine County Rogue Community College, 3345 Redwood Highway, Grants Pass, Oregon

- Manage and evaluate 20-26 staff - full-time and part-time instructors and support staff; manage department budget; oversee all Basic Skills programs – English as a Second Language, GED preparation, Volunteer Tutoring, Josephine County Jail Basic Skills, operations of two learning center sites
- Manage all state grants for Adult Basic Education
- Serve on campus management team, Student Development Council, High School Outreach Council, Redwood Academic Team, Regional WIA Youth Council
- Manage contracts with six local school districts to provide drop-out recovery services
- Serve on Oregon Council of Basic Skills Directors, Oregon State Reading Taskforce for Community College Adult Basic Education programs

1999-2000 Long-term substitute, A2R Behavioral Special Education, Juneau School District Juneau, AK

- Managed and tutored special education students grades 5-6, one-on-one

1998-1999 English as a Second Language Teacher, grades K-5, Harborview Elementary School, Juneau, AK

- Assessed ESL students with pre and post tests and compiled year end reports
- Taught ESL children in small groups
- Served as “homework club” teacher for after school program

1996-1998 Coordinator for Adult Learning Center, Southeast Regional Resource Center, Juneau, AK

- Manage operations of Learning center and provide tutoring for GED, ESL and Basic Skills for adults
- Supervise VISTA Volunteers
- Coordinate services for GED preparation and testing in seven small communities in southeast Alaska

1988-1996 Developmental Education Instructor, Volunteer Tutor Coordinator, Special Services (Disabilities Services) Coordinator, Rogue Community College, Medford, Oregon

- Taught Basic Reading and Writing, pre-college level, 23 terms
- Trained and coordinated volunteer tutors. Assisted in development of Training Effective Literacy Tutors (TELT) program
- Coordinated services for students with disabilities; interpreters for deaf, accommodated testing, note-taking services etc. for community college students in Jackson County



Cherilyn J. Bell-Holter

(b)(6)

Vision- Gainful employment locally.

Work History

2007-2011

Transportation Planner for Hydaburg Cooperative Association.

Duties included but not limited to- Seek and secure funding with State, Federal and local governments. Plan and prepare a long term sustainable roads project in the village of Hydaburg. Policy and procedure manual update and Standard Operations Manual for roads dept. Day to day office operation. Answer phone. Report and ensure all sources of funding and entities where informed and or at the table when big decisions were being made. Today Hydaburg is clean, organized and paved. All of the street signs are in English and Haida.

2003-2007

Haida Language Specialist with Sealaska Heritage Foundation.

To create a time and place for Haida language learning and teaching, bringing elders/speaker and youth together Develop curriculum and teaching methods. Update Haida dictionary. Apprentice to Claude Morrison, Anna Peele, Woodrow Morrison, Viola Burgess. (Deceased). Also Charles Natkong Sr. and Alma Cook. Duties- Read, write transcribe, and record language, songs, stories.

1998-2003

Environmental Planner for Hydaburg Cooperative Association

Duties- To create a long term sustainable plan for natural resources on land and sea with the traditional harvest areas of the Haida people. Seek and secure funding, daily office management,

create a best practices manual and a Haida Watchman program. Coordinate with local people and entities for Haida Culture Camp to ensure youth are educated in traditional ways of knowing such as “ Never over-harvest, always leave some for seed, Developed the Policy- “If we can describe it culturally we can protect it”.

1992-1999

Owner/Operator of Cheryl’s Espresso & Bakery

Duties- Barista, cook, bake, clean, order, inventory, greet general public, hire, fire, and manage employees.

Special Skills

Traditional Haida weaver, singer, dancer, story teller. Drum, button robe, moccasin maker. Developed curriculum for food gathering and preparation, plants used for medicine.

Other

1998 Recipient of the Jerry Dixon Environmental Educator of the year Award.

Published in “Salmon in the Trees” and “A Day in the life of an American Woman”

I am a friendly, outgoing, hardworking, diligent worker. I love to work.

References

Linda Schrack (907) 617-3822 – Friend and work associate 15 years

Damen Bell-Holter (907) 401-1232- Son

Konrad Frank

(b)(6)

Highlights

Experience with Culture Camps
Familiar with Alaska Native Cultures
Tlingit Language

Education

December 2015

Bachelors of Liberal Arts, Major in Alaska Native Studies
University of Alaska Southeast, Juneau AK

Work Experience

March 2015- Present

Community Engagement Educator

Association of Alaskas School Boards, Statewide

Work on the Initiative for Community Engagement. Specifically, supporting school districts, schools, and partners to bridge school and community. Organize youth leadership institute, host community dialogues, support educational bridge programs.

Arts Coordinator

April 2015-January 2016

Sealaska Heritage Institute, Juneau AK

Program and coordinate art programs, assist Arts Director, common office duties, network with native communities, artists, and teachers, work with grants, a community resource, research Northwest Coast Art, history and cultures.

Teachers Aid

Harbor View Elementary , Juneau AK

January 2015-March 2015

Assist lead teachers in planning, designing and implementing curriculum. Assist students with carrying out classroom activities. Help in maintaining a clean and organized classroom. Assist students in social skills development as well as Cultural activities.

Legislative Assistant

January 2014-April 2014

State of Alaska, Juneau AK

Policy research, prepared notes for legislative speeches, legislative research on statutes, bills and other forms of political documents, common office work, networking, meetings with constituents.

Tlingit & Haida Youth Rep.

April 2013-April 2014

Tlingit & Haida, Juneau, AK

Network, travel to conference, participate in Central Council Executive meetings, provide a report, Help brainstorm and problem solve, public speaking, observe political tribe processes

Camp Counselor

June 2012 & June 2013

Tlingit & Haida, Juneau, AK

Supervised kids ranging from 6-13 in age, in charge of 6 & 7 year olds, helped teach cultural art as well as languages related to Southeast Alaska, helped plan, organize, and facilitate extracurricular activities

Student Advisory Assistant

August 2010-May 2011

University of Alaska Southeast, Juneau, AK

Scheduled and maintained appointments, provided janitorial services to maintain a good work environment, helped brainstorm cultural activities within the university, provided services to students with educational goals, data entry, sent reminders and scheduled events within the University, secretarial duties such as answering phone, organizing files

Culture Camp Chaperone

Goldbelt Heritage, Juneau, AK

Supervised kids ranging from 14-18 in age, helped plan and organize activities, provided help with school work

July 2010

EDUCATION

**2002- 2004 University of East Anglia
Norwich, England**

*MA Community Development
(with distinction)*

1990-1994 University of North Carolina

Bachelor of Social Work

**2014- present
Association of Alaska School Boards**

*Director, Initiative for Community Engagement
Statewide*

- Oversee all aspects of the Alaska Initiative for Community Engagement and School Climate and Connectedness Survey including contract management.
- Supervise four person Alaska Initiative for Community Engagement Team.
- Work closely with 52 school districts across the state. Work intensively with 11 districts on community engagement and social and emotional learning evaluation project.
- Work closely with communities to develop culturally-specific strategies to improve student achievement for Alaska Native students.
- Support community assessments, community planning, and evaluation with community coalitions and districts across Alaska, including villages of Alaska.
- Support school districts to increase family engagement in early learning and school-based activities.
- Provide coaching and technical assistance to Community Engagement Advocates of tribal organizations and school districts in Metlakatla, Aniak, Chevak, Bethel, Nome, and Kake.

