

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 # S299A160078

Grants.gov Tracking#: GRANT12175697

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

Closing Date: May 31, 2016

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

Application for Federal Assistance SF-424

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

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"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Hoonah City Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="926000100"/>	* c. Organizational DUNS: <input type="text" value="1006420650000"/>

d. Address:

* Street1:	<input type="text" value="366 Garteeni Hwy"/>
Street2:	<input type="text" value="P.O Box 157"/>
* City:	<input type="text" value="Hoonah"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="AK: Alaska"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="99829-0000"/>

e. Organizational Unit:

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="PJ"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Ford Slack"/>	
Suffix: <input type="text"/>	
Title: <input type="text"/>	

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

* Telephone Number: <input type="text" value="907.945.3611 ext, 453"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text" value="fordpj@hoonahschools.org"/>
--

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

* Title:

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

13. Competition Identification Number:

84-299A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Lingit Tundata'ani

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="748,932.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="748,932.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>PJ Ford Slack</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Hoonah City Schools</p>	<p>DATE SUBMITTED</p> <p>05/31/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: NONE * Street 1: NONE Street 2: _____ * City: NONE State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: NONE	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: NONE Middle Name: _____ * Last Name: NONE Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ * First Name: NONE Middle Name: _____ * Last Name: NONE 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: PJ Ford Slack * Name: Prefix: _____ * First Name: PJ Middle Name: _____ * Last Name: Ford Slack Suffix: _____ Title: _____ Telephone No.: _____ Date: 05/31/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160078

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.

GEPA427 Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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GEPA 427 Statement

Hoonah City Schools will ensure that participating libraries are fully available and accessible to all participants, regardless of special need or disability. The facility is in full compliance with the Americans with Disabilities (ADA) Mandate. The school works with the Special Education staff to ensure that all students and participants have equitable access to facilities, resources, programs and activities. The schools regularly purchase large print books and software packages that can be used by visually- and hearing-impaired individuals as well as any other assistive technology as necessary. Hoonah City Schools will ensure that all necessary steps are taken to provide full accessibility for all persons.

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	
Hoonah City Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: PJ Middle Name:
* Last Name: Ford Slack	Suffix:
* Title: Superintendent	
* SIGNATURE: PJ Ford Slack	* DATE: 05/31/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

With the support of \$748,932 (year one) in Indian Education Demonstration grant funds, Hoonah City Schools and its project partners will launch **Lingit Tundata'ani**, a comprehensive **Native Youth Community Project** comprised of academic supports and college readiness programming that will dramatically impact outcomes for high poverty, high risk Alaska Native youth in Hoonah, Alaska. This innovative project will demonstrate the effectiveness of services and programs to improve educational opportunities for Indian children. **Lingit Tundata'ani** is a four-year initiative that will capitalize on powerful local resources to redesign the foundations of our district's approach towards ensuring the college- and career-readiness of our high poverty, high-need students. As a Native Youth Community Project, the proposed initiative addresses **the Absolute Priority**. In addition, it also addresses **Competitive Preference Priority 1; Competitive Preference Priority 2** and **Competitive Preference Priority 3**. Key barriers to student success include: poor educational attainment (in core subject areas); few positive role models; no local vocational training opportunities; lack of knowledge/preparation about college; and limited knowledge and experience in Tlingit culture. Yet despite being a small, isolated village located on a remote Alaska island, HCS has engaged community resources to support our Alaska Native students in improving their academic, college- and career-readiness outcomes. These resources include the Hoonah Indian Association, SERRC (Southeast Alaska Resource Center), National Parks Service, Huna Heritage Association and Southeast Alaska Regional Health Consortium (SEARHC), a non-profit tribal health consortium of 18 Native communities. Primary project strategies include: 1) providing, structured, targeted, Tlingit Language-infused academic, and cultural support activities for struggling students; 2) professional development and training for HCS teachers such that they may infuse Native Culture into classroom teaching; 3) monthly in-class Tlingit Cultural activities; 4) KHOO Radio Station--students will have the

opportunity to revitalize the radio station by presenting live broadcasts that focus on topics of importance to our students; 5) vocational career training educational and learning opportunities in multiple pathways including Native Wood Carving and Health Careers Pathways, with an emphasis on Pre-Nursing (PN); Emergency Medical Technician (EMT); Medical Terminology (MT); and Certified Nursing Assistant (CAN); 6) off-site college campus and vocational training-focused visits; 7) peer mentoring; 8) positive, culturally similar adult role models (Aunties and Uncles); 8) culturally-focused monthly family engagement activities; and 9) creation of individual student success portfolios. **Lingít Tundata'ani** is grounded in three principles: Wudinaak (Prepare Yourself); Haa too yéi yatee (It is inside of us); At.óow (Precious, Clan strength, Story); and Lingít Tundatáani (Being a whole human). The goal of this project is to utilize these guiding principles to support improved academic achievement and increased college- and career-readiness of socioeconomically disadvantaged Alaska Native students attending HCS. With this in mind, we (adults, clans, community, school) invest in OUR children by bringing our story to our community to continue our story. Each student continues our story. Success is a reflection of our community, our healthy happy, and strong community. Our children tell our story in their success, it is the story of each of us that strengthens them. Our strength is in our children. End of grant project objectives include: 1) increase the percentage of students achieving proficiency on Alaska Standards Based Assessment (SBA) in Math, Writing and Science by 20% over 2015 baseline; 2) annually, at least 8 students will complete Native Woodcarving Coursework; 3) annually, at least 13 students will meet the requirements for certification in one of the designated health career pathways; and 4) percentage of Native Alaska HCS graduates required to take remedial college courses in Math or Science by 3% annually.

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](#)



*All Children....rise easily
to the common level.
There the mass stop,
strong minds only ascend higher.
But raise the standard,
and by a spontaneous movement,
the mass will rise again and reach it.*

Horace Mann

***The Lingít People call this
'Lingít Tundatúani'***

(have a strong mind to do the right thing or know how to stand on your own two feet.)

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Quality of project personnel	24
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Need for Project

(i) The extent to which the project is informed by evidence of (1) the greatest barriers both in and out of school to the readiness of local Indian students for college and careers.

Hoonah is a rural, remote community of just 722 people (US Census Bureau 2013) on the isolated Chichagof Island in Southeast Alaska. The Island has the world's largest brown bear population, approximately three brown bears per square mile. Hoonah is the principal village for the Huna, a Tlingit group that has lived in the Glacier Bay and Icy Strait area for thousands of years. The village is accessible only by small plane or boat. Few businesses and services are on the island—just two small cafes, two little grocery stores, a fish processing operation, a police station, a summer tourist destination in an old cannery complex, one tiny marine hardware store, a boat harbor, school, city office, Post Office, Native corporation office, and a Forest Service office comprise the entire community of Hoonah. Three small airlines serve the Island (Fjord, Alaska Seaplanes, and Harris Air).

Like many isolated rural communities, the local economy has been decimated due to the demise of the once thriving timber industry, causing the population to decline from 760 in 2012 to 722 today. Commercial fishing—though the industry is just a shadow of its former self—is a primary source of employment for many local residents. US Census data (2013) shows that the average income of Hoonah Native households was just \$50,714 (compared to the state average of \$70,760) and the unemployment rate is nearly triple the rate for the rest of Alaska (16.4% versus 6.4%). More than 17% of Hoonah persons live in poverty (compared to just 9.9% for Alaska), the highest among all Southeast communities. A full one-third of Hoonah children live in poverty. Geographic isolation, alcohol and drug use, a high percentage of single parent households (25%), child abuse and neglect, domestic violence, poor nutrition, and poverty all hinder Hoonah's Alaska Native children from reaching their full potential. Yet despite persistent

socioeconomic problems, Hoonah remains a place of resiliency and sacred culture. The people of these lands have survived glaciers, devastating fires, other natural disasters, and the loss of their livelihood when their fishing grounds and timberlands were snatched away. Yet, despite these setbacks, the Tlingit language and culture survive and are held sacred. "The unique human culture that developed within this landscape is replete with stories, songs, artwork, regalia, place names, and personal names which inextricably tie clans and individuals to particular places ... Despite migrations away from homeland and periods of alienation, Huna Tlingit culture depends on an ongoing relationship to places of clan origin, epic battles, tragic and triumphant events, and resource gathering. The traditional knowledge associated with these places is considered an ethnographic resource utterly unique to Glacier Bay; it must be protected and preserved by partners like the National Park Service and the people who carry the culture, the Huna Tlingit."

Hoonah City Schools (HCS) serves a total of 115 students in grades K-12. Alaska Native students comprise 90% of the student population. The majority of our students live in poverty (75% free and reduced lunch) and about 31% have special needs. The elementary is a Title One school. As a rural, isolated, high-poverty community, Hoonah completely lacks community resources to support the educational, college- and career-readiness of our students. As such, HCS is one of the most vital resources in the community. However, due to our extraordinarily high poverty, geographic isolation and complete lack of community resources, HCS students are at a great disadvantage in comparison to their peers. Table 1 illustrates key academic indicators among our students and Alaska Native (A/N) students.

Table 1 Academic Achievement

AK Standards Based Assessment Junior/Senior High				
Subject	State target	School target	Percent proficient (all students)	A/N students proficient
Reading	83.83%	69.17%	55.17%	50.00%

Writing	79.17%	61.33%	48.28%	40.91%
Math	74.50%	55.17%	39.29%	33.00%
Science	57.00%	50.00%	20.00%	19.20%
AK Standards Based Assessment Elementary School				
Reading	83.83%	81.17%	85.71%	84.21%
Writing	79.17%	81.17%	75.00%	73.68%
Math	74.50%	70.42%	59.26%	61.11%
Science	57.00%	50.00%	40.00%	40.00%

As demonstrated in the table above, in nearly all cases, HCS **students are not meeting proficiency targets** and there are clearly serious academic deficiencies among sub-populations including Alaska Native students. Due to its small size and location, Hoonah does not have a community center or other agencies that offer youth programs beyond the regular school day or in the summer months. Opportunities for children, especially affordable activities beyond the duration the regular school day are nonexistent. Our students do not have access to the educational, cultural, college- and career-readiness resources available to students in larger communities. There are no museums, support organizations or cultural institutions to offer our students structured positive youth development activities. Outside of the school district, no other organizations offer academic support, or activities/programs that support college- and career-readiness. In order to access any of these types of resources our students must travel to Juneau, by boat or plane.

Community Needs Assessment: In Spring, 2016 HCS conducted a community assessment to gather feedback regarding career interests, as well as perceived barriers, opportunities and resources. We received approximately 65 responses. In terms of career interests, students **overwhelming indicated a desire to pursue health-related careers.** Among the 12 **Interests Grouped by Alaska Career Cluster Titles**, health-related careers scored number 1, with more

than double the responses of the next-highest category (16 versus 7). In addition, the assessment showed the following:

- ✓ **Perceived barriers:** Poor educational attainment (in core subject areas); few positive role models; no local vocational training opportunities; lack of knowledge/preparation about college; and limited knowledge and experience in Tlingit culture.
- ✓ **Local opportunities:** Education; natural resources; and work-study opportunities.
- ✓ **Local resources:** Unique culture; Tribal elders willing to work with young people; educational opportunities and a community committed to positive change

Demonstration Grant funds will provide the funding necessary to plan, develop, implement and sustain this desperately needed Career and Technical Education (CTE) initiative. Steep budget cuts at the state level have decimated HCS' annual budget. Persistently slumping oil prices and deep cutbacks in oil production and transportation through the Alaskan pipeline have created a major budget deficit for the State of Alaska. As a result, the state is burning through its two savings accounts daily due to the lost revenue. Oil prices plummeted to close to \$30 per barrel in March 2016. However, when legislators created the state budget, which funds the Base Student allocation, special education, vocational education, bilingual education, pre-school (Bright Beginnings) and early childhood education programs, the cost per barrel was hovering around \$110 per barrel. And although legislators had promised minimal decreases in education, this has not been the case. HCS' per-student budget has already been slashed by five percent (5%) and all funding for bilingual programs (including Tlingit Language), pre-school and early-childhood programs (both programs focused heavily on the Tlingit Language and culture) has been eliminated. As such, HCS students run the risk of losing their precious cultural heritage and may be 'left behind' without the skills and knowledge they need to compete in today's global

economy.

(2) Opportunities in the local community to support students

Despite being a small, isolated village, HCS has identified community-based opportunities to support our Alaska Native students in improving their academic, college- and career-readiness outcomes. These opportunities (resources) include: Huna Heritage Association (HHA); Hoonah Indian Association (HIA); Robert Service High School in Anchorage (will be a sister school); National Parks at Glacier Bay; and Hoonah Medical Clinic, operated by Southeast Alaska Regional Health Consortium (SEARHC), a non-profit tribal health consortium of 18 Native communities serving the health interests of the Tlingit, Haida, Tsimshian, and other Native people. SEARHC was established in 1975 under the provisions of the Indian Self-Determination Act. Memorandums of Understanding are included in the appendices.

Opportunities to support Alaska Native (Indian) students center upon coordinating efforts and leveraging resources through activities that take a holistic, community-based approach towards advancing academic, college- and career-readiness outcomes. Toward that end, change must be made at the foundational level, creating systemic change in the availability of opportunities and supports available to Hoonah youth in order to make a lasting impact. Specific opportunities to support our Alaska Native students include opportunities to improve their college- and career-readiness in the following areas: Native Wood Carving; and Health Careers Pathways, with an emphasis on Pre-Nursing (PN); Emergency Medical Technician (EMT); Medical Terminology (MT); and Certified Nursing Assistant (CNA).

- ✓ **Opportunity 1:** Providing structured, culturally-integrated career- readiness training and support to develop HCS' students' skills in Native Woodworking.
- ✓ **Opportunity 2:** Support improved academic outcomes in core subjects by providing, engaging, hands-on, project-based learning activities tied to individual student needs.

- ✓ **Opportunity 3:** Increase students’ college- and career-readiness through structured exposure to postsecondary educational opportunities and experiences focusing on high-growth career paths of Emergency Medical Technician (EMT); Certified Nursing Assistant (CNA) and Pre-nursing/EMT (medical terminology).

The community partners we have engaged, together represent such an opportunity, and with the support of **\$748,932 (year one)** in Indian Education Demonstration grant funds, HCS and its project partners will launch **Lingit Tundata'ani**, a comprehensive **Native Youth Community Project** comprised of academic supports and college readiness programming that will dramatically impact outcomes for high poverty, high risk Alaska Native youth in Hoonah, Alaska. This innovative project will demonstrate the effectiveness of services and programs to improve educational opportunities for Indian children. **Lingit Tundata'ani** is a four-year initiative that will capitalize on powerful local resources to redesign the foundations of our district’s approach towards ensuring the college- and career-readiness of our high poverty, high-need students. As a Native Youth Community Project, the proposed initiative addresses **the Absolute Priority**. In addition, it also addresses **Competitive Preference Priority 1** (serving a rural area); **Competitive Preference Priority 2** (documentation attached) and **Competitive Preference Priority 3** (HCS was awarded an Alaska Native Education grant in 2014).

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

Local policies, programs, practices, service providers and funding sources are below:

Table 2 Local resources

Organization	Programs (services provided)	Funding sources
Huna Heritage Association (HHA);	Both of these Indian Organizations will provide cultural professional development and culturally-appropriate training for youth in the art of Native	State and federal grants, donations

Hoonah Indian Association	Woodcarving	
Hoonah Medical Clinic	Health services; will provide students with job-shadowing opportunities and internships. The clinic is operated by Southeast Alaska Regional Health Consortium SEARHC	State and federal grants, patient services, donations
Robert Service High School in Anchorage	Will serve as a ‘sister school’ sharing information about best practices, specifically, its Project Follow the Leader project that focuses on medical career development for high school students. The school will be our mentor in helping our teachers establish a HOSA career Club (Health and Occupational Sciences Association) for students interested in the Health and Career Strand. HOSA hosts a large state conference where students learn from each other and have access to some of our nations top Health Science Post Secondary programs. An annual trip to the HOSA conference will be integrated into the college- and career-focused trips.	State and Federal funding
National Parks at Glacier Bay	HCS students visit the park each summer and can participate in employment and job-shadowing	Federal government

participating in this component will become archivists and Docents of Tlingit art, creating a new generation of cultural anthropologists, leaders and storytellers to preserve the rich tapestry that comprises the Tlingit culture. These cultural components will be integrated into the KHOO student-led Tlingit Culture radio component described later in this proposal.

- ✓ **Health Career Pathways:** Our approach towards ensuring that students are equipped with the skills and knowledge they require to pursue their desired health career pathway will also be hands-on, interactive and project-based experiential learning activities. To ensure that students engage in hands-on, project-based, active learning, at least one-half of the classroom time will be spent onsite at the Medical Clinic. These experiences will give students the opportunity to participate in activities such as job-shadowing and other hands-on learning experiences.

Scientific evidence supporting the approach: Numerous studiesⁱ have shown this "hands-on" approach to be an effective means of engaging studentsⁱⁱ. Additionally, our curriculum approach will also be aligned to the States' Career Clusters Initiative (SCCI), which is an initiative established under the National Career Technical Education Foundation (NCTEF) to provide Career Clusters as a tool for seamless transition from education to career. SCCI outlines essential cluster knowledge and skills that students should master. These include: academic foundation; communications; problem solving and critical thinking; information technology applications; systems; safety, health and environment; leadership and teamwork; ethics and legal responsibilities; employability and career development; and technical skills.

Professional development: To ensure that HCS personnel are fully knowledgeable about the latest evidence-based strategies for providing effective culturally-focused career and technical education for Alaska Native students, our project incorporates an extensive professional

development and training component. Each year, all individuals involved in the project will participate in a minimum of 20 hours of professional development and training relating to research-based practices relating to culturally responsive pedagogy and practices in CTE. Culturally responsive teaching uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students. Educators and program personnel will gain knowledge and skills that enable them to deliver rigorous CTE content while respecting and celebrating the unique Alaska Native cultural heritage of the students in the program. The students own cultural experiences are also acknowledged and respected, which generates active dialogue and increased classroom participation. **Scientific evidence supporting the approach:** There is a growing body of evidence documenting the positive impact quality, ongoing professional development can have on student academic performance. For instance, a 2007 study commissioned by the U.S. Department of Education and undertaken by the National Center of Education Evaluation and Regional Assistance Institute of Education Sciencesⁱⁱⁱ found that consistent, evidence-based professional development (on average, 49 hours per year) for teachers can boost student academic achievement by 21 points.

Off-site college and career readiness activities: Each year, high school students will have an opportunity to visit a college campus of their choice (as a group). Selections regarding which campuses to visit will be made (by students) at the start of each school year.

Scientific evidence supporting the approach: Structured, purposeful college site visits have been identified by the **What Works Clearinghouse**^{iv} as an evidence-based best practice for encouraging high school students to pursue postsecondary educational opportunities.

Aat/Tláawk (Aunties) and Saani/Káak (Uncles): As noted in the needs assessment, lack of

local supports and resources was cited as a critical barrier to the success of Hoonah youth. Additionally, our youth face the loss of their rich cultural heritage. To simultaneously address both of the needs, the project approach includes integration of **Aat/Tláawk (Aunties) and Saani/Káak (Uncles)**. These are Tribal members well-versed in the rich tapestry that comprises the Tlingit culture and heritage. To support students on their pathways to lifelong success, students will be paired with an Aunty or an Uncle, who will serve as a steady, ongoing, positive role model and person to whom youth can reach out to for support and guidance. All Aunties and Uncles must pass a thorough background check and fingerprinting before working with the children. **Scientific evidence supporting the approach:** A great deal of research^v supports the efficacy of culturally-focused positive role models for youth—particularly those who are risk of disenfranchisement. A 2009 National Institutes of Health (NIH) study found that culturally similar role models had protective effects on externalizing and internalizing behaviors and compensatory effects on school outcomes. Collectively, the findings indicate that role models can contribute to the resilience of adolescents, particularly those who are exposed to negative non-parental adult behavior.

Professional Learning Community (PLC): HCS teachers will form a PLC, integrating ongoing professional development activities into their regular routine and creating new opportunities to continue professional growth. At least one structured training event will take place each quarter, with a focus on effective methods to raise test scores in underprivileged schools with high percentages of Native American students and increasing capacity to provide CTE to these students. The Hoonah Heritage Foundation will provide instruction on effective strategies for integrating Native Language and Culture into classroom learning. The Superintendent will lead the PLC and ensure that participants have adequate time to participate.

Teachers will model and peer-critique new teaching strategies, explore cutting-edge educational research reported for similar student populations, and share successes and challenges in a mutually supportive environment. Ongoing training in effective strategies will improve classroom instruction, and result in long-term impact for students. **Scientific evidence supporting the approach:** Research shows¹ that the establishment and maintenance of Professional Learning Communities is a critical element to the sustainable success of schools serving Native American students.² PLCs in these schools enable educators to effectively integrate Native culture and language into classroom learning while also increasing collaboration.

Family Engagement: Each month, HCS will host a family engagement event that will educate and empower parents and guardians to support their children’s educational, college- and career-focused success. These fun, engaging events will include both education and Native Tlingit Culture. **Scientific evidence supporting the approach:** The Harvard Family Research Project^{vi} identifies several empirical studies that quantify the intrinsic value that increased family engagement has on students’ academic outcomes. Increased parental involvement also has a positive impact on students’ propensity to pursue postsecondary education. For instance, Harvard indicated that students in middle childhood and continuing through adolescence consistently report that their parents, especially mothers, are central to their decision to pursue college and more important, staying on track to college.