**2008- 2014
Alaska Network on Domestic Violence and Sexual Assault**

*Director of Prevention Projects
Statewide*

- Managed all aspects of the Alaska Network’s prevention program.
- Supervise ANDVSA’s five-person prevention team.
- Acquired, manage, and report on 12 federal, state and foundation grants.
- Adapted the evidence-based Fourth R Healthy Relationships Curriculum for Alaskan schools in partnership with Alaska stakeholders.
- Worked with the Canadian Centers on Addiction and Mental Health, University of Western University, University of Calgary and Alaska stakeholders to measure the effectiveness of the Alaska Perspectives, Fourth R healthy relationships curricula using a 3 year quasi-experimental design with 16 schools in Alaska.
- Provided technical assistance to teachers and community partners implementing Fourth R.
- Facilitated an Alaska statewide steering committee to collaboratively develop, implement, and evaluate a statewide plan to prevent intimate partner and sexual violence (more than 18 members and agencies statewide).
- Developed tools and media materials for prevention and community engagement.
- Developed culturally and linguistically specific materials with youth, Elders, and community members within each region of Alaska.
- Chaired and support several prevention implementation committees to carry out prevention strategies: media and social marketing efforts, youth leadership, school-based prevention efforts, engaging boys and men in prevention, and culture-based community change practices.

Jennifer Lefing

(b)(6)

CAREER PROFILE

- Enthusiastic and dedicated community development professional
- Exemplary oral and written communication skills
- Effective and supportive team player
- Adaptable and resourceful in new and challenging environments
- Organized, detail-oriented and proficient at handling multiple projects at once

EDUCATION

Master of Arts, Sustainable (Community) Development, (December 2006)

SIT Graduate Institute, Brattleboro, VT

Bachelor of Science, Human Service Studies, (December 1999)

Cornell University, Ithaca, NY

EXPERIENCE

Program Manager & Community Engagement Educator (2010 to present)

Alaska ICE, Association of Alaska School Boards, Juneau, Alaska

- Organize and lead statewide Youth Leadership trainings centered on Youth Voice
- Design and facilitate workshops and group action planning sessions on positive youth development, community engagement, and school climate throughout Alaska
- Manage the School Climate and Connectedness Survey taken annually by Alaska school districts
- Provide support and technical assistance to school boards, school staff, and communities

Program Coordinator (2008-2009)

SOLVE, Portland, Oregon

- Provided management to statewide volunteer programs (Project Oregon, Oregon Adopt-A-River and Volunteer Action Training)
- Coordinated and facilitated leadership development workshops throughout Oregon
- Provided training, support and technical assistance to volunteers and program partners
- Initiated and maintained community relations with a variety of stakeholders

Evaluation Associate (Spring/Summer 2008)

Oregon Museum of Science and Industry (OMSI), Portland, Oregon

- Managed a variety of evaluation and visitor study projects concurrently as requested by federal grantors and other stakeholders
- Designed data collection instruments and gathered data through interviews and surveys
- Compiled and interpreted findings which were produced into extensive reports

EXPERIENCE CONTINUED**Research Consultant (2007)**

United Nations Children's Fund (UNICEF), New Delhi, India

- Devised and carried out a case study on UNICEF's post-tsunami interventions in 30 schools (based on grant objectives) to be used for future policy decisions
- Conducted fieldwork at the local level via interviews and field observations
- Produced and presented case study to UNICEF state and national staff which was disseminated to stakeholders

Research Associate (2006)

Field Practicum for Sarvodaya, Sri Lanka

- Designed and conducted a comprehensive study of stakeholders' perceptions of relief agencies and needs assessment processes that took place after the Indian Ocean tsunami
- Interviewed beneficiaries, community leaders and NGO staff while living in tsunami-affected communities
- Analyzed findings and compiled recommendations on how to conduct needs assessment processes after disasters, which were presented at a professional seminar

Employment and Community Relations Director (2001-2004)

Southeast Alaska Guidance Association (SAGA), Juneau, Alaska

- Developed and executed local, state and national recruitment, hiring and intake strategies for SAGA's four AmeriCorps programs
- Recruited and hired applicants for AmeriCorps, staff and disadvantaged young adult positions (approximately 130 a year)
- Initiated and maintained community relations with agencies, schools and communities
- Ensured agency adherence to legal and grant guidelines
- Provided team leadership, conflict management and problem solving for staff/volunteers

AmeriCorps VISTA Volunteer (1999-2000)

National Council on Alcohol and Drug Dependence, Juneau, Alaska

- Planned and facilitated prevention trainings for middle school and high school students on a variety of health issues
- Coordinated with teachers and professionals to design programs to meet students' needs
- Created community network, trained and supervised volunteers

OTHER TRAININGS & QUALIFICATIONS

Juneau Commission on Sustainability, Secretary: July 2011 to present

Certified Trainer: Building Developmental Assets in School Communities, Search Institute, November 2010

Certified in Technology of Participation (ToP) Facilitation Methods: May 2010

Public Speaking: Experience in media relations and professional presentations

Grant Report Writing: Experience in local, state and federal grant reporting

REFERENCES: AVAILABLE UPON REQUEST

Darlene Trigg

Experience

June 2014 to Current First Alaskans Institute Anchorage, AK

Social Justice Manager

Project lead for the Advancing Native Dialogue on Racial Equity, an initiative that builds on Alaska Native Dialogue on Racial Equity project. Plan, Implement and Oversee the creation of a collective impact project moving toward Racial Equity as a shared value of all Alaskans.

May 2012 to August 2014 Norton Sound Health Corporation Nome, AK

Employee Relations Administrator

Administered a corporate wide employee relations program including employee development. Analyze, develop and implement employee relations programs. Gather information on employee attitudes, analyzes surveys and develop action plans with management. Provide coaching to management on employee engagement, leadership, employee performance management and employee discipline. Assist employees with career goals. Conduct investigations related to employee relations.

October 2010 to May 2012 Norton Sound Health Corporation Nome, AK

Executive Assistant

Provide high level executive support to the President/CEO such as scheduling appointments, drafting correspondence, compiling and processing various reports, recording and transcribing meeting minutes, maintaining corporate, division and other files pertaining to the President/CEO and Administration. Preparation of CEO reports, presentations, and speeches. Preparation of CEO travel. Various other projects as assigned.

May 2010 to October 2010 Norton Sound Health Corporation Nome, AK

CTC Supervisor

Supervise the Clinic Travel Clerks in the Norton Sound Health Corporation villages. Review process for both NSHC travel and Medicaid travel and streamline. Provide support to VHS Director and Assistant Director. Maintain VHS records including employee files and clinical reports. Maintain minutes for VHS meetings. Facilitate CTC monthly meetings.

August 2008 to May 2010 Alaska Native Tribal Health Consortium Anchorage, AK

Special Assistant to the CEO

Facilitate leadership interactions between ANTHC CEO and others. Support CEO and ANTHC Board of Directors with a variety of analytical, assessment and administrative tasks including office organization, records maintenance, scheduling and general assistance. Assist in managing policy, prepares documents for the Board of Directors, Prepares CEO's speeches, presentations, and reports. Assist in internal and external customer satisfaction. Preparation of CEO and Board travel, prepares publications, promotional materials, supervise staff and needed, various projects as needed.

January 2008 to August 2008 Ugashik Traditional Village Anchorage, AK

Financial Specialist/ICWA Coordinator

Process payroll, process payroll taxes and quarterly reports, verify and post accounting transactions, maintain accounting trail balances, grant account reporting, preparation of drawdown documents, grant writing, technical writing. Provider referrals for Ugashik Traditional members to social service agencies. Participate in Court hearings for Ugashik Traditional members. Creation of referral manual for members use for services.

December 2006 – November 2007 Norton Sound Health Corporation Nome, AK

WIC CPA

Certify WIC participants and give nutritional education based off of risk factors. Refer WIC participants to other agencies in community. Gather medical information for certifications. Travel to villages in Bering Straits region. Provide Breastfeeding education and support. Participate in various projects to increase awareness of the WIC Program

May 2005 – August 2006 Norton Sound Health Corporation Nome, AK

Assistant Vice President, Finance Division

Participate in Financial Strategic planning. Participate in Annual Budgeting process for Norton Sound Health Corporation. Responsible for grant financial information. Participate in review of all grant applications to be submitted to granting agencies. Responsible for gathering Norton Sound Health Corporation statistic data for Senior Leadership review. Participate in Norton Sound Health Corporation Senior Leadership Team. Assist Chief Financial Officer in daily work duties. Various projects related to Finance Division.

February 2004 – May 2005 Norton Sound Health Corporation Nome, AK

Patient Benefits Manager

Oversee the Norton Sound Health Corporation Patient Benefits Program. Supervised Patient Benefits Staff in Nome and surrounding villages. Assisted patients in the process for applying for various third party insurance programs including Medicaid and Medicare. Trained Patient Benefits Staff on the various third party insurance programs. Responsible for promoting the Denali Kid Care program to patients of Bering Straits region. Various travel through out the region.

July 2002 – February 2004 Norton Sound Health Corporation Nome, AK

WIC Coordinator

Responsible for managing WIC grant and budget. Responsible for writing WIC grant. Certify WIC participants and give nutritional education based off of risk factors. Refer WIC participants to other agencies in community. Gather medical information for certifications. Travel to villages in Bering Straits region. Provide Breastfeeding education and support. Participate in various projects to increase awareness of the WIC Program.

September 1996 – July 2002 Norton Sound Health Corporation Nome, AK

Administrative Assistant

General Clerical, Maintained databases, Manage filing systems, Maintain appointment calendars, Prepare statistical reports, Prepare financial documents, Coordinate travel and meetings.

Education

Bachelor of Business Administration University of Alaska Southeast December 2015
Human Resource Emphasis

Boards and Councils:

Native Emerging Leaders Forum Task Member 2009 – current

Nome Community Center 2011 – 2016

Executive Committee Member – Vice Chair

Social Justice Task Force Chair

Fund Raising Committee Chair

Finance Committee Member

Regional Wellness Forum Co-Chair 2011 - 2012

B-9) Competitive Preference Three- Documentation

The Association is a partner in this proposal and has received a grant in the last four years under the Alaska Native Education Program (Title VII, Part C).

The current Notification of Award to the Association of Alaska School Boards- Initiative for Community Engagement program is Attached.
S356A130031-14

This application is eligible for a total of 6 competitive priority points under Competitive Preference Three (partner ANEP grant recipient- 4 points) and SRSA - Small and Rural Schools List Hydaburg City School attached.



**US Department of Education
Washington, D.C. 20202
GRANT AWARD NOTIFICATION**

S356A130031 - 14

1 RECIPIENT NAME Association of Alaska School Boards 1111 West 9th Street Juneau, AK 99801 - 1811	2 AWARD INFORMATION PR/AWARD NUMBER S356A130031 - 14 ACTION NUMBER 5 ACTION TYPE Administrative AWARD TYPE Discretionary										
3 PROJECT STAFF RECIPIENT PROJECT DIRECTOR Lori Grassgreen (907) 463-1660 lgrassgreen@asab.org EDUCATION PROGRAM CONTACT Gay Ojugbana (202) 260-1461 gay.ojugbana@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE 888-336-8930 HELPDESK edcaps.user@ed.gov	4 PROJECT TITLE 84.356A Alaska ICE: Engaging Families, Schools and Communities to Support Student Success										
5 KEY PERSONNEL <table border="0"> <thead> <tr> <th><u>NAME</u></th> <th><u>TITLE</u></th> <th><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>Lori Grassgreen</td> <td>Project Director</td> <td>100 %</td> </tr> </tbody> </table>		<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	Lori Grassgreen	Project Director	100 %				
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ATTACHMENTS	N/A										
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**US Department of Education
Washington, D.C. 20202
GRANT AWARD NOTIFICATION**

10

PR/AWARD NUMBER: S356A130031 - 14
RECIPIENT NAME: Association of Alaska School Boards

TERMS AND CONDITIONS

(1) THE RECIPIENT'S PROJECT DIRECTOR IS CHANGED TO THE PERSON NAMED IN BLOCK 3.