Mentoring: Hoonah has a small **Big Brothers & Big Sisters** organization that is slowly beginning to take root. Through this initiative, we will work with **Big Brothers and Big Sisters** to recruit and train a minimum of five mentors (between the ages of 18 and 30) each year. Each

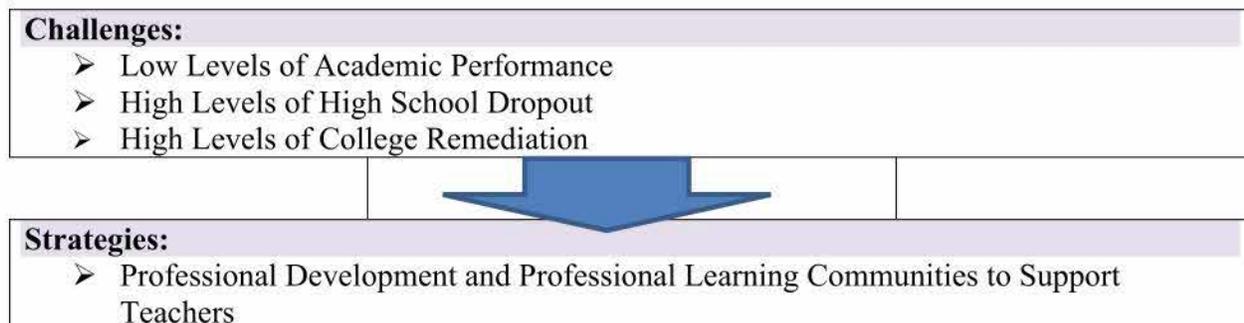
¹ <http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf>

² Tribes Learning Community. <http://tribes.com/about/professional-learning-communities/>

mentor will be paired with 3-4 youth with whom he or she will build a mentor-protégé relationship. Mentors will maintain weekly contact with each protégé, meeting in person at least twice each month. Mentors will maintain weekly logs documenting communication with each protégé. All mentors will have to pass a thorough background check (to include fingerprinting) and will be required to participate in all training sessions prior to working with youth. **Scientific evidence supporting the approach:** A meta-analysis of 73 peer-reviewed studies^{vii} support the effectiveness of mentoring for improving outcomes across behavioral, social, emotional, and academic domains of young people’s development. The most common pattern of benefits is for mentored youth to exhibit positive gains on outcome measures while non-mentored youth exhibit declines. Overall, the studies showed that mentoring as an intervention strategy has the capacity to serve both promotion and prevention aims. Programs also show evidence of being able to affect multiple domains of youth functioning simultaneously and to improve selected outcomes of policy interest (e.g., academic achievement test scores). From a developmental standpoint, benefits of participation in mentoring programs are apparent from early childhood to adolescence and thus not confined to a particular stage of development.

As demonstrated by the logic model below and the subsequent discussion, the project is based on elements of strong theory.

Figure 2 Logic Model



- Targeted Instruction Based on Individual Need
- Ongoing Assessments to Inform Instruction / Identify Students Needing Support
- New Focus on College and Career Preparation Through Site Visits and Job Shadowing Opportunities
- New Opportunities for Immersion in Tlingit Language and Culture



Short-Term Outcomes:

- ⊛ Student Mastery of Academic Subjects
- ⊛ Increased Presence of Tlingit Language and Culture Within School and the Community
- ⊛ Increased Numbers of Students Prepared for College / Career



Long-Term Outcomes:

- ⊛ Improved Academic Performance
- ⊛ Reduced Dropout Rates
- ⊛ Increased College Enrollment Rates
- ⊛ Decreased College Remediation Rates

Discussion of Strong Theory: In terms of strong theory, a large and growing body of research from diverse cultural-linguistic settings documents the academic benefits of approaches that systematically include home and community language and cultural practices as integral to the school curriculum. In the most comprehensive review to date of the research on improving Native American/Alaska Native students’ academic performance, William Demmert, the first deputy commissioner for the U.S. Office of Indian education, noted the importance of Native language and cultural programs “in motivating students, promoting a positive sense of identity and self, stimulating positive attitudes about school and others...and supporting improved academic performance.”^{viii}

Tlingit Culture Infusion: This culturally-focused approach is grounded in research. One of the first large-scale studies to look at how culturally based education influences academic performance was published by Education Northwest in 2003.^{ix} They identified six critical elements associated with Native American student success for American Indian, Alaska Native, and Native Hawaiian students. The elements include the recognition and use of heritage

languages; pedagogy that stresses traditional cultural characteristics and adult-child interactions; pedagogy in which teaching strategies are congruent with the traditional culture, as well as contemporary ways of knowing and learning; curriculum based on traditional culture that places the education of young children in a contemporary context; strong Native community participation in the planning and operation of school activities; and knowledge and use of the social and political mores of the community. A recent review (2011) found strong empirical evidence that cultural connections enhance students' academic and behavioral outcomes.^x

Off-site college- and career-readiness activities: These exciting travel events will connect HCS students to college and career opportunities outside of Hoonah. In these once-per year annual trips, we will focus on college- and career-readiness by taking students to see vocational opportunities and have them go to a job fair so they can see what real life employers are looking for in employees. We will also focus on college opportunities and careers available for all students. We will tailor the trip to individual needs of our students and incorporate visits with counselors or other professionals that will assist them in the application process to colleges or trade schools. At the start of each school year, students will determine which college campuses to visit.

Visits to college campuses will mirror real-world college experiences. While on campus, Hoonah students will have the opportunity to interact with students, teachers and faculty members. They will also be able to sit in on actual courses, learn about scholarships and financial aid, discover learning resources, and visit dorms and other areas of the campus that will introduce them to the world of postsecondary education. This will not only spark students' interest in college but open them to the endless opportunities a college education can provide by interacting with college students from similar backgrounds. In a 2014 report, these types of site visits were

cited by the White House as promising practices.^{xi} The Project Director will complete all travel reservations, acquire all parental permission forms, schedule meals and boarding itineraries, and coordinate with consortium members to plan activities.

Additionally, work-based learning activities such as job shadowing have been shown to improve students' self-esteem, to teach and reinforce basic academic and technical skills, to promote an understanding of workplace culture and expectations, and to develop a network for future job searches. Such experiences also serve to expose students to work and career options that would otherwise be unknown to them. This is especially critical to youth with disabilities for whom the exposure to the range of career options is often very limited. Further, these experiences serve as opportunities to identify the particular workplace supports that youth with disabilities may require as they pursue later employment and career prospects. Students who participate in these types of work-based experiences can: identify career interests, skills, and abilities; explore career goals; identify on-the-job support needs; gain an understanding of employer expectations; develop an understanding of the link between school and work; gain work experience, generally connected to a specific job function; and develop an understanding of the workplace and the connection between learning and earning.

(iii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable

Lingit Tundata'ani is grounded in three principles: Wudinaak (Prepare Yourself); Haa too yéi yatee (It is inside of us); At.óow (Precious, Clan strength, Story); and Lingít Tundatáani (Being a whole human). The goal of this project is to utilize these guiding principles to support improved academic achievement and increased college- and career-readiness of socioeconomically disadvantaged Alaska Native students attending HCS. With this in mind, we (adults, clans, community, school) invest in OUR children by bringing our story to

our community to continue our story. Each student continues our story. Success is a reflection of our community, our healthy happy, and strong community. Our children tell our story in their success, it is the story of each of us that strengthens them. Our strength is in our children. Project objectives include:

Table 4 Project objectives and benchmarks

Objective 1: By the end of the project period, increase the percentage of students achieving proficiency on Alaska Standards Based Assessment (SBA) in Math, Writing and Science by 20% over 2015 baseline				
Need addressed: <i>The academic performance of our students is lagging behind that of their peers in other school districts;</i>	Benchmarks			
	Year 1	Year 2	Year 3	Year 4
Increase in % of students achieving proficiency in Math	5%	12%	18%	20%
Increase in % of students achieving proficiency in Writing	5%	12%	18%	20%
Increase in % of students achieving proficiency in Science	5%	12%	18%	20%
Objective 2: Each year, at least 8 students will complete Native Woodcarving Coursework				
Need addressed: <i>Students need local career opportunities</i>	Benchmarks			
	Year 1	Year 2	Year 3	Year 4
Number of students successfully completing	8	9	12	14
Objective 3: Annually, at least 13 students will meet the requirements for certification in one of the designated health career pathways				

Need addressed: <i>Students need local and national career opportunities</i>	Benchmarks			
	Year 1	Year 2	Year 3	Year 4
Number of students successfully completing	13	15	18	20
Objective 4: Decrease percentage of Native Alaska HCS graduates required to take remedial college courses in Math or Science by 3% annually				
Need addressed: <i>Students are not adequately prepared to pursue postsecondary learning</i>	Benchmarks (baseline = 55%)			
	Year 1	Year 2	Year 3	Year 4
Percentage of students requiring remedial college courses	52%	49%	46%	43%

HCS understands that under the Government Performance and Results Act (GPRA), the following performance indicators have been established to evaluate the overall effectiveness of the Program: 1) the percentage of the annual measurable objectives, as described in the applications, that are met by the project; and 2) the percentage increase in community collaborative efforts that promote college and career readiness of Indian children. The data collection and evaluation reporting strategies described in the Evaluation Section will monitor and report attainment of these GPRA objectives.

(iv) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

As noted, in order to design a responsive program, the **Lingit Tundata'ani Advisory Council** conducted an extensive needs assessment and resource analysis to determine the most pressing needs of our students and their families. Multiple sources of data, including behavioral data, report card and classroom scores, student surveys, and parent surveys were considered. The **Advisory Council** is comprised of administrators, teachers, and student and parent volunteers. The Council determined the project activities that would best meet established

needs—while also taking into consideration available community resources—and will continue to meet at least once each quarter to assess movement towards project goals. Should **Quarterly Progress Reports (QPRs)** indicate that sufficient progress is not being made and student needs are not being met, the Team will suggest project modifications to ensure achievement of program outcomes and objectives. With this in mind, the project was designed to be fully sustainable, maximizing the efficiency of mental health staff and providing the real-time data necessary to overcome identified barriers that hold our children back. The degree to which the project addresses the needs (barriers) of the target population is outlined in the following table.

Table 5 How the project addresses barriers

Barrier	How the project addresses the barrier
Academic failure and limited knowledge of Tlingit culture	✓ Structured, targeted, Tlingit Language-infused academic, and cultural support activities. The Hoonah Heritage Association and Hoonah Indian Association will provide training and instruction for HCS teachers about strategies for integrating Native Tlingit culture into classroom academic activities, particularly those that focus on core subject areas of reading, math and science. Through these approaches, students will learn through real-world, culturally-relevant stories and examples that apply classroom knowledge to their day-to-day lives. Professional development and training will occur quarterly (half-day sessions). To further ensure a culturally responsive approach to professional development, we will use PASSAGES, an ANEP (Alaska Native Education Program) grant that HCS is involved with, working in Partnership with seven other districts and headed by the South East Regional Resource Center (SERRC). This

	<p>grant builds on Alaska Culturally Responsive Teaching Standards, all of which will be integrated into our professional development approach.</p> <p>✓ Monthly family engagement activities will educate parents on effective strategies for supporting their children’s education. The monthly events will be infused with the Tlingit culture and will include activities that are not only educational, but fun for the whole family as well. An example of an education-focused event includes: an introduction to the project (15 minutes); interactive presentations about student learning or college-readiness (15 minutes); question and answer period (15 minutes); discussions, workshops and family activities such as reading, math and others (30 minutes); cultural activities (e.g., Native Tlingit songs, music and dance); and a closing question and answer period (15 minutes). These events will not only provide opportunities for parents to learn about what is happening with their children, but will also offer support for parents as well. During this time the parents will learn about a variety of evidence-based techniques for helping their children to improve their academic achievement, college- and career-readiness. The theme of the events will vary from month-to-month based on participant input and feedback.</p>
<p>Loss of culture or limited knowledge of Tlingit culture</p>	<p>✓ Culturally-focused professional development: HCS will work with Hoonah Heritage Foundation and Tlingit Elders to provide professional development and training for HCS teachers such that they may infuse Native Culture into classroom teaching.</p>

	<ul style="list-style-type: none"> ✓ Monthly in-class Tlingit Cultural activities: Each month, we will have in-class presentations featuring Native Tlingit Culture activities such as song, dance, music-making, weaving, etc. Students will listen to stories about their rich cultural heritage and have opportunities to engage with Tribal Elders in an intimate, engaging classroom setting. ✓ KHOO Radio Station: The local radio station (KHOO) no longer features live broadcasting. Rather, it rebroadcasts content from other radio stations via a computerized loop. Through this project, students will have the opportunity to revitalize the radio station by presenting live broadcasts that focus on topics of importance to our students. Tlingit Culture will be a strong focus of the broadcasts. Students will create the content and broadcast it from HCS.
Lack of positive role models	<ul style="list-style-type: none"> ✓ Each student participating in the project will be paired with either an Aunty or an Uncle who will serve a culturally similar guide and positive role model. The Aunties and Uncles will impart traditional Tlingit cultural values while provide guidance and support for youth. Aunties and Uncles will meet with their individual youth in one-on-one sessions at least twice per month. Aunties and Uncles will have to pass thorough background checks (and fingerprinting) prior to working with the youth. ✓ In addition, as noted elsewhere, local youth and adults between the ages of 18 and 30 will serve as mentors for program youth. Each trained adult will mentor between 3-5 program youth, maintaining weekly contact and meeting with them in-person at least twice each month.

<p>Lack of college- and career readiness</p>	<ul style="list-style-type: none"> ✓ Off-site college campus and vocational training-focused visits (described below) ✓ In-school college and career readiness discussions through which students will learn about topics including (but not limited to): applying for college; how to search and apply for college grants and scholarships; SAT test preparation; and other topics to be determined by the Advisory Council. ✓ Each student participating in the project will prepare a Student Success Portfolio that he or she will take on his or her college visit. This will include everything required for the student to apply for college after the visit including forms and templates (e.g., FAFSA, letter of recommendation, etc.).
<p>Lack of vocational training opportunities</p>	<ul style="list-style-type: none"> ✓ The project will provide structured career pathways that integrate Native culture components and provide off-site job shadowing opportunities and experiences. Vocational career training educational and learning opportunities will include: Native Wood Carving; and Health Careers Pathways, with an emphasis on Pre-Nursing (PN); Emergency Medical Technician (EMT); Medical Terminology (MT); and Certified Nursing Assistant (CAN). Classes will be held twice-weekly at HCS (one hour per class) with a weekly one-hour opportunity for hands-on learning (woodcarving with Native Elders or at the Health Center, depending on chosen pathway).

(v) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The proposed program includes the active collaboration and contribution of key project partners: Huna Heritage Association (HHA); Robert Service High School in Anchorage (will be a sister school); National Parks at Glacier Bay; and Hoonah Medical Clinic, operated by Southeast Alaska Regional Health Consortium (SEARHC), which is a non-profit tribal health consortium of 18 Native communities serving the health interests of the Tlingit, Haida, Tsimshian, and other Native people. A signed Memorandum of Understanding is included in the appendices.

Quality of Project Personnel

In accordance with section 7(b) of the Indian Self-Determination and Education Assistance Act, HCS will give hiring preference to Native Alaskan applicants. Additionally, HCS is an equal opportunity employer, and supports a policy of non-discrimination. Mentors, tutors, teachers, and adult role models that have overcome barriers similar to those that the students they serve are facing, are frequently able to make a stronger connection and promote a more lasting impact. To this end, HCS encourages applications from local professionals with an Alaska Native or low-income background – a policy that further supports our commitment to hiring individuals that exemplify the qualities that are promoted among students, including overcoming poverty, pursuing higher education, and giving back to the community. HCS’ hiring policies will comply with section 7(b) of the Indian Self-Determination and Education Assistance Act. When recruiting staff and volunteers for project positions, HCS administrators will describe in detail the purpose and objectives of the initiative, including challenges, barriers, and gaps in services that are targeted through planned programming. Applicants for positions that come from areas beyond Hoonah will also be considered for the project as appropriate, with the

understanding that new faces diversify the community, refresh programming, and bring new ideas that enrich all involved.

(i) The qualifications, including relevant training and experience, of the project director or principal investigator

Heather Powell will serve as Project Director, dedicating approximately 50% (.50 FTE) effort towards these activities. Heather is pursuing her B.A. in Business Administration and is sufficiently skilled and qualified to fulfill her roles and responsibilities necessary to achieve the program goals and objectives. She is currently Director of Haa Kusteeyí Áyá at Hoonah City Schools and is the ANEP Grant Manager/Lingít Language Teacher. Her roles and responsibilities in this position include:

- ✓ Plan, Direct, Coordinate activities of Haa Kusteeyí Áyá ANEP Grant. Cultural Aligned Learning(CAL), as well as cultural programming and activities throughout the Hoonah City Schools. Including, Traditional ecological knowledge, language, and cultural programming, Lingít language instruction for grades PreK-12. Curriculum building with culturally focused standard aligned learning of traditional values, knowledge and Lingít language, song ,dance and drum instruction.Teaching placed based learning, supporting local community partnership, and fostering Lingít Tundataaní within all works. Responsible for overall project coordination, grant evaluation, weekly, quarterly and annual grant reports, as well oversight of all Project procedures and operational goals with all community partners and advisory committee. Project management, grant reporting, personnel supervision, grant research, proposal, and oversight of financial and budget, as well as project strategic planning.

A resume is attached.

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

HCS intends to hire one full-time Aat/Tláawk (Aunty) and one full-time Saaní/Káak (Uncle)

– job descriptions are attached. Minimum qualifications for this position include:

- ✓ Pass background check and fingerprinting
- ✓ Be Native Tlingit
- ✓ Demonstrate familiarity with Tlingit Language, Culture and Traditions
- ✓ Prior experience working with youth is desirable

(iii) Capacity to improve outcomes

HCS (organizationally) and district personnel are fully qualified and capable of ensuring attainment of project goals, objectives and outcomes. For instance, the combined capacity to improve outcomes that are relevant to this project is demonstrated through an Alaska Native Education Program (ANEP) grant in 2012. The purpose of this grant was to activate a district-wide project building on a previous ANEP grant which focused on improving the literacy skills and social emotional health of students, and, in the process, instilling cultural pride and knowledge of their history, land, language and traditional art forms. The crucial role of parents in supporting their children and youth is also a chief component of this grant. The inter-related goals of the Hoonah Comprehensive Literacy Project are to: (1) Increase the reading, writing and vocabulary levels of Native students that will help them be successful in all academic areas; (2) Expand social and emotional skills of Native students, helping them be successful; (3) Increase the skills of parents to support children in the development of literacy, social and emotional skills and traditional cultural knowledge; and (4) Increase and enrich cultural literacy and place based knowledge of Native students. Year Three of this project (as in previous years) is on track with activities outlined in the original Management Plan.

Adequacy of Resources

(i) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project

As evidence in the attached memorandums of understanding (MOUs), our project partners have **committed to providing more than \$60,000 per year in contributions over four years.**

Information regarding the collaboration of project partners is provided below.

Table 6 Resource contributions

Partner	Resource contribution
Hoonah City Schools	Serve as lead agent and fiscal agent for the project, providing administrative oversight and qualified personnel to ensure the project’s success. The district will also provide other resources include classroom space, classroom supplies, access to computer labs, student transportation as well as other resources necessary to carry out the project activities described herein
Huna Heritage Association (HHA) and Hoonah Indian Association	Is taking a leadership role in ensuring that all project activities are carried out in a manner that embraces the Tlingit cultural values. Will work with program personnel and students; will provide woodcarving instructors (Average 20 hours per month x \$25 per hour x 5 persons each month = \$30,000 per year)
Robert Service High School	Is serving as a ‘sister school’ and as such, is a role model for HCS. Is providing guidance and support to the HCS program (Average 10 hours per month x \$25 per hour = \$3,000 per year)
National Parks at Glacier Bay	Will provide summer internship, job-shadowing and employment opportunities for Hoonah youth (Valued at \$1,500 per student x 5 students = \$7,500)
SEARHC	Will provide job-shadowing and internship opportunities for students (Valued at \$1,500 per student x 13 students = \$19,500)

Additionally, HCS and its partners are committed to ensuring equal access to project activities for all students, regardless of background, educational level, special need or disability

and will tailor all activities to ensure full inclusion. Educational activities will be tailored according to each student's Individual Education Plan (IEP), which ensures a fully inclusive learning environment wherein activities are modified such that all students are able to equally participate. Additionally, HCS will utilize the *Effective Teaching Practices for Students in Inclusive Classrooms* model to ensure that the needs of all students are met and that all students are engaged in programming. HCS provides training on this model, which was developed by the College of William and Mary School of Education.

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

We have developed a budget that is appropriate to support our project while accounting for all activities necessary for success and remaining within the parameters of the program. Each year, the project will serve approximately 115 students. The direct per-student cost, per year is approximately \$5,507 per student. Given the extraordinarily isolation and remoteness of our location---combined with the proposed program objectives—we feel this cost is reasonable for the scope of our project. Moreover, we feel that we have outlined an approach that will readily be sustainable beyond the Federal funding period. The majority of our project budget is directed towards activities that increase our capacity to sustain project activities beyond the federally-funded project period. This includes contracting with a highly qualified professional outside evaluation firm that will provide accurate, objective assessment of our progress towards achieving our stated goals. In addition, the evaluator will work with the project team in ensuring the sustainability of this important initiative.

Quality of the Management Plan

i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Heather Powell will serve as Project Director, reporting directly to the Superintendent. The

Project Director will devote approximately 50% effort towards project activities, overseeing and managing day-to-day implementation of the program. As indicated in the attached job description, the Project Director will be required to be sufficiently qualified and experienced to ensure consistent delivery of high-quality products and services throughout the grant-funded project period and beyond. A multidisciplinary **Advisory Council** that will support the Project Director and guide implementation, providing valuable feedback and input to further ensure consistent delivery of the highest quality products and services. The **Advisory Council** is comprised of the school administrators, all project personnel, teachers, parents (at least two at any time), students (two) and representatives from community partners (Hoonah Heritage Foundation and SEARHC –both of which are Alaska Native organizations). The **Advisory Council** will serve in an advisory capacity, reviewing Quarterly Progress Reports (QPRs) and other performance feedback, providing suggestions for refining, strengthening and improving the project approach as appropriate. Additionally, the Action Team will utilize the QPRs to monitor movement towards benchmarks, track student impact on a variety of levels (including social, behavioral, academic, etc.) as well as teacher satisfaction and growth. The **Advisory Council** will meet quarterly.

The project management structure outlined below, along with the support of the Action Team and continuous improvement mechanisms such as the Quarterly Progress Reports (QPRs) are sufficient and appropriate to ensure that the project delivers high quality services and achieves its intended goals and objectives. Project management structure is shown below.

Table 7 Project Management Structure

Project Management Structure		
Title	Project role	Time commitment

Project Director	Oversee implementation; ensure that all project activities are carried out on-time, as specified and within the outlined budget; ensure compliance with program – job description attached	50% (.50 FTE)
Aunties and Uncles	To provide culturally-relevant support and guidance for students	100% each (2 FTE)
Teachers	Participate in professional development; implement math- and science-focused activities	20% (.20 FTE)
Superintendent	Provide executive-level leadership and guidance	10% (.10 FTE)
Business Manager	Provide fiscal oversight, prepare budgets and expenditure reports	5% (.05 FTE)
Grant Manager	Ensure compliance with all grant program requirements	5% (.05 FTE)
Evaluator	Monitor attainment of goals, objectives and outcomes, lead a process of continuous improvement	Contractual
Data Collection Specialist	Will work with evaluator and project team to ensure ongoing collection of valid, reliable and relevant program data	Contractual

A proposed project timeline is below.