(b)(6)

AUTHORIZING OFFICIAL

12/30/14
DATE

Ver. 1

LEAs ELIGIBLE for the 2016 Small Rural School Achievement Program (SRSA)

All Local Educational Agencies (LEAs) listed on this page are eligible for the SRSA program for Fiscal Year 2016.

* Only **YELLOW HIGHLIGHTED** LEAs need to **APPLY** using the e-application system at <http://www.G5.gov>.

For more information for those who need to reapply, see the Federal Register link at <http://www.ed.gov/programs/reapsrsa/applicant.html>

PLEASE NOTE: In some instances, it is possible for the funding formula to yield a grant award of \$0. Under the statutory formula, an eligible district that received more than \$60,000 from Title II-A (Improving Teacher Quality Grants) during SY 2015-16 will not receive an SRSA grant allocation. (However, even if it does not receive an SRSA grant award, that district could still exercise REAP-Flex authority).

For an explanation of the Allocation Formula, go to: <http://www.ed.gov/programs/reapsrsa/awards.html>

For further information on REAP, including the REAP-Flex authority go to: <http://www.ed.gov/programs/reapsrsa/legislation.html> (Click on Program Guidance)

Alaska School Districts

NCES LEA ID	State ID	District Name	Mailing Address	City	Zip Code	Telephone	Locale codes of schools in the LEA	Each school has a locale code of 7 or 8?	Is the LEA defined as rural by the State?	Average Daily Attendance	Is county population density less than 10 persons/sq. mile?	FY 2015 Title II, Part A allocation amount	FY 2015 Title II, Part D formula allocation amount - PLEASE LEAVE BLANK	FY 2015 Title IV, Part A allocation amount - PLEASE LEAVE BLANK	FY 2015 Title V allocation amount - PLEASE LEAVE BLANK	SRSA eligible
1	2	3	4	5	6	7	8	9	10	11	12	16	17	18	19	20
0200050	03	*Alaska Gateway School District	P.O. Box 226	Tok	99780	(907) 883-5151		YES	YES	304.90	YES	\$59,823				SRSA
0200010	04	Aleutian Region School District	P.O. Box 92230	Anchorage	99509	(907) 277-2648		YES	YES	34.70	YES	\$5,360				SRSA
0200007	56	*Aleutians East Borough School District	P.O. Box 429	Sand Point	99661	(907) 383-5222		YES	YES	220.90	YES	\$29,493				SRSA
0200525	06	*Annette Island School District	P.O. Box 7	Metlakatla	99926	(907) 886-6332		YES	YES	300.80	YES	\$48,358				SRSA
0200020	07	*Bering Strait School District	P.O. Box 225	Unalakleet	99684	(907) 624-4261		YES	YES	1,695.10	YES	\$252,575				SRSA
0200030	08	Bristol Bay Borough School District	P.O. Box 169	Naknek	99633	(907) 246-4225		YES	YES	121.40	YES	\$11,627				SRSA
0200730	09	*Chatham School District	P.O. Box 109	Angoon	99820	(907) 788-3302		YES	YES	166.15	YES	\$31,865				SRSA
0200800	10	Chugach School District	9312 Vanguard Drive, Suite 100	Anchorage	99507	(907) 522-7400	1,7	NO	YES	62.05	YES	\$8,732				SRSA
0200070	11	*Copper River School District	P.O. Box 108	Giennallen	99588	(907) 822-3234		YES	YES	418.30	YES	\$62,919				SRSA
0200060	12	Cordova City School District	P.O. Box 1330	Cordova	99574	(907) 424-3265		YES	YES	353.35	YES	\$25,480				SRSA
0200090	13	Craig City School District	P.O. Box 800	Craig	99921	(907) 826-3274		YES	YES	273.10	YES	\$27,105				SRSA
0200100	14	*Delta-Greely School District	P.O. Box 527	Delta Junction	99737	(907) 895-4657		YES	YES	773.45	YES	\$107,741				SRSA
0200770	02	Denali Borough School District	P.O. Box 280	Healy	99743	(907) 683-2278		YES	YES	205.78	YES	\$20,789				SRSA
0200120	15	Dillingham City School District	P.O. Box 170	Dillingham	99576	(907) 842-5223		YES	YES	449.20	YES	\$41,628				SRSA
0200130	17	*Galena City School District	P.O. Box 299	Galena	99741	(907) 656-1205	4,7	NO	YES	313.95	YES	\$63,786				SRSA
0200270	18	*Haines Borough School District	P.O. Box 1289	Haines	99827	(907) 766-6725		YES	NO	277.02	YES	\$38,822				SRSA
0200300	19	Hoonah City School District	P.O. Box 157	Hoonah	99829	(907) 945-3611		YES	YES	115.45	YES	\$15,488				SRSA
0200330	20	Hydaburg City School District	P.O. Box 109	Hydaburg	99922	(907) 285-3491		YES	YES	81.40	YES	\$16,115				SRSA
0200520	21	*Iditarod Area School District	P.O. Box 90	McGrath	99627	(907) 524-3033		YES	YES	190.93	YES	\$51,917				SRSA
0200360	23	Kake City School District	P.O. Box 450	Kake	99830	(907) 785-3741		YES	YES	107.65	YES	\$16,042				SRSA
0200005	65	*Kashunamiut School District	PO Box 345	Chevak	99563	(907) 858-6195		YES	YES	331.60	YES	\$52,104				SRSA
0200450	27	Klawock City School District	P.O. Box 9	Klawock	99925	(907) 755-2917		YES	YES	114.55	YES	\$16,568				SRSA
0200760	29	*Kuspuk School District	P.O. Box 49	Aniak	99557	(907) 675-4250		YES	YES	347.35	YES	\$73,559				SRSA
0200485	30	*Lake and Peninsula Borough School District	P.O. Box 498	King Salmon	99613	(907) 246-4280		YES	YES	318.55	YES	\$59,361				SRSA
0200003	32	*Lower Yukon School District	P.O. Box 32089	Mountain Village	99632	(907) 591-2411		YES	YES	1,999.85	YES	\$367,807				SRSA
0200006	98	Mount Edgecumbe High School Agency	1330 Seward Ave.	Sitka	99835	(907) 966-3200	6	NO	YES	425.05	YES	\$24,980				SRSA
0200540	34	Nenana City School District	P.O. Box 10	Nenana	99760	(907) 832-5464		YES	YES	178.08	YES	\$42,164				SRSA
0200570	35	*Nome Public Schools	P.O. Box 131	Nome	99762	(907) 443-2231	6	NO	YES	732.20	YES	\$61,842				SRSA
0200610	36	*North Slope Borough School District	P.O. Box 169	Barrow	99723	(907) 852-5311	6,7	NO	YES	1,776.40	YES	\$107,675				SRSA
0200625	37	*Northwest Arctic Borough School District	P.O. Box 51	Kotzebue	99752	(907) 442-1800	6,7	NO	YES	2,008.80	YES	\$247,983				SRSA
0200630	38	Pelican City School District	P.O. Box 90	Pelican	99832	(907) 398-4366		YES	YES	12.55	YES	\$2,031				SRSA
0200660	39	*Petersburg Borough School District	P.O. Box 289	Petersburg	99833	(907) 772-4271	6	NO	YES	460.51	YES	\$47,267				SRSA
0200670	40	Pribilof School District	P.O. Box 207	St. Paul Island	99660	(907) 546-3337		YES	YES	71.10	YES	\$12,097				SRSA
0200680	46	Saint Mary's School District	P.O. Box 9	Saint Mary's	99658	(907) 438-2411		YES	YES	193.20	YES	\$22,109				SRSA
0200690	43	Skagway School District	P.O. Box 497	Skagway	99840	(907) 983-2960		YES	YES	100.85	YES	\$3,986				SRSA
0200700	44	*Southeast Island School District	P.O. Box 19569	Thorne Bay	99919	(907) 828-8254		YES	YES	175.72	YES	\$37,862				SRSA
0200710	45	*Southwest Region School District	P.O. Box 90	Dillingham	99576	(907) 842-5287		YES	YES	579.96	YES	\$126,006				SRSA
0200715	53	Tanana City School District	P.O. Box 89	Tanana	99777	(907) 366-7203		YES	YES	39.00	YES	\$7,578				SRSA
0200720	47	Unalaska City School District	P.O. Box 570	Unalaska	99685	(907) 581-3151	6	NO	YES	374.60	YES	\$11,776				SRSA
0200810	49	*Wrangell Public School District	P.O. Box 2319	Wrangell	99929	(907) 874-2347		YES	YES	269.85	YES	\$40,263				SRSA
0200840	50	Yakutat School District	P.O. Box 429	Yakutat	99689	(907) 784-3317		YES	YES	68.49	YES	\$13,934				SRSA
0200775	51	*Yukon Flats School District	P.O. Box 350	FL Yukon	99740	(907) 682-2515		YES	YES	237.55	YES	\$60,457				SRSA
0200862	52	*Yukon-Koyukuk School District	4762 Old Airport Way	Fairbanks	99709	(907) 374-9416	4,7	NO	YES	304.55	YES	\$83,782				SRSA
0200004	54	Yupit School District	PO Box 51190	Akiachak	99551	(907) 825-3600	7	YES	YES	456.45	YES	\$69,424				SRSA