Table 8 Project Timeline

Date	Activities	Milestones
Quarter one	Advisory Council (AC) assemblies;	AC roles, responsibilities and expectations are clarified; schedules (meeting schedules, professional development schedules, etc.) and evaluation plan finalized; evaluation baselines set; positions filled

	position posted; evaluator meeting	– background checks completed; initial training for project personnel is complete; supplies, materials and curriculum acquired; first professional development begins; Professional Learning Community (PLC) is established; academic support sessions begin; quarterly report prepared/submitted (reports are submitted quarterly throughout the project period); Responsible party = Superintendent, Project Director (PD); AC
Quarter two	Team meets; activities begin	Professional development continues; evaluation baselines set; Responsible party = PD; AC
Quarter three	Team meets; program continues; evaluation progresses	Professional development assessment data and feedback is reviewed; AC discusses strategies for using information gathered to refine, strengthen and improve the project approach; professional development continues; off-site college- and career-readiness events take place; job shadowing; PLC meetings continue; year two project activities are agreed-upon and planned; Responsible party = PD; AC
Quarter four	Team meets	AC reviews preliminary student assessment data and feedback; team develops strategies to refine, strengthen and improve project approach based on data; sustainability plan is reviewed and approved; PD continues; PLC meetings continue; annual progress report is submitted: Responsible party = PD; AC
Project activities in years two, three and four will mirror those in year one and will include 20		

hours of professional development per year; off-site college- and career-readiness activities; job shadowing; preparation of monthly project summaries and quarterly progress reports; development of Lessons Learned document; and an ongoing process of continuous improvement.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project

HCS Superintendent and key project personnel will review performance feedback on a monthly basis, taking note of trends revealed through data analysis. Should any deficiencies be noted, the Project Director will place the item (or items) on the agenda for discussion at the next **Advisory Council** meeting. The **Council** will review this information, along with feedback obtained from the QPRs to refine, strengthen and improve the project approach as appropriate.

(iii) The extent to which Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities

Ongoing, meaningful involvement of Alaska Native (Indian) tribal organizations and parents of HCS students is an integral element of the project approach. The involvement of Tribal organization and parents of participating students in the planning, design and implementation of the project is facilitated through the **Advisory Council**, which receives monthly updates from the Project Director and meets quarterly (school-based members of the **Council** meet monthly). The **Council** was active in carrying out the needs assessment process as well as in the determination of program design. Moving forward, the **Council** will continually review performance feedback for the purpose of ensuring an ongoing process of continuous improvement.

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

All of the project activities are designed to sustainably build HCS' capacity to carry on the project for years to come. First, all project partnerships will continue beyond the four-year grant period. As such, Demonstration Grant funds will provide the initial capital necessary to launch

the project activities, after which the district will be in a strong position to sustain them beyond the grant-funded project period. Professional development and training will ensure that our educators have the skills and knowledge they need to continue to present project activities after the grant period ends. A resource library will be created to ensure that new teachers are able to access the training tools provided through the professional development and training.

Quality of the Project Evaluation

(i) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

HCS intends to utilize the services of an external evaluator with experience in A/N grant evaluation to conduct all project monitoring activities. The proposed evaluator is Thomas W. Sileo, PhD (CV attached), who has conducted several grant evaluations focused on improving social, behavioral, educational, college and career outcomes among socioeconomically disadvantaged Alaska Native youth. The evaluator will utilize a Data Collection Specialist to ensure that all data is collected with fidelity. The evaluator will create Quarterly Progress Reports (QPRs), to be submitted to the Action Team, which will utilize this real-time data to make informed decisions about modifications to the programmatic approach that may be necessary to promote attainment of stated goals and objectives.

Our evaluation plan is based on a continuous improvement model that includes defining goals, ongoing monitoring, and timely adjustments as appropriate. The evaluation approach includes the following: Program Management: Monitors the routines of program operation. Tracks participant characteristics, programming, allocation of staff, costs, etc., and assists in making short-term corrections and planning for the future; Staying on Track: Ensures that the project stays focused on goals, objectives and outcomes and collects in-depth qualitative data to increase understanding of Project service delivery success and problems; Efficiency: Analyze service delivery to enhance coordination of the programs and services, lowers the cost of services;

Accountability: Produces evidence of program effects for internal and external audiences and provides evidence of cost-effectiveness of the project; and Sustainability: Provides evidence to partners (i.e. school officials, school board members, stakeholders, etc.) that the program is effective and merits continued investment. A process evaluation will ensure programming is implemented with fidelity to the original design. The evaluation plan will provide accurate and continually updated data so that stakeholders can better see where the project started, what is being accomplished, and what needs to change--if anything-- in order to best meet the needs of students and achieve the mission and goals of the program. At the start of the program, a detailed evaluation plan will be finalized, with schedules, roles and responsibilities clarified and agreed-upon. All participating teachers will prepare weekly summary reports (**WSRs**) summarizing the week's activities. The Project Director will meet with key program staff regularly to review and discuss these reports (informal data exchange). QPRs will summarize project progress while reporting on key challenges, successes and lessons learned.

Quantitative data will be gathered quarterly in accordance with pre-determined testing schedules (teachers will collect data under the guidance of the Data Collection Specialist). **Objective 1:** AK Standards Based Assessment (SBA); **Objective 2:** Annual stakeholder survey; **Objective 3:** Annual stakeholder survey; **Objective 4:** Student records; **GPRA 1:** QPRs; and **GPRA 2:** Annual stakeholder survey.

Data will be analyzed using the STATA Data Analysis and Statistical Software program or similar and be reported using descriptive statistics (numerical counts or frequencies, percentages, measures of central tendency and measure of variability). Qualitative data will be analyzed using an inductive approach, which will allow the evaluator to: (a) condense the raw textual data into a brief, summary format; (b) establish clear links between the evaluation and the summary findings

derived from the raw data; and (c) develop a framework of the underlying structure of experiences or processes that are evident in the raw data. Data will be made available and shared with Department of Education personnel, district and program personnel and the full **Council** quarterly. To gather qualitative feedback, the evaluator will administer an annual survey that gathers stakeholder (e.g., students, teachers, school administrators, parents, community partners) feedback across multiple dimensions (e.g., perceptions of program's impact, changes in student behaviors and outlook, perceived increase in protective factors and accompanying decrease in risk factors relating to risky behavior and substance abuse, intent to pursue postsecondary education, college- and career-readiness perceptions, perceptions of family support, level of involvement among families).

Summative evaluation methods will address project implementation and consequent changes in youth outcomes regarding student behavior and academic achievement objectives. Key summative evaluation questions are: *a*) Is the project achieving its objectives and performance targets? and, *b*) What is the project's impact on student behavior, attitudes and academic achievement? Summative evaluation will examine the impact of the project on: academic achievement; behavioral factors; aspirational and future success-related factors; and intent to pursue postsecondary education. Summative evaluation reports will be submitted to the project partners, and evaluation data and results will be included in year-end reports to the DOE.

A key part of our strategy will be to document our approach in order that others may replicate our results. To that end, we will create and disseminate a 'lessons learned' document for dissemination (on our website and at conferences). This will be accomplished through development and dissemination of a "Lessons Learned" document that will summarize evaluation results over the 48-month project period and provide the following information: 1) an

introduction, providing the context and justification for the practice while outlining the key issues; 2) a discussion of the problem being addressed including the affected population and how the problem is impacting them; 3) a description of the implementation approach, identifying the main activities carried out, when and where the activities were carried out and identification of key implementers and collaborators; 4) overview of outputs and outcomes including identification of concrete results achieved (SWOT analysis); 5) a discussion of lessons learned including what worked well, what didn't work); and 6) a conclusion (who benefited the most and the least from the project, an explanation of what revisions, improvements, or enhancements project leadership would make to increase the value of the project in the future; and ideas about how similar projects could be more cost effective. The finished document (PDF and CD) will serve as a model that can be utilized by other schools and school districts interested in replicating our approach. The Project Director will present the project at state and national education conferences such as those presented by the National Indian Education Association, Alaska Native Knowledge Network, or the Alaska Native Educator Association. At these forums, the Project Director will be able work with/train principals and administrators from schools in other rural Alaska communities regarding replication of our model program to benefit their students.

As an exceptionally rural, geographically isolated community, HCS has an almost complete lack of community resources that are commonly found in larger, less-isolated Native communities throughout the United States and indeed—Alaska. As such, our youth face critical disadvantages that threaten to leave them behind socially, economically, culturally and educationally. Outside Federal funding is absolutely essential to launching this important and desperately need initiative. Without these funds, Hoonah students will continue to struggle and fall further and further behind their peers in other parts of Alaska and the U.S.

Other Attachment File(s)

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Defined geographic area:

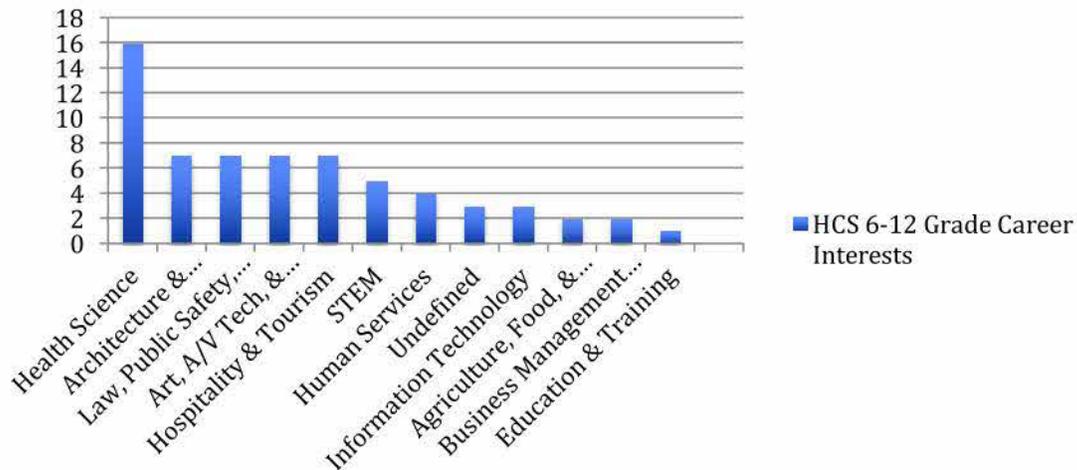
Lingit Tundata'ani will serve a defined geographic area – students living in the town of



Hoonah (Alaska), which is a rural, remote community of just 722 people on Chichagof Island. Specifically, the project will serve Alaska Native students attending Hoonah City Schools facing socioeconomic barriers. Geographic isolation and school district boundaries comprise the rationale for this focus. No individuals outside of this defined geographic service area will receive services.

Needs assessment: In carrying out the needs assessment, data was analyzed from a variety of sources including (but not limited to): student academic performance data; informal feedback gathered from parents, students and teachers; surveys; and previously-administered surveys.

HCS 6-12 Grade Career Interests



Interests Grouped by Alaska Career Cluster Title

Health Science	16
Architecture & Construction	7
Law, Public Safety, Corrections, Security	7
Art, A/V Tech, & Communication	7
Hospitality & Tourism	7
STEM	5
Human Services	4
Undefined	3
Information Technology	3
Agriculture, Food, & Natural Resources	2
Business Management & Administration	2
Education & Training	1

Unrepresented Career Clusters

Manufacturing	0
Marketing	0
Government & Public Administration	0
Finance	0
Transportation, Distribution, & Logistics	0

Hoonah City School District Student Item-by-Item Analyses 2014

Background Information

What grade are you in?					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
5	Count	4	0	4	3,831
	%	50.0%	.0%	11.4%	11.8%
6	Count	4	0	4	4,808
	%	50.0%	.0%	11.4%	14.8%
7	Count	0	2	2	4,533
	%	.0%	7.4%	5.7%	14.0%
8	Count	0	6	6	4,520
	%	.0%	22.2%	17.1%	13.9%
9	Count	0	6	6	4,551
	%	.0%	22.2%	17.1%	14.0%
10	Count	0	4	4	3,832
	%	.0%	14.8%	11.4%	11.8%
11	Count	0	5	5	3,553
	%	.0%	18.5%	14.3%	10.9%
12	Count	0	4	4	2,832
	%	.0%	14.8%	11.4%	8.7%

Gender					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Boy	Count	3	13	16	15,885
	%	37.5%	48.1%	45.7%	50.0%
Girl	Count	5	14	19	15,881
	%	62.5%	51.9%	54.3%	50.0%

Hoonah City School District Student Item-by-Item Analyses 2014

Ethnic Group (Coded into single category)					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Alaska Native	Count	4	6	10	5,358
	%	57.1%	22.2%	29.4%	16.6%
American Indian	Count	0	0	0	316
	%	.0%	.0%	.0%	1.0%
Asian	Count	0	0	0	2,419
	%	.0%	.0%	.0%	7.5%
Black/African American	Count	0	0	0	1,071
	%	.0%	.0%	.0%	3.3%
Latino	Count	0	1	1	1,180
	%	.0%	3.7%	2.9%	3.7%
Native Hawaiian/Other Pacific	Count	0	0	0	931
	%	.0%	.0%	.0%	2.9%
White	Count	2	2	4	14,680
	%	28.6%	7.4%	11.8%	45.4%
2 or more races	Count	1	18	19	6,350
	%	14.3%	66.7%	55.9%	19.7%

Is there an adult who really knows what you do with your free time?					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Yes	Count	8	24	32	25,739
	%	100.0%	88.9%	91.4%	79.8%
No	Count	0	3	3	6,527
	%	.0%	11.1%	8.6%	20.2%

Hoonah City School District Student Item-by-Item Analyses 2014

Do you have someone outside of school who can help you with homework?					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Yes	Count	7	21	28	27,019
	%	100.0%	77.8%	82.4%	83.6%
No	Count	0	6	6	5,284
	%	.0%	22.2%	17.6%	16.4%

Is there a language other than English spoken in your home?					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Yes	Count	2	10	12	10,964
	%	28.6%	37.0%	35.3%	33.8%
No	Count	5	17	22	21,429
	%	71.4%	63.0%	64.7%	66.2%

What grades do you usually get?					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Mostly A's	Count	5	7	12	11,560
	%	83.3%	25.9%	36.4%	35.8%
Mostly B's	Count	1	12	13	13,061
	%	16.7%	44.4%	39.4%	40.5%
Mostly C's	Count	0	8	8	5,939
	%	.0%	29.6%	24.2%	18.4%
Mostly D's/F's	Count	0	0	0	1,706
	%	.0%	.0%	.0%	5.3%

Hoonah City School District Student Item-by-Item Analyses 2014

During the past year, how many days did you miss (skip) school without permission?					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Never	Count	7	19	26	22,572
	%	87.5%	70.4%	74.3%	69.8%
Less than once a month	Count	1	5	6	6,518
	%	12.5%	18.5%	17.1%	20.2%
Once a month or more	Count	0	3	3	3,230
	%	.0%	11.1%	8.6%	10.0%

Outside of school and home, I know at least one adult I can talk to if I have a problem.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	1	8	9	11,626
	%	12.5%	29.6%	25.7%	36.3%
Agree	Count	7	15	22	16,048
	%	87.5%	55.6%	62.9%	50.2%
Disagree	Count	0	2	2	3,065
	%	.0%	7.4%	5.7%	9.6%
Strongly Disagree	Count	0	2	2	1,257
	%	.0%	7.4%	5.7%	3.9%

Outside of school and home, I know at least one adult who encourages me to do my best.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	4	14	18	17,161
	%	50.0%	51.9%	51.4%	53.3%
Agree	Count	4	12	16	12,691
	%	50.0%	44.4%	45.7%	39.4%
Disagree	Count	0	0	0	1,625
	%	.0%	.0%	.0%	5.0%
Strongly Disagree	Count	0	1	1	735
	%	.0%	3.7%	2.9%	2.3%

Hoonah City School District Student Item-by-Item Analyses 2014

During an average week, how much time do you help other people without getting paid?					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0 hours	Count	3	6	9	7,147
	%	37.5%	22.2%	25.7%	22.2%
About 1 hour	Count	2	6	8	10,907
	%	25.0%	22.2%	22.9%	33.9%
About 2 - 3 hours	Count	3	12	15	9,235
	%	37.5%	44.4%	42.9%	28.7%
About 4 hours or more	Count	0	3	3	4,869
	%	.0%	11.1%	8.6%	15.1%

During an average week, how much time do you spend participating in organized activities after school or on weekends?					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0 hours	Count	4	8	12	8,052
	%	50.0%	30.8%	35.3%	25.1%
About 1 hour	Count	2	3	5	6,482
	%	25.0%	11.5%	14.7%	20.2%
About 2 - 3 hours	Count	2	7	9	8,162
	%	25.0%	26.9%	26.5%	25.5%
About 4 hours or more	Count	0	8	8	9,347
	%	.0%	30.8%	23.5%	29.2%

Hoonah City School District Student Item-by-Item Analyses 2014
High Expectations Scale

I have given up on school.		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	Whole Sample
		Strongly Agree	Count %	0 .0%	1 3.7%
Agree	Count %	1 12.5%	1 3.7%	2 5.7%	1183 3.7%
Agree Some/ Disagree Some	Count %	1 12.5%	2 7.4%	3 8.6%	4,217 13.2%
Disagree	Count %	1 12.5%	10 37.0%	11 31.4%	7,851 24.6%
Strongly Disagree	Count %	5 62.5%	13 48.1%	18 51.4%	17,832 55.9%

At this school, students are encouraged to work to the best of their abilities.		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	Whole Sample
		Strongly Agree	Count %	3 37.5%	5 19.2%
Agree	Count %	4 50.0%	8 30.8%	12 35.3%	14,025 44.0%
Agree Some/ Disagree Some	Count %	1 12.5%	10 38.5%	11 32.4%	6,805 21.4%
Disagree	Count %	0 .0%	2 7.7%	2 5.9%	1093 3.4%
Strongly Disagree	Count %	0 .0%	1 3.8%	1 2.9%	418 1.3%

Hoonah City School District Student Item-by-Item Analyses 2014

I try hard to do well in school.		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	Whole Sample
Strongly Agree	Count	5	12	17	14,337
	%	62.5%	44.4%	48.6%	44.7%
Agree	Count	3	12	15	12,239
	%	37.5%	44.4%	42.9%	38.2%
Agree Some/ Disagree Some	Count	0	2	2	4,604
	%	.0%	7.4%	5.7%	14.4%
Disagree	Count	0	1	1	618
	%	.0%	3.7%	2.9%	1.9%
Strongly Disagree	Count	0	0	0	252
	%	.0%	.0%	.0%	.8%

I want very much to get more education after high school.		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	Whole Sample
Strongly Agree	Count	5	10	15	16,550
	%	62.5%	37.0%	42.9%	51.7%
Agree	Count	2	16	18	9,991
	%	25.0%	59.3%	51.4%	31.2%
Agree Some/ Disagree Some	Count	1	1	2	4,469
	%	12.5%	3.7%	5.7%	13.9%
Disagree	Count	0	0	0	694
	%	.0%	.0%	.0%	2.2%
Strongly Disagree	Count	0	0	0	335
	%	.0%	.0%	.0%	1.0%

Hoonah City School District Student Item-by-Item Analyses 2014

Adults in my community encourage me to take school seriously.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	5	8	13	11,473
	%	62.5%	29.6%	37.1%	35.9%
Agree	Count	3	12	15	14,034
	%	37.5%	44.4%	42.9%	43.9%
Agree Some/ Disagree Some	Count	0	6	6	4,946
	%	.0%	22.2%	17.1%	15.5%
Disagree	Count	0	1	1	1108
	%	.0%	3.7%	2.9%	3.5%
Strongly Disagree	Count	0	0	0	383
	%	.0%	.0%	.0%	1.2%

Teachers and other adults at this school believe that all students can do good work.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	5	5	10	9,601
	%	62.5%	18.5%	28.6%	30.3%
Agree	Count	3	12	15	14,025
	%	37.5%	44.4%	42.9%	44.2%
Agree Some/ Disagree Some	Count	0	7	7	6,242
	%	.0%	25.9%	20.0%	19.7%
Disagree	Count	0	2	2	1,385
	%	.0%	7.4%	5.7%	4.4%
Strongly Disagree	Count	0	1	1	479
	%	.0%	3.7%	2.9%	1.5%

Hoonah City School District Student Item-by-Item Analyses 2014
School Safety Scale

I am safe at school.		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	Whole Sample
		Count	4	9	13
%	50.0%	33.3%	37.1%	28.6%	
Count	4	9	13	13,985	
%	50.0%	33.3%	37.1%	44.0%	
Count	0	8	8	6,597	
%	.0%	29.6%	22.9%	20.7%	
Count	0	0	0	1,405	
%	.0%	.0%	.0%	4.4%	
Count	0	1	1	721	
%	.0%	3.7%	2.9%	2.3%	

This school is being ruined by bullies.		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	Whole Sample
		Count	0	1	1
%	.0%	3.7%	2.9%	4.8%	
Count	0	5	5	2,214	
%	.0%	18.5%	14.3%	7.0%	
Count	0	5	5	6,750	
%	.0%	18.5%	14.3%	21.3%	
Count	3	15	18	12,561	
%	37.5%	55.6%	51.4%	39.5%	
Count	5	1	6	8705	
%	62.5%	3.7%	17.1%	27.4%	

Hoonah City School District Student Item-by-Item Analyses 2014

This school is badly affected by crime and violence in the community.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	1	1	673
	%	.0%	3.8%	2.9%	2.1%
Agree	Count	0	1	1	1,271
	%	.0%	3.8%	2.9%	4.0%
Agree Some/ Disagree Some	Count	0	3	3	4,127
	%	.0%	11.5%	8.8%	13.1%
Disagree	Count	2	15	17	11,710
	%	25.0%	57.7%	50.0%	37.1%
Strongly Disagree	Count	6	6	12	13,819
	%	75.0%	23.1%	35.3%	43.7%

Gangs of students make this school dangerous.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	0	0	1,244
	%	.0%	.0%	.0%	3.9%
Agree	Count	0	1	1	2,114
	%	.0%	3.7%	2.9%	6.7%
Agree Some/ Disagree Some	Count	1	4	5	4,543
	%	12.5%	14.8%	14.3%	14.3%
Disagree	Count	2	10	12	10,927
	%	25.0%	37.0%	34.3%	34.5%
Strongly Disagree	Count	5	12	17	12,846
	%	62.5%	44.4%	48.6%	40.6%