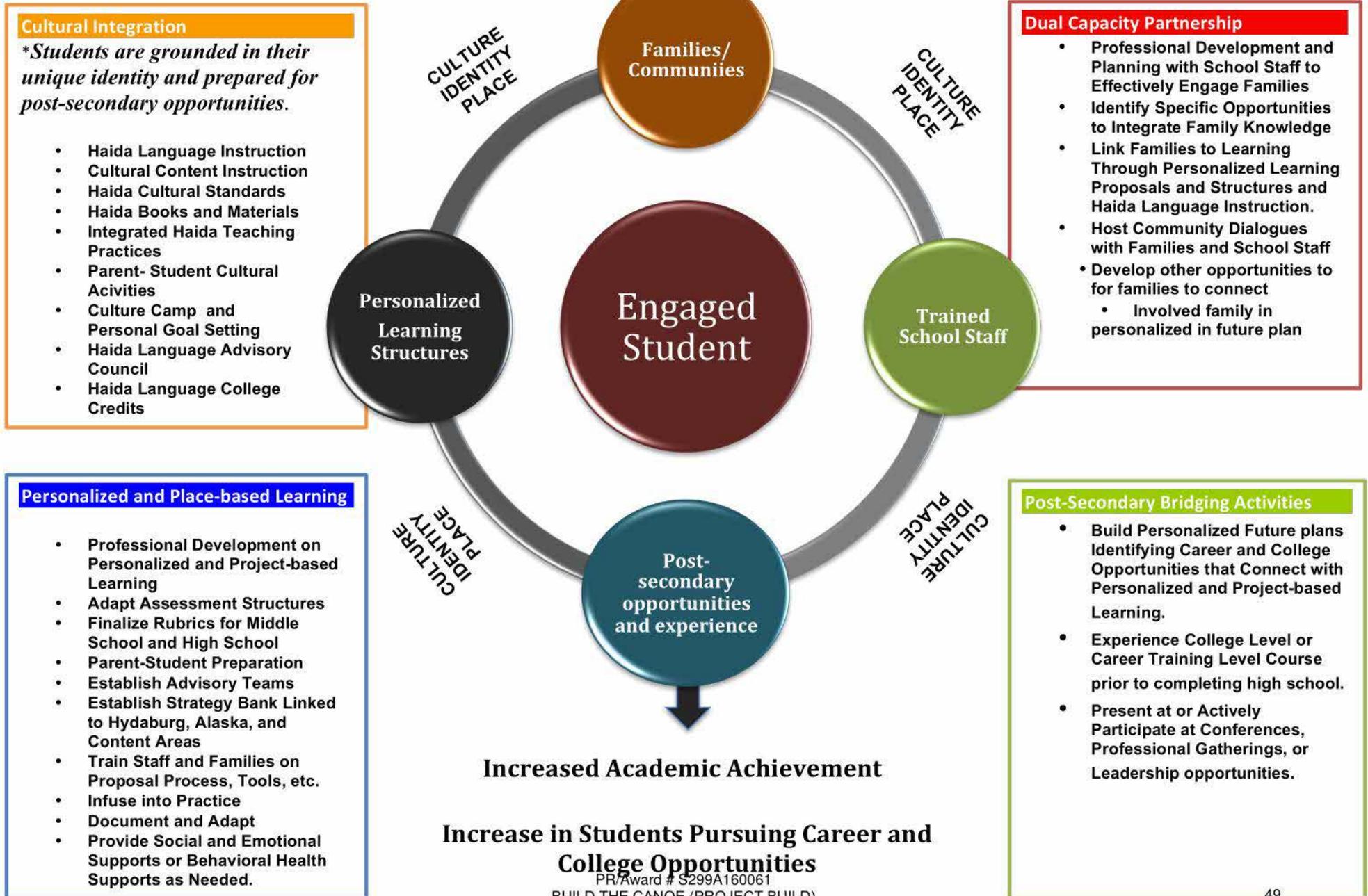
APPENDICES B-10: STRATEGY AND ACTIVITY TIMELINE
TABLE: PROJECT BUILD IMPLEMENTATION TIMELINE

Note this timeline takes into account months of implementation based on the grant cycle calendar. Months are in chronological order starting with October (O). June July and August are represented by the asterix.

ACTIVITIES	2016-2017					2017-2018					2018-2019					2019-2020																							
	O	N	D	J	F	M	A	M	*	S	O	N	D	J	F	M	A	M	*	S	O	N	D	J	F	M	A	M	*	S	O	N	D	J	F	M	A	M	*
<i>Strategy: Personalized and Place-based Learning</i>																																							
1) Professional Dev.	X	X		X					X	X			X						X									X		X									
2) Adapt Assessments				X	X	X																																	
3) Parent- Student Advisory Outreach								X	X	X	X		X					X	X			X					X						X	X					
4) Establish Advisory Teams								X	X			X					X	X			X					X							X	X					
5) Finalize Proposal Tools- Each Grade		X	X	X	X				X																														
6) Establish – Self-Directed Learning Question Protocols		X	X	X	X	X						X				X	X					X	X										X	X					
7) Infuse into Practice-																																							
8) Adapt and document methods																																							
<i>Cultural Integration</i>																																							
1) Develop cultural standards and Practices.	X	X	X	X	X	X	X	X	X																														
2) Collaborate with Clan Leaders for School Infrastructure			X	X	X	X	X	X		X																													
3) Develop Digital Haida Books – History, Values, Stories, Knowledge						X	X	X			X	X	X	X						X	X	X		X			X	X	X										
4) Establish Language and Culture Programs	X	X						X	X	X						X									X														
5) Professional Dev and Community Training for Staff	X	X	X	X	X	X	X	X	X	X	X								X	X										X	X	X							
6) Haida Language and Cultural Instruction for all grades				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
7) Language Advisory Council Meeting		X			X			X			X		X		X		X		X		X		X		X		X		X		X		X						

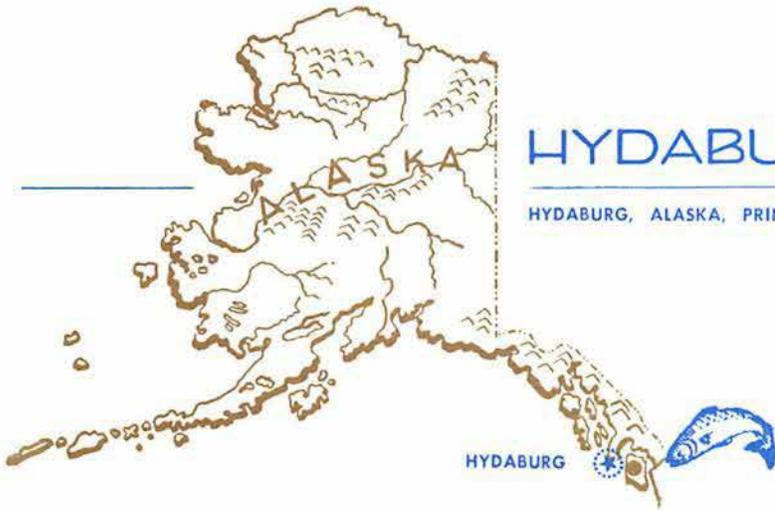
	2016-2017					2017-2018					2018-2019					2019-2020																													
MONTH	O	N	D	J	F	M	A	M	*	S	O	N	D	J	F	M	A	M	*	S	O	N	D	J	F	M	A	M	*	S	O	N	D	J	F	M	A	M	*	S					
STRATEGY: BRIDGING POST-SECONDARY OPPORTUNITIES																																													
1) Building Personalized Future Plans											X	X				X					X	X				X										X	X				X				
2) Students are Paired with Educational Opportunities Outside of Hydaburg.						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X				
3) Students Have off-island Exposure to Careers and Conferences						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X				
4) Students Take Leadership Role in Presentations, Conferences, College Planning						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X				
STRATEGY: DUAL CAPACITY FAMILY ENGAGEMENT																																													
1) Host Dialogues	X	X				X					X					X					X					X					X					X					X	X			
2) Plan Activities Based on Family Input		X	X				X					X					X					X					X					X	X				X					X			
3) Professional Development & Technical Assistance for Dual Capacity Family Engagement Model						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X				
3) Opportunities for Parents and Students to Learn Haida Language Together.						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X				
3) Include Families in Personalized Learning and Career Assessments.											X	X	X			X	X	X			X	X	X			X					X	X	X			X					X				
4) Staff are Implementing Parent Partnership Strategies						X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	X				

Building the Canoe (Project Build): Theory of Change & Core Components



B-12 Example Dialogue Questions

- What are some ways that Native ways of life are in conflict with the school system?
- What are some ways they are aligned?
- How can we strengthen Hydaburg schools by utilizing the strengths of Native cultures?
- What do Haida values teach us are the most important skills for students? How can you tell when students have mastered them?
- Share a time when your culture was used to teach an important life lesson that still resonates with you.
- What do Haida families do to encourage positive behavior? How does the school do this to be more in line with families in Hydaburg?
- What would it look like if you walked into a welcoming school?
- What is important for school staff to know about Haida culture?
- What are the expectations that the community would like to set for all students?
- How does the school prepare them for these expectations?
- If schools were in partnership with families what would the school be doing to communicate or build bridges?



HYDABURG CITY SCHOOL

HYDABURG, ALASKA, PRINCE OF WALES ISLAND 99922

May 24, 2015

RE: Support for the Hydaburg City School District, Working Together for Generations

On behalf of the United Front Coalition we are writing to support the Hydaburg City School District's application for Native Youth Community Projects, Indian Education Demonstration Grant.