Hoonah City School District Student Item-by-Item Analyses 2014

Crime and violence are major concerns at school.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	1	1	2	2,096
	%	12.5%	3.7%	5.7%	6.6%
Agree	Count	1	2	3	2,585
	%	12.5%	7.4%	8.6%	8.2%
Agree Some/ Disagree Some	Count	0	3	3	4,342
	%	.0%	11.1%	8.6%	13.7%
Disagree	Count	2	10	12	10,202
	%	25.0%	37.0%	34.3%	32.3%
Strongly Disagree	Count	4	11	15	12,359
	%	50.0%	40.7%	42.9%	39.1%

School Leadership and Student Involvement Scale

At school, decisions are made based on what is best for students.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	2	3	5	4,247
	%	25.0%	11.1%	14.3%	13.2%
Agree	Count	3	4	7	13,201
	%	37.5%	14.8%	20.0%	41.0%
Agree Some/ Disagree Some	Count	2	10	12	10,784
	%	25.0%	37.0%	34.3%	33.5%
Disagree	Count	1	6	7	2,834
	%	12.5%	22.2%	20.0%	8.8%
Strongly Disagree	Count	0	4	4	1097
	%	.0%	14.8%	11.4%	3.4%

Hoonah City School District Student Item-by-Item Analyses 2014

The principal and other leaders in this school make good decisions.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	2	0	2	6,193
	%	25.0%	.0%	5.9%	19.4%
Agree	Count	5	5	10	12,758
	%	62.5%	19.2%	29.4%	40.0%
Agree Some/ Disagree Some	Count	1	14	15	9,926
	%	12.5%	53.8%	44.1%	31.1%
Disagree	Count	0	4	4	1,827
	%	.0%	15.4%	11.8%	5.7%
Strongly Disagree	Count	0	3	3	1,230
	%	.0%	11.5%	8.8%	3.9%

In my school, students are given a chance to help make decisions.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	1	1	2	4,329
	%	12.5%	3.7%	5.7%	13.5%
Agree	Count	4	12	16	13,677
	%	50.0%	44.4%	45.7%	42.8%
Agree Some/ Disagree Some	Count	2	8	10	10,322
	%	25.0%	29.6%	28.6%	32.3%
Disagree	Count	0	3	3	2,586
	%	.0%	11.1%	8.6%	8.1%
Strongly Disagree	Count	1	3	4	1,054
	%	12.5%	11.1%	11.4%	3.3%

Hoonah City School District Student Item-by-Item Analyses 2014

Students are involved in helping to solve school problems.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	3	3	2,640
	%	.0%	11.1%	8.6%	8.3%
Agree	Count	6	3	9	10,071
	%	75.0%	11.1%	25.7%	31.6%
Agree Some/ Disagree Some	Count	1	11	12	13,097
	%	12.5%	40.7%	34.3%	41.0%
Disagree	Count	1	4	5	4,287
	%	12.5%	14.8%	14.3%	13.4%
Strongly Disagree	Count	0	6	6	1,812
	%	.0%	22.2%	17.1%	5.7%

The principal asks students about their ideas.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	1	1	3,574
	%	.0%	3.7%	2.9%	11.3%
Agree	Count	3	4	7	8,431
	%	42.9%	14.8%	20.6%	26.7%
Agree Some/ Disagree Some	Count	2	7	9	10,589
	%	28.6%	25.9%	26.5%	33.6%
Disagree	Count	2	10	12	5,336
	%	28.6%	37.0%	35.3%	16.9%
Strongly Disagree	Count	0	5	5	3,620
	%	.0%	18.5%	14.7%	11.5%

Hoonah City School District Student Item-by-Item Analyses 2014
Respectful Climate Scale

My teachers treat me with respect.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	5	7	12	8434
	%	62.5%	25.9%	34.3%	26.6%
Agree	Count	3	7	10	14179
	%	37.5%	25.9%	28.6%	44.7%
Agree Some/ Disagree Some	Count	0	8	8	7250
	%	.0%	29.6%	22.9%	22.9%
Disagree	Count	0	3	3	1165
	%	.0%	11.1%	8.6%	3.7%
Strongly Disagree	Count	0	2	2	688
	%	.0%	7.4%	5.7%	2.2%

When students break rules, they are treated fairly.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	3	3	2,095
	%	.0%	11.1%	8.6%	6.6%
Agree	Count	4	3	7	11,763
	%	50.0%	11.1%	20.0%	37.1%
Agree Some/ Disagree Some	Count	3	12	15	11,882
	%	37.5%	44.4%	42.9%	37.5%
Disagree	Count	0	5	5	3,916
	%	.0%	18.5%	14.3%	12.3%
Strongly Disagree	Count	1	4	5	2,054
	%	12.5%	14.8%	14.3%	6.5%

Hoonah City School District Student Item-by-Item Analyses 2014

My teachers are fair.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	2	2	4	5,789
	%	25.0%	7.4%	11.4%	18.3%
Agree	Count	5	6	11	12,810
	%	62.5%	22.2%	31.4%	40.5%
Agree Some/ Disagree Some	Count	1	12	13	10,045
	%	12.5%	44.4%	37.1%	31.7%
Disagree	Count	0	2	2	1,958
	%	.0%	7.4%	5.7%	6.2%
Strongly Disagree	Count	0	5	5	1044
	%	.0%	18.5%	14.3%	3.3%

Our school rules are fair.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	3	2	5	4,850
	%	37.5%	7.4%	14.3%	15.3%
Agree	Count	3	4	7	12,078
	%	37.5%	14.8%	20.0%	38.1%
Agree Some/ Disagree Some	Count	2	12	14	10,608
	%	25.0%	44.4%	40.0%	33.5%
Disagree	Count	0	3	3	2,628
	%	.0%	11.1%	8.6%	8.3%
Strongly Disagree	Count	0	6	6	1,548
	%	.0%	22.2%	17.1%	4.9%

Hoonah City School District Student Item-by-Item Analyses 2014

It pays to follow the rules at my school.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	2	1	3	5,348
	%	25.0%	3.8%	8.8%	17.0%
Agree	Count	3	7	10	12,364
	%	37.5%	26.9%	29.4%	39.3%
Agree Some/ Disagree Some	Count	3	9	12	9,637
	%	37.5%	34.6%	35.3%	30.6%
Disagree	Count	0	5	5	2,914
	%	.0%	19.2%	14.7%	9.3%
Strongly Disagree	Count	0	4	4	1,218
	%	.0%	15.4%	11.8%	3.9%

Peer Climate Scale

Students at this school help each other, even if they are not friends.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	2	0	2	2,092
	%	25.0%	.0%	5.7%	6.5%
Agree	Count	3	2	5	8,820
	%	37.5%	7.4%	14.3%	27.3%
Agree Some/ Disagree Some	Count	3	13	16	16,870
	%	37.5%	48.1%	45.7%	52.2%
Disagree	Count	0	7	7	3,105
	%	.0%	25.9%	20.0%	9.6%
Strongly Disagree	Count	0	5	5	1,436
	%	.0%	18.5%	14.3%	4.4%

Hoonah City School District Student Item-by-Item Analyses 2014

Students here treat me with respect.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	3	2	5	3,513
	%	37.5%	7.4%	14.3%	11.0%
Agree	Count	3	4	7	11,431
	%	37.5%	14.8%	20.0%	35.7%
Agree Some/ Disagree Some	Count	2	15	17	13,127
	%	25.0%	55.6%	48.6%	41.0%
Disagree	Count	0	5	5	2,470
	%	.0%	18.5%	14.3%	7.7%
Strongly Disagree	Count	0	1	1	1,499
	%	.0%	3.7%	2.9%	4.7%

When students see another student being picked on, they try to stop it.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	1	1	2	2,567
	%	12.5%	3.7%	5.7%	8.0%
Agree	Count	4	2	6	7,794
	%	50.0%	7.4%	17.1%	24.4%
Agree Some/ Disagree Some	Count	3	13	16	14,368
	%	37.5%	48.1%	45.7%	45.0%
Disagree	Count	0	5	5	4,641
	%	.0%	18.5%	14.3%	14.5%
Strongly Disagree	Count	0	6	6	2,555
	%	.0%	22.2%	17.1%	8.0%

Hoonah City School District Student Item-by-Item Analyses 2014

Students at this school are often teased or picked on.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	6	6	3,262
	%	.0%	22.2%	17.1%	10.3%
Agree	Count	0	6	6	5,526
	%	.0%	22.2%	17.1%	17.4%
Agree Some/ Disagree Some	Count	1	12	13	12,657
	%	12.5%	44.4%	37.1%	39.9%
Disagree	Count	4	3	7	8,126
	%	50.0%	11.1%	20.0%	25.6%
Strongly Disagree	Count	3	0	3	2,165
	%	37.5%	.0%	8.6%	6.8%

Most students in this school like to put others down.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	4	4	1,928
	%	.0%	14.8%	11.4%	6.1%
Agree	Count	0	3	3	3,536
	%	.0%	11.1%	8.6%	11.2%
Agree Some/ Disagree Some	Count	1	12	13	10,234
	%	12.5%	44.4%	37.1%	32.4%
Disagree	Count	3	5	8	11,018
	%	37.5%	18.5%	22.9%	34.9%
Strongly Disagree	Count	4	3	7	4,887
	%	50.0%	11.1%	20.0%	15.5%

Hoonah City School District Student Item-by-Item Analyses 2014
Caring Adults Scale

There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	1	8	9	7,437
	%	12.5%	29.6%	25.7%	23.1%
Agree	Count	4	7	11	10,758
	%	50.0%	25.9%	31.4%	33.5%
Agree Some/ Disagree Some	Count	1	9	10	6,887
	%	12.5%	33.3%	28.6%	21.4%
Disagree	Count	2	3	5	4,553
	%	25.0%	11.1%	14.3%	14.2%
Strongly Disagree	Count	0	0	0	2,509
	%	.0%	.0%	.0%	7.8%

At school, there is a teacher or some other adult who will miss me when I'm absent.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	3	7	10	4,641
	%	37.5%	25.9%	28.6%	14.5%
Agree	Count	1	4	5	9,214
	%	12.5%	14.8%	14.3%	28.7%
Agree Some/ Disagree Some	Count	1	12	13	10,018
	%	12.5%	44.4%	37.1%	31.2%
Disagree	Count	3	3	6	5,215
	%	37.5%	11.1%	17.1%	16.3%
Strongly Disagree	Count	0	1	1	2,976
	%	.0%	3.7%	2.9%	9.3%

Hoonah City School District Student Item-by-Item Analyses 2014

There are lots of chances for students in my school to talk with teachers one-on-one.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	1	4	5	5,650
	%	12.5%	15.4%	14.7%	17.7%
Agree	Count	4	8	12	12,317
	%	50.0%	30.8%	35.3%	38.5%
Agree Some/ Disagree Some	Count	3	11	14	10,172
	%	37.5%	42.3%	41.2%	31.8%
Disagree	Count	0	2	2	2,864
	%	.0%	7.7%	5.9%	9.0%
Strongly Disagree	Count	0	1	1	987
	%	.0%	3.8%	2.9%	3.1%

I can name at least five adults who really care about me.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	1	12	13	9,973
	%	12.5%	44.4%	37.1%	31.2%
Agree	Count	5	6	11	10,622
	%	62.5%	22.2%	31.4%	33.2%
Agree Some/ Disagree Some	Count	1	7	8	7,093
	%	12.5%	25.9%	22.9%	22.2%
Disagree	Count	1	2	3	3,019
	%	12.5%	7.4%	8.6%	9.4%
Strongly Disagree	Count	0	0	0	1,276
	%	.0%	.0%	.0%	4.0%

Hoonah City School District Student Item-by-Item Analyses 2014

Other adults at school besides my teachers know my name.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	4	12	16	9,832
	%	50.0%	44.4%	45.7%	30.8%
Agree	Count	4	9	13	11,496
	%	50.0%	33.3%	37.1%	36.0%
Agree Some/ Disagree Some	Count	0	6	6	6,261
	%	.0%	22.2%	17.1%	19.6%
Disagree	Count	0	0	0	3,109
	%	.0%	.0%	.0%	9.7%
Strongly Disagree	Count	0	0	0	1,257
	%	.0%	.0%	.0%	3.9%

Parent and Community Involvement Scale

This school is a welcoming place for families like mine.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	2	4	6	8,068
	%	25.0%	14.8%	17.1%	25.3%
Agree	Count	5	10	15	14,704
	%	62.5%	37.0%	42.9%	46.1%
Agree Some/ Disagree Some	Count	1	8	9	7,015
	%	12.5%	29.6%	25.7%	22.0%
Disagree	Count	0	2	2	1,367
	%	.0%	7.4%	5.7%	4.3%
Strongly Disagree	Count	0	3	3	770
	%	.0%	11.1%	8.6%	2.4%

Hoonah City School District Student Item-by-Item Analyses 2014

Adults in my community know what goes on inside schools.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	3	3	6	3,640
	%	37.5%	11.1%	17.1%	11.4%
Agree	Count	3	5	8	10,405
	%	37.5%	18.5%	22.9%	32.7%
Agree Some/ Disagree Some	Count	2	13	15	12,241
	%	25.0%	48.1%	42.9%	38.4%
Disagree	Count	0	3	3	3,817
	%	.0%	11.1%	8.6%	12.0%
Strongly Disagree	Count	0	3	3	1,757
	%	.0%	11.1%	8.6%	5.5%

Adults in my community support this school.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	3	3	6	6,286
	%	37.5%	11.5%	17.6%	19.8%
Agree	Count	5	9	14	14,306
	%	62.5%	34.6%	41.2%	45.0%
Agree Some/ Disagree Some	Count	0	9	9	9,189
	%	.0%	34.6%	26.5%	28.9%
Disagree	Count	0	3	3	1,448
	%	.0%	11.5%	8.8%	4.6%
Strongly Disagree	Count	0	2	2	552
	%	.0%	7.7%	5.9%	1.7%

Hoonah City School District Student Item-by-Item Analyses 2014

Lots of parents come to events at my school.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	4	6	10	6,335
	%	50.0%	22.2%	28.6%	19.9%
Agree	Count	2	12	14	12,961
	%	25.0%	44.4%	40.0%	40.7%
Agree Some/ Disagree Some	Count	2	7	9	9,588
	%	25.0%	25.9%	25.7%	30.1%
Disagree	Count	0	1	1	2,148
	%	.0%	3.7%	2.9%	6.8%
Strongly Disagree	Count	0	1	1	775
	%	.0%	3.7%	2.9%	2.4%

Most students in this school talk with their parents about what they are studying in class.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	0	0	2,447
	%	.0%	.0%	.0%	7.7%
Agree	Count	3	5	8	8,788
	%	37.5%	19.2%	23.5%	27.7%
Agree Some/ Disagree Some	Count	3	11	14	14,400
	%	37.5%	42.3%	41.2%	45.4%
Disagree	Count	2	8	10	4,566
	%	25.0%	30.8%	29.4%	14.4%
Strongly Disagree	Count	0	2	2	1,495
	%	.0%	7.7%	5.9%	4.7%

Hoonah City School District Student Item-by-Item Analyses 2014

This school does not involve parents in most school events or activities.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	3	3	987
	%	.0%	11.1%	8.6%	3.1%
Agree	Count	0	1	1	3,719
	%	.0%	3.7%	2.9%	11.7%
Agree Some/ Disagree Some	Count	5	15	20	10,694
	%	62.5%	55.6%	57.1%	33.7%
Disagree	Count	0	6	6	11,169
	%	.0%	22.2%	17.1%	35.2%
Strongly Disagree	Count	3	2	5	5,167
	%	37.5%	7.4%	14.3%	16.3%

Social and Emotional Learning Scale

If someone asks me right now, I can describe how I am feeling.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	3	5	8	6,768
	%	37.5%	18.5%	22.9%	21.3%
Agree	Count	5	9	14	12,925
	%	62.5%	33.3%	40.0%	40.6%
Agree Some/ Disagree Some	Count	0	9	9	8,385
	%	.0%	33.3%	25.7%	26.4%
Disagree	Count	0	2	2	2,348
	%	.0%	7.4%	5.7%	7.4%
Strongly Disagree	Count	0	2	2	1,394
	%	.0%	7.4%	5.7%	4.4%

Hoonah City School District Student Item-by-Item Analyses 2014

I know what I do well and know what areas I need to work on.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	7	7	10,493
	%	.0%	25.9%	20.0%	33.1%
Agree	Count	8	12	20	16,218
	%	100.0%	44.4%	57.1%	51.1%
Agree Some/ Disagree Some	Count	0	8	8	4,373
	%	.0%	29.6%	22.9%	13.8%
Disagree	Count	0	0	0	453
	%	.0%	.0%	.0%	1.4%
Strongly Disagree	Count	0	0	0	186
	%	.0%	.0%	.0%	.6%

I ask for help from my teachers or others when I need it.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	4	3	7	7265
	%	50.0%	11.1%	20.0%	23.0%
Agree	Count	3	18	21	13609
	%	37.5%	66.7%	60.0%	43.0%
Agree Some/ Disagree Some	Count	1	5	6	8308
	%	12.5%	18.5%	17.1%	26.3%
Disagree	Count	0	0	0	1802
	%	.0%	.0%	.0%	5.7%
Strongly Disagree	Count	0	1	1	664
	%	.0%	3.7%	2.9%	2.1%

Hoonah City School District Student Item-by-Item Analyses 2014

I feel bad if my chores, homework, or other responsibilities are not done well or on time.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	1	4	5	7,821
	%	12.5%	14.8%	14.3%	24.7%
Agree	Count	4	7	11	10,985
	%	50.0%	25.9%	31.4%	34.7%
Agree Some/ Disagree Some	Count	2	12	14	8,679
	%	25.0%	44.4%	40.0%	27.4%
Disagree	Count	1	2	3	2,787
	%	12.5%	7.4%	8.6%	8.8%
Strongly Disagree	Count	0	2	2	1,408
	%	.0%	7.4%	5.7%	4.4%

I control myself when I am frustrated, angry, or disappointed.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	3	6	9	6,791
	%	37.5%	22.2%	25.7%	21.4%
Agree	Count	3	7	10	12,191
	%	37.5%	25.9%	28.6%	38.4%
Agree Some/ Disagree Some	Count	2	13	15	9,560
	%	25.0%	48.1%	42.9%	30.1%
Disagree	Count	0	0	0	2,068
	%	.0%	.0%	.0%	6.5%
Strongly Disagree	Count	0	1	1	1,102
	%	.0%	3.7%	2.9%	3.5%

Hoonah City School District Student Item-by-Item Analyses 2014

I am honest, even when telling the truth might get me in trouble.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	4	4	5,764
	%	.0%	14.8%	11.4%	18.2%
Agree	Count	6	11	17	13,070
	%	75.0%	40.7%	48.6%	41.2%
Agree Some/ Disagree Some	Count	2	11	13	10,635
	%	25.0%	40.7%	37.1%	33.6%
Disagree	Count	0	0	0	1,648
	%	.0%	.0%	.0%	5.2%
Strongly Disagree	Count	0	1	1	569
	%	.0%	3.7%	2.9%	1.8%

When I make a decision, I think about what might happen afterwards.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	2	4	6	7,334
	%	25.0%	14.8%	17.1%	23.2%
Agree	Count	5	7	12	13,073
	%	62.5%	25.9%	34.3%	41.3%
Agree Some/ Disagree Some	Count	1	12	13	8,922
	%	12.5%	44.4%	37.1%	28.2%
Disagree	Count	0	4	4	1,702
	%	.0%	14.8%	11.4%	5.4%
Strongly Disagree	Count	0	0	0	620
	%	.0%	.0%	.0%	2.0%

Hoonah City School District Student Item-by-Item Analyses 2014

I set goals and then work to achieve them.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	2	3	5	8,121
	%	25.0%	11.1%	14.3%	25.7%
Agree	Count	4	11	15	12,799
	%	50.0%	40.7%	42.9%	40.5%
Agree Some/ Disagree Some	Count	1	10	11	8,434
	%	12.5%	37.0%	31.4%	26.7%
Disagree	Count	1	3	4	1,709
	%	12.5%	11.1%	11.4%	5.4%
Strongly Disagree	Count	0	0	0	523
	%	.0%	.0%	.0%	1.7%

It is important for me to help others in my school.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	4	4	8	8,133
	%	50.0%	14.8%	22.9%	25.8%
Agree	Count	3	7	10	13,226
	%	37.5%	25.9%	28.6%	42.0%
Agree Some/ Disagree Some	Count	1	12	13	8,192
	%	12.5%	44.4%	37.1%	26.0%
Disagree	Count	0	3	3	1,435
	%	.0%	11.1%	8.6%	4.6%
Strongly Disagree	Count	0	1	1	533
	%	.0%	3.7%	2.9%	1.7%

Hoonah City School District Student Item-by-Item Analyses 2014

I respect the ways in which people are different.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	2	7	9	14,300
	%	25.0%	25.9%	25.7%	45.3%
Agree	Count	5	12	17	13,288
	%	62.5%	44.4%	48.6%	42.1%
Agree Some/ Disagree Some	Count	1	8	9	3,402
	%	12.5%	29.6%	25.7%	10.8%
Disagree	Count	0	0	0	349
	%	.0%	.0%	.0%	1.1%
Strongly Disagree	Count	0	0	0	214
	%	.0%	.0%	.0%	.7%

I can tell when someone is getting angry or upset before they say anything.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	2	11	13	11,151
	%	25.0%	40.7%	37.1%	35.3%
Agree	Count	5	11	16	14,389
	%	62.5%	40.7%	45.7%	45.6%
Agree Some/ Disagree Some	Count	1	5	6	5,228
	%	12.5%	18.5%	17.1%	16.6%
Disagree	Count	0	0	0	560
	%	.0%	.0%	.0%	1.8%
Strongly Disagree	Count	0	0	0	240
	%	.0%	.0%	.0%	.8%

Hoonah City School District Student Item-by-Item Analyses 2014

I know how to disagree without starting a fight or an argument.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	2	6	8	7,491
	%	25.0%	22.2%	22.9%	23.8%
Agree	Count	4	5	9	13,664
	%	50.0%	18.5%	25.7%	43.3%
Agree Some/ Disagree Some	Count	2	12	14	8,226
	%	25.0%	44.4%	40.0%	26.1%
Disagree	Count	0	1	1	1,427
	%	.0%	3.7%	2.9%	4.5%
Strongly Disagree	Count	0	3	3	729
	%	.0%	11.1%	8.6%	2.3%

I get along well with other students.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	3	6	9	8,095
	%	37.5%	22.2%	25.7%	25.7%
Agree	Count	3	5	8	13,915
	%	37.5%	18.5%	22.9%	44.2%
Agree Some/ Disagree Some	Count	2	14	16	7,957
	%	25.0%	51.9%	45.7%	25.3%
Disagree	Count	0	1	1	993
	%	.0%	3.7%	2.9%	3.2%
Strongly Disagree	Count	0	1	1	524
	%	.0%	3.7%	2.9%	1.7%

Hoonah City School District Student Item-by-Item Analyses 2014

I work on having positive relationships with friends, family members, and others.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	4	9	13	11,753
	%	50.0%	33.3%	37.1%	37.4%
Agree	Count	4	6	10	13,853
	%	50.0%	22.2%	28.6%	44.1%
Agree Some/ Disagree Some	Count	0	10	10	4,871
	%	.0%	37.0%	28.6%	15.5%
Disagree	Count	0	2	2	638
	%	.0%	7.4%	5.7%	2.0%
Strongly Disagree	Count	0	0	0	301
	%	.0%	.0%	.0%	1.0%

Student Delinquent Behaviors

Destroy things (such as school property, or other people's personal items)					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0 Times	Count	6	10	16	15,759
	%	75.0%	37.0%	45.7%	49.7%
1-2 Times	Count	2	5	7	9,763
	%	25.0%	18.5%	20.0%	30.8%
3-6 Times	Count	0	5	5	3,723
	%	.0%	18.5%	14.3%	11.7%
7-12 Times	Count	0	3	3	1,152
	%	.0%	11.1%	8.6%	3.6%
More than 12 Times	Count	0	4	4	1,334
	%	.0%	14.8%	11.4%	4.2%

Hoonah City School District Student Item-by-Item Analyses 2014

Get into fights with other students					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0 Times	Count	7	10	17	13,508
	%	87.5%	37.0%	48.6%	42.5%
1-2 Times	Count	0	10	10	11,875
	%	.0%	37.0%	28.6%	37.4%
3-6 Times	Count	1	5	6	4,269
	%	12.5%	18.5%	17.1%	13.4%
7-12 Times	Count	0	1	1	1,055
	%	.0%	3.7%	2.9%	3.3%
More than 12 Times	Count	0	1	1	1,083
	%	.0%	3.7%	2.9%	3.4%

Steal things (such as taking things from the school or other people)					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0 Times	Count	6	14	20	17,263
	%	75.0%	51.9%	57.1%	54.4%
1-2 Times	Count	2	9	11	8,453
	%	25.0%	33.3%	31.4%	26.6%
3-6 Times	Count	0	3	3	3,421
	%	.0%	11.1%	8.6%	10.8%
7-12 Times	Count	0	1	1	1,229
	%	.0%	3.7%	2.9%	3.9%
More than 12 Times	Count	0	0	0	1,386
	%	.0%	.0%	.0%	4.4%

Hoonah City School District Student Item-by-Item Analyses 2014

Threaten or bully other students					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0 Times	Count	7	5	12	15,330
	%	87.5%	18.5%	34.3%	48.3%
1-2 Times	Count	1	11	12	8,874
	%	12.5%	40.7%	34.3%	27.9%
3-6 Times	Count	0	4	4	3,862
	%	.0%	14.8%	11.4%	12.2%
7-12 Times	Count	0	1	1	1,520
	%	.0%	3.7%	2.9%	4.8%
More than 12 Times	Count	0	6	6	2,181
	%	.0%	22.2%	17.1%	6.9%

Carry weapons (such as knives or guns)					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0 Times	Count	8	24	32	24,896
	%	100.0%	88.9%	91.4%	78.5%
1-2 Times	Count	0	2	2	4,584
	%	.0%	7.4%	5.7%	14.4%
3-6 Times	Count	0	1	1	1,061
	%	.0%	3.7%	2.9%	3.3%
7-12 Times	Count	0	0	0	405
	%	.0%	.0%	.0%	1.3%
More than 12 Times	Count	0	0	0	781
	%	.0%	.0%	.0%	2.5%

Hoonah City School District Student Item-by-Item Analyses 2014
Student Drug and Alcohol Use

Under the influence of drugs (such as marijuana, coke or crack)					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0 Times	Count	8	11	19	20,555
	%	100.0%	42.3%	55.9%	64.5%
1-2 Times	Count	0	6	6	5,074
	%	.0%	23.1%	17.6%	15.9%
3-6 Times	Count	0	5	5	2,640
	%	.0%	19.2%	14.7%	8.3%
7-12 Times	Count	0	0	0	1053
	%	.0%	.0%	.0%	3.3%
More than 12 Times	Count	0	4	4	2,551
	%	.0%	15.4%	11.8%	8.0%

Under the influence of alcohol (such as beer, wine, wine coolers, liquor, such as vodka or whisky)					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0 Times	Count	8	19	27	23,822
	%	100.0%	70.4%	77.1%	74.9%
1-2 Times	Count	0	7	7	4,444
	%	.0%	25.9%	20.0%	14.0%
3-6 Times	Count	0	0	0	1,771
	%	.0%	.0%	.0%	5.6%
7-12 Times	Count	0	0	0	688
	%	.0%	.0%	.0%	2.2%
More than 12 Times	Count	0	1	1	1091
	%	.0%	3.7%	2.9%	3.4%

Hoonah City School District Student Item-by-Item Analyses 2014

Under the influence of inhalants (such as sniffing glue, paints, or aerosol sprays)					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0 Times	Count	8	24	32	27,060
	%	100.0%	92.3%	94.1%	85.4%
1-2 Times	Count	0	0	0	2,753
	%	.0%	.0%	.0%	8.7%
3-6 Times	Count	0	1	1	922
	%	.0%	3.8%	2.9%	2.9%
7-12 Times	Count	0	0	0	355
	%	.0%	.0%	.0%	1.1%
More than 12 Times	Count	0	1	1	592
	%	.0%	3.8%	2.9%	1.9%

Perceptions of Peer Alcohol Use

During the last 12 months, on average, how often have you seen or heard a message saying MOST students don't drink alcohol?					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Never	Count	6	14	20	13,328
	%	85.7%	51.9%	58.8%	41.6%
Once or twice	Count	0	5	5	7,172
	%	.0%	18.5%	14.7%	22.4%
A few times a year	Count	1	3	4	4,169
	%	14.3%	11.1%	11.8%	13.0%
A few times a month	Count	0	4	4	3,369
	%	.0%	14.8%	11.8%	10.5%
A few times a week	Count	0	0	0	2,079
	%	.0%	.0%	.0%	6.5%
Every day or almost every day	Count	0	1	1	1,115
	%	.0%	3.7%	2.9%	3.5%
Several times a day	Count	0	0	0	813
	%	.0%	.0%	.0%	2.5%

Hoonah City School District Student Item-by-Item Analyses 2014

During the past 30 days, on how many days do you think most students in your school had at least one drink of alcohol?					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0	Count	8	6	14	14,651
	%	100.0%	22.2%	40.0%	46.2%
1 or 2	Count	0	4	4	5,716
	%	.0%	14.8%	11.4%	18.0%
3 to 5	Count	0	7	7	3,687
	%	.0%	25.9%	20.0%	11.6%
6 to 9	Count	0	6	6	3,004
	%	.0%	22.2%	17.1%	9.5%
10 to 19	Count	0	4	4	2,508
	%	.0%	14.8%	11.4%	7.9%
20 to 29	Count	0	0	0	935
	%	.0%	.0%	.0%	3.0%
All 30	Count	0	0	0	1183
	%	.0%	.0%	.0%	3.7%

During the past 30 days, on how many days do you think most students in your school had 5 or more drinks of alcohol in a row, that is within a couple of hours?					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
0	Count	8	9	17	19,249
	%	100.0%	33.3%	48.6%	60.9%
1 or 2	Count	0	7	7	4,959
	%	.0%	25.9%	20.0%	15.7%
3 to 5	Count	0	5	5	2,924
	%	.0%	18.5%	14.3%	9.3%
6 to 9	Count	0	3	3	2,057
	%	.0%	11.1%	8.6%	6.5%
10 to 19	Count	0	3	3	1,366
	%	.0%	11.1%	8.6%	4.3%
20 to 29	Count	0	0	0	471
	%	.0%	.0%	.0%	1.5%
All 30	Count	0	0	0	566
	%	.0%	.0%	.0%	1.8%

Hoonah City School District Student Item-by-Item Analyses 2014

Tlingit Culture

Tlingit values are important to me in my life.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	1	7	8	
	%	12.5%	26.9%	23.5%	
Agree	Count	4	9	13	
	%	50.0%	34.6%	38.2%	
Agree Some/ Disagree Some	Count	2	5	7	
	%	25.0%	19.2%	20.6%	
Disagree	Count	0	4	4	
	%	.0%	15.4%	11.8%	
Strongly Disagree	Count	1	1	2	
	%	12.5%	3.8%	5.9%	

It is important that our school teaches us about Tlingit values.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	6	6	
	%	.0%	23.1%	17.6%	
Agree	Count	4	10	14	
	%	50.0%	38.5%	41.2%	
Agree Some/ Disagree Some	Count	3	7	10	
	%	37.5%	26.9%	29.4%	
Disagree	Count	0	2	2	
	%	.0%	7.7%	5.9%	
Strongly Disagree	Count	1	1	2	
	%	12.5%	3.8%	5.9%	

Hoonah City School District Student Item-by-Item Analyses 2014
Other

I am always willing to admit when I make a mistake.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	4	6	10	5,222
	%	50.0%	22.2%	28.6%	16.5%
Agree	Count	2	8	10	14,798
	%	25.0%	29.6%	28.6%	46.7%
Agree Some/ Disagree Some	Count	2	11	13	9,562
	%	25.0%	40.7%	37.1%	30.2%
Disagree	Count	0	2	2	1,528
	%	.0%	7.4%	5.7%	4.8%
Strongly Disagree	Count	0	0	0	579
	%	.0%	.0%	.0%	1.8%

I am always a good listener, no matter whom I am talking with.					Whole Sample
		Hoonah Elementary	Hoonah Jr/Sr High	Hoonah City School District	
Strongly Agree	Count	0	5	5	4,523
	%	.0%	18.5%	14.3%	14.3%
Agree	Count	6	7	13	13,729
	%	75.0%	25.9%	37.1%	43.3%
Agree Some/ Disagree Some	Count	2	15	17	11,333
	%	25.0%	55.6%	48.6%	35.7%
Disagree	Count	0	0	0	1,690
	%	.0%	.0%	.0%	5.3%
Strongly Disagree	Count	0	0	0	461
	%	.0%	.0%	.0%	1.5%

Evidence of Capacity



**U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary**

OMB No. 1894-0003
Exp. 03/28/2011

PR/Award # **S356A120038**

HOONAH COMPREHENSIVE LITERACY PROJECT: ON OUR LAND HAA TL'ÁTGI KÁX'

The Hoonah School District was awarded an ANEP grant in Fall 2012, to activate a district wide project building on a previous ANEP grant which focused on improving the literacy skills and social emotional health of students, and, in the process, instilling cultural pride and knowledge of their history, land, language and traditional art forms. The crucial role of parents in supporting their children and youth is also a chief component of this grant. The inter-related goals of the Hoonah Comprehensive Literacy Project are to:

- (1) Increase the reading, writing and vocabulary levels of Native students that will help them be successful in all academic areas;
- (2) Expand social and emotional skills of Native students, helping them be successful;
- (3) Increase the skills of parents to support children in the development of literacy, social and emotional skills and traditional cultural knowledge;
- (4) Increase and enrich cultural literacy and place based knowledge of Native students.

Year Three of this project was on track with activities outlined in the original Management Plan, despite administrative changes in the District caused by the resignation of the Superintendent in late spring, 2014, and the subsequent hiring of two interim superintendents. Guidance from the local School Board and the steadfast attention of the Principal ensured that the original grant goals were addressed. Another support mechanism for the project meeting goals lies with the number and active involvement of partners. The National Park Service, Hoonah Indian Association, Huna Heritage Foundation are primary collaborators on student activities and staff professional development. In Year Three partnerships were also strengthened with the Association of Alaska School Boards, Artist in the Schools program, and Tlingit Haida Central Council. There is strong commitment by these partners to improving literacy and cultural literacy, and social emotional status of children and youth in Hoonah, along with a commitment to general community health and wellbeing.

The following are highlights from Year Three to date, which are further described in the accompanying Annual Performance Report.

GOAL #1: Increased Reading, Writing and Vocabulary Levels

- There were 19 families of Alaska Native preschool children aged 0 – 5 participated in sponsored activities focused on oral language and pre-reading skills.
- There were 16 children enrolled in the new Hoonah preschool, located in the elementary school.
- Early Childhood staff continued with personal home visits (via PAT), did tutoring in primary classrooms and collaborated with the local Head Start.
- At the start of school every teacher set literacy goals, which were monitored throughout the year by one of two itinerant Literacy Specialists.
- Teachers used a variety of resources and strategies to increase vocabulary development in students including the Talk Text vocabulary program, games, and graphic organizers.
- Elementary staff received approximately 18 days of literacy related professional development, and embedded classroom coaching from visiting Literacy Specialists; junior and senior high teachers participated in 3 literacy trainings. Preschool staff had 6 days of literacy training related to developmentally appropriate thematic units.
- 87 students in grades 3 – 12 were assessed in Writing in early October, using the Analytical Writing Assessment process. Spring scores will be compared to gauge growth for the APR update.
- Developmental Reading Assessment (DRA) baseline testing from fall will be compared to spring testing results in late May.

GOAL #2: Expanded Social Emotional Skills of Students

- The School Climate and Connectedness Survey (SCCS) will be given to all students and staff, grades 5 – 12 later in March. Results will be reported in the summer amendment to the 524B report. Staff from the Association of Alaska School Boards presented last year's data to the Hoonah School Board and staff in the fall; this data will be compared to the 2015 results.

- All teachers participated in a Book Study during an in-service on January 20, using the book The Power Of Our Words, from the Responsive Classroom program.
- Students in small groups learned and practiced social and healthy life skills led by the district's itinerant Psychologist in his bi-weekly visits.

GOAL #3: Parent Engagement and Training

- 100% of the 19 families of 0 – 5 year old children participated one or more in parent-child literacy activities.
- Hundreds of picture and/or early reading books were distributed to birth – five year old children and their families.
- **100%** of PAT families (19/19) participated in at least one personal visit between September – March 1.
- To date there have been five Family Nights in Hoonah. The average attendance of adults at these events was ten parents/guardians.
- The aggregate percentage of parents attending one or more of the menu of training events was approximately 50%.
- The District's quarterly newsletters included calendars of parent and community events, along with tips about promoting literacy at home, Tlingit phrase for the Month and articles about student activities and achievements.

GOAL #4: Cultural Literacy and Place Based Knowledge

- Eight Culture Days were offered to participating parents in the PAT program; attendance was low.
- A school wide Tlingit celebration or Ku Eex' will also take place in April. The whole community will be invited to attend and witness students performing traditional Tlingit songs from the local environment and short skits in Tlingit.
- District staff implemented FOSS science kits for grades K – 2 and the Roots and Wings curriculum for grades 4 – 6, which are aligned with local environmental issues and conditions.
- Having purchased 23 visual arts kits whose themes are linked to the District's science kits, staff taught arts and cultural arts using the visual art kits.
- Six more kits with cultural/environmental themes were purchased for the preschool.
- The community's 2015 Clan Conference, to be hosted by project partner the Huna Heritage Foundation, will be held in late April.
- In Year Three all students and 12 teachers participated in scientific observational drawings with guest artist Kathy Hocker. Six students in grades 5 – 8 are enrolled in a Northwest Coast Arts course where they are learning Formline Design, beading and traditional dancing.
- With funding from the NPS and the Hoonah Indian Association a "Journey to the Homeland" trip to Glacier Bay will occur in May. It will incorporate science knowledge with traditional knowledge of that place and ecosystem. A new set of activities and lessons for this field trip, developed in collaboration with the National Park Service, will be completed in time for the upcoming event.

At this point in Year Three The HOONAH COMPREHENSIVE LITERACY PROJECT: ON OUR LAND HAA TL'ÁTGI KÁX' is well its way to meeting the original grant goals and performance measures, resulting in positive academic and social emotional growth of students and their families.

Research base: The following table illustrates the degree to which the project is grounded in research and strong theory.

Curricular approach: The project curriculum approach will include interactive, hands-on activities to engage students and inspire them to pursue the two career paths. Examples of this approach include:

- ✓ **Native Woodcarving:** Native elders will host interactive, engaging discussions to teach students the rich cultural history behind local, native woodcarving techniques. From a career perspective, this will prepare youth for employment in a **Regional Woodcarving Center** that is under development. Through stories and discussions, students will understand the cultural context behind woodcarving designs and objects. Next, students will be taught the actual design and woodcarving techniques (with a strong emphasis on safety) and will be encouraged to begin creating their own unique wood carved objects. But this component will also integrate **much** more than just woodcarving—by working with youth, local Tribal Elders will be passing on ages-old cultural history and traditions. As such, youth participating in this component will become archivists and Docents of Tlingit art, creating a new generation of cultural anthropologists, leaders and storytellers to preserve the rich tapestry that comprises the Tlingit culture. These cultural components will be integrated into the KHOO student-led Tlingit Culture radio component described later in this proposal.
- ✓ **Health Career Pathways:** Our approach towards ensuring that students are equipped with the skills and knowledge they require to pursue their desired health career pathway will also be hands-on, interactive and project-based experiential learning activities. To ensure that students engage in hands-on, project-based, active learning, at least one-half of the classroom time will be spent onsite at the Medical Clinic. These experiences will give

students the opportunity to participate in activities such as job-shadowing and other hands-on learning experiences.

Scientific evidence supporting the approach: Numerous studies¹ have shown this "hands-on" approach to be an effective means of engaging students². Additionally, our curriculum approach will also be aligned to the States' Career Clusters Initiative (SCCI), which is an initiative established under the National Career Technical Education Foundation (NCTEF) to provide Career Clusters as a tool for seamless transition from education to career. SCCI outlines essential cluster knowledge and skills that students should master. These include: academic foundation; communications; problem solving and critical thinking; information technology applications; systems; safety, health and environment; leadership and teamwork; ethics and legal responsibilities; employability and career development; and technical skills.

Professional development: To ensure that HCS personnel are fully knowledgeable about the latest evidence-based strategies for providing effective culturally-focused career and technical education for Alaska Native students, our project incorporates an extensive professional development and training component. Each year, all individuals involved in the project will participate in a minimum of 20 hours of professional development and training relating to research-based practices relating to culturally responsive pedagogy and practices in CTE. Culturally responsive teaching uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students. Educators and program personnel will gain knowledge and skills that enable them to deliver rigorous CTE content while respecting and

¹ http://hrd.apec.org/index.php/US_States'_Career_Cluster_Initiative_for_CTE

² Regan, M. Sheppard, S. Interactive Multimedia Courseware and the Hands-on Learning Experience: An Assessment Study (1996).

celebrating the unique Alaska Native cultural heritage of the students in the program. The students own cultural experiences are also acknowledged and respected, which generates active dialogue and increased classroom participation. **Scientific evidence supporting the approach:** There is a growing body of evidence documenting the positive impact quality, ongoing professional development can have on student academic performance. For instance, a 2007 study commissioned by the U.S. Department of Education and undertaken by the National Center of Education Evaluation and Regional Assistance Institute of Education Sciences³ found that consistent, evidence-based professional development (on average, 49 hours per year) for teachers can boost student academic achievement by 21 points.

Off-site college and career readiness activities: Each year, high school students will have an opportunity to visit a college campus of their choice (as a group). Selections regarding which campuses to visit will be made (by students) at the start of each school year.

Scientific evidence supporting the approach: Structured, purposeful college site visits have been identified by the **What Works Clearinghouse**⁴ as an evidence-based best practice for encouraging high school students to pursue postsecondary educational opportunities.

Aat/Tláawk (Aunties) and Saani/Káak (Uncles): As noted in the needs assessment, lack of local supports and resources was cited as a critical barrier to the success of Hoonah youth. Additionally, our youth face the loss of their rich cultural heritage. To simultaneously address both of the needs, the project approach includes integration of **Aat/Tláawk (Aunties) and**

³ Yoon, Kwang Suk, Teresa Duncan, Silvia Wen-Yu Lee, Beth Scarloss, and Kathy L. Shapley. Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues and Answers Report, REL 2007 – No. 033. Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest, 2007. <http://ies.ed.gov/ncee/edlabs>.

⁴ http://ies.ed.gov/ncee/wwc/pdf/practice_guides/higher_ed_pg_091509.pdf

Saani/Káak (Uncles). These are Tribal members well-versed in the rich tapestry that comprises the Tlingit culture and heritage. To support students on their pathways to lifelong success, students will be paired with an Aunty or an Uncle, who will serve as a steady, ongoing, positive role model and person to whom youth can reach out to for support and guidance. All Aunties and Uncles must pass a thorough background check and fingerprinting before working with the children. **Scientific evidence supporting the approach:** A great deal of research⁵ supports the efficacy of culturally-focused positive role models for youth—particularly those who are risk of disenfranchisement. A 2009 National Institutes of Health (NIH) study found that culturally similar role models had protective effects on externalizing and internalizing behaviors and compensatory effects on school outcomes. Collectively, the findings indicate that role models can contribute to the resilience of adolescents, particularly those who are exposed to negative non-parental adult behavior.

Professional Learning Community (PLC): HCS teachers will form a PLC, integrating ongoing professional development activities into their regular routine and creating new opportunities to continue professional growth. At least one structured training event will take place each quarter, with a focus on effective methods to raise test scores in underprivileged schools with high percentages of Native American students and increasing capacity to provide CTE to these students. The Hoonah Heritage Foundation will provide instruction on effective strategies for integrating Native Language and Culture into classroom learning. The Superintendent will lead the PLC and ensure that participants have adequate time to participate. Teachers will model and peer-critique new teaching strategies, explore cutting-edge educational research reported for similar student populations, and share successes and challenges in a

⁵ <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2752426/>

mutually supportive environment. Ongoing training in effective strategies will improve classroom instruction, and result in long-term impact for students. **Scientific evidence supporting the approach:** Research shows⁶ that the establishment and maintenance of Professional Learning Communities is a critical element to the sustainable success of schools serving Native American students.⁷ PLCs in these schools enable educators to effectively integrate Native culture and language into classroom learning while also increasing collaboration.