United Front represents several organizations working to improve the quality of life and supports for Hydaburg youth and families. The United Front is excited about this opportunity to collaborate on helping Hydaburg students succeed by changing approaches within and outside of the school. This includes a focus on improving cultural integration, place-based learning, family engagement, and additional supports for students transitioning to career, college, or healthy ways of life after high school.

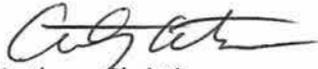
There is a tremendous body of research to indicate that cultural connectedness and identity are crucial components of success for Alaska Native students and other minorities. With few language speakers and shifting society, there is an immediate urgency to ensure that the Haida culture and language is incorporated into our schools. This will be a foundation for their own life and an important contribution to the community for generations to come. Ultimately the components with the grant build resiliency factors that we want for all of our Hydaburg youth.

In order to do this we need to create materials, provide supports for teachers, and really integrate these approaches into the school context. It is essential that parents, community, and schools work together. The United Front will provide guidance on various strategies within this grant. Specific agencies, will have a role in the planning, implementation, and evaluation of this grant.

The activities proposed in Hydaburg City School District proposal provides an active role for community members, families, students, and school staff to improve the foundation for students learning and student outcomes in a way that is consistent with Haida culture. This

project will also provide an opportunity to bridge the divide between districts, schools and communities by providing cultural and teaching supports to the many teachers that migrate into each of these districts.

Sincerely,



Anthony Christiansen
Mayor, City of Hydaburg

(b)(6)

Lisa Lang
Chairperson, Haida Corporation
Executive Director, XKKS

(b)(6)

Doreen Witwer
Tribal Administrator, Haida Cooperative Association



Lauren Burch
Superintendent, Hydaburg City School District

(b)(6)

Natasha Peele
Hydaburg City Administrator, City of Hydaburg
President, Hydaburg City School Board

(b)(6)

Bart Mwarey,
Principal, Hydaburg City School

(b)(6)

Jean Bland,
Vice President, Hydaburg City School District Board
Board Member, Haida Cooperative Association
Council Member, City of Hydaburg

Judy Guthrie
Assistant Director, Boys and Girls Club

(b)(6)

(b)(6)

Stacia Miller
City Clerk – City of Hydaburg
Secretary/Treasurer, Hydaburg City School District Board



Indian Education Demonstration Grantee Reviewers,

On behalf of the Association of Alaska School Board, we are writing to support the Hydaburg City School District's application for Native Youth Community Projects, Indian Education Demonstration Grant, *Project Build*.

The Association of Alaska School Board's Initiative for Community Engagement is dedicated to helping kids succeed. Our lens and philosophy is embedded in supporting solutions that are developed by and appropriate for each community. We are excited to be a key partner, working with Hydaburg City School District and the Hydaburg Cooperative Association on this project.

We understand that this project is extremely timely as there are so few Haida speaking Elders left. Working with the Hydaburg School Board, we know that the board has serious concerns about current students trajectory, cultural programs in the school, and the resiliency of Hydaburg youth.

The Association of Alaska School Boards has been a successful Alaska positive impact for Alaska Native students. AASB is committed to community, student, and family driven approaches. Whether language, material development, family dialogues, or personalized learning, the activities proposed in Hydaburg City School District proposal provides an active role for community members, families, students, and school staff to improve the foundation for students learning.

Sincerely,

(b)(6)

Norm Wooten
Executive Director, Association of Alaska School Boards

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

BUDGET NARRATIVE

Total Project: \$863,205

Total Personal Services: \$342,600

Personnel (Line 1):

Salary/Benefits 4 Year Allocation

Staff Name	Title/Duties	FTE		
Bart Mwarey	Principal/ Project Director	.05 FTE	\$7,625	\$30,500
Priscilla Goulding	Grant Manager	.03 FTE	\$3,025	\$12,100
TBD	Coordinator	.50 FTE	\$32,000	\$128,000
Cherilyn Holter	Haida Language Instructor (Type M)	1 FTE	\$43,000	\$172,000
TBD	Personalized Learning Lead Teacher	1 FTE	\$0 requested	\$0

**** Additional Time is Allocated to this Project in Contractual Section (see Hydaburg Cooperative Association, AASB Evaluation Contract, First Alaskans Institute, Xaad K'il)

Justification: Bart Mwarey will oversee this project working closely with the Project Coordinator to monitor day to day activities and Priscilla Goulding, Grant Manager who will assist with the financial management of this grant. A full time language and culture instructor (Class M) will be paid for under this grant.

Two school staff were recruited this year that have the expertise in the area of personalized learning. One of these two staff members will be chosen to be the lead teacher and help to coordinate the transition to this teaching model. This staff time is paid through existing district funding sources.

The above rates include benefit swchich are the standard benefit package for district employees including Employer FICA, Employer Pension, Employer Uninsurance, and Worker's Compensation. All rates including health insurance are estimates based on this year's rates and can change in future. The personalized learning lead teacher will be covered from other state funds, but will directly support the work in this project.

Travel (Line 3):

Total Travel: \$125,000

Purpose	# of people	Amount	# of visits	Yrs
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Staff training (personalized learning)	2	\$2,000	3	\$12,000
Staff training (Haida Language Gathering)	1	\$2,000	3	\$6,000
In-state presentations and post-secondary opportunities	10	\$800	3	\$24,000
Personalized future planning opportunities	10	\$2,500	3	\$75,000
National Grantee Meeting	2	\$4,000	2	\$8,000

Justification:

Cultural Integration: Travel for professional development of HCSD staff including travel for the Haida Language Instructor to attend Haida Language Gatherings two times a year.

Personalized Learning Travel is included lead staff to attend professional development on project based and personalized learning. Staff will share information to all staff and advisors at school in-service.

Bridging Travel is included to help students and staff attend in-state and out of state opportunities on specific areas of interest. These will be a chance for students to go to conference, leadership event, Elders and youth, University, technical training site, or other places to match their personalized future planning requirements.

Funding has been included for two partners to attend the grantee meeting in Washington DC as stated in the request for proposals.

Equipment (Line 4): No equipment will be purchased with this grant.

Supplies (Line 5):

Total Supplies: \$78,038

<u>Type</u>	<u>Cost</u>	<u>Length of Time</u>	<u>Total</u>
Haida art project materials	\$100 x 88=\$8,800	4	\$35,200
Binding machine	\$369	1	\$369
Poster printer	\$1,469	1	\$1,469
Replaceable cartridges	\$100 x 5= \$500	4	\$2,000
Project-based Learning	\$100 x 60= \$6,000	4	\$24,00
Personalized Learning Assessment Enhancements	\$15,000	1	\$15,000

Justification:

Cultural Integration: Working with Hydaburg Cooperative Association and community members, staff and students to develop skills in some area of Haida art: weaving, carving, sewing regalia, etc. This will be able to be worn at significant community and school events.