Family Engagement: Each month, HCS will host a family engagement event that will educate and empower parents and guardians to support their children’s educational, college- and career-focused success. These fun, engaging events will include both education and Native Tlingit Culture. **Scientific evidence supporting the approach:** The Harvard Family Research Project⁸ identifies several empirical studies that quantify the intrinsic value that increased family engagement has on students’ academic outcomes. Increased parental involvement also has a positive impact on students’ propensity to pursue postsecondary education. For instance, Harvard indicated that students in middle childhood and continuing through adolescence consistently report that their parents, especially mothers, are central to their decision to pursue college and more important, staying on track to college.

Mentoring: Hoonah has a small **Big Brothers & Big Sisters** organization that is slowly beginning to take root. Through this initiative, we will work with **Big Brothers and Big Sisters** to recruit and train a minimum of five mentors (between the ages of 18 and 30) each year. Each mentor will be paired with 3-4 youth with whom he or she will build a mentor-protégé

⁶ <http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf>

⁷ Tribes Learning Community. <http://tribes.com/about/professional-learning-communities/>

⁸ <http://www.hfrp.org/family-involvement/publications-resources>

relationship. Mentors will maintain weekly contact with each protégé, meeting in person at least twice each month. Mentors will maintain weekly logs documenting communication with each protégé. All mentors will have to pass a thorough background check (to include fingerprinting) and will be required to participate in all training sessions prior to working with youth. **Scientific evidence supporting the approach:** A meta-analysis of 73 peer-reviewed studies⁹ support the effectiveness of mentoring for improving outcomes across behavioral, social, emotional, and academic domains of young people’s development. The most common pattern of benefits is for mentored youth to exhibit positive gains on outcome measures while non-mentored youth exhibit declines. Overall, the studies showed that mentoring as an intervention strategy has the capacity to serve both promotion and prevention aims. Programs also show evidence of being able to affect multiple domains of youth functioning simultaneously and to improve selected outcomes of policy interest (e.g., academic achievement test scores). From a developmental standpoint, benefits of participation in mentoring programs are apparent from early childhood to adolescence and thus not confined to a particular stage of development.

⁹ <http://www.rhodeslab.org/files/DuBoisetalMeta.pdf>

Evidence of involvement of parents and Tribes: This project was designed with extensive involvement of both parents and Tribes. Both will continue to be involved in project implementation and sustainment. Specifically, a multidisciplinary **Advisory Council** that will support the Project Director and guide implementation, providing valuable feedback and input to further ensure consistent delivery of the highest quality products and services. The **Advisory Council** is comprised of the school administrators, all project personnel, teachers, parents (at least two at any time), students (two) and representatives from community partners (Hoonah Heritage Foundation and SEARHC –both of which are Alaska Native organizations). The **Advisory Council** will serve in an advisory capacity, reviewing Quarterly Progress Reports (QPRs) and other performance feedback, providing suggestions for refining, strengthening and improving the project approach as appropriate. Additionally, the Action Team will utilize the QPRs to monitor movement towards benchmarks, track student impact on a variety of levels (including social, behavioral, academic, etc.) as well as teacher satisfaction and growth. The **Advisory Council** will meet quarterly.

Ensuring continuation of activities: In planning our project, we have outlined an approach that will readily be sustainable beyond the Federal funding period. First, the majority of our project budget is directed towards activities that increase our capacity to sustain activities beyond the federally-funded project period. This includes contracting with a highly qualified professional outside evaluation firm that will provide accurate, objective assessment of our progress towards achieving our stated goals. In addition, the evaluator will work with the project team in ensuring the sustainability of this important initiative. Lastly, the Advisory Council will create a sustainability plan during the first year of the project period. This will include establishing a sustainability budget and then identifying a list of potential local, state and federal funding sources, along with a strategy, list of action items and timelines for approaching each. The sustainability plan will be reviewed and updated every six months.

Competitive Preference Priority: As noted, HCS was awarded an ANE grant (**Federal Award ID number: S356A120038**) in 2015, in the amount of \$420,411.

Job Descriptions and resumes

Project Director job description

Key tasks

- Plans, directs, and coordinates activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters.
- Reviews project proposal or plan to determine time frame, funding limitations, procedures for accomplishing project, staffing requirements, and allotment of available resources to various phases of project.
- Establishes work plan and staffing for each phase of project, and arranges for recruitment or assignment of project personnel.
- Confers with project staff to outline work plan and to assign duties, responsibilities, and scope of authority.
- Directs and coordinates activities of project personnel to ensure project progresses on schedule and within prescribed budget.
- Reviews status reports prepared by project personnel and modifies schedules or plans as required. Prepares project reports for management, client, or others.
- Confers with project personnel to provide technical advice and to resolve problems.
- May also coordinate project activities with activities of government regulatory or other governmental agencies.
- Responsible for overall quality and management of major projects or programs.
- Research current education and training needs.
- Research grant funding sources.
- Develop grant proposals.
- Oversee budget and ensure financial accountability.
- Provide regular budget reports to Learn4Life leadership and Advisory Council
- Facilitate staff training.
- Supervise program delivery, assess client needs.
- Recognize and solve potential problems and coordinate evaluation of project activities with outside evaluator, project leadership and project team.
- Work with project team to establish operating procedures for project/program. Ensure procedures meet program goals.
- Network with local, state and national agencies for future program development.

Job specifications of Project director

- A university degree in a related field.
- Demonstrated ability to establish and maintain effective relationships and partnerships with key stakeholders.
- Demonstrated experience in leading and managing complex projects that are strategic in nature and potentially national in scope.
- Excellent organizational skills with demonstrated ability to execute projects on time and on budget.
- Strong interpersonal, communication, facilitation and presentation skills.
- Strong analytical and problem solving skills.
- Ability to work independently and with minimal supervision.

Job Description
Tláawk Has
Our Aunties and Uncles

Job Description:

To provide students with support throughout their school career, specifically in the areas of academic, socio-emotional, and life skills support, to achieve student success. This person will bring cultural ways of being into all that they do. Students will become more successful with the resource of and *Aunty or Uncle* to help guide them through the difficult situations of today. This person will be an advocate for our families and students.

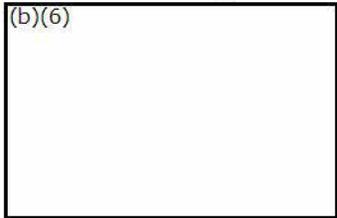
Tasks:

- Successfully create a relationship of trust and value with students
- Work towards planning for students goals and objectives in both academic and life skills
- Continue a connection with students after graduation
- Teach traditional values and responsibilities
- Positive Role Models
- Strengthen roles and responsibilities with cultural teachings
- Connect Home, School, Student, Family, Community
- Family Engagement
- Goal Setting
- Mentorship
- Be a student resource, and advocate for the student and family
- Teach our students they are strong and they will be strong for our people
- Traditional Ways of Being
- Hunting/Fishing/ Gathering Harvesting/Preparation

Curriculum Vitae

PJ Ford Slack, Ph.D.

(b)(6)

A large rectangular box with a black border, indicating a redacted section of the curriculum vitae.

Educational Background

- 2001 **Harvard Business School Summer Program** for Leaders
- 1989 Ph.D. **University of Oregon** Educational Administration,
- 1989 M.S. **University of Oregon** Special Education (Behavior disorders, special education policy, IEP creation, LD, paraprofessionals)
- 1988 MS **University of Oregon** Policy, and foundations
- 1974 DIP **University of Sydney** Teaching
- 1972 **University of Sydney** Pharmacology studies
- 1971 East Sydney Tech College Fashion/costume design

Areas of Certification

- Alaska Type A Teaching License (special education K-12)
- Alaska Type B Administrative License (Principal, Superintendent, Special Ed.)
- Oregon Handicapped Learners Certificate (# 1145928 in renewal)
- Oregon Administrative Certificate (# 1145928 in renewal)
- Minnesota School Business Officer Certificate

Online Experience

1993-1995: University of St. Thomas: Online Education Specialist Classes

1999-2000: Barrow High School: Online high school class and Mentor teacher classes to seven Village school sites

1997-1999 Online Special Education Policy and law teaching to educators for Alaska Department of Education

2006-2010- Principal of Delta Cyber School: Delivered middle and high school classes to 800 students throughout the State of Alaska

2012-2013 Mentor Special Educator to 3 Primary teachers and two principals at All Saints College in Australia (use EDMODO)

Professional Experience

Present: Interim Superintendent Hoonah School District Hoonah, Alaska

Student enrollment: 110 students, 50 staff, Budget of 4.5 million dollars.

Independent Educational Contractor (Taking Flight Education Services) working for the Department of Labor/Vocational Rehabilitation

2010-2014: PRINCIPAL SITKA HIGH SCHOOL: SITKA ALASKA
375 Student Comprehensive High School (375 students)

Activities Budget 600,000; Academic Budget: 40,000.

2012-present: mentor to MAT students and principals in Alaska

2006-2010: Superintendent Delta Greely School District (879 students/500 correspondence students statewide)

2002-2006: Administrator Fairbanks Northstar School district (500-1200 students)

2000-2002: Alaska Director of K-12 Education (including distance delivery, charter schools, and all NCLB assessment) 78 staff, 54 districts, 5 Universities, all Federal and State Education funds, 78,000 students.

1999-2000: Principal Barrow High School (280 students)

1997-1999: Alaska Director of Special Education (34,000 students/54 districts plus private and home school students)

1995-1997: Associate Professor University of Oregon

1993-1994: Visiting Professor Educational Administration University of Waikato

1993-1996: Assistant Professor University of St. Thomas: Masters and Doctoral Program for Educational Leadership

1992-1995: Principal, Assistant Superintendent, Grant Writer: Chief Bug O Nay Ge Shig School. Leech Lake Reservation, Minnesota.

1990-1991: Professor Liaoning University Shen Yang, China (

1989-1993- Assistant Professor College of Education Bemidji State University

1987-1989: Graduate Teaching Fellow University of Oregon

Boards and Appointments

2012- present: Sitka Health Coalition

2011- Present: Youth Advocates Board

2010-Present: Sitka Library Commission Board

2009- Present: Sitka Charitable Trust: Board Trustee

2009- Present: Alaska Special Education Service Agency (SESA):
Board President

2000-2009: Commissioner's Council on Distance Education: 200-2009:
to assist in designing and implementing a digital delivery system for
Public Education. Initial focus was the secondary level and then added
primary school.

1998-2004: Alaska Science and Math Standards Committee

1998-2004: Alaska Commissioner of Education Committee on Distance
Delivery

2010- Present: Sitka Borough Library Commission Board

2006-2010: Delta Partners for Progress Board: Vice President

2006-2009: Delta Borough Library Commission

1989-1993: Bemidji State's Instructional Technology Committee

Presentations (selected)

Bailey, J. & Ford Slack, P. (in process). The Mysterious Process of Curriculum Selection.

Ford Slack, PJ & Tada, W (1997, 1999) Alaska Special Education Handbook

Benham, M. & Ford Slack, P. (1998). Case Studies for School Administrators: Managing Change in Education.

Dunlap, D. & Schmuck (1993). Women Leading in Education. Teachers College Press.

Grants (selected)

Alaska Energy Grant: 2.2 million Biomass Boiler System

Alaska Major Mechanical Grant: 9.7 million and 1.7 million

Bunk House Grant for Summer Vocational Program 400,00

Technology Grant: Collaboration across middle schools 500,000

Assorted Grants for the Alaska Department of Education and Early Development

Bug O Nay Ge Shig Grant Operated School: B.I.A. and Federal Grants totaling 5-8 million dollars a year

Heather Vanessa Powell

(b)(6)

Education

University of Alaska Southeast Sitka, Alaska

B.A., Business Administration, 2010 – Present

Currently pursuing a B.A., Business Administration, while working full-time. Relevant coursework includes Methods of Written Communications, Cultural and Biological Anthropology, Archaeology, Personal Investments/ Financial Managements, Curriculum Creation for Indigenous Ways of Knowing, as well as Nationwide Certification from National American Indian

Housing Council Professional Indian Housing Manager Certification. Minor in Lingít Language.

Grant Application and Management Training-Administration of Native Americans

December 2014

Sitka High School Sitka, Alaska

Diploma, May 1997

Sitka Native Education Program Sitka, Alaska

Diploma and Certificate of Program Completion

Participated in Language, Song, Dance as well as Drumming and Beading. Successfully Working under Master Language instructors, Ethel Makinen, Herman and Vida Davis, and Anne Johnson, learning beading and crafts from Master Artist Alice Williams, Drum/Dance instructors Ethel Williams, Laura Castillo, Roberta (James) David, and Apprentice Chuck Miller.

Professional Experience

Director, Haa Kusteeyí Áyá Hoonah City Schools

ANEP Grant Manager/Lingít Language Teacher

November 2015-Present

Plan, Direct, Coordinate activities of Haa Kusteeyí Áyá ANEP Grant. Cultural Aligned Learning(CAL), as well as cultural programming and activities throughout the Hoonah City Schools. Including, Traditional ecological knowledge, language, and cultural programming, Lingít language instruction for grades PreK-12. Curriculum building with culturally focused standard aligned learning of traditional values, knowledge and Lingít language, song ,dance and drum instruction. Teaching placed based learning, supporting local community partnership, and fostering Lingít Tundataaní within all works. Responsible for overall project coordination, grant evaluation, weekly, quarterly and annual grant reports, as well oversight of all Project procedures and operational goals with all community partners and advisory committee. Project management, grant reporting, personnel supervision, grant research, proposal, and oversight of financial and budget, as well as project strategic planning.

Community Liaison Tlingit Mentor Apprentice Program (Sitka)

Bridges to Fluency: Lingít Language

Sealaska Heritage Institute

June 2013- Present

Oversight of Community Tlingit Language Mentor and Apprentice Program for SHI, oversight and program assistance for 2 teams, each team including one elder and one apprentice. As part of this program Sitka was selected to host a Lingít Language Immersion, this included location and project planning for over 60 participants to become fully immersed in the Lingít Language. This is a 3 year Administration for Native Americans grant, the goal to create fluent speakers of our Language language that is currently only with 60 fluent speakers.

Regional Community Coordinator, Lingit Immersion Programming
Language Department
Tlingit & Haida Central Council Indian Tribes of Alaska
February 2016- present

Work within the language groups represented with the 30,000 tribal citizens represented by Tlingit & Haida CCITA, specifically in Lingít to help foster and increase language immersion, as well a continued support to language teachers, and the creation of a language immersion school, beginning with at Lingít Haa Léelk'u Has Yóo X'atángi Kudí, Our Grandparents Language Nest. Working with and supporting communities that are working towards immersion, or have successfully began programming.

Yoo Xatank ka Yaa Koosgé Tsú

Director of Language and Education, Sitka Tribe of Alaska
May 2015- January 2016

Duties include develop Tlingit Cultural curriculum for grades K-12. Provide opportunities to increase awareness, understanding and respect for Tlingit culture and language. Facilitate cultural activities at the classroom, school and district level. Serve as a resource to district staff in implementing cultural activities. Assist district staff in on-going building and district wide professional development. Create Language opportunities for the Community and enrich tribal citizens lives. Oversee Johnson O'Malley Program funds, to include cultural programming and enrichment to include, summer culture camps, Lingít language, song and dance classes, in school and after school programming. Overseeing traditional harvesting, and cultural sharing and preservation, working with the University of Alaska Southeast Alaska Native Language programming, Sitka School District, as well as Preschool programming and creating partnerships with Tlingit & Haida Indian Tribes of Alaska for joint culturally enriched educational programming. Also, provide resources to Sealaska Heritage Institute as the Community Liaison for the Tlingit Mentor Apprentice Teams, and hosting Language events, and activities. Being an active member of the team, and working well to collaborate with schools, tribal governments, resource agencies, local organizations, and with the community. Supervise Boys and Girls Club staff and Club Manager, Cultural Instructors, Cultural Art Instructors, Family Engagement Specialist, Preschool Lingít Language and Culture Specialist, as well as Language Revitalization Specialist. Grant Management of over \$800,000 annual budget – including WKKF Kellogg Foundation, OJJDP, DHSS Primary Prevention, B&G Club ANEE, BIA Compact Funds including, Higher Education, Adult Vocational, Youth Services, and JOM Funds.

Director of Education, Employment and Training Sitka Tribe of Alaska
May 2013- May 2015

Oversee Johnson O'Malley Program funds, to include cultural programming and enrichment to include, summer culture camps, Lingít language, song and dance classes, in school and after school programming. Overseeing traditional harvesting, and cultural sharing and preservation, working with the University of Alaska Southeast Alaska Native Language programming, Sitka School District, as well as Preschool programming and creating partnerships with Tlingit & Haida Indian Tribes of Alaska for joint culturally enriched educational programming. In addition, oversee Employment and Training Department, which includes Adult Vocational Training, Higher Education, and Employment Specialty services. Supervised the following staff: Boys and Girls Club staff and Club Manager, Cultural Instructors, Cultural Art Instructors, Family Engagement Specialist, Preschool Lingít Language and Culture Specialist, Tribal Employment Rights Officer, Tribal Employment Specialist, Americorps/Vista Volunteer and

Sitka Fellow Winter Fellow.

Admissions and Occupancy Specialist Baranof Island Housing Authority

January 1999 – Present

Worked as receptionist, moving up to Occupancy Clerk I, currently Admissions & Occupancy Specialist II. Responsible for all of BIHA's current programs, application process, initial eligibility screening pre- and post occupancy counseling, as well as ensuring tenant compliance with all BIHA policies and procedures, accept, process, conduct verifications, screen for eligibility for Low Rent, Mutual Help, Lease with Option to Purchase, Closing Cost Assistance Program, Student Housing Voucher Programs and Emergency Housing Assistance Program, Maintain tenant files, conduct re-certifications for each household, in all BIHA programs for each tenant and ensure compliance, Conduct annual, and as needed inspections of all BIHA units to ensure Maintenance and Admissions policies are adhered to. Ensuring proper maintenance and counseling are provided to tenants, Update and create policy as needed.

Consultant National American Indian Housing Council

January 2005 – Present

Worked as a consultant for the National American Indian Council's Pathways Home Training Program, provided training regarding home loans, credit counseling and program eligibility on a national level to Housing Authority staff. NAIHC is a nationwide training organization that provides Technical Assistance to tribes across the nation, Provided Train the Trainer training to Housing Authorities across the nation, Worked with Nationwide Technical Assistance staff to represent Tribal Housing across the nation

Resident Advisor/Dormitory Management Mt. Edgecumbe High School

August 2000 – October 2000

Worked as Resident Advisor providing care and assistance to students at Mt. Edgecumbe High School Worked closely with the native population, assisted in crafts and cultural activities when needed.

Curatorial Assistant US National Park Service

April 1998 – September 1998

Worked as a curatorial department assistant for the National Park Service at Sitka National Historical Park where I was responsible for maintaining the curators department with Sue Thorsen Responsible for operating and changing the Hygrothermograph that monitors the moisture in the SNHP and Russian Bishops House, Assisted the Curator in protecting the collections and classifying the collections left in the care of the Sitka National Historic Park, Data Entry

Administrative Assistant Sitka Tribe of Alaska

April 1997 – December 1998

Worked as the administrative assistant for Sitka Tribe of Alaska's Social Services Department, helped organize and create working filing system for Social Services Department organization. Filing and organizing documents and training materials, Data Entry, Answering Phone and efficiently scheduling appointments

References

Lance Twitchell

Assistant Professor

Assistance Professor of Alaska Native Languages

AMELIA M. WILSON

EDUCATION

- 2010-Present University of Alaska Fairbanks Fairbanks, AK
Master of Arts in Rural Development (Expected May 2016)
- 1996 – 2002 University of Alaska Fairbanks Fairbanks, AK
Bachelor of Arts in Justice, English Minor

WORK EXPERIENCE

- September 2013 - Present Hoonah, AK
Librarian, Esther Greenwald Public Library
P.O. Box 157, Hoonah, AK 99829 (907) 945-3611
- Library oversight, programming and management.
 - Acquire, organize, promote and disseminate resources.
 - Secure funding and uphold grant requirements including reporting.
- January 2012 – May 2013 Fairbanks, AK
Research Assistant, Evaluation Research Associates
3535 College Road, Fairbanks, AK 99709 (907) 451-0562
- Data collection, analysis and reporting.
 - Interviews of Elders, stakeholders and program participants.
 - Incorporation of Indigenous evaluation principles and practice.
- February 2011-May 2012 Fairbanks, AK
Student Services Outreach Coordinator, Veterinary Science
4280 Geist Road, Fairbanks, AK 99709 (907) 474-5439
- Student and community outreach in village and urban Alaska.
 - Collaboration with rural organizations and tribal agencies.
 - Provided student advising, mentoring and guidance.
- December 2011 Fairbanks, AK
Adjunct Instructor, Rural Human Services (RHS)
4280 Geist Road, Fairbanks, AK 99709 (907) 474-5439
- RHS 110 Cross Cultural Bridging Skills
 - RHS 140 AK Native Values and Principles

September 2007 – February 2011
Fairbanks, AK
Program Manager/Academic Coordinator, Upward Bound
4280 Geist Road, Fairbanks, AK 99709 (907) 474-5439

- Developed and maintained community & stakeholder partnerships.
- Project management, data collection and reporting.
- Administration of day-to-day operations of Upward Bound.

PUBLICATION/PRESENTATION EXPERIENCE

- Peer Reviewer, *American Journal of Evaluation*, April 2015
- Class of 2014 Commencement Speaker, Hoonah City Schools
- *Science in Relation to Traditional Native Ways*, May 2013, http://www.ankn.uaf.edu/NPE/Camps/Gaalee'ya_Rpt_13_FINAL.pdf
- American Evaluation Association, Blog: “*Envisioning Indigenous Evaluation in Alaska*,” May, 2013, <http://aea365.org/blog/?p=8995>
- Alaska Native Studies Conference, Co-Presenter “Envisioning Indigenous Evaluation in Alaska,” April, 2013
- It Is Only New Because It Has Been Missing for so Long: Indigenous Evaluation Capacity Building, *American Journal of Evaluation*, December 2012; vol. 33, 4: pp. 566-582., first published on September 26, 2012
- Western Alaska Interdisciplinary Science Conference (WAISC)
Co-Presenter on “Indigenous Evaluation,” March, 2012

MEMBERSHIPS/AFFILIATIONS

- Council Member, Hoonah City Council
- Vice President of ANS Camp 12
- Member of the Hoonah Liquor Board
- City of Hoonah Budget Committee Chairman
- Gaaxw Xaayi Dance group member
- Host Group Member, Alaska Native Dialogues on Racial Equity project, First Alaskans Institute
- Past volunteer with the Gateway School District, Positive School Climate youth leadership project, 4 years
- Past volunteer, Earth Work Quest Youth Summit, US Fish and Wildlife, 4 years
- Past member, Alaska Native Education Parent Advisory Committee, 3 terms, 1 term as Vice-Chairman

SKILLS

- Excellent rapport with Elders, youth and stakeholders.
- Ability to work with tribal, regional and statewide organizations.
- Experience with programmatic oversight and supervision of staff.
- Solid visual, verbal and written communication skills.
- Dynamic and engaging presentation skills.

Lorrie Scoles

(b)(6)

Educational Preparation

2000	University of Alaska Anchorage Administrative Certificate	Type B Certificate
2000	University of Southern Mississippi Major: Curriculum and Instruction	Masters of Education
1990	University of Alaska Fairbanks Major: Elementary Education	Bachelors of Education

Educational Work Experience

2014-2015	Hoonah City School District	PreK – 12 Principal
2012-2014	Hoonah Elementary Hoonah City School District	Primary Classroom Teacher
2010 – 2012	Eagle’s View Elementary Unalaska City School District	Principal District Test Coordinator Special Education Coordinator
2009-2010	Association of Alaska School Boards	Community Engagement Educator
2003-2009	Alaska Statewide Mentor Project	Project Director
2002-2003	Fairbanks North Star Borough School District	Staff Development Coordinator
2001-2002	Fairbanks Northstar Borough School District	District-wide Mentor Teacher
1994 – 2001	Pearl Creek Elementary Fairbanks North Star Borough School District	Multiage Classroom Teacher
1991-1994	Pearl Creek Elementary Fairbanks North Star Borough School District	Kindergarten/1st grade Teacher
1990-1991	Pennell Elementary Fairbanks North Star Borough School District	Third Grade Teacher

Presentations

Building a Multiage Program	Trainer Trainer	Kenai Peninsula School District Denali Borough School District
Multiage Institute 2004, 2005	Trainer	Statewide
Teaching Math through Games	Presenter	Alaska Math/Science Conference Fairbanks Northstar Borough School District
Differentiating Instruction	Trainer	Kenai Peninsula School District
Setting up a Reader's Workshop	Presenter	Alaska Literacy Conference
Literature Circles	Presenter	Alaska Literacy Conference
Teaching Spelling Through Writing	Presenter	Alaska Small Schools Institute
Using the Daily Five and CAFÉ	Facilitator	Unalaska City School District
Tutoring Literacy Skills	Trainer	Fairbanks Northstar Borough School District Unalaska City School District Southwest Region School District
Organizing Your Math Workshop	Presenter	Alaska Math/Science Conference
Finding Time through Integration	Presenter	Fairbanks Northstar Borough School District Southwest Region School District Yukon-Koyukuk School District
Brain Based Learning	Facilitator	Unalaska City School District

CURRICULUM VITA

NAME: Sileo, Thomas W. DATE: October 2009

POSITION: Lead Evaluator
 Education Consultant
 HIV/AIDS Prevention and Teacher Education
 Grant Development and Procurement
 Professional Education Accreditation

Professor (Retired)
 Department of Special Education
 College of Education
 University of Hawaii at Manoa

ADDRESS: 4230 Woronzof Drive, Unit C
 Anchorage, AK 99517

TELEPHONE: Home: 907-245-1093
 E-mail: sileo@hawaii.edu

EDUCATION

<u>Years</u>	<u>Degree</u>	<u>Institution</u>	<u>Area of Study</u>
1977	Ed. D.	University of Northern Colorado Greeley, Colorado 80639	Special Education
1968	M.A.	Seton Hall University South Orange, New Jersey	Elementary Education
1963	B.S.	Seton Hall University South Orange, New Jersey	Secondary Education (Social Studies and English)

Areas of Specialization: **At-Risk Children and Youth**
Multicultural Education
 Parent-Professional Partnerships
 Educational Collaboration
 Learning Disabilities/Mild/Moderate Disabilities
 Special Education Assessment Processes
 HIV/AIDS Prevention Education
 Grant Development, Procurement, and Evaluation
 Professional Education Accreditation

Teacher Certification: **Alaska Department of Education: Type U**
Elementary Education (K-6)
Language Arts/Social Studies (7-12)
Special Education
 New Jersey Regular Secondary & Elementary Certificate
 Social Studies and English (7-12)
 Elementary Education (K-6)
 Colorado Professional Teacher Certificate
 Educationally Handicapped (K-12)
 Secondary Social Studies (7-12)
 Elementary Education (K-6)

SOMPA (System of Multicultural Pluralistic Assessment)

Research Areas/Interests:

Identification and Assessment of Students - Mild and Moderate Disabilities
 Non-Categorical Special Education Programs
 Constructivist Approach to Education
 Quality Indicators of Special Education Personnel Preparation
 Development Needs of Parents of Children with Disabilities
 Preparation of Personnel to Teach Students At-Risk and with Disabilities
 Self- Reflection and Journal Writing
 Ethical Considerations in Teacher Preparation Programs
 School University Partnerships and Students' Field Experiences

WORK EXPERIENCE: Professional Academic

Years: Institution/Organization

Positions:

January 1, 2007 - Present	Capacity Builders Inc. Lead Evaluator - Alaska Native Education Grant (January 2007 - December 2007) South West Regional School District (Dillingham, Alaska)
	Lead Evaluator - Upward Bound Program (February 2008 - Present) Nebraska Methodist College (Omaha, Nebraska)
	Lead Evaluator - Drop Out Prevention Program (May 2008 - December 2008) Carter G. Woodson Charter School (Winston-Salem, North Carolina)
	Lead Evaluator – Lower Sioux Basic Center Program (October 2008-May 2009) Lower Sioux Indian Community (Morton, Minnesota)
	Lead Evaluator – Drop Out Prevention Program (February 2009 – Present) Southern Wake Academy (Holly Springs, North Carolina)
	Lead Evaluator – Enhancing Education Through Technology / Training for Tomorrow's Technology Today (June 2009 – Present) Sierra Grande School District (Blanca, Colorado)
	Co-Evaluator - Enhancing Education Through Technology / Power Results (July 2009 – Present) Rocky Ford School District (Rocky Ford, Colorado)
	Lead Evaluator – Enhancing Education Through Technology / Students and Teachers Actively Reinventing the School (July 2009 – Present) Payette School District (Payette, Idaho)
June 2007	National University Adjunct Faculty / Online Instruction
August 2007 – March 2009	Member, Board of Examiners National Council for Accreditation of Teacher Education
June 1 - December 31, 2006	University of Hawaii at Manoa Consultant - Technical Assistance and Development of NCATE Institutional Report

August 1, 2005 - University of Hawaii at Manoa
 June 1, 2006 Professor, Department of Special Education

Responsibilities:

Instruction: Course Development and Implementation
 Partnerships with Families and Professionals
 Educating Exceptional Students in the Elementary Classroom
 Characteristics/Strategies for Teaching At-Risk Students
 Student Teaching Supervision

Research: HIV/AIDS Prevention Education for Diverse Racial, Ethnic, and Cultural Populations
 (Survey / Focus Group Research)

Accreditation: Assist with preparation of NCATE Institutional Report

August 15, 2003 - **University of Alaska Anchorage**
 August 1, 2005 **Professor and Associate Dean for Research, Assessment and Accreditation, and Technical Support**

Responsibilities:

Research: Provide leadership for research programs in College of Education, including expanding and supporting scholarly work of faculty and students primarily through external grants and contracts

Provide leadership and establish goals for an integrated interdepartmental and interdisciplinary research projects. Work with faculty to develop a long-range plan to achieve research goals.

Review, approve, monitor, and evaluate research proposals/projects prepared by faculty for grants from internal and external sources.

Identify funding sources and develop collaborative partnerships that support educational research.

Provide technical assistance and support to faculty and students in preparation and submission of research proposals

Establish and maintain relationships with relevant university committees and administrators and state and national funding agencies to increase College of Education faculty resources to achieve scholarly work through grants and contracts

Oversee and coordinate all research and externally funded projects in the College

Assess faculty members' scholarly productivity through grants, research, publications, and other scholarship. Develop and maintain a database of faculty research activities, including preparation and distribution of an annual report (e.g., # of faculty proposals submitted, grants received, journal articles published, professional presentations, etc)

Assessment/Accreditation Coordinate, monitor, and support regular on-going assessment and evaluation of academic programs as part of NWCCU (Northwest Commission on Colleges and Universities), accreditation requirements including design, implementation, and analysis of outcomes based assessment and program reviews to inform and ensure program change

Initiate, coordinate, monitor, and support NCATE (National Council for Accreditation of Teacher Education) accreditation activities, including Preconditions Report, Specialty Professional Association Program reviews, and Institutional Report

Maintain documentation and database required for NCATE accreditation

Prepare institutional and annual reports including, but not limited to Title II and AACTE/NCATE PEDS reports

Technical Support Oversee roles and responsibilities of technical services team related to college communication systems and assessment and accreditation efforts, including electronic document center

August 1, 2002 - University of New Mexico – Gallup
 July 31, 2003 Visiting Professor- Department of Education (Sabbatical Leave)

Responsibilities:

Instruction: Course Development and Implementation
 Student Teaching Supervision and Seminar (Early Childhood Multicultural Education)
 Social, Political, and Cultural Contexts of Children and Families

Special Assignment: Implementation of Dine' II Teacher Induction Program

Research: HIV/AIDS Prevention Education for Diverse Racial, Ethnic, and Cultural Populations
 (Survey Research – Spring 2003)

PUBLICATIONS:

Books:

Gearheart, B. R., DeRuiter, J. A., & Sileo, T. W. (1986). Teaching Mildly and Moderately Handicapped Students. Englewood Cliffs: Prentice Hall, Inc.

Sileo, T.W. (1977). The Validity of the Quick Neurological Screening Test as Screening Device to Determine the Presence of Learning Disabilities. Published Doctor of Education Dissertation: University of Northern Colorado.

Textbook Chapters:

Sileo, T. W. (2006) (Section Editor, Diversity in Teaching and Learning) In C. A. Grant & L. M. Summerfield (Eds.) Humanizing Pedagogy Through HIV and AIDS Prevention: Transforming Teacher Knowledge. (p. 111-202). Washington, DC. American Association for Colleges of Teacher Education

Sileo, N. M., & Sileo, T. W. (2006). HIV/AIDS: A global human rights issue. In C. A. Grant & L. M. Summerfield (Eds.) Humanizing Pedagogy Through HIV and AIDS Prevention: Transforming Teacher Knowledge. (p. 113-131). Washington, DC. American Association for Colleges of Teacher Education

Brooks Hooks, M. Y., Sileo, T. W., & Mazzotti, V. L. (2006). Influences of family and cultural values, language, and religion on HIV/AIDS behavior change In C. A. Grant & L. M. Summerfield (Eds.) Humanizing Pedagogy Through HIV and AIDS Prevention: Transforming Teacher Knowledge. (p. 132-163). Washington, DC. American Association for Colleges of Teacher Education

Sileo, T.W., & Prater, M.A. (2000). Teacher education: Reform and restructuring. In M.A. Winzer, & K. Mazurek (Eds.). Special education in the 21st century: Issues of inclusion and reform. (p.106-134). Washington, DC: Gallaudet University Press.

Abstracts:

Sileo, T. W., Prater, M. A., Pateman, B., & Sileo, N. M. (2006). HIV/AIDS prevention education: Culturally sensitive and responsive strategies for Asian Pacific Islander American adolescents and young adults. Journal of HIV/AIDS Prevention Education for Adolescents and Children 4(3); ABSTRACT: CSA Social Services Abstracts

Sileo, Thomas W. & Gooden, Myrna, A. (2003). Multicultural considerations for HIV/AIDS prevention education: An American Indian/Alaska Native Perspective ERIC Clearinghouse on Rural Education and Small Schools

Sileo, T. W., Prater, M. A., Pateman, B., & Sileo, N. M. (2001-2002). Multicultural considerations for HIV/AIDS

Prevention education: An Asian Pacific Islander perspective. Virology & AIDS Abstracts, 23 - 41.

Sileo, T. W., Prater, M. A., Pateman, B., & Sileo, N. M. (2001-2002). Multicultural considerations for HIV/AIDS Prevention education: An Asian Pacific Islander perspective. AIDS and Cancer Research Abstracts. Accession Number 5412236

Articles: Juried

Ardley, J., & Sileo, T. W., (In press). HIV/AIDS prevention education: Developing culturally competent programs for African Americans, Journal of HIV and AIDS Prevention for Children and Youth. 10(2) . . .

Sileo, N. M., & Sileo, T. W., (2008). American Indian University Students' Knowledge, Beliefs, and Behaviors Associated with HIV/AIDS, Journal of HIV/AIDS Prevention in Children and Youth 9,(1), 10-33.

Sileo, J. M., & Sileo, T. W., (2008). Academic dishonesty and online classes: A rural education perspective, Rural Special Education Quarterly, 27(1/2), 55-60

Sileo, N. M., Sileo, T. W., & Pierce, T. B., (2008). Ethical issues in general and special education teacher preparation: An interface with rural education, Rural Special Education Quarterly, 27 (1/2), 43-54

Sileo, N. M., Sileo, T. W., & Prater, M. A. (2008). Enhancing special educators' knowledge and understanding of HIV/AIDS. Physical Disabilities: Education and Related Service, 27(1), 35-57.

Sileo, T. W., & Gooden, M. A. (2004). HIV/AIDS prevention education: Considerations for American Indian/Alaska Native youth. Journal of HIV/AIDS Prevention in Children and Youth, 6(2), 47-64

Prater, M.A., & Sileo, T.W. (2004) Fieldwork Requirements in Special Education Preparation: A National Study. Teacher Education and Special Education, 27(3), 251-263.

Sileo, T. W., & Gooden, M. A. (2003). HIV/AIDS prevention in American Indian and Alaska Native communities Tribal College Journal of American Indian Higher Education, 14(4), 44-48

Prater, M.A., & Sileo, T.W. (2002) School / university partnerships in special education teacher field experiences: A national descriptive study. Remedial and Special Education, 23,325-335

Sileo, T.W., Prater, M. A., Pateman, B., & Sileo, N.M. (2002). HIV/AIDS prevention education: Culturally sensitive and responsive strategies for Asian Pacific American adolescents and young adults. Journal of HIV/AIDS Prevention and Education for Adolescents and Children, 5(1-2), 61-85

Support personnel biographies

Daphne Wright is Tlingit and has lived in Hoonah since 1985. She has been the Tlingit Education teacher at Hoonah City Schools for 15 years, working alongside many elders and culture bearers. Prior to leading the Tlingit education efforts at HCS, she was a third grade teacher for 11 years. Daphne works with students in grades pre-K through middle school on Tlingit language and culture, including community events of cultural significance hosted by students. Daphne is innovative and dynamic in her teaching approaches, utilizing interactive methods in her language and cultural instruction, varying her approach as the situation or student calls for. Daphne has established a resource and learning room complete with a wealth of language and cultural materials to accompany her teaching. Through song, games, skits, various methods of listening and recitation, she has developed an extensive array of means of teaching. Her passion for teaching, love of students and Tlingit culture make her an invaluable cultural knowledge bearer for students, school and community.

Carol Williams is Tlingit from the T'akdeintaan clan of the Raven tribe. She is the daughter of two Hoonah native artists. Her father, David Williams, Sr. was a well-known carver, creating traditional regalia or sculptures. Her mother, Mamie created traditional beadwork and also was a traditional weaver. Carol has worked in supportive roles at Hoonah City Schools for many years, most recently mentoring students taking online classes and also teaching a beading class to 5-8 graders. Carol infuses traditional cultural knowledge within our students' day in a very natural way. She is a storyteller, leads a Tlingit dance group, teaches drumming and songs, and works tirelessly to make sure all of our students have appropriate regalia for events. Carol is a wealth of knowledge about Tlingit culture and is passionate about passing knowledge on to the children, our future leaders.

Darlene See is Tlingit and Aleut with family roots in Hoonah and spent much time here growing up. She moved to Hoonah in 1994 and has lived here ever since. Darlene has been with the Parents as Teachers program for 7 years, working with the schools youngest students and families. Darlene possesses a wealth of cultural knowledge, including the ability to weave with spruce roots, red and yellow cedar bark as well as Ravenstail/Chilkat weaving. Darlene is also able to weave Tlingit culture and history into her teaching seamlessly, in a natural fashion, enhancing the learning of her students and families. She also knows how to teach beading, drum making, skin sewing, regalia making, processing and making Native foods. Darlene also teaches Tlingit language and songs. She is familiar with the land and waters of Hoonah and surrounding areas and has a knack for incorporating place-based learning opportunities that move educational opportunities beyond the classroom.

Edna Skaflestad is Tlingit, raised in and a lifelong member of the Hoonah community. Edna fosters imagination and curiosity as the lead Head Start teacher where she has worked for 18 years. Edna's respect and love for children, culture and community can be witnessed in her teaching. Edna is a model early childhood educator, utilizing the natural environment of the community to enhance her teaching and making learning relevant and meaningful to her students. Edna is personally and professionally committed to passing on the Hoonah Tlingit cultural values and ways of being that were taught to her.

Bill Wilson is a Tlingit clan leader, lifelong resident and elder of Hoonah that readily shares his wealth of knowledge, history, culture and Tlingit ways of being. Bill had the fortune of being raised by his grandparents which served to enhance his vast cultural knowledge as he was able to learn the old ways from those who lived it. He is one of the few fluent Tlingit speakers remaining in Hoonah and is a master storyteller and orator. Bill's passion for passing on culture is the motivation for the Tlingit dance group he leads, the Gaaxw Xaayi Dancers. The dance group performs locally at community events, potlatches and travels to cultural gatherings throughout the state to share Tlingit culture.

Genevieve Cook is a lifelong local and Tlingit elder with an extensive history of sharing her knowledge, skills and expertise in Tlingit language and culture. Genevieve readily shares her wisdom at school and community events, including leading a language learning group at the senior center weekly and assists with Daphne Wright's Tlingit language group weekly. Genevieve was one of the original members of Hoonah's oldest dance group, the Mt. Fairweather Dancers. Genevieve exemplifies Hoonah cultural values and freely shares her cultural knowledge and wisdom with younger generations, enriching and enhancing any subject matter at hand.

Gordon Greenwald is a lifelong local Tlingit who has dedicated his life to cultural and academic education. Within the Hoonah school system Gordon served students in many capacities, including teaching: woodshop , art, northwest coast native art and form line design, carving, science, math, Alaska History, PE and career guidance counselor for 34 years in addition to volunteering his time to run an after-school cultural leadership program for high school. He is an active member of his clan, bearing ceremonial property responsibilities in addition to being an active community member and master Tlingit carver. Since 2011, Gordon has been carving elaborate Tlingit screens and house posts for the Glacier Bay tribal house project with the National Park Service. The tribal house will serve as a visual and cultural representation of the homeland of the Hoonah people. Gordon continues to work with students on school trips to Glacier Bay. Gordon's familiarity with cultural stories, legends, protocols and what it means to be Tlingit makes him an invaluable contribution to the community.

Proof of Alaska Native Organization Status

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF INDIAN AFFAIRS



CORPORATE CHARTER
OF THE
HOONAH INDIAN ASSOCIATION
ALASKA



RATIFIED OCTOBER 23, 1939



UNITED STATES
GOVERNMENT PRINTING OFFICE

WASHINGTON : 1940

PR/Award # S299A160078

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DIVISION OF DOCUMENTS

CORPORATE CHARTER OF THE HOONAH INDIAN ASSOCIATION

A FEDERAL CORPORATION CHARTERED UNDER THE ACT OF JUNE 18, 1934, AS AMENDED BY THE ACT OF MAY 1, 1936

Whereas, a group of Indians and Eskimos having a common bond of residence in the neighborhood of Hoonah, Territory of Alaska, seek to organize under sections 16 and 17 of the Act of June 18, 1934 (48 Stat. 984) and section 1 of the Act of May 1, 1936 (49 Stat. 1250), by ratification of a constitution and by-laws and a charter approved by the Secretary of the Interior, and

Whereas, more than one-third of the adult Indians and Eskimos have petitioned that a charter of incorporation be granted to this group of Indians and Eskimos.

Now, therefore, I, Oscar L. Chapman, Assistant Secretary of the Interior, by virtue of the authority conferred upon me by the above cited acts, do hereby issue and submit this charter of incorporation to the group of Indians and Eskimos organizing as aforesaid, to be effective when duly ratified, provided that the said constitution and by-laws have been duly ratified by them.

Purpose and Existence.

1. In order to further the economic development of the Indians and Eskimos residing in the neighborhood of Hoonah, Alaska, by conferring upon the Hoonah Indian Association corporate rights and powers, the aforesaid Association is hereby chartered as a body corporate of the United States of America, under the corporate name of Hoonah Indian Association, hereinafter call the Association.

Membership.

2. The Association shall be a membership corporation. Its members shall consist of all persons now or hereafter members of the Association, as provided by its duly ratified and approved constitution and by-laws.

Management.

3. The Board of the Association, established in accordance with the said constitution and by-laws of the Association, shall exercise all the corporate powers hereinafter enumerated.

Corporate Powers.

4. The Association, subject to any restrictions contained in the Constitution and laws of the United States, or in the constitution and by-laws of the said Association, shall have the following corporate powers, in addition to all powers already conferred or guaranteed by its constitution and by-laws:

(a) To adopt, use, and alter a corporate seal.