Students will work on several projects that require cedar, wood, paint, and specific tools. This will average approximately \$100 per student with supplies for younger students less expensive than the materials for high school students.

Personalized Learning: As we move away from standardized text books, personalized learning activities will require additional readings and materials that will be bound for students as needed. Students will use the poster printer to create professional presentations for the community and professional conferences. We have included binding machines and poster development so students and staff can compile and share information as needed. Student assessments will need to be adjusted to reflect project based learning.

Contractual (Line 6):

Total Contractual: \$282,000

Type	Cost	Length of Time	Total
Hydaburg Cooperative Association			\$72,000
Staff Time:	\$60 x 200 hours= \$12,000	4 years	\$48,000
Culture Camp:	\$100 x60 = \$6,000	4 years	\$24,000
First Alaskans Institute			\$24,800
Community Dialogues	\$800 x 4= \$3,200	4 years	\$12,800
Travel	\$1,000 x 3= \$3,000	4 years	\$12,000
AASB			\$136,400
Community Engagement	\$800 x 18 days= \$14,400	3.5 year	\$50,400
Digital Publishing	\$800 x 10 days= \$8,000	4 years	\$32,000
Evaluation Services	\$1,000 x 10 days= \$10,000	4 years	\$40,000
Travel	\$1,000 x 4= \$4,000	3.5 years	\$14,000
Additional Contracts:			\$48,800
Xaad Kil (Haida Language)	\$20 x 50 hours= \$1,000	4 years	\$4,000
Developmental Language	\$3,000	1 years	\$3,000
Mentor Stipends	\$200 x 10= \$2,000	4 years	\$8,000
Stipends for clan leaders	\$200 x 4 x 6= \$4,800	3 years	\$4,800
Counselor Support	\$60 hr x 60 hrs= \$3,600	3 years	\$9,800
Additional Contractual Travel	\$800 x 6 = \$4,800	4 years	\$19,200

Justification: This project is a collaborative project including Hydaburg Cooperative Association, Xaad Kil, language advisors, clan leaders, speakers, First Alaskans Institute, the Association of Alaska School Boards Initiative for community engagement. While most organizations will contribute time towards this project outside of these funds, we compensated each organization or individual contractor at their typical hourly/daily rate.

Cultural Integration: Specifically, HCA will dedicate time to enhancing cultural programs at the school and out of school (culture camp, cultural content advisors, etc). Xaad Kil staff Ryan Kessler serves as a mentor to recent high school graduate and current Northwest Indian College Joe Hillaire. Together they will provide support on "intro to Xaad Kil and Editing Skills The class is ready for adult beginners with a focus on sounds, spelling and reading Xaad Kil" This will be complimentary to other online and college credit Haida classes. Additional contract travel will cover the cost of language and cultural experts from Ketchikan and other parts of the state to participate in the classroom and in the language advisory council. Linda Schrack and Ben Young work for Ketchikan Indian Community. Preliminary discussions indicate that there will not be a fee for their participation, but would require funds to travel to Hydaburg from Ketchikan. Various students and stakeholders will work with the Association of Alaska School Boards to develop their own books and share through digital platforms. While many clan leaders will not accept stipends, HCSD will offer stipends for clan leaders for the support and guidance they will be providing the school as new infrastructure and practice is developed. Stipends are included for on-going mentors and cultural content providers.

Family Engagement: First Alaskans Institute and the Association of Alaska School Boards will host community dialogues on a variety of theme areas. They will also both support school staff professional development on incorporating culturally responsive standards and cultural practices in the school.

The Association of Alaska School Boards will support the Project Director and Project Coordinator to enhance family engagement approaches and provide direct support for school staff as appropriate.

Personalized Learning: As HCSD establishes its assessments, there will be a need for counselor support with behavioral counseling supports and career counseling supports.

Funding for mentors has been included in the budget, these content specific advisors will be compensated for time dedicated directly to student support in a specific content area In addition,.

Other:				\$18,000
Scholarship/University Credit	5	\$300	4	\$6,000
Second year tuition support	3	\$1,000	3	\$9,000
Dual Credit	10	\$75	4	\$3,000

BUDGET NARRATIVE: HCSD Project Build

US Department of Education, Indian Education Demonstration Grants Program CFDA 84.299A

Justification: Students will be encouraged to complete distance education and “early college” these costs will be covered by HCSD. Also students that graduate and register for post-secondary career or college programs will receive one credit course covered by HCSD. Students that remain in their courses for a second year will receive a \$1,000 scholarship towards their education and training. The credit costs will also cover any dual credit courses students take during high school.

Total Direct: \$

Indirect Costs: \$17,567

Justification: 2.15% is the 2016 Federally Approved Indirect Cost Rate (see appendices)

Total Project: \$863,205

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

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

1. Project Director:

Prefix: Mr.	First Name: Bartol	Middle Name:	Last Name: Mwarey	Suffix:
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Address:

Street1:	100 Totem Lane
Street2:	
City:	Hydaburg
County:	
State:	AK: Alaska
Zip Code:	99922
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-285-3491	

Email Address:
bmwarey@hydaburg.k12.ak.us

2. Novice Applicant:

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

3. Human Subjects Research:

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

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Hydaburg City School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	59,955.00	59,955.00	59,955.00	59,955.00	0.00	239,820.00
2. Fringe Benefits	25,695.00	25,695.00	25,695.00	25,695.00	0.00	102,780.00
3. Travel	31,250.00	31,250.00	31,250.00	31,250.00	0.00	125,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	20,888.00	19,050.00	19,050.00	19,050.00	0.00	78,038.00
6. Contractual	72,750.00	69,750.00	69,750.00	69,750.00	0.00	282,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	4,500.00	4,500.00	4,500.00	4,500.00	0.00	18,000.00
9. Total Direct Costs (lines 1-8)	215,038.00	210,200.00	210,200.00	210,200.00	0.00	845,638.00
10. Indirect Costs*	4,391.75	4,391.75	4,391.75	4,391.75		17,567.00
11. Training Stipends						
12. Total Costs (lines 9-11)	219,429.75	214,591.75	214,591.75	214,591.75	0.00	863,205.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 2.15%.

(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 2.15%.
PR/Award # S299A160061

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524