(b) To purchase, take by gift, bequest, or otherwise, own, hold, manage, operate and dispose

of property of every description, real and personal, subject to the following limitations:

- (1) No sale or mortgage may be made by the Association of any land, or interests in land, including water, fishing or mineral rights, held by the Association within any area which may be set aside by the Federal Government as a reserve for the use of the Association.
 - (2) No leases, permits (which terms shall not include land assignments or fishing privileges granted to members of the Association) nor timber sale contracts covering any land or interests in land held by the Association within any reserve set aside for the Association shall be made by the Association for a longer term than ten years, and all such permits and leases, except to members of the Association, and all such contracts must be approved by the Secretary of the Interior or by his duly authorized representative: *Provided*, That leases requiring substantial improvements may be made for longer periods when authorized by law.
- (c) To borrow money from the Indian Credit Fund in accordance with the terms of Section 10 of the Act of June 18, 1934 (48 Stat. 984), or from any other source, and to use such funds directly for productive enterprises, or to advance money thus borrowed to individual members or groups of members of the Association for enterprises related to those of the Association.
 - (d) To engage in any business that will further the economic well-being of the members of the Association or to undertake any activity of any nature whatever, not inconsistent with law or with any provisions of this Charter.
 - (e) To make and perform contracts and agreements of every description, not inconsistent with law or with any provisions of this Charter, with any person, association, or corporation, with any municipality or with the United States or the Territory of Alaska, including agreements with said Territory for the rendition of public services.
 - (f) To pledge or assign chattels or future corporate income due, or to become due, to the Association: *Provided*, That such assignments of corporate income, other than as-

signments to the United States, shall not extend for more than ten years from the date of execution.

- (g) To deposit corporate funds, from whatever source derived, in any National or Territorial bank to the extent that such funds are insured by the Federal Deposit Insurance Corporation or secured by a surety bond, or other security, or to deposit such funds in the Postal Savings Bank or with a bonded disbursing officer of the Interior Department to the credit of the corporation.
- (h) To sue and be sued in courts of competent jurisdiction within the Territory of Alaska or the United States.
- (i) To exercise such further incidental powers, not inconsistent with law, as may be necessary to the conduct of corporate business.

Corporate Property.

- 5. The individually owned property of members of the corporation shall not be subject to any corporate debts or liabilities without such owners' consent.

Corporate Income.

- 6. The Association shall, at the end of its fiscal year, apply its income in excess of operating expenses during such fiscal year, in the following manner:

First: to payment of any due indebtedness.

Second: to creation of a fund for operation and for liquidation of indebtedness becoming due in the next operating period.

Third: to utilization for such social, educational and relief purposes as the Association may determine.

Regulation of Payments.

- 7. The Association may regulate the payment of corporate property in order to safeguard the interests of any incompetent or disabled members, and of the dependents of members who might become a public charge, and of the heirs or devisees of deceased members.

Corporate Accounts.

- 8. The officers of the Association shall maintain accurate and complete public accounts of the financial affairs of the corporation, which shall clearly show all credits, debts, pledges, and assignments, and shall furnish an annual balance sheet and report of the financial affairs of the corporation to the Juneau Office of the Office of Indian Affairs.

Amendments.

- 9. This Charter shall not be revoked or surrendered except by Act of Congress, but amendments may be proposed by resolutions of the Board or of the Association which amendments, if approved by the Secretary of the Interior, shall be effective when ratified by a majority vote of the adult members of the Association voting in a popular referendum called for the purpose by the Secretary of the Interior, *Provided,*

Ratification.

That at least 30 percent of the eligible voters vote in such election.

10. This Charter shall be effective from and after the date of its ratification by a majority vote of those voting in an election called for the purpose by the Secretary of the Interior: *Provided*, That at least 30 percent of the eligible voters shall vote: *And provided further*, That the Association has ratified a constitution and by-laws approved by the Secretary of the Interior. The ratification of the Charter shall be formally certified by the Election Board. The persons eligible to vote on the Charter are those Indians and Eskimos entitled to vote on the Constitution and By-laws for this Association.

This Charter is herewith approved and issued by the Assistant Secretary of the Interior and submitted for ratification by the Indians and Eskimos having a common bond of residence in the neighborhood of Hoonah, Territory of Alaska, in a popular referendum called and held under the Instructions of the Secretary of the Interior.

OSCAR L. CHAPMAN,
Assistant Secretary of the Interior.

[SEAL]

WASHINGTON, D. C., *August 19, 1939.*

CERTIFICATION

Pursuant to an order, approved August 19, 1939, by the Assistant Secretary of the Interior, the attached Charter was submitted for ratification to the group of Indians and Eskimos having a common bond of residence in the neighborhood of Hoonah, Territory of Alaska, and was on October 23, 1939, duly ratified by a vote of 116 for and 8 against, in an election in which over 30 percent of those entitled to vote cast their ballots, in accordance with the Alaska Act of May 1, 1936 (49 Stat. 1250), and section 17 of the Act of June 18, 1934 (48 Stat. 984), as amended by the Act of June 15, 1935 (49 Stat. 378).

WM. S. SHEAKLEY,
Chairman, Election Board.
JOSEPH W. PRATT,
Secretary, Election Board.

WENDELL H. CORDLE,
Government Representative.

○



HOME

Education Programs

Cultural Programs

Library & Archives

About Us

Supporters

9301 Glacier Highway #210
 Juneau, AK 99801
 907.523.3682
 907.789.1896 (fax)



Huna Heritage Foundation is a registered non-profit 501(C)3

Tax # 94-3113818
 DUNS # 13-5411564

Board of Trustees

In 1981, Huna Heritage Foundation was established as the cultural and educational non-profit arm of the **Huna Totem Corporation** and acts on their behalf in matters of cultural significance. Five trustees serve 3-year terms in support of cultural programs and education goals for 1300 Huna Totem shareholders.

(b)(6)

Wm "Ozzie"
 Sheakley

Gordon
 Greenwald

Chairman

Vice Chairman

(b)(6)

Anthony
 Lindoff

Mary
 Petersen

Bertha
 Franulovich

Trustee

Trustee

Trustee

Executive Director

PR/Award # S299A160078 **Vacant**

TO APPLY: Qualified applicants may send their coverletter and resume to: HHF.executivesearch@forakergroup.org. The first round of coverletters and resumes will be reviewed on November 14, 2014; however, the position will remain open until the position is filled.”

Click to view the Excutive Director Job Description

Working to Perpetuate the Huna Tlingit Culture and Promoting Education for Future Generations

Signed partnership agreements



United States Department of the Interior



NATIONAL PARK SERVICE

Glacier Bay National Park and Preserve

P.O. Box 140

Gustavus, Alaska 99826-0140

Tel: 907-697-2230 · Fax: 907-697-2654

May 27, 2016

Dr. P.J. Ford Slack
Superintendent
Hoonah City Schools
366 Gartheeni Hwy
Hoonah, Alaska 99829

Dear Dr. Ford Slack:

The National Park Service (NPS) is pleased to support Hoonah City School District's (HCSD) application to the Department of Education, Native Youth Demonstration Grant. Should HCSD be awarded funding for this opportunity, Glacier Bay National Park will actively partner with the school and other entities to accomplish project objectives.

For more than 20 years, Glacier Bay National Park has collaborated with a number of Hoonah community partners including HCSD; the federally recognized tribe, Hoonah Indian Association; and the non-profit entity Huna Heritage Foundation to strengthen connections between the Huna Tlingit and their traditional homeland in Glacier Bay. Importantly, the NPS's 2011 Call to Action directs the agency to work directly with educational institutions to develop and nurture life-long connections between the young people and parks through a continuum of recreational, educational, volunteer, and work experiences. We have focused considerable effort on a variety of programs designed to provide educational and career development opportunities for Huna youth and look forward to ongoing collaborations with HCSD.

In particular, NPS has conveyed almost \$1,000,000 over a 6-year period to the Hoonah Indian Association to support the design and production of cultural elements to adorn the Huna Tribal House currently being built in Glacier Bay National Park including a house front, interior screen, house posts, and totem poles. This program has allowed traditional Northwest Coast arts including form line design, tool making, adzing, carving, and cedar and spruce root weaving to be passed on to another generation of craftsmen. NPS-paid master craftsmen have trained assistant and apprentice artists who have, in turn, provided direct instruction to Hoonah City School youth in both formal classroom settings (offering credit in Northwest Coast Art through HCSD) as well as in after school programs. Importantly, the carving work site serves as an informal classroom where craftsmen convey not only traditional skills, but also oral histories, life ways, and Tlingit laws and protocols to the next generation. NPS recognizes that the intangible

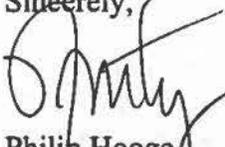
**TAKE PRIDE[®]
IN AMERICA** 

PR/Award # S299A160078

benefits of this program – conveying traditional arts and life ways to young tribal members – is as important as the tangible products completed be it totem pole or house screen. We are excited that the Native Youth Demonstration Grant may be a venue for NPS to continue partnering with Hoonah City Schools, Hoonah Indian Association, and others to ensure that students have the opportunity to learn vocational skills such as wood carving and other traditional crafts.

The National Park Service has also long been interested in recruiting tribal members to work in their traditional homeland – Glacier Bay National Park. We have offered high school internships and developed “career day” visits to the park in past years and remain committed to partnering with Hoonah City Schools to provide additional opportunities for internships, job shadowing, career workshops, and other vocational training options.

We are excited that the Native Youth Demonstration Grant might broaden and enhance educational and career opportunities available to Hoonah City School youth and look forward to continuing our long term relationship with the school and other community partners focused on that objective.

Sincerely,

Philip Hooge (ACTING)
Superintendent

Hoonah City Schools

P.O. Box 157 366 Garteeni Hwy. Hoonah, Alaska 99829 (907) 945-3611 Fax (907) 945-3492

MEMORANDUM OF AGREEMENT

This memorandum of Agreement is made on May 11, 2016 by and between the Hoonah Indian Association (HIA) and Hoonah City Schools (HCS).

The parties hereby bind themselves to undertake a Memorandum of Agreement (Agreement) under the following terms and conditions:

TERM: The term of this agreement shall be for four full years beginning May, 2016 to May, 2020 unless sooner in accordance with the terms of this agreement (the 'term').

GOALS AND OBJECTIVES: Goals and Objectives between Hoonah Indian Association and Hoonah City Schools. The parties to this agreement shall abide by the terms of this agreement to achieve the following:

HOONAH INDIAN ASSOCIATION AGREES TO:

1. Sharing of HIA local talent to assist in the facilitation of activities for both native parents and their children.
2. Sharing of information and communication styles to assist in keeping communication open for our target audience.
3. Work cooperatively in activity planning and events calendar for high attendance rate at activity functions.
4. The HIA representative shall attend all HCS planning meetings and serve as a representative of the HIA entity to aid in the successful planning and facilitation of future events for the benefit of Hoonah City School students.

HOONAH CITY SCHOOLS AGREES TO:

1. Sharing of HCS local talent to assist in the facilitation of activities for both native parents and their children.
2. Sharing of information and communication styles to assist in keeping communication open for our target audience.
3. Work cooperatively in activity planning and events calendar for high attendance rate of all activity functions.
4. The HCS representative shall attend all HIA planning meetings and serve as a representative of the HCS entity to aid in the successful planning and facilitation of future events for the benefit of Hoonah's children.

Each Party agrees to abide by FERPA, Safe and Drug Free Zones, confidentiality of student/parent data and work in a manner considerate of each entities mission.

(b)(6)

Signature of Hoonah Indian Association Administrator

May 12, 2016

Date

(b)(6)

Signature of Hoonah City Schools Administrator

May 12, 2016

Date

May 27, 2016

Freddie Olin
Tribal Recruiter Specialist
Southeast Alaska Regional Health Consortium (SEARHC)\
3100 Channel Dr, Ste 300
Juneau, AK 99801
(907)463-6609 work line

RE: Demonstration Grant

To Whom It May Concern:

On behalf of SEARHC, I am happy to provide this letter expressing our commitment to collaborating with Hoonah City Schools in carrying out the proposed Indian Education Demonstration Grant project activities.

To support these efforts our organization will:

Finalize an agreed-in-principle Memorandum of Agreement for the SEARHC Hoonah Medical Center to promote healthy activities for Hoonah youth.

We look forward to partnering with you in this important and worthwhile project.

Best regards,

(b)(6)

Freddie Olin
Tribal Recruiter Specialist
SEARHC

Memorandum of Agreement

As partners, we are bound by our mutual interest in opportunities for high achievement for Alaska Native students. We specifically recognize that Hoonah's 116 elementary and secondary students, along with our preschool children, need our support to increase their academic skills so that they can be successful in all academic areas, and expand their social and emotional skills to better function as confident caring people. We seek to increase their cultural knowledge and time-honored subsistence and artistic skills tied to this place that is our home, and will create opportunities that reflect this place. Further we recognize the important role that parents and community play in the lives of students and will help increase their skills to support their children/youth academic development, social skills building, and cultural competency.

To achieve these goals the partners agree to the following:

- To increase the level of participation and knowledge of the local Alaska Native Tlingit culture and language among students.
 - o Expand cultural and educational activities
 - o Align community resources
 - o Provide language instruction / opportunities across all grades
 - o Promote language instruction through culture camps, language camps, and other programs
 - o Provide opportunities for all classes and the community access to the community center
 - o Provide local cultural instruction to teachers, parents and extended families
 - o Support culturally relevant professional development and in-service for school staff and educators

- To improve students/ feeling of self-worth and identity.
 - o Provide ongoing educators training in the area of traditional Alaska Native education
 - o Promote participation in Alaska Native cultural and educational programs within the school and community
 - o Provide opportunities to share traditional foods and dance at celebrations and related events
 - o Increase the number of role in schools by inviting Alaska Native guest speakers into schools
 - o Increase connections with local Alaska Native organizations and the school district

- To improve the graduation of Alaska Native students
 - o Develop and offer Alaska Native culture and language academy
 - o Develop partnership between the school district and local community organizations to assist students transitioning into post-secondary or the work-force

(b)(6)

4-23-15

Hoonah School District

Date

(b)(6)

4-23-15

Huna Heritage Foundation

Date

(b)(6)

4-23-15

ANB/ANS/Hoonah

Date

Tlingit & Haida Memorial Hall, LLC

References

-
- ⁱ http://hrd.apec.org/index.php/US_States'_Career_Cluster_Initiative_for_CTE
- ⁱⁱ Regan, M. Sheppard, S. Interactive Multimedia Courseware and the Hands-on Learning Experience: An Assessment Study (1996).
- ⁱⁱⁱ Yoon, Kwang Suk, Teresa Duncan, Silvia Wen-Yu Lee, Beth Scarloss, and Kathy L. Shapley. Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues and Answers Report, REL 2007 – No. 033. Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest, 2007. <http://ies.ed.gov/ncee/edlabs>.
- ^{iv} http://ies.ed.gov/ncee/wwc/pdf/practice_guides/higher_ed_pg_091509.pdf
- ^v <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2752426/>
- ^{vi} <http://www.hfrp.org/family-involvement/publications-resources>
- ^{vii} <http://www.rhodeslab.org/files/DuBoisetalMeta.pdf>
- ^{viii} [http://center-for-indian-education.asu.edu/sites/center-for-indian-education.asu.edu/files/McCarty,%20Role%20of%20Native%20Lgs%20&%20Cults%20in%20AI-AN-NH%20Student%20Achievement%20\[2\]%20\(071511\).pdf](http://center-for-indian-education.asu.edu/sites/center-for-indian-education.asu.edu/files/McCarty,%20Role%20of%20Native%20Lgs%20&%20Cults%20in%20AI-AN-NH%20Student%20Achievement%20[2]%20(071511).pdf)
- ^{ix} <http://educationnorthwest.org/eb/working-with-indigenous-communities>
- ^x <http://educationnorthwest.org/rel-northwest/rel-research-alliances/aspra>
- ^{xi} <http://www.whitehouse.gov/>

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Category	Justification/Description	Year one grant funds	Year two grant funds	Year three grant funds	Year four grant funds	Total request
Personnel						
	Aat/Tláawk (Aunty) - little mothers to serve as positive role models for female program participants (job description attached). Calculated at \$25 per hour x 20 hours per week x 4 positions	\$104,000	\$104,000	\$104,000	\$104,000	\$416,000
	Saani/Káak (Uncle) - male Tribal members to serve as positive role models for female program participants (job description attached). Calculated at \$25 per hour x 20 hours per week x 4	\$104,000	\$104,000	\$104,000	\$104,000	\$416,000
	Project Manager (.50 FTE) to oversee and manage day-to-day implementation of project activities and ensure that all are completed on-time, as-specified, within the identified budget and in full compliance with program requirements. Calculated at an hourly rate of \$48.08	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
	Grant Manager (.05 FTE) to provide support for Project Manager and to assist in report preparation. Calculated at an hourly rate of \$40 per hour	\$4,160	\$4,160	\$4,160	\$4,160	\$16,640
	Business Manager (.05 FTE) to prepare budgets and financial reports; ensure fiscal accountability and transparency. Calculated at an hourly rate of \$40 per hour	\$4,160	\$4,160	\$4,160	\$4,160	\$16,640
						\$0

Total		\$266,320	\$266,320	\$266,320	\$266,320	\$1,065,280
Fringe						
	Fringe benefits calculated at 35% of base salary (7.65 % FICA ; health and retirement benefits @ 27.35%)	\$93,212	\$93,212	\$93,212	\$93,212	\$372,848
Total		\$93,212	\$93,212	\$93,212	\$93,212	\$372,848
Travel						
	Annual grantee meeting (years one through three) travel for the Project Director and one additional person: airfare (2 @ \$1,350 = \$2,700); hotel (2 nights @ \$175 per night = \$350 x 2 = \$700); per diem (3 days @ \$100 per day = \$300 x 2 = \$600).	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000
	College Preparation and vocational visits. Each year, an estimated 15-20 students (plus chaperones) will make off-site college preparation and vocational-focused visits. Includes the cost of transportation (e.g., ferry, airplane), ground transportation, hotel and food. Total cost is estimated at \$2,000 per individual per year	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
Total		\$54,000	\$54,000	\$54,000	\$54,000	\$216,000
Equipment						
	Technology - computers, microphones and recording equipment to create digital content for the KHOO radio station	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
	Radio Station Equipment KHOO (so the radio station is speaking the community language)	\$10,000				\$10,000

	Archival Equipment to create archived Tlingit cultural content for rebroadcast	\$10,000				\$10,000
Total		\$40,000	\$20,000	\$20,000	\$20,000	\$100,000
Supplies						
	Student program supplies: cost of curriculum, notebooks, notepads, study guides, workbooks and other study materials. Calculated at a cost of \$2,000 per month	\$24,000	\$24,000	\$24,000	\$24,000	\$96,000
	Office Supplies: miscellaneous program supplies such as pens, notebooks, copy paper, etc. Calculated at a monthly cost of \$500	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
	Family Engagement Activities: each month, HCS will host one family engagement event to empower parents to support their children's education. Calculated at a cost of \$1,000 per event x 12 events per year	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
	Career Support - scrubs, medical disposables, woodcarving supplies or any other career support materials that students may require as part of their CTE vocational training. Calculated at a cost of \$1,000 per month	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
	Student success incentives to support and encourage students along their pathway towards educational and vocational success. Includes items such as t-shirts, plaques, and incentives. Calculated at a cost of \$1,200 per month	\$14,400	\$14,400	\$14,400	\$14,400	\$57,600
Total		\$68,400	\$68,400	\$68,400	\$68,400	\$273,600

Contractual	<i>The contractual costs below are non-administrative costs that directly support attainment, measurement and analysis of progress towards achieving the desired goals and outcomes while supporting an ongoing process of continuous improvement. The procedures for procurement have been followed under 34 CFR 74.40-74.48 and Part 80.36</i>					
	Highly qualified, experienced third party evaluator to provide accurate, objective, ongoing assessment and evaluation of program. Calculation: Calculated at a cost per quarterly report of \$18,750 x 4 reports (year 1 and \$18,250 x 4 reports in years 2, 3 and 4) plus \$2,000 a year for travel to conduct a site visit. Cost per trip: \$600 (airfare), \$900 (6 nights at hotel @ \$150 per night), \$500 (per diem) = \$2,000	\$77,000	\$75,000	\$75,000	\$75,000	\$302,000
	Data Collection Specialist to work alongside evaluator and project leaders to ensure ongoing collection of valid, reliable and relevant student- and program-level data. Calculated at a cost per quarterly report of \$18,750 x 4 reports (year 1 and \$18,250 x 4 reports in years 2, 3 and 4)	\$75,000	\$73,000	\$73,000	\$73,000	\$294,000

	Elder Contracts to come in and provide professional development and training and ensure that academic and career/technical education (CTE) content is infused with the Tlingit culture and delivered in a culturally appropriate manner. Four sessions per year, calculated at a cost of \$5,000 per quarter, inclusive of travel expenses	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
	Mentorship Contracts cost of mentors to work with students and provide peer support. Cost is calculated at \$15 per hour x 10 hours per month x 10 mentors	\$18,000	\$18,000	\$18,000	\$18,000	\$72,000
	Cultural Support -bringing in outsiders to give cultural presentations for students and families. Calculated at a cost of \$1,000 per month x 12 months	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
	Student Portfolio Contract Support - each student will create a portfolio to present to college. Cost of person to assist students in preparing their portfolios.	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
Total		\$227,000	\$223,000	\$223,000	\$223,000	\$896,000
Other						
						\$0
Total		\$0	\$0	\$0	\$0	\$0
Grand total		\$748,932	\$724,932	\$724,932	\$724,932	\$2,923,728

	<p>Notes: The applicant will ensure compliance with section 7(b) of the Indian Self-Determination and Education Assistance Act, which requires that to the greatest extent feasible, a grantee must give to Indians preference and opportunities in connection with the administration of the grant, and give Indian organizations and Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of contracts in connection with the administration of the grant.</p>					
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U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	PJ	<input type="text"/>	Ford Slack	<input type="text"/>

Address:

Street1:	366 Garteeni Hwy
Street2:	<input type="text"/>
City:	Hoonah
County:	<input type="text"/>
State:	AK: Alaska
Zip Code:	99829-0000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
907-945-3611	<input type="text"/>

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

<input type="text"/>	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

Hoonah City Schools

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	266,320.00	266,320.00	266,320.00	266,320.00		1,065,280.00
2. Fringe Benefits	93,212.00	93,212.00	93,212.00	93,212.00		372,848.00
3. Travel	54,000.00	54,000.00	54,000.00	54,000.00		216,000.00
4. Equipment	40,000.00	20,000.00	20,000.00	20,000.00		100,000.00
5. Supplies	68,400.00	68,400.00	68,400.00	68,400.00		273,600.00
6. Contractual	227,000.00	223,000.00	223,000.00	223,000.00		896,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	748,932.00	724,932.00	724,932.00	724,932.00		2,923,728.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	748,932.00	724,932.00	724,932.00	724,932.00		2,923,728.00

***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: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
 PR/Award # S299A160078

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524